

AN ANALYSIS OF KANSAS VOCATIONAL TRAINING
UNDER THE MANPOWER DEVELOPMENT
AND TRAINING ACT, 1962-1967

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Richard Paul Russell
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R. B. Russell
Approved for the Major Department

J. W. Byler
Approved for the Graduate Council

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R.P.R.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

[The Manpower Development and Training Act of 1962 (MDTA), as amended, recognized the need for improved planning and expanded efforts to assure that adults and youth will be trained to meet shifting labor demands due to such factors as automation, technological change, foreign competition, and geographic relocation of industries. The act places specific emphasis on the employment problems of young people, older workers, minority groups, and disadvantaged persons, and provides for updating and upgrading occupational skill levels of many presently employed workers to overcome problems of skill obsolescence.]

Administration of the MDTA involves close coordination of the efforts of responsible agencies at state and federal levels. The Secretary of Labor has delegated to the administrator of the Bureau of Employment Security the responsibility for review and approval of institutional training programs. The Bureau of Employment Security (BES),

¹United States Department of Labor, Manpower Development and Training Act of 1962 as amended: 1965. Chapter III (Washington: Gov't Printing Office) p. 1.

through the state employment security agencies, is responsible for determining job opportunities and developing training project proposals. The Office of Education of the Department of Health, Education, and Welfare (HEW), through State Boards of Vocational Education and local school authorities, has the responsibility for providing suitable public or private training and facilities.² The Bureau of Apprenticeship and Training is responsible for developing on-the-job training projects with the cooperation of state agencies and local employment service offices. The Office of Manpower, Automation, and Training is responsible for identifying the types and kinds of research and the experimental and demonstration training projects needed to facilitate the establishment of policies, criteria, and standards for training program functions.

I. THE PROBLEM

Statement of the problem. From the beginning of the Manpower Development and Training Act there has been very little information documented in Kansas as far as results, statistical information, or actual achievements. It was the purpose of this study (1) to show the actual results of Vocational Training under MDTA from 1962 to 1967 in Kansas; (2) to present the occupational training need as it applies

²Ibid., p. 2.

to employment; (3) to compare the number who graduate with the number who placed on the job, and (4) to assess the adequacy or inadequacy of this training program.

The Manpower Development and Training Act of 1962 was described by President Kennedy as "one of the most important measures ever passed by Congress to help foster our Nation's technological development, strengthen our domestic prosperity, and maintain our position of leadership in the world."³ Its enactment by the Congress is a reflection of the American public's growing concern with the problem of unemployment and with the full utilization of the Nation's present and future labor force.

Importance and Need for the Study. The MDTA provided for the first nationwide program for the training and re-training of the unemployed and underemployed. It authorized a broad foundation program of manpower and automation research. The act, therefore, represents one of the most important advances in the development of a national manpower policy. Through MDTA and other recent legislation, Congress has increasingly emphasized the importance of manpower development and training programs as a means to promote the welfare of the American worker and further the Nation's progress.

Since Manpower training began in August 1962, Kansas

³United States Department of Labor, "Research and Training Activities Report of the Secretary of Labor," The Manpower Development and Training Act, (U. S. Gov't. Printing Office, 1963), p. 11.

public and vocational schools have provided the major portion of the training. Classroom instruction has been offered in comprehensive high schools, trade schools, area vocational schools, junior and community colleges, and in separate skill centers established by local school districts.

Manpower training presents different facets to various members of the public who encounter it or think about it systematically. To employers, it is a relatively new but accepted source of competent workers. To taxpayers, legislators, and governmental administrators, it may be a cost to be watched carefully, a means of reducing unemployment, and a stimulus to economic growth. To educators, it is an opportunity to experiment, innovate, and improve professionally while equipping youth and adults with new skills and abilities. To trainees, it is a second or last chance for basic education and needed occupational preparation.

(The major test of the success of an MDT program is the extent to which trainees secure employment during or after training, or work at a higher skill level than before, or increase the rate at which they continue to advance economically in the years after initial training.) Few educational training institutions systematically keep in touch with their graduates through the years to ascertain the value of their education, despite the evident ways in which such follow-up data could improve the efficiency of our educational process. It is hoped that this study will pinpoint the problems of

student dropouts, labor market needs, and show the successes and failures of this program. A review of program operations of institutional projects is a vital part of the total educational system and a thorough and detail report must be conducted.

Regular evaluation of the Manpower program is essential in order to know how the various segments of the program are meeting goals set for them, to detect new and changing manpower problems which may require program adjustments, and to insure that both the policy and operation of the total program are responsive to the Nation's manpower needs.⁴ Further employment opportunities for Manpower Development & Training students will continue to be good, as the need for training in skilled occupations will exist in every area of vocational education in Kansas.

The importance of Manpower training at present is and will be in the future, a test of the program's values which will result in its impact on the people and our society. As educators if we are to support, implement, promote vocational training such as MDTA, we must strive to evaluate, assess, and analyze the present Manpower training programs. If we are to progress in future years, we must examine our past and present before we can determine the future.

⁴United States Department of Labor, Report of the Secretary of Labor on Manpower Research and Training Under the MDTA, (U. S. Gov't. Printing Office, 1966), p. 53.

Delimitations of the study. It was the purpose of this study to collect data on Manpower training in the State of Kansas as it relates to a Federal, State, and Local program. The study was made only of those vocational programs which had the specific title, "institutional training." Consideration at this time was not given to the Bureau of Apprenticeship and Training, or on-the-job training programs.

II. DEFINITIONS OF TERMS USED

MDTA. Throughout the report of this analysis, the term "MDTA" shall be interpreted as meaning the Manpower Development and Training Act of 1962, as amended through 1969. Those who qualify may receive vocational occupational training at no cost and until such time as they are classified as employable.

Act. Refers to the Manpower Development and Training Act of 1962, P. L. 87-415, 76 Stat. 23, as amended; 42 U.S.C. 2571 et seq.

Department. Means the Department of Health, Education, and Welfare offices.

Public. For the purpose of the report this applies to any training agency or institution under supervision of the public or vocational school system.

Secretary. The secretary refers to the Secretary of the U.S. Department of Health, Education, and Welfare.

State Agency. This refers to the State Vocational

Education agency or other agency responsible under State law for the direction and supervision of training projects under the act, except that, with respect to training provided for referrals under subsection (b) or (1) of section 202 of the Act, any other appropriate education agency.⁵

Training. This is a planned and systematic sequence of instruction under competent supervision designed to impart predetermined skill, knowledge, or abilities with respect to designed occupational objectives; and, in addition to occupational training, it may include, to the extent necessary, basic education, prevocational training, refresher and re-orientation training for professionals, and such direction and supervision as may be required by the agency or institution to conduct the training.⁶

III. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of the study is divided into three chapters: Chapter II provides a brief review of related research and authoritative comments in national periodicals and books pertaining to this or similar studies from 1962 to the current year. Chapter III presents the sources of data and a description of the procedures followed in collecting

⁵Walter M. Arnold "Revised Regulations for Manpower Development and Training Program" U. S. Department of Health, Education, and Welfare, Washington, D. C. May 4, 1966, C. L. 4137.

⁶United States Department of Labor, op. cit. p. 3.

data. It also includes a sampling of follow-up of graduates, evaluation study of MDTA centers, employment outlooks, and a general review of manpower training in Kansas. Chapter IV, the last chapter, presents a summary of the findings, conclusions and recommendations. Following the last chapter are a bibliography and two appendices, one containing a sample of the form used in the follow-up of graduates and the other showing a management control study of MDTA programs.

CHAPTER II

REVIEW OF THE LITERATURE AND RELATED RESEARCH OF MANPOWER DEVELOPMENT AND TRAINING

Before the present study was conducted, a review of related literature of the last six years was made. This initial review was helpful for three basic reasons. First, it indicated that little has been written on the progress of Manpower Development and Training since the inception of the program. Second, it seemed to indicate that the present information available was much too general and did very little to show the true results of the program in each state. Third, it revealed that neither of the State agencies responsible for the Act had conducted an evaluation of the vocational training program itself from 1962 to 1966.

To obtain a cross-section of what the program had accomplished, it was necessary to do a complete evaluation of each of the major metropolitan cities. A thorough follow-up study was conducted on all students from 1962 to 1967 along with an analytical evaluation of the trainees' reading levels, terminations, graduates, and basic education growth. The information compiled and written by authorities in the field of training was studied. Next, the findings of periodical writers were examined. Lastly, government booklets and

publications in the area of annual reports were reviewed and researched.

Follow-up and evaluation. Research study of the three metropolitan cities (Topeka, Kansas City, and Wichita) revealed that since 1962, institutional projects have been approved for nearly 250 occupational titles in Kansas. The largest proportion of those enrolled in training (almost 53 percent) have had as a goal the acquisition of a skill which would lead to employment in one of the skilled trade and industrial occupations. The greatest number of these were training to become welders, automobile mechanics, automobile body repairmen, and machine operators. The next largest number (over 23 percent) were being trained to secure clerical or sales positions. Most of these trainees became stenographers, clerk-typists, and general office clerks. Fourteen percent of the trainees were trained in service positions. Ten percent of these trainees were in technical, subprofessional, or skilled training courses, such as those for license practical nurse and nurse refresher course, and nurse's aids.

