Duplication, Gaps and Coordination of Publicly Funded Skill Training Programs in 20 Cities. Volume II.

National Planning Association, Washington, D.C.
Center for Priority Analysis.

Office of Education (DHEW), Washington, D.C.

Jul 72

OEG-0-71-3707

499p.

MF-$0.90 HC-$23.40

Educational Programs; Efficiency; Entry Workers; Federal Aid; Federal Programs; Manpower Development; Manpower Utilization; Program Administration; Skill Centers; Skill Development; Staff Utilization; Student Characteristics; Tables (Data); Urban Areas; Vocational Education

Manpower Programs

A study of duplications in public skill training programs in twenty American cities resulted in a two-volume report. Volume One (ED 068 706) summarized and drew conclusions from the individual city reports contained in Volume Two. "Skill training" is used to mean all programs whose major purpose is the imparting of marketable skills to enrollees preparing for their first skilled positions in the world of work. The cities studied in this regard are: Allentown, Pa.; Birmingham, Ala.; Boston, Mass.; Charlotte, N.C.; Chicago, Ill.; Denver, Colo.; Detroit, Mich.; Fort Worth, Tex.; Hartford, Conn.; Jacksonville, Fla.; Kansas City, Mo.; Los Angeles, Calif.; Memphis, Tenn.; New Orleans, La.; Portland, Ore.; Rochester, N.Y.; Sacramento, Calif.; Toledo, Ohio; Washington, D.C.; and Wilmington, Del. The narrative section for each city discusses occupational education, occupational offerings (selected services and student characteristics), overlap, duplications, and gaps, (programs compared with the local labor market needs and with population groups), and management, administration, and coordination. It concludes with a summary. Data tables accompany each city's report.

(AG)
JULY 1972

A STUDY OF DUPLICATION,
GAPS AND COORDINATION OF
PUBLICLY FUNDED SKILL TRAINING
PROGRAMS IN 20 CITIES

VOLUME II
<table>
<thead>
<tr>
<th>Section</th>
<th>Location</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Allentown, Pa</td>
<td>1-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>1-8</td>
</tr>
<tr>
<td>2</td>
<td>Birmingham, Ala.</td>
<td>2-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>2-13</td>
</tr>
<tr>
<td>3</td>
<td>Boston, Mass.</td>
<td>3-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>3-11</td>
</tr>
<tr>
<td>4</td>
<td>Charlotte, N.C.</td>
<td>4-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>4-8</td>
</tr>
<tr>
<td>5</td>
<td>Chicago, Ill.</td>
<td>5-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>5-10</td>
</tr>
<tr>
<td>6</td>
<td>Denver, Colo.</td>
<td>6-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>6-9</td>
</tr>
<tr>
<td>7</td>
<td>Detroit, Mich.</td>
<td>7-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>7-10</td>
</tr>
<tr>
<td>8</td>
<td>Fort Worth, Texas</td>
<td>8-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>8-13</td>
</tr>
<tr>
<td>9</td>
<td>Hartford, Conn.</td>
<td>9-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>9-14</td>
</tr>
<tr>
<td>10</td>
<td>Jacksonville, Fla.</td>
<td>10-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>10-12</td>
</tr>
<tr>
<td>11</td>
<td>Kansas City, Mo.</td>
<td>11-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>11-12</td>
</tr>
<tr>
<td>12</td>
<td>Los Angeles, Calif.</td>
<td>12-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>12-19</td>
</tr>
<tr>
<td>13</td>
<td>Memphis, Tenn.</td>
<td>13-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>13-12</td>
</tr>
<tr>
<td>14</td>
<td>New Orleans, La.</td>
<td>14-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>14-11</td>
</tr>
<tr>
<td>15</td>
<td>Portland, Oreg.</td>
<td>15-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>15-9</td>
</tr>
<tr>
<td>16</td>
<td>Rochester, N.Y.</td>
<td>16-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>16-15</td>
</tr>
<tr>
<td>17</td>
<td>Sacramento, Calif.</td>
<td>17-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>17-14</td>
</tr>
<tr>
<td>18</td>
<td>Toledo, Ohio</td>
<td>18-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>18-12</td>
</tr>
<tr>
<td>19</td>
<td>Washington, D.C.</td>
<td>19-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>19-9</td>
</tr>
<tr>
<td>20</td>
<td>Wilmington, Del.</td>
<td>20-1</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>20-9</td>
</tr>
</tbody>
</table>
Section I

ALLENTOWN

I. Introduction

Allentown, located in the Lehigh Valley area of Pennsylvania, is immediately adjacent to the cities of Bethlehem and Easton. After Philadelphia and Pittsburgh, this area encompasses the third largest concentration of population in the state.

The economy of Allentown is divided almost equally between manufacturing and non-manufacturing industries. While manufacturing has been decreasing slightly, (mainly in the apparel and fabricated metals area), construction, finance, insurance and real estate, government and the service areas have all been showing gains. Unemployment in the area has been extremely low.

The 1970 population of Allentown was 109,527, of which 1,980 persons or less than 2 percent were Black and 741 or less than one percent were Spanish surname. Slightly more than 6 percent of the families in Allentown were living below the poverty level.

II. Occupational Education in Allentown

The Allentown area has a new Area Vocational School which provides skill training at the secondary level. Office programs and distributive education are also offered in the city schools. The area school is located outside of the city and serves nine school districts including Allentown. The only pre-requisite for admission to the school is the recommendation of a high school counselor. During Fiscal Year 1971 the area school enrolled 667 students from Allentown. Students are bussed from their home schools to the area school for vocational programs. During FY 1971 the school operate three sessions a day to accommodate the number of students wanting to enroll in programs.

Located next door to the area school is the Lehigh County Community College which provides postsecondary skill training for Allentown. During FY 1971 the college enrolled approximately 489 students from the city. The community college had an "open door" policy as far as admissions were concerned, requiring only that a student be over 21 or present a high school or General Equivalency Diploma (GED). Both the area school and the community college had outstanding facilities. Allentown had a Manpower Development Training Act (MDTA) program, a Neighborhood Youth Corp II (NYC II) program which unlike most other NYC II programs did not provide any skill training and state-funded program know as 2508.3 after the section of the public school code which provided the funds. There was also a small Jobs Optional Program (JOP) and a small National Alliance of Business. Jobs Opportunities in the Business Sector program (NAB-JOBS). The area school conducted the adult vocational program which enrolled 319 persons during FY 1971.
### TABLE A
**NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS**

#### ALLENTOWN

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allentown Public Schools</td>
<td>4,252</td>
<td>428</td>
</tr>
<tr>
<td>Lehigh County Area Voc. School</td>
<td>667</td>
<td>667</td>
</tr>
<tr>
<td>Lehigh County Community College</td>
<td>489</td>
<td>489</td>
</tr>
<tr>
<td>Manpower Development Training Act</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2508.3 (State Funded Program)</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>National Alliance of Businessmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Opportunities in the Business Sector</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Lehigh County Area Vocational School-Adult</td>
<td>319</td>
<td>319</td>
</tr>
</tbody>
</table>

#### Occupational Offerings

While the regular high schools offered only four vocational programs (see Table 2), the area vocational school offered 24 different occupational programs. Only distributive education was offered by both the area school and the regular high schools. Altogether there were 27 different course offerings available to high school students.

The largest enrollments were in secretarial, general clerical, auto mechanics, electricity, electronics and pipe trades. General clerical programs enrolled about 9 percent of those in secondary programs, with the others enrolling from 6 to 8 percent.

Postsecondary programs were offered in 19 areas with the largest number (337 or 28 percent) in business management and administration. Law enforcement enrolled 146 or 12 percent and data processing 105 or 9 percent of the postsecondary enrollment.

As the Federal manpower programs were so small, their training was limited to four areas, with most of the enrollments in power sewing (120 trainees) and tractor trailer driving (96 trainees). It is important to note that additional programs and training were available in nearby Easton and Bethlehem. The relative distribution of occupational enrollments among the seven major vocational technical areas is shown in appendix table 4A.
Selected Services

Ancillary services offered by the area vocational school were not very extensive, primarily because students were supposed to receive these services at their home schools. This caused some problems in that the director of the area school had very little impact on the counseling and orientation of students prior to enrollment in the area school. The community college had a wide array of supportive services. These included financial aids, counseling, vocational guidance, remedial education and job development and placement. The college actively recruited disadvantaged and minority students.

Ancillary services for the Federal manpower programs were fairly limited compared to those offered in other cities. Most services for these programs were provided by the Employment Service (known as Human Resources Development). The particular services offered by each agency are shown in Appendix Table 5.

Characteristics of Students

The enrollment of minorities in occupational programs in the high schools is almost the same as their representation in the general population (about 2 percent). On the other hand, the area school and the community college enrolled almost twice the percentage (5 percent and 6 percent respectively) of minorities in the population. The only Federal manpower program with any significant number of enrollees in skill training was MDTA which reported that 11 percent of its enrollees were Black and 11 percent Spanish surname. Of the on-the-job training programs, JOP reported that all of its enrollees were white and NAB-JOBS reported all of its were Black.

The area school and the community college enrolled mostly males (65 percent and 75 percent respectively). However, the distributive education and office programs run by the city high schools reported that 85 percent of their enrollment was female. MDTA enrolled only males, and NAB-JOBS only females. The state funded 2508.3 program was 99 percent female, and NYC II was 67 percent male and 33 percent female.

Regarding educational characteristics of enrollees, the programs in Allentown ranked somewhat higher than most cities. The JOP reported that all of its enrollees had completed high school while the NAB-JOBS program reported that two-thirds of its enrollees were high school graduates. MDTA reported that 50 percent of its enrollees had completed high school with ten being the average grade completed. NYC II reported that the average grade completed by its enrollees was nine.

Although Lehigh County Community College did not require a high school diploma for admission administrators estimated that 97 percent of its students had completed high school.

III. Overlap, Duplications and Gaps

Only four programs were offered by more than one institution in Allentown. These were secretarial, data processing, auto body and auto mechanics with a combined total of 502 persons or 15 percent of the total occupational enrollment. The auto body and auto mechanics enrollees in Federal manpower programs were actually trained at the area school so
this is not really an overlap. In fact all of the training for Federal manpower programs is provided by the community college or the area school.

The only two programs were training is actually provided by more than one institution is secretarial with an enrollment of 157, and data processing with an enrollment of 47. Both of these programs were offered by the high schools and Lehigh County Community College. Together they account for only 9.1 percent of the total occupational enrollment.

Programs Compared with the Local Labor Market

When program offerings were compared to lists of shortage occupations, we found that 1353 students or 40.4 percent of the total enrollment in skill training were in programs in shortage areas. B-2 below lists the programs and their enrollments.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

<table>
<thead>
<tr>
<th>ALLENTOWN</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Training Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>56</td>
<td>1.7</td>
</tr>
<tr>
<td>General Clerical</td>
<td>163</td>
<td>4.9</td>
</tr>
<tr>
<td>Horticulture</td>
<td>40</td>
<td>1.2</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>109</td>
<td>3.2</td>
</tr>
<tr>
<td>Credit Management</td>
<td>8</td>
<td>.2</td>
</tr>
<tr>
<td>Food Services &amp; Management</td>
<td>32</td>
<td>1.0</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>58</td>
<td>1.7</td>
</tr>
<tr>
<td>Secretarial</td>
<td>157</td>
<td>4.7</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>91</td>
<td>2.7</td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>139</td>
<td>4.1</td>
</tr>
<tr>
<td>Carpentry</td>
<td>44</td>
<td>1.3</td>
</tr>
<tr>
<td>Machines Shop</td>
<td>69</td>
<td>2.1</td>
</tr>
<tr>
<td>Restaurant Practices</td>
<td>47</td>
<td>1.4</td>
</tr>
<tr>
<td>Welding</td>
<td>40</td>
<td>1.2</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>84</td>
<td>2.5</td>
</tr>
<tr>
<td>Tractor Trailer Driver</td>
<td>96</td>
<td>2.9</td>
</tr>
<tr>
<td>Power Sewing</td>
<td>120</td>
<td>3.6</td>
</tr>
<tr>
<td>Total</td>
<td>1353</td>
<td>40.4</td>
</tr>
</tbody>
</table>

The Bureau of Employment Security does not publish a list of surplus occupations, but from information in the Annual Manpower Report, it was possible to identify the occupations of the unemployed. At least 32 percent of the unemployed were last engaged in bench work or sewing related occupations. When compared to the continuous shortage of sewing machine operators and related occupations, there appears to be an incongruity in these occupations showing up as shortages, while large numbers in the same occupation are unemployed. The very low prevailing wage and unappealing nature of the work appear to contribute to this situation. Unionization may also be a factor.
For some occupations such as carpentry and licensed practical nursing, there seems to a continuing demand while relatively small numbers of persons are being trained in these areas.

All the programs surveyed in the city reported more applicants than they could serve. This problem was especially critical at the area vocational school.

Programs Compared with Population Groups

20.5 percent of young people from 16-18 were enrolled in skill training in Allentown during FY 1972 and almost the same percentage of whites, 16-18 were enrolled. However, 42.1 percent of Black youths in this age group were enrolled. From another aspect, 19.1 percent of the males and 21.8 percent of the females in this age group were enrolled in occupational programs.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training Program</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Race/Sex</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>16-18</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5,345</td>
<td>1,095</td>
<td>20.5</td>
</tr>
<tr>
<td>White</td>
<td>5,240</td>
<td>1,055</td>
<td>20.1</td>
</tr>
<tr>
<td>Black</td>
<td>95</td>
<td>40</td>
<td>42.1</td>
</tr>
<tr>
<td>Male</td>
<td>2,602</td>
<td>498</td>
<td>19.1</td>
</tr>
<tr>
<td>Female</td>
<td>2,743</td>
<td>597</td>
<td>21.8</td>
</tr>
<tr>
<td><strong>19-44</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34,505</td>
<td>594</td>
<td>1.7</td>
</tr>
<tr>
<td>White</td>
<td>33,637</td>
<td>572</td>
<td>1.7</td>
</tr>
<tr>
<td>Black</td>
<td>726</td>
<td>22</td>
<td>3.0</td>
</tr>
<tr>
<td>Male</td>
<td>16,204</td>
<td>407</td>
<td>2.5</td>
</tr>
<tr>
<td>Female</td>
<td>18,301</td>
<td>187</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental residing in the city. Total of whites include persons of Spanish surname.
In the 19-44 age group, we find that only 1.7 percent were enrolled in skill training programs. Another one percent (327) were enrolled in on-the-job training, adult and apprenticeship programs.

When comparing participation by racial groups, we find that of the 19-44 age group, 1.7 of the whites and 3 percent of the Blacks were enrolled. However, it appears that programs at this level are heavily slanted toward males as only one percent of the females and 2.5 percent of the males were enrolled.

Most of the Federal Manpower administration, including the Manpower Area Planning Council (MAPC) secretary feel that the disadvantaged are not well served in Allentown. Even if programs and slots were available, the primary training resources, the area school and the community college, are located ten miles out of the city and transportation would be a problem. Even though there are programs available in neighboring communities and counties, most of those in Allentown who might benefit from these programs, find it impossible to get to them.

While the supportive services currently available at most of the institutions are satisfactory for their present enrollments, program administrators indicated that additional ancillary services such as improved counseling programs, increased financial aid, and more remedial education would be necessary if they were to serve greater numbers of the disadvantaged in the community.

IV. Management, Administration and Coordination

There appeared to be a great deal of coordination between the area vocational school and the community college. One factor was that they were actually located next door to each other. Another factor was that the Dean of Occupational Education at the Community College was a former director of the area school. There seemed to be little or no coordination between these institutions and the directors of the programs remaining in the city high schools. However, there were extensive contacts between the area school director and the principals of the feeder schools on matters of scheduling and transportation. Because the schools are providing the training for Federal Manpower programs the director of the area school and the Dean of the Community College were well acquainted with the Department of Labor programs. The Dean has served for two years as Chairman of Cooperative Area Manpower Planning System and is currently serving on the State Advisory Council for Vocational Education.

Most of the administrators felt that MAPC was making a contribution to communication and coordination in occupational training. The fact that the city is small and most of the program administrators are on the committee or council, as it is now called, and know each other personally has contributed to this success. Many of the administrators we interviewed were working for a skills center for the city of Allentown.
V. Summary

The Federal Manpower programs and facilities in Allentown ranked among the best in the 20 cities survey. NPA staff members were most impressed with the local administrators that we interviewed. They reported as some of their major problems, the securing and training of staff, additional resources to serve more students, especially the disadvantaged, and better labor market and demographic data to keep their programs on target. One administrator pointed out the need to be more realistic about where kids are going and help them set more realistic goals. Another mentioned a need for help in designing and improving curriculum.

Several of the administrators felt that state and federal authorities needed to consult with local officials more frequently regarding program and resource needs.
Table 1

Allentown

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allentown Public Schools</td>
<td>4,252</td>
<td>4,252</td>
<td>428</td>
</tr>
<tr>
<td>Lehigh County Area Vocational School (Day)</td>
<td>1,482</td>
<td>667</td>
<td>1,482</td>
</tr>
<tr>
<td>Lehigh County Community College - Postsecondary</td>
<td>1,635</td>
<td>489</td>
<td>1,223</td>
</tr>
<tr>
<td>Manpower Development Training Act - Institutional</td>
<td>138</td>
<td>39</td>
<td>138</td>
</tr>
<tr>
<td>Neighborhood Youth Corps</td>
<td>35</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>National Alliance of Businessmen - Job Opportunities in the Business Sector</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2508.3 (State Funded Program)</td>
<td>120</td>
<td>66</td>
<td>120</td>
</tr>
<tr>
<td>Lehigh County Area Vocational School - Adult</td>
<td>581</td>
<td>319</td>
<td>581</td>
</tr>
</tbody>
</table>

1) Forty-two Department of Labor enrollees who were trained at Lehigh County Area Vocational School are included in the enrollments of both the Area Vocational School and the respective Department of Labor programs.
Table 2

Allentown

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS
BY TYPE AND ENROLLMENT

<table>
<thead>
<tr>
<th>Occupational Offerings</th>
<th>Allentown Public Schools</th>
<th>Lehigh Area Vocational School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributive Education</td>
<td>62</td>
<td>47</td>
</tr>
<tr>
<td>Secretarial</td>
<td>112</td>
<td>83</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>91</td>
<td>123</td>
</tr>
<tr>
<td>General Clerical</td>
<td>163</td>
<td>112</td>
</tr>
<tr>
<td>TOTAL</td>
<td>428</td>
<td>1,482</td>
</tr>
</tbody>
</table>