In Wichita, Kansas, the evaluation showed that since its relatively recent conception on March 15, 1965, the Special Youth Manpower Development and Training Program has attempted, in earnest, to fulfill those goals it was established to accomplish. Those who conceived the original ideas that led to the founding of such a program as this certainly had prescribed people in mind. The evaluation

indicated people included in this group were those with one of the following problems: persons who had no skills; who were deferred from military service; who showed cultural deficiencies; who were unable to adjust to school; who had language difficulties; who had difficulty in social adjustment. With the above listed items serving as entry criteria, it is extremely obvious that those persons entering this program are disadvantaged in one way or another. There is a great deal to be overcome both for the training institution as well as for the trainee. The philosophy of this program itself must serve as an all-important contributing factor to any success in which it might have attained. Its basic philosophy is to meet the trainee where he is, accept him as he is, and go from there.

Periodicals. Dugger indicated that the hard core of the unemployed, many of whom are functional illiterates, number in the millions. The \$20,000,000 set aside for training in this first year of MDTA must be spent judiciously. To get the most for the dollars spent, one must concentrate on skill training for people who can readily move into jobs where workers are needed. Even though MDTA is an education act as well as an economic one, it is designed to provide vocational education, that is, to give people skills that will earn them a living.⁷

⁷Roy W. Dugger, "Training for a Job under MDTA" AVA--School Life, February 1963.

A review of the occupational training need as it applies to employment shows the need for office education and other training. At the end of 1963 about 20 percent of the projects and better than 20 percent of the enrollees were in office education preparation.⁸ This was also true for the State of Kansas in 1963 and has increased to almost 25 percent today.

Nearly two-thirds of the first group of trainees in 1962 were heads of families or households and thus eligible for training allowances. The educational attainment level of the trainees was relatively high. Only 10 percent of the trainees had completed 8th grade or less while 60 percent had reached the 12th grade or progressed beyond.⁹

In 1966, the MDTA Act was amended to serve 65 percent of our trainees in the area of the hard core disadvantaged. In Kansas, this challenge has been met and has exceeded in training over the 65 percent figure in completion of training in 1966 and 1967.

Government Booklets and Publications. Several articles in booklets and other publications have been written on the National basis concerning the expansion, needed changes in legislation, flexibility and innovations of the manpower program. An example of the program's improvement that should be noted is ["The 1967 Report of the Secretary of Health,

⁸Bruce I. Blackstone, "Office Education Today," American Vocational Journal, 38:5-15, May 1963.

⁹John P. Walsh, "Training / Manpower Utilization Catalyst" 38:4-13, April 1963.

Education, and Welfare to the Congress on MDTA." It indicated that by the end of 1966, training opportunities had been approved for about 567,000 persons since the beginning of the program in August, 1962. A major administrative redirection of MDTA was begun to meet emerging manpower shortages in certain skills and to train more disadvantaged workers and place them in jobs.¹⁰

Two additional factors in the "Manpower Report of the President" related to the value and accomplishment of this program. It indicated that three out of four trainees who completed their classroom work had gone on to regular employment; secondly, that nearly nine out of ten citizens who had completed training were gainfully employed.¹¹

In another article Wolfbein defined five primary objectives of MDTA training which still hold true today. His first objective was that everyone can be trained. The second objective relates to the fact that everyone needs to be trained. Thirdly, he states that every industry or business needs training; the fourth objective is that we must increase the status and quality of our vocational training. Finally, we must also make overt the proposition that trainers, themselves, must be just as responsive, flexible, and adaptable

¹⁰Expanding The Choices (The 5th Annual Report of the Department of Health, Education, and Welfare to the Congress on Training Activities, 1967), p. 12.

¹¹Manpower Report of the President (Transmitted to the Congress by the United States Department of Labor. Washington, D. C.: United States Government Printing Office, 1967), p. 7.

as we wish persons undertaking the training to be.¹²

From the foregoing conclusions and statements it appears that on the national level this program is performing the task for which the report is intended.

¹²Seymour L. Wolfbein, "Training Available Peoples for Available Jobs," American Vocational Journal, 37:7-6, April 1963.

CHAPTER III

PRESENTATION OF DATA

The purpose of this chapter is to present the data relating to employment outlook and opportunities as they are analyzed by the Research and Statistical Department of the Kansas State Employment Security Division of the U. S. Labor Department. This information shows the present occupations for which training being offered in MDTA programs. The first portion of this chapter will analyzes evaluation studies made in Topeka, Kansas City, and Wichita in order to have a better understanding of the trainees, the number employed, the percentage of referrals that terminated, and the percentage of graduates placed into related and non-related training.

I. EMPLOYMENT OUTLOOK AND OPPORTUNITIES

The nucleus of this information presents analyses of: End-of-month unfilled job openings (including agricultural) by 3-digit D. O. T.¹³ occupational groups, as listed with 31 offices of the Kansas State Employment Service; end-of-month

¹³United States Department of Labor, Bureau of Employment Dictionary of Occupational Titles: 1965. Third Edition. Washington: Government Printing Office.

count of active jobseekers by 3-digit occupational group, registered for work with the offices of the Kansas State Employment Service; and quarterly identification of labor shortage and labor surplus occupations for the state by comparing unfilled job openings with active jobseekers by occupational group.

The analysis of labor demand is undertaken primarily in assisting educational and training institutions in planning curricula to fit the occupational needs of the establishments in the state. This information is also a helpful tool in employment counseling and occupational guidance activities.

The labor supply information consists of analysis of the end-of-month count of active jobseekers. These data are primarily used by industrial development organizations in the state in answering specific requests pertaining to the occupational composition of available labor supply in Kansas. The data show the occupational qualifications of persons registered for work with the local offices in Kansas, by age, group, and sex. This information may also be used in inter-area recruitment.¹⁴

Fewer job openings existed for applicants registered for work with the offices of the Kansas State Employment Service in November; the end of month ratio of applicants to job

¹⁴Kansas Department of Labor, Job Opportunities Information: 1967. Quarterly, (Research and Statistics Department, Employment Security Division) p. 1.

openings declined from four to one in August to five to one in November. However, several offices reported worker shortages in selected occupations. In Goodland the number of job openings continued to exceed available labor supply. The number of 3-digit D.O.T. occupational groups where unfilled job openings exceeded or equalled the number of occupationally qualified applicants decreased from 72 in August to 48 in November. Principal occupations where labor shortages existed were: salesmen, especially real estate and insurance; occupations in the manufacture of ammunition; domestic service occupations; miscellaneous managers and officials; passenger transportation occupations; occupations in processing of metal; miscellaneous office machine operators, salesmen, and repairmen; occupations in animal care; and occupations in manufacture and repair of scientific, medical photographic, and optical instruments.

On the supply side of the manpower equation, not a single job opening existed in 180 three-digit occupational groups in which experienced and qualified applicants were available. Principal labor surplus occupations, some of them seasonally affected, consisted of: spray painters; occupations in assembly, fabrication, and repair of electrical equipment (primarily women); plasterers; fabricating machine operators; concrete and asphalt paving occupations; amusement device and concession attendants; laundresses, private

family (all women); construction industry managers and officials; occupations in secondary school education; and molders and coremakers.

There were 3,230 unfilled job openings (including agricultural) in November. This recorded a sharp decrease from August with the most pronounced declines recorded in wholesale-trade and services. Nevertheless, these divisions along with manufacturing, accounted for nearly 75 percent of all job opportunities in Kansas. The largest number of unfilled job openings was for waiters and waitresses, miscellaneous construction occupations, nursemaids, and kitchen workers. A large number of openings also existed for chefs and cooks, carpenters, arc welders, routemen, machinists, plumbers, sewing machine operators, registered nurses, and bookkeepers. Most of these positions offered good wages and good prospects of gainful employment.

Approximately 15,750 jobseekers were reported in active status in November, as compared to about 16,050 in August. Women accounted for nearly 50 percent of the applicants. The decrease occurred among applicants in the "under 22" age group only. Local offices in Coffeyville, Hutchinson, Independence, Kansas City, Mission, Salina, Topeka, and Wichita reported 500 jobseekers or more in active status. Most of the available labor supply was found in clerical, sales, and service occupations. In most of the offices, especially in the western part of the state, a large segment

TABLE I
STATEWIDE SUMMARY UNFILLED JOB OPENINGS
OCCUPATIONAL CATEGORIES AND DURATION
NOVEMBER 1967

Occupational Categories	Nov. 1967	Duration			Aug. 1967	Nov. 1966
		Under 15 days	15 to 29 days	30 days and over		
<u>Occupations</u>	<u>3,230</u>	<u>1,053</u>	<u>804</u>	<u>1,373</u>	<u>4,512</u>	<u>4,076</u>
Professional, technical, & managerial	200	27	34	139	255	279
Retail and sales	681	266	172	243	840	894
Service	980	356	227	397	1,415	1,139
Agriculture, fishery, forestry, and related	112	23	18	71	291	105
Manufacturing	59	19	16	24	91	64
Construction trades	205	57	35	113	265	335
Domestic Work	175	36	89	50	153	188
Agricultural work	476	143	107	226	690	554
Miscellaneous	342	126	106	110	512	518

of the "under 22" jobseekers consisted of students seeking part-time employment only.

The number of jobs listed in the Kansas Inventory of Job Openings remained about the same as in August. About 130 jobs in 21 different occupations were available for jobseekers willing to relocate in other areas of the state. Hutchinson, Kansas City, Topeka, and Wichita were the only offices listing job openings in the inventory. Kansas City offered the largest number of jobs, while Topeka and Wichita had fewer job openings but a larger variety of occupations. In strongest demand were registered and licensed practical nurses, welders, carpenters, civil and mechanical engineers, machinists, social-welfare workers, experimental mechanics, cement masons, and insurance salesmen.¹⁵

II. VOCATIONAL TRAINING PROGRAMS IN KANSAS

A. WICHITA COMPREHENSIVE VOCATIONAL

TRAINING FACILITY

MULTI-OCCUPATION PROJECT

General Information. The Wichita Comprehensive Vocational Training Facility is located at 324 North Emporia

¹⁵Kansas Department of Labor, Job Opportunities Information: 1967 November, (Research and Statistics Department, Employment Security Division) p. 3.