Lehigh Area Vocational School

<table>
<thead>
<tr>
<th>Occupational Offerings</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>33</td>
</tr>
<tr>
<td>Automobile Body</td>
<td>59</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>139</td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>42</td>
</tr>
<tr>
<td>Cabinetmaking</td>
<td>38</td>
</tr>
<tr>
<td>Carpentry</td>
<td>44</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>38</td>
</tr>
<tr>
<td>Data Processing</td>
<td>42</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>47</td>
</tr>
<tr>
<td>Drafting</td>
<td>83</td>
</tr>
<tr>
<td>Electricity</td>
<td>123</td>
</tr>
<tr>
<td>Electronics</td>
<td>112</td>
</tr>
<tr>
<td>Fashion Industry</td>
<td>43</td>
</tr>
<tr>
<td>Health Assistance</td>
<td>42</td>
</tr>
<tr>
<td>Horticulture</td>
<td>40</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>69</td>
</tr>
<tr>
<td>Pipe Trades</td>
<td>126</td>
</tr>
<tr>
<td>Printing</td>
<td>72</td>
</tr>
<tr>
<td>Restaurant Practices</td>
<td>47</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>37</td>
</tr>
<tr>
<td>Travel Trades</td>
<td>42</td>
</tr>
<tr>
<td>Warehousing</td>
<td>40</td>
</tr>
<tr>
<td>Welding</td>
<td>40</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>84</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,482</td>
</tr>
</tbody>
</table>

Lehigh Area Vocational School - Adult

<table>
<thead>
<tr>
<th>Occupational Offerings</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobile Mechanic</td>
<td>34</td>
</tr>
<tr>
<td>Automobile Body</td>
<td>17</td>
</tr>
<tr>
<td>Oil Burner Repair</td>
<td>15</td>
</tr>
<tr>
<td>Food Production Service</td>
<td>7</td>
</tr>
<tr>
<td>Masonry Tile Setting</td>
<td>11</td>
</tr>
</tbody>
</table>
### Lehigh Area Vocational School - Adult (Cont'd)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing Textiles</td>
<td>15</td>
</tr>
<tr>
<td>Data Processing</td>
<td>12</td>
</tr>
<tr>
<td>Electronics Communication</td>
<td>11</td>
</tr>
<tr>
<td>Drafting</td>
<td>7</td>
</tr>
<tr>
<td>Welding and Cutting</td>
<td>70</td>
</tr>
<tr>
<td>Cabinetmaking and Millwork</td>
<td>31</td>
</tr>
<tr>
<td>Electrical Occupations</td>
<td>61</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>26</td>
</tr>
<tr>
<td>Plumbing and Pipe Fitting</td>
<td>78</td>
</tr>
<tr>
<td>Electrical Construction</td>
<td>35</td>
</tr>
<tr>
<td>Carpentry</td>
<td>17</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>46</td>
</tr>
<tr>
<td>Blueprint Reading</td>
<td>38</td>
</tr>
<tr>
<td>Horticulture</td>
<td>21</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>17</td>
</tr>
<tr>
<td>Foods, Nutrition</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>581</strong></td>
</tr>
</tbody>
</table>

### Lehigh County Community College

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>56</td>
</tr>
<tr>
<td>Business Management and Administration</td>
<td>337</td>
</tr>
<tr>
<td>Business</td>
<td>4</td>
</tr>
<tr>
<td>Credit Management</td>
<td>8</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>45</td>
</tr>
<tr>
<td>Retail Management</td>
<td>37</td>
</tr>
<tr>
<td>Apparel Management</td>
<td>25</td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>23</td>
</tr>
<tr>
<td>Civil and Construction Technology</td>
<td>36</td>
</tr>
<tr>
<td>Data Processing</td>
<td>105</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>22</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>96</td>
</tr>
<tr>
<td>Food Services Management</td>
<td>32</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>96</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>23</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>14</td>
</tr>
<tr>
<td>Physical Therapy Assistant</td>
<td>60</td>
</tr>
<tr>
<td>Law Enforcement and Correction</td>
<td>146</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>58</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,223</strong></td>
</tr>
</tbody>
</table>
Table 3

Allentown

**OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS:**
**BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tractor Trailer</td>
<td>96</td>
<td>Lehigh Area Vocational School</td>
</tr>
<tr>
<td>Automobile Body</td>
<td>21</td>
<td>Lehigh Area Vocational School</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>21</td>
<td>Lehigh Area Vocational School</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>138</strong></td>
<td></td>
</tr>
</tbody>
</table>

**2508.3 (State Funded Program)**

<p>| Power                  | 120                          | Lehigh Area Vocational School  |</p>
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>33</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horticulture</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributive Education</td>
<td>109</td>
<td>109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel Trades</td>
<td>42</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Management</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail Management</td>
<td>37</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apparel Management</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Services and Management</td>
<td>32</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>22</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>23</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Therapy Assistant</td>
<td>60</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>58</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>14</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial</td>
<td>157</td>
<td>112</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>91</td>
<td>91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Clerical</td>
<td>163</td>
<td>163</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>56</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Management and Administration</td>
<td>337</td>
<td>337</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>147</td>
<td>42</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>23</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil and Construction Technology</td>
<td>36</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>96</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>96</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>146</td>
<td>146</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Body</td>
<td>59</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>139</td>
<td>139</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>42</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cabinetmaking</td>
<td>38</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>44</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td>38</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>83</td>
<td>83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>123</td>
<td>123</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>112</td>
<td>112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashion Industry</td>
<td>43</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Aide</td>
<td>42</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Shop</td>
<td>69</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pipe Trades</td>
<td>126</td>
<td>126</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>72</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restaurant Practices</td>
<td>47</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>37</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warehousing</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Table 4 (Continued)**

**Allentown**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetology</td>
<td>84</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tractor Trailer</td>
<td>96</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power Sewing</td>
<td>120</td>
<td></td>
<td>120</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3,349</td>
<td>1,910</td>
<td>1,223</td>
<td>216*</td>
</tr>
</tbody>
</table>

*This total does not include 42 enrollees in Department of Labor programs who were trained at and reported by the Area Vocational School.*

**Table 4A**

**Allentown**

**DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA**

<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>3.8%</td>
<td>---%</td>
<td>---%</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>7.9</td>
<td>8.3</td>
<td>---</td>
</tr>
<tr>
<td>Health</td>
<td>---</td>
<td>14.5</td>
<td>---</td>
</tr>
<tr>
<td>Home Economic (Gainful)</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Business &amp; Office</td>
<td>21.4</td>
<td>44.7</td>
<td>---</td>
</tr>
<tr>
<td>Technical Education</td>
<td>---</td>
<td>32.5=7</td>
<td>---</td>
</tr>
<tr>
<td>Travel &amp; Industry</td>
<td>66.9</td>
<td>---</td>
<td>100%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>AGENCY/INSTITUTION</td>
<td>VOCATIONAL GUIDANCE</td>
<td>COUNSELING</td>
<td>ADULT BASIC EDUCATION AND REMEDIAL EDUCATION</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------</td>
<td>------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Allentown Public Schools</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Lehigh County Area Vocational</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Lehigh County Community College</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>MDTA Institutional</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>NYC II</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>JOP</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>250813 (2)</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>

I = Provided by Program
X = Available by Referral
* Insufficient Information

Transportation is provided only for the first 30 days.

This program was largely funded by the state with training given at various institutions and agencies.
### Program Enrollments by Offering Agency and Population Groups Served

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Total</th>
<th>Black</th>
<th>White</th>
<th>Spanish Surname</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allentown Public Schools</td>
<td>100%</td>
<td>1.5%</td>
<td>98%</td>
<td>.4%</td>
<td>.1%</td>
</tr>
<tr>
<td>Male</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lehigh County Area Vocational School</td>
<td>100%</td>
<td>5.0%</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>65%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lehigh County Community College</td>
<td>100%</td>
<td>3.0%</td>
<td>94%</td>
<td>3.0%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act-Institutional</td>
<td>100%</td>
<td>11.0%</td>
<td>78%</td>
<td>11.0%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>100%</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2508.3 - Adult</td>
<td>100%</td>
<td>5.0%</td>
<td>90%</td>
<td>5.0%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>99%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7

Allentown

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial</td>
<td>157</td>
<td>4.70%</td>
</tr>
<tr>
<td>Data Processing</td>
<td>147</td>
<td>4.38</td>
</tr>
<tr>
<td>TOTAL</td>
<td>304</td>
<td>9.08%</td>
</tr>
</tbody>
</table>
I. Introduction

Birmingham is the largest city in Alabama with a population of 300,910 according to the 1970 Census, and includes the counties of Jefferson, Walker, and Shelby in the Standard Metropolitan Statistical Area (SMSA) with a total population of 739,274. During the past decade, the population increased 2.5 percent, well below the national growth rate, and reflected also the flight to the suburbs. The out-migration of educated youth with easily marketable skills was particularly significant. The unemployment rate in August, 1970 was 4.2 percent and had risen to 5.4 percent a year later. However, unemployment in the target areas where most manpower trainees reside, reached 8.2 percent. The decline in employment was felt chiefly in primary metals industries, blast furnaces and steel works, service trades, and government. Additional layoffs were caused by the closing of plants that manufactured stone, glass, clay, chemicals, and petroleum products. Nevertheless, certain jobs remained unfilled; some declined by applicants because wages were too low or working conditions unfavorable. For others, applicants were rejected because they were unqualified. Among the hard-to-fill openings were jobs for secretaries, short order cooks, key punch operators, waitresses, carpenters, painters, appliance servicemen, and tractor-trailer truck drivers.

While steel production and manufacturing comprise the largest industrial segment, absorbing almost half of the labor force, other economic activity is diverse and includes government, banking, insurance, transportation, service, and trade. Another employment source is the rapidly growing medical center under the auspices of the University of Alabama in Birmingham, which is expected, when fully developed, to become one of the leading medical centers of the land.

Birmingham's economy is not affected significantly by seasonal influences. Seasonal demands employ from 1,500 to 2,000 temporary construction workers and between 2,000 and 3,000 sales people during the Christmas shopping period. There is usually a slight increase in unemployment in June as school youth and recent graduates apply for summer or permanent work.

Only 0.7 percent of the residents are foreign born and two percent are of foreign of mixed parentage. Forty-three percent of the population is Black, nine-tenths of them Alabama natives.

Of the 76,597 families, 13,335 or 17.4 percent have incomes below the poverty level, and 20 percent of those families subsist on less than $1,000 per year. More than 5,200 families, 6.9 percent, received public assistance, 3,744 of them Black families representing 13.1 percent of the city's total.

The 1970 Census revealed that of those persons 25 years and older, 44 percent of the general population completed four years of high school or more. Only 27 percent of the Black population had that much schooling. The
fact that 89 percent of Blacks in the 14 to 17 age group and 91 percent of the whites are at school indicates that the educational attainment level is increasing. Significantly, both white and Black women attained higher median educational levels than men. Also, 25 percent of the general population received some skill training in the past.

II. Occupational Education in Birmingham

Because of the interdependence of Birmingham and the communities of the GUSA, it is difficult to geographically separate either economic activity and its labor needs or the population which is the target of skill training. Employees of all major segments of the economy are drawn from surrounding counties as well as the city of Birmingham, as are the students of the junior colleges and Federal manpower training programs with the exception of the Concentrated Employment Program (CEP). Also, many Birmingham residents work outside the city.

Of the postsecondary institutions offering skill training, the Birmingham School of Practical Nursing, operated by the Adult Division of the Public Schools, Jefferson State Junior College, and the Regional Technical Institute are located within the city limits of Birmingham. Bessemer State Technical Institute, Lawson Junior College and Wenonah Technical Institute, the latter two under common supervision, and all three administered by the Alabama State Department of Education, are located some 10 miles outside the city limits. Birmingham residents comprise about half of the students enrolled at Jefferson, about one-third at Lawson/Wenonah, and approximately one-tenth at Bessemer. Of the three colleges, Lawson/Wenonah has the most liberal entrance requirements. There were no restrictions on race or sex; the minimum age was 15 and one-half; a high school diploma was preferred but dropouts who have been out of school for eight months and are willing to attain a general equivalency diploma were accepted. Tuition was $15 per month. Jefferson State required that students desiring two-year career programs pass entrance examination except for special courses. Tuition was $67 per quarter. Bessemer had a 16 year-old requirement and required a high school diploma. Exceptions were made for dropouts who had been out of school for at least one year and who showed sufficient motivation that could enable them to benefit from advanced education. Tuition averaged 80 cents per day.

The Regional Technical Institute began operations in 1970 as a demonstration educational center in health occupations and is administered by the State Health Services Administration with the complete support of the University of Alabama Schools of Medicine and Dentistry. It used facilities of the University of Alabama hospitals, clinics, and School of Nursing to supplement classroom and laboratory instruction. Its program was tied in with the curricula of 13 junior colleges elsewhere in the state, enabling those students during their second year to pursue training in health fields at the Institute but to receive their associate degrees at the colleges of their initial enrollment. At the time of the survey, only part of the Institute’s classrooms were in use, but when facilities are fully equipped and the faculty increased, its present curriculum will be
expanded and present enrollments more than doubled. Some difficulty in recruiting qualified faculty may be experienced because technical health instructors can receive higher salaries employed at their skills than as teachers of their skills. Of its student body of 232, 175 were Birmingham residents. Admission was also open to non-college students for certain courses who have a high school diploma or who have a special interest or aptitude for a medical occupation. Thus, training was also offered to selected students from Federal manpower training programs in the city of Birmingham, as can be seen in Table 3 at the end of the Section. About one-half of the Fiscal Year 1971 (FY 1971) students from the Federal manpower programs were dropped part way through training as they were found unsuited to pursue the program to a successful conclusion. At the time of the survey, 124 trainees from the Work Incentive (WIN) program, CEP, and the Manpower Development and Training Act (MDTA) program were actively enrolled as dietary aides, licensed practical nurses, pediatric nurses, inhalation therapists, laboratory and physician's assistants, and trayline workers.

Occupational Offerings

MDTA had a Skill Center where the bulk of its enrollees (244) were trained during FY 1971, as well as five WIN and 80 CEP students. Enrollees at all four institutional Federal manpower training programs also received training at one or more postsecondary institutions. All agencies reported less than half of their enrollees participating in skill training with the percentages being: MDTA, 47 percent; CEP, 25 percent; WIN, 20 percent; Neighborhood Youth Corps II (NYC II), 18 percent. All programs were somewhat hindered in offering training to females due to employer prejudice toward hiring women for certain occupations which they could fill. On the one hand, there was chagrin because women would find themselves jobless even after training because of employer prejudice; on the other hand, there were complaints there were not enough programs for women who want training. One official cited electronics as an occupational area for which women would be suited but from which they were barred. Another cited a licensed practical nursing program which had 30 slots and 1,500 applicants, mostly Black. "This shows how women want the opportunity for more gratifying work than they can now get." It was pointed out that WIN had the staff and facilities to service less than four percent of those receiving aid for dependent children. Because the number of slots was far from adequate to meet the need, the agencies found it necessary to screen applicants. For example, MDTA requires that a recruit have had at least one year's work experience. Thus, a large portion of the target population most in need of service is not being reached.

With the exception of MDTA which had slightly more men than women trainees, the Federal manpower training programs experienced difficulty in recruiting males. For instance, it was noted that "whites come into the automobile mechanics program themselves. We have to seek out and persuade the Blacks." It was especially difficult to recruit Black youths for NYC II. Improving individual self-image and countering the "it's no use" attitude of the majority of Federal manpower program recruits was a primary problem of counselors and was given major emphasis as trainees are prepared for the labor market. A deterrent to the recruitment of whites was the predominately enrollment of Blacks in the Federal manpower training programs. Fifty percent of
On-the-Job Training (OJT) enrollees were recruited by CEP, and 70 percent of NYC II enrollees were from predominately Black poverty areas.

Federal manpower training programs accounted for about 15 percent of all vocational education enrollees in Birmingham. They offered 35 occupational offerings compared to 43 in the high school schedule and 61 at the postsecondary level. Vocational enrollments in the western, or Black section, of the city were heavier than in other areas.

Both Bessemer State Technical Institute and Jefferson State Junior College designed their career courses to meet industrial and business needs. Bessemer kept a running survey before determining which courses to offer, and Jefferson frankly appealed to the business community to suggest areas where shortages exist or expansion is planned.

Both Bessemer State Technical Institute and Jefferson State Junior College designed their career courses to meet industrial and business needs. Bessemer kept a running survey before determining which courses to offer, and Jefferson frankly appealed to the business community to suggest areas where shortages exist or expansion is planned.

Both Bessemer State Technical Institute and Jefferson State Junior College designed their career courses to meet industrial and business needs. Bessemer kept a running survey before determining which courses to offer, and Jefferson frankly appealed to the business community to suggest areas where shortages exist or expansion is planned.

Both Bessemer State Technical Institute and Jefferson State Junior College designed their career courses to meet industrial and business needs. Bessemer kept a running survey before determining which courses to offer, and Jefferson frankly appealed to the business community to suggest areas where shortages exist or expansion is planned.

General office, including stenography, also attracted a large group (284) of the 1,860 secondary school vocational pupils, although trade and industry drew the largest student support with 70 percent enrolled in such courses as carpentry, welding, automobile mechanics, cosmetology, automobile body repair, drafting, data processing, air conditioning and refrigeration, electronics, machinists, and quantity food service. At the other extreme, attesting to the variety of offerings insufficiency despite scant student interest, fire and safety, medical records, and X-ray assistant enrolled one student each; medical laboratory, floristry, insurance, recreation, sheet metal, and asbestos occupations enrolled two each.

Despite the growing interest and future need due to the development of the multi-health complex of the University of Alabama, health programs at both Bessemer State Technical Institute and the secondary schools enrolled only 25 students each and only a few more were enrolled at Lawson/Wenonah. Other institutions and agencies were more responsive. In addition to the 191 students at the Birmingham School of Practical Nursing and the 175 at the Regional Technical Institute, about 240 (17 percent) of the city's students at Jefferson State were pursuing programs in various health occupations. Federal manpower training programs also enrolled large groups in health services: 40 percent for IATA, 36 percent for CEP, 25 percent for WIN, and 21 percent for NYC II. Table 4-A shows the distribution of enrollments by level and area.

In the future, vocational education in the secondary schools will be more attuned to the economic needs of Birmingham. In preparation for the school year beginning in September, 1971, a sampling of business and industry sentiment was undertaken to help the secondary schools determine what career education would best prepare students for available jobs and which courses should be dropped. Students were then informed of the list and queried for their preferences. As a consequence several courses such as shoe repair and drafting were cut back or eliminated. Others were expanded, among them, carpentry, distributive education, sheet metal work, masonry, health, office, transportation, and service occupations, and machine shop. Student interest was particularly high in child care, secretarial work, automobile mechanics, and cosmetology.