Street in an industrial development setting, just five minutes from downtown Wichita. The facility is housed in a modern three story building with well-lighted and ventilated instructional areas tailored to each particular vocation. Special areas are set aside for basic education. The facility is equipped with all the tools, equipment and machinery indigent to the occupations taught. All equipment is up to date. Modern teaching techniques and apparatus are used extensively.

The Wichita Comprehensive Vocational Training Facility is designed to provide exposure to, and intensive training in a multi-occupational setting. This has the dual advantage of allowing the trainee an "on-hand" view of the work to be done and machinery necessary for the job, while allowing the training facility to move the individual from occupation to occupation when necessary, all under one roof. It also provides a centralized location for transmittal of data among trainee, instructor, employment counselor, and social worker.

Purpose. An Institutional Multi-Occupational Youth Training Program was established to provide "follow-on" training to Youth Training Project No. KA(YM)5028, to benefit disadvantaged or underprivileged youth in Wichita. The training plan makes provision for 150 youth, both male and female, ages 16 through 21, who for one reason or another are considered unemployable and who meet the criteria of "disadvantaged." They were selected for training primarily on

the basis of personal needs rather than the needs of the community. Every effort will be made to place them in gainful employment on completion of the training.

In order to be of the greatest service to the individual applicants, the greatest flexibility was employed in the scheduling of the training. The average training which any applicant was expected to receive did not exceed 52 weeks; however, the program included projection over a period of 78 weeks or 18 months.

The training program was divided into the following phases:

1. Pre-indoctrination (introductory) Training (one week)
2. Indoctrination, Basic Education, and Prevocational training to include No. 1 above is estimated at approximately 14 weeks per trainee.
3. Vocational Training, to be conducted in a selected trade. This training is designed to give the applicant a degree of skill which will allow accepting and holding a job in this trade, no more than 38 weeks of training.

Primary Responsibility. The Kansas State Employment Service is responsible for:

1. Determination of the types of training that are needed.
2. Selection and referral of trainees into the program. Counseling and testing of applicants may be made during the selection process and also as required during the course of the training program.
3. Placement of individual trainees on completion of their training and follow-up.
4. Providing a program coordinator and a counselor for the project.

The Vocational Department of the Wichita Public School System is responsible for:

1. Staffing the training center except as noted in Paragraph "A" above.
2. Training activities of the Youth Training Program.
3. Determinations relative to training facilities, equipment, supplies, hours, and procedures.

Counseling of applicants during training is a joint responsibility of both organizations. Vocational counselors are available at the training center for this purpose.

Indoctrination, Basic Education and Prevocational Training. The first week of assignment at the training center was devoted to indoctrination of applicants. These activities were a cooperative effort between the Employment Office and the training center. Testing is designed to enable the training coordinator and counselors at the center to determine a suitable training area for each applicant, whether pre-vocational training will be needed, to ascertain the applicant's educational level, and the amount and depth of basic education needed.

Tests to be used will include:

1. General Aptitude Test Battery (GATB) - to indicate an applicant's ability to learn, and specific occupational aptitudes.
2. Kuder Preference Record - to indicate an applicant's vocational and general interests (the forgoing tests may be administered by a counselor at the Employment Office, if desired, prior to assigning the applicant to the training center.)
3. Iowa Basic Skills Test - to establish the applicant's grade level of educational accomplishment.

Lectures were given by counseling and training personnel at the training center covering the purpose and scope of training, rules and regulations of the center, department, dress, attitudes expected of the applicant, etc.

Following orientation, an applicant may be assigned to vocational training, preferably in an occupation selected by him. However, if the applicant has difficulty in making an occupational choice or his choice is unrealistic, he may be assigned to "Prevocational Training," for assistance in this choice. Occupations selected for prevocational training include:

1. Machine Shop Practice
2. General Metals and Welding
3. Woodworking
4. Electrical Repair Work

During this period an applicant may be assigned to training in Basic Education for approximately two to three hours per day in order to bring his basic education to the level where he can communicate easily and absorb vocational training. This will consist of basic English skills of reading, writing, and arithmetic; assignment will be based on test results and the counselor's recommendations in cases when an applicant is found to function at or below the ninth grade level.

The length of this phase of training is dependent on the length of time necessary for an applicant to determine his vocational choice. Prevocational training may last up

to about eight weeks; but when coupled with basic education, should average approximately 14 weeks. Basic Education, when considered necessary, may be extended into the occupational training phase. Some applicants may require only attitude change, and after completion of counseling, testing, pre-vocational, and basic education, they may be ready for job referral without occupational training.

Vocational Training. Following completing of the foregoing prevocational training, individual applicants were also assigned to vocational training, preferably in a vocation selected by the applicant. Training courses, however, are generally limited to the following, all of which have been previously offered by the training center.

<u>Title</u>	<u>No. of Weeks</u>	<u>No. of Trainees</u>
Alteration Tailor	27	15
Auto Body Repairman	38	20
Automobile Mechanic	38	20
Clerk, General	38	20
Cook (Hotel & Restaurant)	27	15
Household Appliance Repairman	38	10
Nurse Aide	8	30
Salesperson, General	18	20

Training is offered at the Youth Training Center, or in other existing MDTA training facilities. The courses selected are all adapted for training of disadvantaged youth and are planned so that if a trainee is believed by the instructors, counselors, and the training coordinator to have reached his best level of proficiency on certain phases of the training prior to completion of the course, he may be graduated at that point and issued a certificate showing the

amount of training completed. The applicant was then sent to the Employment Office for referral to a job. As much flexibility as possible was maintained in scheduling youth into vocational training courses. Interested employers send representatives to visit the class at an arranged time in order to observe the class activities and to interview the instructor and some of the trainees relative to employment. This method has proven effective in placing many previous MDTA trainees. At the conclusion of the training, Employment Office interviewers referred any unplaced trainee to existing openings, to make every effort to develop job openings. During the course of training, counselors or interviewers developed jobs for and refer trainees to part-time employment when they must have such employment to remain in training. Trainees referred to the Employment Office by other KSES offices generally are returned to their home areas for job referral following completing of training. The following training programs and job descriptions are included in the program:

Basic Education and Prevocational Training. Basic Education consists of elementary education in the fields of English reading and writing skills, arithmetic, and instruction in such social subjects as deportment, dress, attitudes expected by employers, promptness, good work habits, constructive attitudes concerning self and work, etc. Prevocational training is used when necessary to aid applicants

in the selection of suitable fields of work when they are not otherwise equipped to make occupational choices.

Automobile Mechanics. An automobile mechanics includes general repair and maintenance work on passenger automobiles and light trucks -- disassembles, repairs, adjusts, and re-assembles auto parts as required, using hand and power tools -- follows oral and written instructions, and reads maintenance manuals -- may specialize in such areas as tune-up, alignment, overhaul, etc.

Automobile Body Repairman. An automobile body repairmen removes dents, straightens, aligns, and welds damaged automobile bodies, fenders, and structural members -- smooths, sands, and finishes metal prior to repainting -- removes and replaces body, fender, and frame parts which cannot be repaired -- uses hand tools, power (pneumatic) tools, and acetylene welding equipment as required -- may repaint automobile areas.

Household Appliance Repairman. The household appliance repairman repairs, regulates, cleans, and adjusts small electrical appliances such as toasters, fans, percolators, and mixers -- may also learn to repair, regulate, and adjust such larger appliances as ranges, washers, driers, refrigerators, and room-type air conditioners -- may work at a bench in an employer's shop and may work as required in the customer's home using hand tools and testing devices.

Salesperson, General. The general salesperson performs a combination of tasks involved in the meeting of customers, displaying and selling inexpensive items -- responds to the customer's requests for service or information -- prepares sales tickets for cash or charged items, receives cash for payment, operates the cash register, makes change, and wraps purchased items -- keeps stock supplied and neatly arranged.

Alteration Tailor. The alteration tailor alters men's, women's, and boy's suits and coats in accordance with markings provided, in order to achieve a smooth fit -- rips out seams and resets material by basting, hand sewing, and machine sewing to lengthen or shorten sleeves, adjust leg lengths, coat collars, and waists, trouser waists and seats, etc.

Cook - Hotel and Restaurant. A hotel and restaurant cook works in eating establishments such as hotels, restaurants, cafeterias, or private clubs -- prepares, seasons, and cooks such foods as meats, vegetables, soups, salads, and desserts according to appropriate recipes and cooking methods -- may assist in planning menus.

Clerk, General. A general clerk, depending on the size and type of office, performs any or all of the following duties: compiles and types reports, writes or types bills, statements, receipts, or other documents, and copying information from office records -- addresses and stuffs envelopes, acts as office receptionist, answers phone and schedules

appointments. He sorts and distributes mail, operates duplicating machines, etc.

Nurse's Aid. A nurse's aid performs work involved in the care of patients, in service to their physical, social, or appearance needs in a hospital or nursing home. Typical work includes bathing and dressing patients, making beds, serving food to patients and assisting the nursing staff as directed.