Enrollments of the institutions and Federal manpower training programs are shown in Table A, and enrollments in the various programs are shown at the end of the Section in Table 4.
Table A1

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

BIRMINGHAM

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled from City</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birmingham Public Schools1</td>
<td>18,141</td>
<td>1,8603/</td>
</tr>
<tr>
<td>High School Postsecondary</td>
<td>178</td>
<td>178</td>
</tr>
<tr>
<td>Birmingham School of Practical Nursing</td>
<td>191</td>
<td>191</td>
</tr>
<tr>
<td>Regional Technical Institute</td>
<td>175</td>
<td>175</td>
</tr>
<tr>
<td>Bessemer State Technical Institute</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Jefferson State Junior College</td>
<td>2,400</td>
<td>1,400</td>
</tr>
<tr>
<td>Lawson Junior College (day)2/</td>
<td>180</td>
<td>75</td>
</tr>
<tr>
<td>Wenonah Technical Institute3/</td>
<td>80</td>
<td>320</td>
</tr>
<tr>
<td>MDTA</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td>CEP</td>
<td>844</td>
<td>213</td>
</tr>
<tr>
<td>WIN</td>
<td>280</td>
<td>35</td>
</tr>
<tr>
<td>NYC II</td>
<td>488</td>
<td>90</td>
</tr>
<tr>
<td>MDTA-OJT</td>
<td>136</td>
<td>136</td>
</tr>
<tr>
<td>JOP</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>650</td>
<td>650</td>
</tr>
<tr>
<td>Public School Adult</td>
<td>5,365</td>
<td>933</td>
</tr>
</tbody>
</table>

1/ Includes Birmingham Boys School
2/ Occupational enrollment does not include consumer and homemaking, industrial arts or non-vocational business courses.

Selected Services

Job development, the most frequently provided service, was offered by six of the Federal manpower training programs and four of the schools, including the secondary schools. None offered legal aid or English as a Second Language. Only WIN, CEP, and NYC II provided child day care through contracts.

Bessemer officials said the college wished to add remedial education, while Wenonah/Wesson, which provided only remedial education as a supporting service, hopes to add transportation and make available some student financial aid programs. Remedial education as a service was also available to Jefferson College and WIN, CEP, and NYC II students. Bessemer and Jefferson both pro-
vided free transportation, Jefferson operating a fleet of buses with routes that reached almost 50 miles beyond the campus. Some transportation allowances were provided by Federal manpower training programs. Vocational guidance was limited, Regional Technical Institute alone offering it as part of the program. Except for Lawson/Wenonah, all institutions and programs had strong counseling, job development, and placement services. Health services were limited to Jefferson among the colleges and to WIN, CEP, and NYC II, although where the job sought so required, physicals were given enrollees before they entered into training. (See Table 5 at the end of the Section.)

Characteristics of Students

About 65 percent of Birmingham's secondary vocational students were Black, with a small number of Spanish surname students. The percentages were reversed for adults attending public school at night with 65 percent white and 35 percent Black. By contrast, the Federal manpower training programs were mainly Black with WIN enrolling only one percent white trainees. Whites predominated at Jefferson State, Regional Technical Institute, and Bessemer. Lawson/Wenonah was 99 percent Black.

Lawson/Wenonah, whose students were characterized as "motivated working poor" as against the hard core unemployed enrolled in most Federal manpower training programs, was organized as a college for Blacks. Bessemer State was originally for whites. When integration occurred, Lawson/Wenonah remained Black, but a few Blacks have enrolled at Bessemer. While Bessemer described its students as ranging from "the elite to the underprivileged" the majority came from blue collar working families. Twenty-five percent were married. More than half of the day time students were employed part-time while pursuing their studies, and about a quarter of the night enrollment was employed full-time. Veterans comprised about a quarter of the total student body, day and evening.

The secondary public schools were 54 percent male, Jefferson State, 66 percent male, and Bessemer, 60 percent male. Lawson/Wenonah, however, was 63 percent female. DTA, Jobs Optional Program (JOB), and the National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) program enrolled a majority of males. CEP, WIN, and NYC II enrolled a majority of females; NYC II having 75 percent and WIN 99 percent. No male/female breakdown was available for Regional Technical Institute, nor for the public school adult program.

The educational level attained by the enrollees of Federal manpower training programs averaged ninth grade, but performance level was usually several grades lower, necessitating remedial education for many trainees and the acquiring of a General Equivalency Diploma through the adult public schools for such occupations requiring high school equivalency. Of the postsecondary schools, only Lawson/Wenonah provided General Equivalency Diploma courses; since entrance requirements for the others stressed a high school diploma.
The limitation of CEP slots made screening necessary to select applicants who most likely could and would stay in training. One supervisor, deplored the inability to help all who want training, said, "We try to get away from using education as a criterion for enrollment. Many with a third grade education have more knowledge than high school graduates. A mother of 10 with no schooling may have more knowledge and motivation than a younger person who survived a year at high school. We try to get the best of the disadvantaged and judge from many aspects." CEP was Black, it was explained, chiefly because income and residence guides direct trainees from Black areas. Yet many Blacks refused to come in because they didn't want to be associated with an all Black program.

III. Overlap, Duplications and Gaps

Of the 7,657 individuals enrolled in skill training, approximately 4,823 or 63 percent were in programs which were offered by more than one institution or agency. The overlap was not always significant. For example, Federal manpower training programs altogether have 11 trainees enrolled in a total of six programs that were primarily offered by the secondary and postsecondary schools. An additional 22 percent were receiving instruction at postsecondary schools in occupations for which skilled workers are in demand. This group includes 12th CEP, WIP, and HEFA enrollees who were being trained at the Regional Technical Institute in health occupations, but who were not carried by the Institute as members of its student body. Forty more Federal manpower training program enrollees were enrolled at Jefferson State, Bessemer and Lawson-Kenonah for occupations that sustain the current need of skilled personnel or report shortages. Only four programs enrolled enough students to raise the question of possible duplication. These were air conditioning and refrigeration, automobile body repair, automobile mechanics, and welding which enrolled 753 individuals or about one percent of the total occupational enrollments.

It must be kept in mind that often the same occupational programs offered at the secondary schools and postsecondary institutions probably provided training at different levels, the latter upgrading and refining the skill attainments acquired at the former. Table 7 at the end of this Section lists all the offerings where there was any overlap. Table 4 will show where the overlap occurred.

Programs Compared with the Local Labor Market

Official analysis of Birmingham's local labor market was not available but from semi-official sources, it was ascertained that despite the rate of unemployment, surplus jobs are mainly in unskilled, domestic and farm labor categories. An improvement in the economy would rapidly absorb many skilled and semi-skilled persons who are temporarily out of work or underemployed. There is a group, however, that would require retraining because technological changes have affected the jobs they held and diminished their chances for re-employment.
Table 3-2 represents a compilation of jobs for which openings currently exist because of a shortage of qualified personnel and also jobs which will demand more workers as economic conditions improve and business and industry expand.\(^1\)

Twenty-four occupational programs enrolling 3,194 or 41.4 percent of the total were in areas where there were shortages of workers. No training was given for aircraft mechanics, three students were in building maintenance and two in metal trades, three of the shortage areas listed. Four shortage occupations, foundry workers, automobile station attendant, appliance repairman, and painter together enrolled 107 students, less than 1.5 percent of the total. On the other hand, there were sizeable enrollments for construction workers, accountants, machinists, automobile mechanics, air conditioning and refrigeration mechanics, general office clerks, electronics technicians, sewing machine operators, welders, craftsmen, carpenters, secretaries, nurses, and other health workers. In fact the health group by itself absorbed 763, more than 10 percent of all students and trainees. Eleven of the shortage programs were offered at all three levels (secondary, postsecondary and Federal manpower training programs).

Program officials interviewed appeared more concerned with the gaps in occupational offerings than with the duplications. Schools and Federal manpower training programs both had suggestions of training areas that ought to be started or expanded. Some said that training in all areas should be widened and more slots provided to serve the larger numbers who could be recruited. Several urged that the unions lower their restrictions to allow greater numbers to train for unionized jobs. Among the specific occupational areas recommended for expanded training were sheet metal, health, including dental technology, cosmetology, barbering, architectural technology, food services, hotel and restaurant management, the construction trades, child development, environmental technology, merchandising, ornamental horticulture, and chemical technology. There were also recommendations for more supporting services, particularly for child care, transportation allowances, and job follow-up.

Programs Compared with Population Groups

It was pointed out earlier that according to the 1970 Census, 25 percent of Birmingham's labor force had received some vocational training in the past. Current indications fall below that percentage. Of 17,322 young people in the 16 to 24 age group, 11.2 percent were enrolled in skill training programs. Only three percent of those in the 19 to 44 age group were enrolled in skill training programs. While 1,239 or 15.4 percent of Black youth, male and female, were receiving their training during the final two or three years at high school, an additional 81 were enrolled with NYC II. Only 661 of the city's white youth, 7.4 percent were taking vocational education courses at high school, and only nine were enrolled with NYC II.

\(^1\) Table 3-1, which would list surplus occupations is omitted from the Birmingham profile, since skilled occupations are not affected.
### Table H-2

**NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS**

**BIRMINGHAM**

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number of Students Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Maintenance</td>
<td>3</td>
<td>.04</td>
</tr>
<tr>
<td>Food Service</td>
<td>95</td>
<td>1.2</td>
</tr>
<tr>
<td>Accountant</td>
<td>290</td>
<td>3.7</td>
</tr>
<tr>
<td>Foundry</td>
<td>29</td>
<td>0.4</td>
</tr>
<tr>
<td>Machinist</td>
<td>121</td>
<td>1.5</td>
</tr>
<tr>
<td>Metal Trades</td>
<td>2</td>
<td>.03</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>214</td>
<td>3.1</td>
</tr>
<tr>
<td>Attendant</td>
<td>25</td>
<td>0.3</td>
</tr>
<tr>
<td>Stenography</td>
<td>80</td>
<td>1.0</td>
</tr>
<tr>
<td>Air Conditioning and Refrigeration</td>
<td>118</td>
<td>1.5</td>
</tr>
<tr>
<td>General Office Clerical</td>
<td>331</td>
<td>4.3</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>47</td>
<td>0.6</td>
</tr>
<tr>
<td>Electronics</td>
<td>185</td>
<td>2.4</td>
</tr>
<tr>
<td>Key Punch</td>
<td>63</td>
<td>0.8</td>
</tr>
<tr>
<td>X-Ray Technology</td>
<td>89</td>
<td>1.1</td>
</tr>
<tr>
<td>Medical Laboratory</td>
<td>68</td>
<td>0.9</td>
</tr>
<tr>
<td>Licensed Practical Nursing</td>
<td>337</td>
<td>4.3</td>
</tr>
<tr>
<td>Registered Nursing</td>
<td>289</td>
<td>3.7</td>
</tr>
<tr>
<td>Drafting</td>
<td>126</td>
<td>1.6</td>
</tr>
<tr>
<td>Welding</td>
<td>254</td>
<td>3.3</td>
</tr>
<tr>
<td>Carpentry</td>
<td>161</td>
<td>2.0</td>
</tr>
<tr>
<td>Secretarial</td>
<td>184</td>
<td>2.4</td>
</tr>
<tr>
<td>Electrical Appliance Repair</td>
<td>23</td>
<td>0.4</td>
</tr>
<tr>
<td>Painter</td>
<td>25</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,194</strong></td>
<td><strong>41.4</strong></td>
</tr>
</tbody>
</table>

Of the 19 to 44 age group, 1,591 white individuals, 2.6 percent of the city's population group, were taking courses at the postsecondary institutions or through Federal manpower training programs. The latter, however, enrolled only 69 white men and women, whereas 1,336 Blacks, or 3.7 percent of the city's Black 19 to 44 age group were taking courses at the postsecondary institutions and 658 through Federal manpower training programs.2/

---

2/ Appendix Table 4 lists 7,707 in the total occupational enrollments. However, only 4,187 were registered as residents of the city of Birmingham.
The figure of 2,927, total whites and Blacks in skill training programs, represents three percent of the city's entire population in the 19 to 44 age bracket. If we add on-the-job training programs and adult vocational education, the number rises to 4,706 or 5.3 percent of the population served in publicly funded skill training programs. Enrollments in the on-the-job training programs were 97 percent Black; in the adult program, 65 percent white.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age 16 to 18</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17,332</td>
<td>1,950</td>
<td>11.2%</td>
</tr>
<tr>
<td>White</td>
<td>8,911</td>
<td>661</td>
<td>7.4%</td>
</tr>
<tr>
<td>Black</td>
<td>8,400</td>
<td>1,289</td>
<td>15.4%</td>
</tr>
<tr>
<td>Male</td>
<td>8,398</td>
<td>1,030</td>
<td>12.2%</td>
</tr>
<tr>
<td>Female</td>
<td>8,934</td>
<td>920</td>
<td>10.4%</td>
</tr>
<tr>
<td><strong>Age 18 to 44</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95,317</td>
<td>2,927</td>
<td>3.0%</td>
</tr>
<tr>
<td>White</td>
<td>58,973</td>
<td>1,591</td>
<td>2.6%</td>
</tr>
<tr>
<td>Black</td>
<td>36,080</td>
<td>1,336</td>
<td>3.7%</td>
</tr>
<tr>
<td>Male</td>
<td>43,024</td>
<td>1,515</td>
<td>3.5%</td>
</tr>
<tr>
<td>Female</td>
<td>52,893</td>
<td>1,412</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

IV. Management, Administration and Coordination

There appeared to be insufficient coordination between programs. One college administrator appeared indignant that students, having graduated from high school vocational courses, arrived at the college with scant preparation for the more advanced courses the college was offering, necessitating
classes on what he regarded as the secondary level. There also seemed to be some rivalry among Federal manpower training programs. One administrator complained that her agency was prevented from offering certain training because another was "politicking" for it, and stated that her agency could train students in that occupation for less money than the rival was budgeting. There was also concern that qualified instructors refused offers to teach because they were earning more working at their skills than they could earn teaching them.

It was evident that improvement in reporting operations was in order. Some administrators appeared vague about the necessity of recording pertinent items regarding enrollees. On the whole, institution and Federal manpower training programs seemed to be planned with local labor market needs in mind.

V. Summary

The major problems in Birmingham centered around the availability of resources to expand facilities and programs, particularly for the disadvantaged. It has been pointed out that WIN reached only four percent of the persons receiving public aid for dependent children. The 1970 Census reported that 1,357 males, 15 to 21 years of age, were not in school, the army, or the labor force, yet, NYC II which would draw from this age bracket gave service of some kind to only about 1,44 young men, during FY 1971 and only 22 were enrolled in skill training. There were three times as many women as men in NYC II. Several administrators indicated that higher stipends for young people might motivate them to continue in the program rather than return to the streets where they could earn more by "hustling."

As is indicated in Table 5 at the end of the Section, Federal manpower training programs, designed primarily for the disadvantaged, provided more ancillary services and in greater depth than the secondary or postsecondary programs. Federal manpower programs provided training at no cost, whereas tuition was charged at varying amounts at the postsecondary institutions: at Lawson/Desoto, $15 per month plus a $2 registration fee; at Jefferson State $67 per quarter; and at Bessmer, 30 cents per day. Bessmer and Jefferson provided free transportation. The stipends and allowances available through Federal manpower training programs enabled their trainees to take courses at the postsecondary institutions, whose tuition fees were also paid by the Federal manpower training programs.

Ancillary services were especially needed by the individuals who enrolled with Federal manpower training programs, since most of them had personal problems which impeded their developing their capacities on their own. Insufficient education, poor health, lack of training, personal and family problems are but a few of the harassments that contribute to poor self-image and apathy. Many have had encounters with the law. Disappointing to agency officials were the numbers who enrolled but did not stay with the program, or having received some skilled training were induced to accept a job that became available rather than complete training with the probability of a better job. Follow-up was admittedly too inadequate to ascertain how
long a trained recruit was able to retain employment at the higher level for which the program prepared him. There was sufficient indication that many enrollees who completed their training noticeably benefited through improved and sustained employment. Rarely did those responsible for instruction feel that efforts put into the program failed to accomplish a good part of the desired goal. This point was especially brought out in the pleas for expanded training in the hope that more of those in need could be served.
Table 1

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING (1)</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birmingham Public Schools</td>
<td>18,411</td>
<td>18,411</td>
<td>1,860</td>
<td>1,860</td>
</tr>
<tr>
<td>Birmingham Public Schools - Postsecondary</td>
<td>178</td>
<td>178</td>
<td>178</td>
<td>178</td>
</tr>
<tr>
<td>Birmingham School of Practical Nursing</td>
<td>191</td>
<td>191</td>
<td>191</td>
<td>191</td>
</tr>
<tr>
<td>Regional Technical Institute</td>
<td>232</td>
<td>175</td>
<td>232</td>
<td>175</td>
</tr>
<tr>
<td>Bessemer State Technical Institute</td>
<td>854</td>
<td>90</td>
<td>854</td>
<td>90</td>
</tr>
<tr>
<td>Jefferson State Junior College</td>
<td>4,753</td>
<td>2,400</td>
<td>2,850</td>
<td>1,400</td>
</tr>
<tr>
<td>Lawson Junior College (3)</td>
<td>438</td>
<td>180</td>
<td>183</td>
<td>75</td>
</tr>
<tr>
<td>Wenonah Technical Institute (3)</td>
<td>605</td>
<td>250</td>
<td>605</td>
<td>250</td>
</tr>
<tr>
<td>Manpower Development and Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act - Institutional Training</td>
<td>938</td>
<td>800</td>
<td>375</td>
<td>320</td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>844</td>
<td>844</td>
<td>213</td>
<td>213</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>468</td>
<td>280</td>
<td>57</td>
<td>35</td>
</tr>
<tr>
<td>Neighborhood Youth Corps - II</td>
<td>610</td>
<td>488</td>
<td>109</td>
<td>90</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>70</td>
<td>60</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>National Alliance of Businessmen - Job Opp. in the Business Sector</td>
<td>763</td>
<td>650</td>
<td>763</td>
<td>650</td>
</tr>
<tr>
<td>Birmingham Public Schools - Adult</td>
<td>5,365</td>
<td>5,365</td>
<td>933</td>
<td>933</td>
</tr>
</tbody>
</table>

(1) Forty Department of Labor enrollees who were trained at postsecondary institutions are included in the enrollments of both the postsecondary institutions and the Department of Labor programs.

(2) Includes Birmingham Industrial Boys School.