B. TOPEKA COMPREHENSIVE VOCATIONAL FACILITY:

ADULT MULTI-OCCUPATION PROPOSAL

This proposal consists of five projects, including Basic Education, offered on a concurrent basis under a multi-occupational cluster that will be implemented upon approval according to the specified dates.

Vocational Counselors and Basic Education instructors functioning directly with the trainees of each sub-project have become urgently important in order to assist the trainee in solving his problems. The Counselors and Basic Education teachers will be budgeted for the length of the multi-proposal. The multi-project will include concurrent Basic Education for these trainees that need upgrading to the occupation entry level.

A total of 100 trainees are programmed for the five planned occupational projects with a maximum of thirty-eight weeks for a sub-project.

Basic Education Project. It was anticipated that Basic Education will be given on a concurrent basis for an average of one hour per day for approximately five weeks. This, of course, will vary with trainees. Counseling, with emphasis on job responsibility and attitude, will be needed in order to prepare the trainees for preparation of occupation assignment at the entry level. The estimated cost includes two Basic Education instructors, two counselors, with the necessary furniture, classroom equipment, office equipment, training aids, and instructional supplies. Training will be continuous during the current fiscal year for 100 trainees. Depending on their ability, trainees will not be in basic education for more than five weeks.

Automobile Mechanic. This proposed sub-project was projected for 38 weeks of training with an estimated twenty trainees for a time of eight hours a day, five days a week, including basic education and counseling service. This program was conducted in the present Auto Mechanics project using the existing plant facilities. The proposal included one instructor, some additional equipment, consumable supplies and utilities. The curriculum in the present Auto Mechanics program was revised and adopted.

Clerk, General Office. This proposed sub-project was projected for 32 weeks of training with an estimated twenty trainees for a time of eight hours a day, five days a week, including Basic Education and Counseling services. This

program was conducted at Topeka High School using existing plant facilities. This proposal included one instructor, some additional equipment, and consumable supplies. The curriculum, Clerk, General Office, was revised and adopted.

Production Machine Operator. This proposed sub-project projected for 27 weeks of training with an estimated twenty trainees for a time of eight hours a day, five days a week, including basic education and counseling services. This program was used in existing plant facilities. The proposal included one instructor, some additional equipment, consumable supplies and utilities. The curriculum from Machine Operator, General, was revised and adopted.

Household Appliance Repairman. The Household Appliance Repairman course has fulfilled a very vital need in and around Topeka for three phases of entry level repairman: (1) small appliance; (2) major appliance; (3) window type air conditioning units. This sub-project was designed for 38 weeks of training with an estimated 20 trainees for eight hours a day, five days a week, including basic education and counseling. This program was conducted using existing plant facilities, and was phased to start at the end of the present operating program. This proposal included one instructor, some additional equipment, and consumable supplies. The curriculum from Household Appliance Repairman, was adopted.

Automobile Body Repairman. Automobile Body Repairman has continued to be a very worthwhile course in the Topeka

area and is being proposed as a sub-project for 38 weeks of training with an estimated twenty trainees for five days a week, eight hours a day, including Basic Education and Counseling.

This project is handled by one instructor. The proposal considers some additional equipment, consumable supplies and utilities. The curriculum from Automobile Body Repairman, was adopted. This was conducted by using existing plant facilities phased to start at the end of the present operating program.

C. KANSAS CITY COMPREHENSIVE
VOCATIONAL FACILITY MULTI-OCCUPATION

General Information. This proposal consists of six projects, including Counseling, Orientation, and Prevocational Training, under a multi-occupational cluster that will be implemented upon approval of the sub-projects. Additional projects may be explored and written as recommended by Employment Security as the need occurs.

This program was also broadened to include Basic Education, Guidance and Counseling, Orientation, and Prevocational Training in order to help the employability of trainees who have been disadvantaged both socially and economically. It is anticipated that 150 of the 200 will have Basic Education and Prevocational available as needed. Many of the 200 trainees will be given Guidance and Counseling

as needed on an individual basis. Seventy-five of the 150 trainees are allocated to other agencies for referral.

Curricula of the six courses offered are designed so that if an applicant reaches his learning potential at a point prior to the conclusion of a course, he may be given early graduation, and be referred to a job befitting his capacities.

Purpose. Institutional Training under MDTA was offered to adults on a continuing Multi-Occupational basis, which has proven the most practical manner over the past eighteen months in this area. This method affords a wider selection of vocations and is more suited to the needs of the disadvantaged. The percentage of applicants referred to training consisted of 65 percent classified as disadvantaged and 35 percent non-disadvantaged.

Counseling - Orientation - Pre-vocation. Basic Education consisted of elementary education in the fields of English, reading, writing, arithmetic, and instruction in such social subjects as deportment, good work habits, attitudes, and promptness. Through the various testing devices, and after the initial Counseling sessions if indicated, a trainee may be given a maximum of five weeks, if necessary, to bring his educational level up to required standards. Some trainees may need the full five weeks for Basic Education, while others may use less time. Basic Education may also be provided concurrently with the vocational class. It is hoped that this

type of program will satisfy the needs of the individual trainee in terms of Basic Education and vocational choice. The estimated cost of this program includes expenditures for equipment, rent, utilities, employee benefits, counselors, Basic Education instructors, building maintenance employees, and consumable supplies for all projects in this proposal.

Each trainee will have the opportunity to progress through a Prevocational training experience which includes Basic Education, job training, counseling, and other activities that may lead him to an appropriate occupation training program. The maximum number of weeks to accomplish the Prevocational experience will be two weeks for each trainee. The Counseling, Guidance, and appraisal may indicate: (1) whether he needs Basic Education in order to take part in vocational training and to what extent; (2) the training plan best suited to his individual needs. Because it is not always possible to determine the full scope of employment possibilities of an applicant requiring Basic Education, firm occupational choices for trainees may, when considered necessary, be delayed until after Prevocational exposure. The trainee will be placed in an ongoing vocational class for this tryout period.

Accounting Clerk. This sub-project was proposed for a maximum of 20 weeks per trainee operating on the wheel "slot-in" concept. A total of 40 trainees was programmed with a class load of 20. Trainees may perform a variety of

routine calculating, posting, and typewriting duties to accomplish accounting procedures -- post details of business transactions, such as allotment, disbursements, deductions from payrolls, pay and expense vouchers, remittances paid and due, checks, and claims -- uses all office machines including both manual and electric typewriters. Twelve of the 40 trainees are allocated to other agencies for referral.

General Office Clerk. This sub-project was also proposed for a maximum of 20 weeks per trainee operating on the wheel "slot-in" concept. A class load of 20 trainees with a total of 40 trainees was proposed for the project. Emphasis is placed on office duties including taking dictation by shorthand, operating dictating machines, typewriting on electric and manual typewriters. In addition, trainees may use adding, calculating and duplicating machines. Other areas included preparation of reports, payroll, vouchers, invoices, etc., and the trainee also may handle duties of a receptionist and all phases of public contact work normally conducted in offices. Ten of the 40 trainees were allocated to other agencies for referral.

Production Machine Operator. This sub-project was proposed for a maximum of 24 weeks per trainee using the "slot-in" procedure. A total of 40 trainees was projected with a class load of 20 trainees. Training experience included operation of machines, such as burring, chamfering, drilling, grinding, milling, shaping, and tapping on variety

of metal parts used in the production of various items and products. Trainees may also operate machine tools, such as drill press, grinder, lathe, milling and tapping machines set up by a job setter -- may also work to tolerances and requirements specified on blueprints and drawings, checking work with calipers and micrometers -- may set up machines with aid of a job setter, and weld or braze parts. Twenty of the 40 trainees are allocated to other agencies for referral.

Welder - Combination. This sub-project was also proposed to operate for a maximum of 24 weeks per trainee functioning on the "wheel slot-in" concept. A total of 40 trainees was projected with a class load of 20 trainees. Training encompassed fusing, shaping, and/or repair of metal objects, (aluminum, steel, or alloys) parts, sheets, tubes, bar plates by means of oxy-acetylene, electric arc, hydrogen or other welding methods. The trainees uses rods, electrodes and flux, regulates gas pressure or current flow and auxiliary units as necessary; may lay out metal in accordance with blueprints; and work as individual or as a crew member, on a job or production line basis, using manual or machine operating procedure. Fifteen of the 40 trainees are allocated to other agencies for referral.

Clerk-Typist. This sub-project was proposed for a maximum of 20 weeks per trainee using the "slot-in" procedure. A total of 40 trainees was projected with a class load of 20

Education teacher and the counselor. Seven trainees studied and four received their eighth grade certificate with the assistance of the Basic Education teacher. A total of seventy-two trainees participated, at various levels, of the Basic Education portion of the program offered.

Counseling played an important role in the program. Many of the trainees were made aware of the interest that society has in their well being. It was also felt that there were more of the hard-core, culturally deprived, poorly motivated trainees that would have terminated had it not been for the facts being presented in such a manner so as to stimulate, motivate, and/or cause them to critically look at themselves. The necessity of having a skill or trade to use in earning a living was emphasized.

In the past program the percentages of terminations increased in three of the areas offered. They were as follows:

(1) Production Machine Operator - Terminations increased from 25 percent to 38 percent. This increase was 6 percent more than the highest percent in the three previous projects in this area.

(2) Automobile Body Repairman - The increase here was much higher than the other projects. The increase was from 25 percent upward to 68 percent. This increase was 36 percent more than the highest of the two previous projects.

(3) Automobile Mechanic - The increase of terminations was from an average of 34 percent to 50 percent but was 5 percent lower than the highest in the five previous projects with automobile mechanics.