(3) These two institutions are under the same administration.
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upholstery</td>
<td>34</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>7</td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>2</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>14</td>
</tr>
<tr>
<td>Fire and Safety</td>
<td>1</td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>87</td>
</tr>
<tr>
<td>Sign Painter</td>
<td>3</td>
</tr>
<tr>
<td>Drafting</td>
<td>72</td>
</tr>
<tr>
<td>Printing</td>
<td>34</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>10</td>
</tr>
<tr>
<td>Food Occupations</td>
<td>140</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>127</td>
</tr>
<tr>
<td>Auto Service Specialist</td>
<td>3</td>
</tr>
<tr>
<td>Dry Cleaning</td>
<td>3</td>
</tr>
<tr>
<td>Medical Records Technical Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Refrigeration and Air Conditioning</td>
<td>58</td>
</tr>
<tr>
<td>Auto Body and Fender Repair</td>
<td>66</td>
</tr>
<tr>
<td>Carpentry</td>
<td>135</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>52</td>
</tr>
<tr>
<td>Welding</td>
<td>91</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>81</td>
</tr>
<tr>
<td>X-Ray Technical Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>39</td>
</tr>
<tr>
<td>Duplications and Publications</td>
<td>21</td>
</tr>
<tr>
<td>Appliance Servicing</td>
<td>28</td>
</tr>
<tr>
<td>Foundry</td>
<td>26</td>
</tr>
<tr>
<td>Radio and Television</td>
<td>25</td>
</tr>
<tr>
<td>Trowel Trades</td>
<td>31</td>
</tr>
<tr>
<td>Restaurant and Hotel</td>
<td>12</td>
</tr>
<tr>
<td>Electronics</td>
<td>89</td>
</tr>
<tr>
<td>Automotive</td>
<td>22</td>
</tr>
<tr>
<td>Floristry</td>
<td>2</td>
</tr>
<tr>
<td>Personal Services</td>
<td>6</td>
</tr>
<tr>
<td>Transportation</td>
<td>13</td>
</tr>
<tr>
<td>Recreation and Tourism</td>
<td>2</td>
</tr>
<tr>
<td>Insurance</td>
<td>2</td>
</tr>
<tr>
<td>General Office</td>
<td>254</td>
</tr>
<tr>
<td>Tailoring</td>
<td>51</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>23</td>
</tr>
<tr>
<td>Stenographers</td>
<td>59</td>
</tr>
<tr>
<td>Data Processing</td>
<td>63</td>
</tr>
<tr>
<td>Shoe Repair</td>
<td>27</td>
</tr>
</tbody>
</table>
Table 2 (continued)

Birmingham

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
</table>

**Birmingham Public Schools - Secondary**

<table>
<thead>
<tr>
<th>Occupational Enrollments</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plumbers and Pipefitters</td>
<td>7</td>
</tr>
<tr>
<td>Electricians</td>
<td>7</td>
</tr>
<tr>
<td>Sheet Metal Workers</td>
<td>2</td>
</tr>
<tr>
<td>Asbestos Workers</td>
<td>2</td>
</tr>
<tr>
<td>Painters</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,860</strong></td>
</tr>
</tbody>
</table>

**Birmingham Public Schools - Postsecondary**

<table>
<thead>
<tr>
<th>Occupational Enrollments</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Practical Nurse</td>
<td>191</td>
</tr>
</tbody>
</table>

**Birmingham School of Practical Nursing**

<table>
<thead>
<tr>
<th>Regional Technical Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Enrollments</td>
</tr>
<tr>
<td>Histologic Technician</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
</tr>
<tr>
<td>Optometric Technician</td>
</tr>
<tr>
<td>Anesthesia for Nurses</td>
</tr>
<tr>
<td>Certified Laboratory Assistant</td>
</tr>
<tr>
<td>Cyto-Technologist</td>
</tr>
<tr>
<td>Inhalation Therapy Technician</td>
</tr>
<tr>
<td>Nuclear Medicine Technician</td>
</tr>
<tr>
<td>Physician's Assistant - General</td>
</tr>
<tr>
<td>Radiological Technologist</td>
</tr>
<tr>
<td>Physician's Assistant - Medex</td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
</tr>
<tr>
<td>Physician's Assistant - Diabetes</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

**Bessemer State Technical Institute**

<table>
<thead>
<tr>
<th>Occupational Enrollments</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Mechanics</td>
<td>65</td>
</tr>
<tr>
<td>Accounting</td>
<td>73</td>
</tr>
<tr>
<td>Secretarial</td>
<td>128</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>64</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>58</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>25</td>
</tr>
<tr>
<td>Diesel and Heavy Equipment</td>
<td>41</td>
</tr>
<tr>
<td>Drafting</td>
<td>47</td>
</tr>
<tr>
<td>Electronics</td>
<td>96</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>32</td>
</tr>
<tr>
<td>Machine Tool and Die</td>
<td>38</td>
</tr>
</tbody>
</table>
### Table 2 (continued)

#### Birmingham

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bessemer State Technical Institute (cont'd)</strong></td>
<td></td>
</tr>
<tr>
<td>Offset Printing</td>
<td>40</td>
</tr>
<tr>
<td>Air Conditioning and Refrigeration</td>
<td>27</td>
</tr>
<tr>
<td>Upholstery</td>
<td>31</td>
</tr>
<tr>
<td>Welding</td>
<td>89</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>854</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Jefferson State Junior College</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Technology</td>
<td>71</td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>13</td>
</tr>
<tr>
<td>Accounting</td>
<td>110</td>
</tr>
<tr>
<td>Office Education</td>
<td>31</td>
</tr>
<tr>
<td>Business Education</td>
<td>307</td>
</tr>
<tr>
<td>Drafting</td>
<td>5</td>
</tr>
<tr>
<td>Architecture</td>
<td>21</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>295</td>
</tr>
<tr>
<td>Computer Science Technology</td>
<td>273</td>
</tr>
<tr>
<td>Social Welfare and Urban Development</td>
<td>12</td>
</tr>
<tr>
<td>Recreation Leadership</td>
<td>3</td>
</tr>
<tr>
<td>X-Ray Technology</td>
<td>44</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>298</td>
</tr>
<tr>
<td>Fire Science</td>
<td>142</td>
</tr>
<tr>
<td>Medical Laboratory Technology</td>
<td>65</td>
</tr>
<tr>
<td>Mortuary Science</td>
<td>53</td>
</tr>
<tr>
<td>Medical Records</td>
<td>43</td>
</tr>
<tr>
<td>Home Economics</td>
<td>24</td>
</tr>
<tr>
<td>Finance and Banking</td>
<td>18</td>
</tr>
<tr>
<td>Food Service</td>
<td>54</td>
</tr>
<tr>
<td>Home Furnishings</td>
<td>30</td>
</tr>
<tr>
<td>Retail Merchandising</td>
<td>52</td>
</tr>
<tr>
<td>Hotel-Motel-Restaurant Management</td>
<td>81</td>
</tr>
<tr>
<td>Insurance Sales and Management</td>
<td>74</td>
</tr>
<tr>
<td>Management and Supervision Technology</td>
<td>254</td>
</tr>
<tr>
<td>Nursing</td>
<td>247</td>
</tr>
<tr>
<td>Real Estate</td>
<td>36</td>
</tr>
<tr>
<td>Radio and Television Broadcasting</td>
<td>63</td>
</tr>
<tr>
<td>Traffic and Transportation</td>
<td>78</td>
</tr>
<tr>
<td>Agribusiness</td>
<td>40</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2,850</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Theodore A. Lawson State Jr. College/Wenonah Technical Institute</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Body and Fender Repair</td>
<td>42</td>
</tr>
<tr>
<td>Barbering</td>
<td>39</td>
</tr>
<tr>
<td>Brick Masonry and Plastering</td>
<td>80</td>
</tr>
</tbody>
</table>
### Birmingham

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theodore A. Lawson State Jr. College/ Wenonah Technical Institute (cont'd)</td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>26</td>
</tr>
<tr>
<td>Clerk-Typist</td>
<td>65</td>
</tr>
<tr>
<td>Commercial Foods</td>
<td>40</td>
</tr>
<tr>
<td>Commercial Sewing</td>
<td>60</td>
</tr>
<tr>
<td>Dry Cleaning and Laundry</td>
<td>35</td>
</tr>
<tr>
<td>Electricity</td>
<td>32</td>
</tr>
<tr>
<td>Keypunch</td>
<td>46</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>80</td>
</tr>
<tr>
<td>Radio and Television</td>
<td>60</td>
</tr>
<tr>
<td>Accounting</td>
<td>107</td>
</tr>
<tr>
<td>Management and Supervision</td>
<td>20</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>56</td>
</tr>
<tr>
<td>TOTAL</td>
<td>788</td>
</tr>
</tbody>
</table>
### Table 3