The placement percentages of the past program as compared with the previous programs follows:

(1) Production Machine Operator - One hundred percent of the trainees in this program were placed as compared to the 84 percent placed in the previous program.

(2) Automobile Body Repairman - To date only 33 percent of this class were placed as compared with 78 percent for the two previous classes.

(3) Automobile Mechanic - About 89 percent were placed compared to the average of about 93 percent for the previous five projects.

As to the cause of the higher percentages of terminations in the Automobile Body Repairman project, one factor was very important. The "type" of trainee enrolled in the project was considerably different. The educational level was lower, the backgrounds were much more involved, and the level of motivation was somewhat lower. Three trainees were sent to jail for various crimes and two others for misconduct. Several of the trainees had previous police records and/or were on parole. Two of our trainees were psychiatric out-patients who reentered institutions for more psychotherapy. This represents seven out of the thirteen that terminated and is

a good indication of the problems encountered with this group.

Reasons for terminations in the above three projects are as follows:

- (1) Production Machine Operation - There were five persons who were terminated in this project. Two trainees went back into the military service. One went to work at an unrelated job. This trainee stated that due to his age and previous experience, he did not feel he wanted to complete the program. One trainee we terminated due to his poor attendance after several attempts at counseling and several contacts made by the Bureau of Indian Affairs representative to get him to continue his training. The last termination was due to the trainee's misconduct brought about by his intoxication.
- (2) Automobile Body Repairman - The highest number of terminations was in this project with thirteen failing to complete the program. Three of the trainees went to jail. Two were forced into taking another job, one due to an allergy to dust and the materials used in the trade, and another because of the inadequate training allowance in his situation. One trainee had a financial problem and because his allowance was too low, he was unable to continue his training.

Two trainees terminated because of personal illness; both trainees were former psychiatric patients and were readmitted for psychotherapy. Two trainees were terminated for reasons of misconduct. Two trainees were terminated due

to their poor attendance. This was done only after several attempts at counseling. The importance of having a trade or skill was emphasized by the counselors. Another trainee terminated himself but we were unable to contact him to determine his reason for quitting.

(3) Automobile Mechanic - In this project nine trainees have terminated. Two were terminated because of poor attendance and two more went to work in an unrelated field. One trainee in this project was placed in jail for writing no-fund checks. One of the trainees was severely retarded and unable to adjust to the training situation. This trainee had been in the military service and was discharged after only two and one-half months, the reason was "unadaptability." This fact was missed by the counselor in his interview and the referral was made. One trainee enlisted in the U. S. Army, and another left and refused counseling.

Of the total thirty-nine persons that terminated in the 1967 program, 54 percent in the 18 categories listed on the next page were considered uncontrollable. This is to say that we were unable to see the problem before it presented itself to take preventative steps to ward off the outcome. The five categories listed below carried 54 percent of the terminations and 46 percent were in the other thirteen categories.

Misconduct	5
In jail	4
Enlisted	3

TABLE II
A COMPARISON OF THE 1967 PROGRAM
AND ITS TERMINATIONS

CATEGORY	ALL PROJECTS	1967
Referred but did not enter	6	1**
Attendance	15	3
Misconduct	7	5
Lack of Progress (unadaptable)	15	2
Went to Work - Related	16	1
Went to Work - Unrelated	26	6
Moved from this area	11	0
Dissatisfied	5	0
Personal Illness	28	7
Family Illness	6	1
Personal Problems	12	0
Family Problems	4	1
Financial Problems	4	1
Pregnancy	2	0
To get Married	3	0
Enlisted, Military Service	3	3
In Jail	4	4
Alcohol	1	1
No reason stated except, left did not return to the training facility	<u>26</u>	<u>4</u>
Total	194	39

**Not included in the total terminations

Lack of progress (unable to adapt)	2
Personal illness	<u>7</u>
Total	21

The other 46 percent who terminated, or 18 trainees, were in areas where some control was exercised. It apparently was difficult for these persons to understand the need to learn a skill that would provide a decent living for them for several years. To point out the possibility of the short duration of the job they were going to was another factor. The director of the program explained that if it was only two or three months long that they would find themselves back in the same rut they were in before entering this program. It was also pointed out that they would not be able to re-enter this program and would have to undergo another evaluation by the Employment Office before being considered for more schooling under MDTA funding. There were four trainees whom we were unable to contact after graduation.

B. KANSAS CITY TRAINEES

A total of four multi-occupational projects were in operation as of December 31, 1967. The State program was scheduled to complete training December 29, 1967. Training was extended until June 28, 1968. Completion of training was scheduled to end August 23, 1968, in the fiscal year 1967. Prevocational Training includes concurrent Basic Education

as needed, exploratory tryout experiences, phase in instruction, Guidance and Counseling and Orientation. All referrals were processed through prevocational in order for the trainee to have a choice in his tryout experiences to help in the trainees decision for vocational training. The training facility is not primarily interested in the so-called grade level of the trainee since they have enough basic fundamentals to be successful in the job for which they are training.

Therefore, 691 trainees were raised to the level of English and mathematics that was necessary to be successfully functional in the occupation of their choice. A total of 767 trainees have completed or were in training. This resulted in a 90 percent factor of success for these trainees in having developed enough communication and mathematic skills to be compatible for their desired employment. Many of the business education trainees receive their general education diploma and 82 percent passed the Civil Service tests.

The final Kansas City, Kansas Multi-Occupation Summary up to December 1, 1967, indicated that 216 trainees were graduated from training during this period. In addition to the 216 who were graduated, there were 83 individuals who entered into early termination for employment prior to their graduation. This gives a total of 299 persons who completed training during the period. In Basic Education, a total

of 385 trainees received from one week to ten weeks of concurrent education in reading, writing, and arithmetic. A total of 94 trainees were dismissed from the program which gives a 25.6 percent drop-out rate for the project. Of this number, 43 percent of all drop-outs received employment at non-related occupations.

C. WICHITA TRAINEES

Since its relatively recent conception of March 15, 1965, the Special Youth Manpower Development and Training Program has attempted to fulfill the goals it was established to accomplish.

Those who came forth with the original ideas that led to the development of such a program as this certainly had definite people in mind. People included in this group were those with one of the following problems: no skills, deferred from military service, cultural deficiencies, poor school adjustment, language difficulties, or poor personal adjustment.

Six hundred and twenty-six trainees have entered the Youth MDTA program at the Central Vocational School in Wichita. Nineteen trainees terminated and reentered and thirty-two terminated prior to attendance of five days. Thirty-one communities have also been represented. The majority of the cities were within a hundred mile radius. Sixty-eight percent of the trainees who entered training in a vocational area

finished the course. Over fifty-four percent of all trainees entering the school graduated. Seventy-four percent of the graduates were placed in job related employment while fifteen percent of the non-graduates were placed in their area of training.

Charts and figures can serve as a good indicative measuring instrument, but they have limitations. It is impossible to show the many relevant factors that contribute to the success of a program of this nature. No follow-up study allows one to take a look at the complete integral working of this program, but only a small part of it and in this case the portion might be smaller than in others.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of the study was (1) to show the actual results of Vocational Training under MDTA from 1962-1967, in Kansas; (2) to present the occupational training need as it applies to employment; (3) to compare the number who graduate with the number who are placed on the job, and (4) to assess the adequacy of this training program.

Of the 429 Topeka trainees that were graduated there were 79 who were not contacted in the initial follow-up study. Many reasons existed for the inability to contact the graduates such as: moved, left no forwarding address; unknown at this address; moved to another state; no forwarding address; or they refused to answer the questionnaire. It is believed that at least 65 percent of the 79 trainees are employed. This would raise the placement percentage from 81.6 percent up to 96 percent overall for the program.

It becomes quite obvious that those persons entering the program are disabled in one way or another. There is a great deal to be overcome both for the trainee and the MDT

Supervisor. The philosophy of the program must serve as an all important contributing factor to any success that might be attained. It is a very simple philosophy; meet the trainee where he is, accept him as he is -- and go from there.

It is impossible to show the many relevant factors that contribute to the success of a program of this nature. Such things as motivation, change of attitude, and job readiness are difficult to explain. There are many things that simply happen, some by design and others incidentally, but the important thing is that they do happen. These are the things that also motivate the young person and help create goals that had been non-existent, gaining height that had seemed unsurmountable and perceiving themselves as they had never viewed themselves. This is self-discovery and helps them locate their place in the world of work. This self-realization does not take place with everyone, but the curious thing about the program is that many who leave before completion, experience this self-discovery also. As indicated earlier, there are two sides to the ledger, and all does not end happily, but it is the job of approximation that makes the entire venture worthwhile.

From its conception to the present time the program can be reviewed quite easily on the pages that precede. The Wichita summary begins March 15, 1965, the beginning, and is current through October 31, 1967.

The primary purpose for the existence of such a program is to teach saleable skills to those in dire need of them. The learning of a saleable skill is a necessary prerequisite in order for one to attain a job. The procurement of a job becomes a giant step in the direction of one becoming a self-sufficient, functional citizen. In essence then, it might be said the main purpose as far as this program is concerned, is to get a job.

The initial job upon graduation, or completion of training, is the key to the program. There can be nothing more disheartening and demoralizing than to have completed the training and then find no employment. With graduates of this program, this has not occurred. More than 90 percent of the graduates are placed on jobs prior to or upon graduation. In most instances the remaining 10 percent are placed within five to fifteen days after graduation.

Attempting to conduct a follow-up study is somewhat of a frustrating endeavor. Almost totally dependence is placed upon the graduated trainee to receive, complete, and return the questionnaire. This serves a twofold purpose: to gain information but at the same time to assure the trainee of the fact that we are still available to assist them even after they have left the program.

The initial follow-up of graduates is conducted thirty days after the date of graduation. This is repeated after six months and again after one year. Thus contact is made,

when possible, for a period of one year after the trainee has left the program. Moving without leaving a forwarding address is the great nemesis in making it impossible to communicate with graduates. In other cases, simple failure to return the questionnaire in an enclosed stamped, self-addressed envelope reduces the overall follow-up to near the 30 percent mark for the six month contact.

The methods used in conducting the Wichita follow-up include the sending of a letter containing a questionnaire to each graduate. There have been instances when the employer is contacted as well. This questionnaire contains such inquiries as:

1. Job title
2. Place of employment
3. Feelings about job
4. What the job actually consists of
5. What you like best and dislike most about job
6. Same job you gained upon graduation
7. How job was acquired
8. Rate of pay
9. Regard or rank of training at Central
10. Working in areas trained and listing of jobs held since graduation.

Because of the small sample from which any conclusions could possibly be drawn, it would seem that these results might not prove too valid. The size of the sample diminishes as the time factor increases. After the first thirty days away from the program, there is still this committed relationship and obligation; in six months the ties are much thinner, and if the graduates' experiences have been unfavorable, he is less likely to report; after one year it becomes a ho hum

affair and only the hearty souls will return the inquiries. Add these three factors to the previously mentioned change in residence and one can readily understand the reduction in the total sample number with the time element. Briefly, however, that which follows will indicate some of the findings yielded by the Wichita Youth follow-up study.

For example, one item on the questionnaire reads, "Do you feel the training was a good investment?" and it contains possible answers: Yes, unqualified, Yes with reservations, and No. The first two possible answers are most frequent with the second choice having a slight edge. There is a very significant correlation between those who answer with one of the first two choices and those who work in the area for which they were trained; go to work upon completion of training, like their jobs, and have a good hourly or weekly rate of pay. Inevitably those who rated the training as not being a good investment seemed to have some significant factors present, such as unemployed or underemployed, working in an area other than that they had been trained, not liking their job, having changed jobs, and earning sub-par pay compared to their expectation.

Job jumping seems to be another factor that becomes quite obvious as one pursues the follow-up reports. For the thirty day report this is actually less than 3 percent and those that make up this category usually accepted a related or nonrelated job to their area of training, took a low paying

job, etc. In the six-months reports, even though the sample grows smaller, the number of people who change jobs becomes greater. Some of the previously mentioned reasons are present here also but going to better jobs is the one item that looms greatest. The same can be said for the one year reports, and here, once again, the changing of jobs becomes more significant. Those who report no change in jobs for the one year are normally those who stepped into a very good position upon graduation.

From the conception of the program to this point, there is little doubt that the philosophy of the program has been maintained meet the trainee where he is, accept him as he is, and go from there. The goal is to get a job -- in general that goal has been attained. Over fifty-six percent of all trainees entering Wichita Youth MDT graduate through vocational training, and seventy percent of all trainees entering Youth MDT graduate or are placed in employment.

Other results of the Wichita Program showed that 83 percent of all trainees entering Youth MDT progress favorably toward objectives. Six hundred and twenty-six trainees have entered the Wichita Program at Central Vocational School from 1963 to 1967. Nineteen trainees terminated and reentered and thirty-two terminated prior to attendance of five days.

MDTA Institutional Training from January 1, 1963, to December 31, 1967, showed the following figures: total enrollment, 5,386; number completed training, 4,148; and drop out (23 percent), 1,238.

Presently, MDTA has proved itself of being worthwhile in vocational education. The Kansas statistics show MDTA graduates better than 75 percent of its students who are referred for training. The MDTA program will continue operation through June 30, 1969, with 90 percent of the funds coming from the Federal Government, and 10 percent from State and local sources. It is not a direct poverty program because it was approved by Congress before the "great society" programs were introduced. It has, however, been adopted by poverty, welfare, and rehabilitation, as well as other organizations.

II. CONCLUSIONS

Based upon the findings of this study, certain conclusions have been drawn relative to vocational MDTA training in Kansas:

1. There are many advantages in MDTA programs, such as training allowances, second-chance appeal, encouragement of experimentation, and exploratory, opportunities and employability. These advantages have been utilized to provide basic education, prevocational and vocational training and guidance and counseling to the underprivileged, "hard-core," disadvantaged people.
2. MDTA is making it financially possible for unemployed, underemployed, and the disadvantaged

youth and adults to devote full-time to vocational training, enabling them to reach their full potential and to move them out of the cycle of poverty. This program is concerned with the unmotivated, the half-motivated, and the people without vocational guidance or hope.

3. Manpower Development and Training has also demonstrated the first instance of a successful cooperative occupational preparation of people who are counseled, tested, and referred by a noneducational agency (the State Employment Service) to professional educators for the necessary education and occupational vocational training, with placement and follow-up performed by the local State Employment Service unit. The labor market needs the skills these young men and women will acquire through further training in vocational occupational education.
4. The program is economically sound because it motivates the people involved to become wage earners, capable of caring for themselves and their families and becoming taxpayers.
5. MDTA has linked to vocational training several crucial elements that are now recognized by other educational institutions such as:
 - a. Basic Education given on a concurrent basis with vocational

training or presented as a separate program.

- b. Psychological, Social and Medical Services related to vocational training.
- c. Individual and Group Guidance and Counseling during vocational training.
- d. Utilization of Facilities, Equipment, and Instruction Personnel during the full twelve months of the year and on an eight hours or more per day schedule.
- e. Doing Away with the Traditional Semester Programs and Developing Each Program on the "Wheel Basis" so that a new student may enroll in any subject on any Monday morning.

The above are but a few of the new methods which are being adopted and introduced by MDTA.

III. RECOMMENDATIONS

To help achieve a better balance between the Manpower Development and Training and other resources and the needs of the unemployed and underemployed, a number of specific recommendations are made:

1. More resources are needed to make institutional training fully effective in providing the hard-core disadvantaged population in urban and rural areas with the tools they need to solve their special problems in the labor market. Experience has shown that such population groups as Negroes, Spanish-speaking workers, American Indians,

older workers, and persons in correctional institutions need special help in prevocational and basic education and occupational training. They also require a variety of supportive services, such as counseling and guidance.

2. To serve populations in large urban areas, increased support is needed to extend and expand skill centers and multi-occupational projects. Such centers have demonstrated that they can provide effective prevocational services and basic education, as well as skill training, for a wide range of educational backgrounds and ability levels.
3. New and expanded programs are also needed to serve the rural poor within their home regions. These should provide for prevocational and basic education, as well as occupational training, and should also include special job development and expanded placement activities to help rural trainees find jobs or otherwise improve their earning ability. Consideration should also be given to resources that would be necessary to provide manpower training to all who meet the criteria for receiving such training, and who are likely to seek it if it were made available.

4. If and when remedial skill and other programs aimed at removing the disadvantages of inadequate preparation and education are no longer needed, these skill centers will still constitute an important resource for training for jobs and for upgrading.
5. Consideration should be given to the need for more stable increased funding for manpower training programs and for a minimum amount allocated to each state so continuing plans for training can be made. Under current administrative practice, projects are funded individually. In a single institution, different training programs can have different lengths. These programs have no necessary relationship to the spending periods of other agencies whose assistance is needed to provide for necessary services to trainees, and no relationship to the period over which correction is needed for conditions which adversely affect the training process. A minimum assured sum to each state would permit more effective planning of basic and prevocational education and skill training, and would provide for greater program continuity. Such extended funding provisions would also allow hiring of administrative, teaching, and counseling staffs on annual contracts.

They would facilitate recruitment and retention of highly qualified personnel who are so critically needed in working with the disadvantaged and who are difficult to attract to a short-term period. They would thus broaden trainee choices, which under existing conditions are sometimes limited to the courses which happen to start at the precise time the trainee is referred.

6. Consideration should also be given to revision of the formulas by which manpower training funds are allocated. Current apportionments are based largely on ratios between State and national unemployment rates and unemployment insurance data. Lack of appropriate full-time employment in the state is also a criterion for apportionment. The provision of a minimum allocation would enable each state to set up more effective manpower programs to meet its own needs and maintain a reasonable continuity of planning and operations.
7. Establishment of placement services would facilitate recruitment and interproject transfer of manpower instructors and other staff. The establishment and placement mechanisms could help in staffing projects and in reducing job insecurity among manpower staffs. Such services

could be developed cooperatively by State employment services, departments of education, professional societies, and other groups. They could be used to refer persons from projects which are phasing out to those which are beginning or expanding, or help them find other employment.

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APPENDIX A

APPENDIX B

Table A. Project Status

Month ended September 29 1967

State KANSAS

AREA	PROJECT NUMBER	OCCUPATION	TRAINING FACILITY	COUNTY	CONG. DIST.	DURATION IN WEEKS	PROJECT STATUS	APPROVAL DATE	SCHEDULED STARTING DATE	ACTUAL STARTING DATE	APPROVED FED. COST
1a	1b	2	3a	3b	3c	4	5	6	7	8	9
950	M-5019-001	Distrib. Occupations	Bd. of Ed., K.C.,Ks	Wyandotte	3	46	A	8-10-65	8-9-65	10-11-65	198,647
	002	Janitor	" " " "	"	3	12	A	9-9-65	9-13-65	10-4-65	66,254
	003	Service Station Attnd	" " " "	"	3	16	A	8-10-65	8-23-65	12-27-65	58,671
	004	Household Appl.Repair	" " " "	"	3	32	A	8-10-65	9-13-65	12-27-65	110,355
	005	Sheetmetal Fab.	" " " "	"	3	30	A	9-9-65	9-27-65	12-27-65	72,406
	009	Basic Ed. & Pre-Voc.	" " " "	"	3	10	A	4-12-65	4-12-65	7-26-65	484,856
	010	Machine Operator	MDTA Center,K.C.,Mo	Jackson	4, 5, 6	30	A	8-13-65	8-23-65	8-23-65	20,592
	011	Welder	MDTA Center,K.C.,Mo	"	4, 5, 6	30	A	8-13-65	8-23-65	8-23-65	12,575
	013	Alterations & Press.	" " " "	"	4, 5, 6	30	A	8-13-65	8-23-65	8-23-65	22,800
	015	Cook	" " " "	"	4, 5, 6	20	A	8-13-65	8-2-65	12-27-65	11,200
	016	Auto Services	" " " "	"	4, 5, 6	30	A	9-22-65	9-7-65	10-11-65	66,200
	017	Clerk, Gen. Office	" " " "	"	4, 5, 6	30	A	12-21-65	12-8-65	1-10-66	10,525
	020	Small Gas Eng. Repair	" " " "	"	4, 5, 6	26	A	5-13-66	5-2-66	6-9-66	7,280
	999	Unobligated									11,011
	Completed Sub-Projects										130,231
	TOTALS										1,283,603
932	YM5028-001	Basic Ed. & Pre-Voc.	MDTA Center,Wichita	Sedgwick	4	20	A	2-19-65	3-15-65	3-15-65	129,498
	003	Welder, Combination	" " " "	"	4	31	A	2-19-65	3-15-65	3-29-65	176,100
	005	Prod. Machine Opr.	" " " "	"	4	27	A	2-19-65	3-29-65	4-26-65	249,712
	006	Millman-Wood	" " " "	"	4	27	A	2-19-65	3-15-65	6-7-65	131,965
	007	Electrical Helper	" " " "	"	4	17	A	2-19-65	3-29-65	6-7-65	127,532
	008	Auto Mechanic	" " " "	"	4	37	A	8-13-65	8-2-65	8-23-65	99,283
	Completed Sub-Projects										311,186
	TOTALS										1,225,176
950	YM5038-001	Basic Ed. & Pre-Voc.	MDTA Center,K.C.,Mo	Jackson	4, 5, 6	10	A	11-2-65	9-13-65	11-8-65	46,491
	002	Auto Services	" " " "	"	4, 5, 6	30	A	11-2-65	9-7-65	11-22-65	13,574
	004	Machine Operator	MDTA Center,K.C.,Ks	Wyandotte	3	30	A	11-2-65	9-2-65	11-22-65	11,330
	007	Clerk, General	" " , K.C.Mo	Jackson	4, 5, 6	30	A	12-21-65	12-8-65	1-17-66	25,620
	014	Alterations	" " " "	"	4, 5, 6	31	A	11-17-65	11-7-65	12-6-65	2,852
	999	Unassigned									4,395
	Completed Sub-Projects										30,738
	TOTALS										135,000

MANAGEMENT CONTROL REPORT MDTA INSTITUTIONAL TRAINING

Table A. Project Status

Month ended September 29 1967

State KANSAS

AREA	PROJECT NUMBER	OCCUPATION	TRAINING FACILITY	COUNTY	CONG. DIST.	DURATION IN WEEKS	PROJECT STATUS	APPROVAL DATE	SCHEDULED STARTING DATE	ACTUAL STARTING DATE	APPROVED FED. COST
1a	1b	2	3a	3b	3c	4	5	6	7	8	9
933	M-7006.001	Basic Education	AVTS-Topeka	Shawnee	1	5	A	12-14-66	12-12-66	1-23-67	49,856
933	M-7006.002	Automobile Mechanic	AVTS-Topeka	Shawnee	1	38	A	12-14-66	12-12-66	1-23-67	52,703
933	M-7006.003	Clerk General	AVTS-Topeka	Shawnee	1	32	A	12-14-66	1-9-67	3-13-67	44,201
933	M-7006.004	Production Mach. Opr.	AVTS-Topeka	Shawnee	1	27	A	12-14-66	12-19-66	4-10-67	41,150
933	M-7006.005	House. Appl. Repair.	AVTS-Topeka	Shawnee	1	38	A	12-14-66	3-6-67	3-6-67	56,657
933	M-7006.006	Auto Body Repairman	AVTS-Topeka	Shawnee	1	38	A	12-14-66	1-30-67	2-20-67	63,961
		TOTAL									308,528
950	M-7007.001	Test. Couns. & Pre.Va	MDTA Center-K.C.	Wyandotte	3	5	A	5-5-67	4-3-67	5-29-67	43,996
950	M-7007.002	Prod. Mach. Opr.	MDTA Center-K.C.	Wyandotte	3	24	A	5-2-67	4-3-67	5-29-67	44,957
950	M-7007.003	Accounting Clerk	MDTA Center-K.C.	Wyandotte	3	20	A	5-2-67	4-24-67	6-9-67	36,897
950	M-7007.004	Clerk-Gen. Office	MDTA Center-K.C.	Wyandotte	3	20	A	5-2-67	5-8-67	6-26-67	41,919
950	M-7007.005	Clerk-Typist	MDTA Center-K.C.	Wyandotte	3	20	A	5-2-67	7-31-67	10-9-67	38,677
950	M-7007.006	Welder, Combination	MDTA Center-K.C.	Wyandotte	3	24	A	5-2-67	9-25-67	9-25-67	71,021
		TOTAL									277,467
STATE	R-7009	Lic. Pract. Nurse	Atchison Pub. Scho. of Pract. Nursing	Atchison	2	52	A	3-17-67	4-17-67	5-1-67	109,718
STATE	M-7010.001	Nurse, Gen.Duty(re.)	AVTS-Beloit	Cloud	1	7	A	8-25-67	9-11-67	9-11-67	14,321
										Total	74,901
										Unobligated	60,580
STATE	X-8001	Various	Various	Statewide	State	43	A	8-28-67	9-4-67	10-2-67	352,610

MANAGEMENT CONTROL REPORT MDTA INSTITUTIONAL TRAINING

Table A. Project Status

Month ended September 29 1967

State KANSAS

SUMMARY

AREA	PROJECT NUMBER	OCCUPATION	TRAINING FACILITY	COUNTY	CONG. DIST.	DURATION IN WEEKS	PROJECT STATUS	APPROVAL DATE	SCHEDULED STARTING DATE	ACTUAL STARTING DATE	APPROVED FED. COST
1a	1b	2	3a	3b	3c	4	5	6	7	8	9
950	YM5019		Bd. of Ed., K.C., Ks.	Wyandotte	3		A	4-12-65	4-12-65	7-26-65	1,283,603
950	YM5038		" " " "	"	3		A	11-2-65	9-2-65	11-8-65	135,000
950	YM5020		" " " "	"	3		A	6-27-66	6-13-66	7-11-66	631,766
950	YM5032		" " " "	"	3		A	8-5-66	8-22-66	8-22-66	468,659
950	Y7007		" " " "	"	3		A	5-2-67	4-3-67	5-29-67	277,467
										TOTAL	2,796,495
932	YM5028		MDTA Center, Wichita	Sedgwick	4		A	2-19-65	3-15-65	3-15-65	1,225,176
932	Y7003		" " " "	"	4		A	12-16-66	1-3-67	1-3-67	447,391
932	YM7005		" " " "	"	4		A	12-16-66	1-3-67	1-30-67	415,765
										TOTAL	2,088,332
933	X7006		AVTS - Topeka	Shawnee	1		A	12-14-66	12-12-66	5-29-67	308,528
	X5007		Various	State	State		A	8-6-65	7-1-65	9-7-65	448,450
	X7001		Various	State	"		A	8-5-65	8-15-65	8-30-65	393,450
	R7002		Neosho Co. Jr. Coll.	Neosho	5		A	12-13-66	1-16-67	1-16-67	111,022
	R7004		AVTS - McPherson	McPherson	4		A	12-13-66	2-6-67	2-6-67	95,320
	R7009		AVTS - Atchison	Atchison	2		A	3-17-67	4-17-67	5-1-67	109,718
	M7010		AVTS - Beloit	Cloud	1		A	8-25-67	9-11-67	9-11-67	60,580
	X8001		Various	State	State		A	8-28-67	9-4-67	10-2-67	352,610
										TOTAL	1,571,150
										GRAND TOTAL	6,764,505

Month ended September 29 1967

Table B. Project Status

State KANSAS

AREA	PROJECT NUMBER	NO. OF TRAINEES AUTHORIZED	ENROLLED					EMPLOYED		SLOTS			EXPLANATORY NOTES
			Total	Currently Enrolled	Dropped out ongoing Section	Training Completed	Dropped out completed sections	Total	Training Related	Currently available at time of report	Available and useable beyond current period	Slots no longer available	
1	2	3	4	5	6	7	8	9	10	11	12	13	
950	MS019-001	50	69	11	22	36	0	31	28			3	3-L-INA
	002	60	61	14	10	37	0	33	27			9	2-J, 3-M
	003	50	29	6	2	21	0	17	14			23	2-L-INA
	004	40	43	12	12	19	0	16	15			9	2-J, 9-M
	005	35	23	4	7	12	0	10	7			19	3-J, 9 M
	009	414	552	9	130	413	0	7	0			0	2-J, 19 M
	010	12	13	2	5	6	0	3	0			4	3-J, 4 M
	011	8	16	1	4	11	0	11	11			0	
	013	16	21	2	4	15	0	13	10			0	2-J
	015	10	10	0	1	9	0	7	4			1	2-J, 1 M
	016	28	40	6	15	19	0	16	13			3	2-L-INA
	017	9	12	4	4	4	0	3	3			1	1-J, 3 M
	020	5	10	1	4	5	0	1	1			0	1-J, 1 M
	999	0	0									0	3-L-INA
mp1.	Sub-Projects	91	103	0	0	96	7	29	21			0	1-J
TOTALS		414	450	63	90	290	7	190	154			72	54-L-INA
932	MS028-001	350	520	16	166	338	0	0	0			0	13-J
	003	45	56	9	20	27	0	13	13			9	64-L-INA
	005	85	83	9	17	57	0	48	46			19	36-J, 72 M
	006	25	21	7	7	7	0	2	1			11	10-L-INA
	007	30	33	4	10	19	0	13	9			7	4-J, 9-M

Table B. Project Status

Month ended September 29 1967

State KANSAS

AREA	PROJECT NUMBER	NO. OF TRAINEES AUTHORIZED	ENROLLED					EMPLOYED		SLOTS			EXPLANATORY NOTES
			Total	Currently Enrolled	Dropped out ongoing Section	Training Completed	Dropped out completed sections	Total	Training Related	Currently available at time of report	Available and useable beyond current period	Slots no longer available	
3	5	10	11	12	13	14	15	16	17	18	19	20	21
932	YM5028-008	45	37	1	9	27	0	23	20			17	4-J, 17 M
Cont'd													
Compl.	Sub-Projects	125	136	0	0	93	43	76	66			32	15-L-INA 2-J, 32 M
TOTALS		355	366	30	63	230	43	175	157			95	35-L-INA 20-J, 95 M
950	YM5038-001	84	124	1	47	76	0	0	0			7	7-M
	002	8	10	2	2	6	0	5	4			0	1-J
	004	5	4	1	2	1	0	0	0			3	1-J, 3 M
	007	18	14	2	6	6	0	3	1			10	3-L-INA 10-M
	014	2	1	1	0	0	0	0	0			1	1-M
	999	0	0										
Compl.	Sub-Projects	51	47	0	0	33	14	21	17			18	7-L-INA 5-J, 18 M
TOTALS		84	76	6	10	46	14	29	22			32	10-L-INA 7-J, 32-M
State	X-6007	125	103	1	18	84	0	68	61			40	6-K, 10-J 40-M
950	X-6020-001	176	180	1	34	145	0	0	0			30	
	003	60	65	5	13	47	0	44	41			8	3-J
	004	15	13	9	4	0	0	0	0			6	
	005	61	26	1	5	20	0	5	5			40	15-L-INA
	006	40	41	12	5	24	0	14	14			4	3-L-INA 7-J
TOTALS		176	145	27	27	91	0	63	60			58	18-L-INA 10-J

MANAGEMENT CONTROL REPORT Table B. Project Status

Month ended September 29 1967

State KANSAS

AREA	PROJECT NUMBER	NO. OF TRAINEES AUTHORIZED	ENROLLED					EMPLOYED		SLOTS			EXPLANATORY NOTES
			Total	Currently Enrolled	Dropped out ongoing Section	Training Completed	Dropped out completed sections	Total	Training Related	Currently available at time of report	Available and useable beyond current period	Slots no longer available	
13	14	15	16	17	18	19	20	21	22	23	24	25	
950	XY-6032.001	163	106	9	11	86	0	0	0	68			
	004	15	9	7	2	0	0	0	0	8			
	005	20	24	7	5	12	0	9	7	1	1-I, 2 J		
	006	30	7	6	1	0	0	0	0	24			
	007	20	20	20	0	0	0	0	0	0			
	008	30	13	3	2	8	0	5	4	19	1-I, 2 J		
	009	48	38	13	8	17	0	11	8	18	6 J		
TOTALS		163	111	56	18	37	0	25	19	70	2-I, 10-J		
State	X 7001	117	116	66	32	18	0	14	13		33	33-M	
	R-7002	20	21	18	3	0	0	0	0		2	2-M	
932	X-7003-001	75	145	0	36	109	0	5	0	0			
	002	20	21	14	2	5	0	3	3	1	1-I, 1-J		
	003	20	20	12	6	2	0	1	0	6	1-J		
	004	20	17	11	6	0	0	1	1	9			
	005	15	27	9	14	4	0	2	2	2	2-J		
	006	31	34	13	3	18	0	12	12	0	2-I, 4-J		
	007	20	25	18	7	0	0	2	2	2			
	TOTAL	126	144	77	38	29	0	21	20	20	3-I, 8 J		
State	R-7004	20	22	20	2	0	0	0	0	0			
32	XY-7005.001	150	150	29	21	100	0	10	0	21			
	002	20	17	12	5	0	0	3	2	8	2-J		
	003	20	13	6	6	1	0	4	2	13			
	004	10	1	0	1	0	0	0	0	10			
	005	20	21	10	5	6	0	4	3	4	2-J		
	006	15	18	10	2	6	0	4	3	0	2-J		
	007	15	5	2	1	2	0	1	1	11	1-I		
	008	20	21	13	8	0	0	3	3	7			
	009	30	37	14	7	16	0	11	8	0	3-I, 2-J		
	TOTAL	150	132	67	35	31	0	30	22	53	4-I, 3-J		

MANAGEMENT CONTROL REPORT MDTA INSTITUTIONAL TRAINING

Table B. Project Status

Month ended September 29 1967

State KANSAS

AREA	PROJECT NUMBER	NO. OF TRAINEES AUTHORIZED	ENROLLED					EMPLOYED		SLOTS			EXPLANATORY NOTES
			Total	Currently Enrolled	Dropped out ongoing Section	Training Completed	Dropped out completed sections	Total	Training Related	Currently available at time of report	Available and useable beyond current period	Slots no longer available	
1a	1b	1c	11	12	13	14	15	16	17	18	19	20	21
933	M-7006.001	100	0										
	002	20	18*	10	8	0	0	0	0			10	10-M, 10 B
	003	20	19*	13	6	0	0	0	0			7	7-M, 13 BA
	004	20	13*	8	5	0	0	0	0			12	12-M, 3 BA
	005	20	17*	13	4	0	0	0	0			7	7-M, 13 BA
	006	20	19*	7	12	0	0	0	0			13	13-M, 7 BA
	TOTAL	100	86*	51	35	0	0	0	0			49	49 M, 51 B
950	M-7007.001	150	61	17	2	42	0	0	0		91		
	002	40	10	8	2	0	0	0	0		32		
	003	40	19	16	3	0	0	0	0		24		
	004	40	19	13	6	0	0	0	0		27		
	005	40	0	0	0	0	0	0	0		40		
	006	40	6	6	0	0	0	0	0		34		
	TOTAL	200	54	43	11	0	0	0	0		157		
State	R-7009	25	25	18	7	0	0	0	0			7	7-M
State	M-7010.001	20	8	8	0	0	0	0	0			12	12-M
Unobligated	TOTAL	105									(105)		
	TOTAL	125	8	8	0	0	0	0	0		(105)		
State	X-8001	125	10	10	0	0	0	0	0		115		

MANAGEMENT CONTROL REPORT MDTA INSTITUTIONAL TRAINING
Table B. Project Status

Month ended September 29 1967

SUMMARY

State KANSAS

A	PROJECT NUMBER	NO. OF TRAINEES AUTHORIZED	ENROLLED					EMPLOYED		SLOTS			EXPLANATORY NOTES	
			Total	Currently enrolled	Dropped out ongoing section	Training completed	Dropped out completed sections	Total	Training related	Currently available at time of report	Available and useable beyond current period	Slots no longer available		
	1b	1c	11	12	13	14	15	16	17	18	19	20	21	
1	YX5019	414	450	63	90	290	7	190	154			72	64-L-INA 36-J, 72 M	
	YX5038	84	76	6	10	46	14	29	22			32	10-L-INA 7-J, 32-M	
	YX5020	176	145	27	27	91	0	63	60		58		18-L-INA 10-J	
	YX6032	163	111	56	18	37	0	25	19		70		2-I, 10-J	
	YX7007	200	54	43	11	0	0	0	0		157			
TOTAL		1,037	836	195	156	464	21	307	255		285	104	104 M	
2	YX5028	355	366	30	63	230	43	175	157			95	35-L-INA 20-J, 95-M	
	YX7003	126	144	77	38	29	0	21	20		20		3-I, 8-J	
	YX7005	150	133	67	35	31	0	30	22		53		4-I, 8-J	
TOTAL		631	643	174	136	290	43	226	199		73	95	95-M	
3	YX7006	100	86	51	35	0	0	0	0			49	49-M, 51-M	
4	X 6007	125	103	1	18	84	0	68	61			40	6-K, 10-J 40-M	
	X 7001	117	116	66	32	18	0	14	13			33	2-I, 2-J 33-M	
	R 7002	20	21	18	3	0	0	0	0			2	2-M	
	R 7004	20	22	20	2	0	0	0	0		0			
	R 7009	25	25	18	7	0	0	0	0			7	7-M	
	M 7010	20	8	8	0	0	0	0	0			12	12-M	
	X 8001	125	10	10	0	0	0	0	0		115			
	TOTAL		482	305	141	62	102	0	82	74		115	94	94-M
	AND	TOTAL	2,250	1,870	561	389	856	64	615	528		473	342	342-M