**Birmingham**

**OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manpower Development and Training Act</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certified Laboratory Assistant</td>
<td>23</td>
<td>Regional Technical Institute</td>
</tr>
<tr>
<td>Physician's Assistant</td>
<td>13</td>
<td>Regional Technical Institute</td>
</tr>
<tr>
<td>Trayline Worker, Hospital</td>
<td>18</td>
<td>Regional Technical Institute</td>
</tr>
<tr>
<td>Stenographer</td>
<td>21</td>
<td>Birmingham Area Skill Center</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>60</td>
<td>Birmingham Area Skill Center</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>30</td>
<td>Birmingham Area Skill Center</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>31</td>
<td>Birmingham Area Skill Center</td>
</tr>
<tr>
<td>Gasoline Engine Repair</td>
<td>23</td>
<td>Birmingham Area Skill Center</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>33</td>
<td>Birmingham Area Skill Center</td>
</tr>
<tr>
<td>Welding</td>
<td>46</td>
<td>Various Institutions</td>
</tr>
<tr>
<td>Individual Referrals</td>
<td>11</td>
<td>Various Institutions</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>51</td>
<td>Regional Technical Institute</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>375</td>
<td></td>
</tr>
<tr>
<td><strong>Concentrated Employment Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>30</td>
<td>Birmingham Area Skill Center</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>15</td>
<td>Regional Technical Institute</td>
</tr>
<tr>
<td>Pediatric Nursing</td>
<td>15</td>
<td>Regional Technical Institute</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>25</td>
<td>Birmingham Area Skill Center</td>
</tr>
<tr>
<td>Welding</td>
<td>25</td>
<td>Birmingham Area Skill Center</td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>17</td>
<td>Regional Technical Institute</td>
</tr>
<tr>
<td>Individual Referrals</td>
<td>86</td>
<td>Various Contracts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>213</td>
<td></td>
</tr>
<tr>
<td><strong>Work Incentive Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>1</td>
<td>Jefferson Cnty Bd. of Ed.</td>
</tr>
<tr>
<td>Lunchroom Manager</td>
<td>2</td>
<td>Glen Public High School</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>6</td>
<td>Baptist Medical Center</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>6</td>
<td>Alverson Draughton Bus. Sch.</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>5</td>
<td>Birmingham Area Skill Center</td>
</tr>
<tr>
<td>Pre-School Teacher's Aide</td>
<td>22</td>
<td>Day Care Service</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>2</td>
<td>Bessemer Technical Institute</td>
</tr>
<tr>
<td>Dietary Aide</td>
<td>8</td>
<td>Regional Technical Institute</td>
</tr>
<tr>
<td>Barbering</td>
<td>1</td>
<td>Wenonah Technical Institute</td>
</tr>
<tr>
<td>NAB-JOBS Converter Line Operator</td>
<td>3</td>
<td>A. P. Merill</td>
</tr>
<tr>
<td>NAB-JOBS Inspectress</td>
<td>1</td>
<td>Tutweiler</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>57</td>
<td></td>
</tr>
</tbody>
</table>
### Neighborhood Youth Corps II

<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students</th>
<th>Agency Providing Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>2</td>
<td>Phillips High School</td>
</tr>
<tr>
<td>Cashier - Typing</td>
<td>3</td>
<td>Phillips High School</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>3</td>
<td>F. W. Olin High School</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>3</td>
<td>Wenonah Technical Institute</td>
</tr>
<tr>
<td>Sewing</td>
<td>1</td>
<td>F. W. Olin High School</td>
</tr>
<tr>
<td>Drafting</td>
<td>1</td>
<td>F. W. Olin High School</td>
</tr>
<tr>
<td>Upholstery</td>
<td>1</td>
<td>F. W. Olin High School</td>
</tr>
<tr>
<td>Office Occupation</td>
<td>2</td>
<td>F. W. Olin High School</td>
</tr>
<tr>
<td>Key Punch</td>
<td>17</td>
<td>Careers International</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>20</td>
<td>Univ. of Ala. - In-service</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>2</td>
<td>Jefferson State Jr. College</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>3</td>
<td>Jefferson State Jr. College</td>
</tr>
<tr>
<td>Radio &amp; Television Repair</td>
<td>1</td>
<td>Wenonah Technical Institute</td>
</tr>
<tr>
<td>Dry Cleaning</td>
<td>9</td>
<td>Wenonah Technical Institute</td>
</tr>
<tr>
<td>Commercial Food</td>
<td>2</td>
<td>Wenonah Technical Institute</td>
</tr>
<tr>
<td>Brick Masonry</td>
<td>2</td>
<td>Wenonah Technical Institute</td>
</tr>
<tr>
<td>Carpentry</td>
<td>3</td>
<td>Wenonah Technical Institute</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>3</td>
<td>Wenonah Technical Institute</td>
</tr>
<tr>
<td>Tailoring</td>
<td>4</td>
<td>Wenonah Technical Institute</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>1</td>
<td>Bessemer Technical Institute</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>7</td>
<td>Jefferson Cnty Adult Ed. Ctr</td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>1</td>
<td>Bessemer Technical Institute</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>3</td>
<td>Bessemer Technical Institute</td>
</tr>
<tr>
<td>Business</td>
<td>11</td>
<td>Jefferson Cnty Adult Ed. Ctr</td>
</tr>
<tr>
<td>Drafting</td>
<td>1</td>
<td>Jefferson Cnty Adult Ed. Ctr</td>
</tr>
<tr>
<td>Welding</td>
<td>3</td>
<td>Jefferson Cnty Adult Ed. Ctr</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>109</strong></td>
<td></td>
</tr>
</tbody>
</table>

(Continued)
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>40</td>
<td></td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>Cashier</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributive Education, General</td>
<td>179</td>
<td>127</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>28</td>
<td>10</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Floristry</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>76</td>
<td>2</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>Management and Supervision</td>
<td>274</td>
<td></td>
<td>274</td>
<td></td>
</tr>
<tr>
<td>Personal Services</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real Estate</td>
<td>36</td>
<td></td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Recreation Aide</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Hotel and Restaurant</td>
<td>95</td>
<td>12</td>
<td>81</td>
<td>2</td>
</tr>
<tr>
<td>Transportation</td>
<td>91</td>
<td>13</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>290</td>
<td></td>
<td>290</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>320</td>
<td></td>
<td>307</td>
<td>13</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>150</td>
<td>86</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Office Occupations, General</td>
<td>330</td>
<td>254</td>
<td>74</td>
<td>2</td>
</tr>
<tr>
<td>Key Punch Operator</td>
<td>63</td>
<td></td>
<td>46</td>
<td>17</td>
</tr>
<tr>
<td>Secretarial</td>
<td>184</td>
<td></td>
<td>184</td>
<td></td>
</tr>
<tr>
<td>Stenographer</td>
<td>80</td>
<td>59</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>23</td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>75</td>
<td></td>
<td>65</td>
<td>11</td>
</tr>
<tr>
<td>Home Furnishings</td>
<td>54</td>
<td></td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Trayline Worker</td>
<td>18</td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Medical Laboratory, Assistant</td>
<td>42</td>
<td>2</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Cyto-Technologist</td>
<td>3</td>
<td></td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Emergency Medical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technician</td>
<td>30</td>
<td></td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>47</td>
<td>7</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>Dietary Aide</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Histologic Technician</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>45</td>
<td></td>
<td>28</td>
<td>17</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>337</td>
<td></td>
<td>271</td>
<td>66</td>
</tr>
<tr>
<td>Medical Laboratory, Technical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuclear Medicine Technician</td>
<td>68</td>
<td></td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>100</td>
<td>14</td>
<td></td>
<td>86</td>
</tr>
<tr>
<td>Nursing</td>
<td>289</td>
<td></td>
<td>274</td>
<td>15</td>
</tr>
<tr>
<td>Optometric Technician</td>
<td>9</td>
<td></td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Physician's Assistant</td>
<td>87</td>
<td></td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>X-Ray Technician</td>
<td>89</td>
<td>1</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Medical Records Assistant</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
<td>POSTSECONDARY</td>
<td>DEPARTMENT OF LABOR</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Mental Health Technician</td>
<td>71</td>
<td>71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>21</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Technology</td>
<td>273</td>
<td>273</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>295</td>
<td>295</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Science</td>
<td>298</td>
<td>298</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio &amp; Television Repair</td>
<td>85</td>
<td>25</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Social Welfare Aide</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire and Safety</td>
<td>143</td>
<td>1</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>118</td>
<td>58</td>
<td>27</td>
<td>33</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>28</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asbestos Worker</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>142</td>
<td>66</td>
<td>42</td>
<td>34</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>244</td>
<td>87</td>
<td>65</td>
<td>92</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbering</td>
<td>39</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>161</td>
<td>135</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td>39</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>139</td>
<td>81</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Heavy Equipment Operator</td>
<td>41</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>126</td>
<td>72</td>
<td>52</td>
<td>2</td>
</tr>
<tr>
<td>Tailoring</td>
<td>112</td>
<td>51</td>
<td>60</td>
<td>1</td>
</tr>
<tr>
<td>Dry Cleaning</td>
<td>38</td>
<td>3</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>95</td>
<td>55</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Electricians</td>
<td>39</td>
<td>7</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>185</td>
<td>89</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Foundry</td>
<td>29</td>
<td>26</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>234</td>
<td>140</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>Custodial</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Tool and Die</td>
<td>38</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Shop</td>
<td>83</td>
<td>52</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Mortuary Science</td>
<td>53</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign Painter</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painting &amp; Decorating</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plumber &amp; Pipefitting</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broadcasting</td>
<td>63</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheet Metal Worker</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoe Repair</td>
<td>27</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>24</td>
<td>24</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Masonry</td>
<td>111</td>
<td>31</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Upholstery</td>
<td>66</td>
<td>34</td>
<td>31</td>
<td>1</td>
</tr>
<tr>
<td>Welding</td>
<td>254</td>
<td>91</td>
<td>89</td>
<td>74</td>
</tr>
<tr>
<td>Individual Referrals</td>
<td>97</td>
<td>97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Enrollments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Not Specified)</td>
<td>191</td>
<td>191</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>7,667</td>
<td>1,860</td>
<td>5,093</td>
<td>714*</td>
</tr>
</tbody>
</table>

*This total does not include 40 enrollees in Department of Labor programs who were trained at and reported by postsecondary institutions.
### Birmingham

**DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA**

<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>LEVEL POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>-- %</td>
<td>0.8%</td>
<td>-- %</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>9.4</td>
<td>12.1</td>
<td>0.7</td>
</tr>
<tr>
<td>Business and Office</td>
<td>21.5</td>
<td>21.3</td>
<td>14.7</td>
</tr>
<tr>
<td>Health</td>
<td>1.3</td>
<td>19.0</td>
<td>34.0</td>
</tr>
<tr>
<td>Technical Education</td>
<td>1.4</td>
<td>21.6</td>
<td>--</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>66.4</td>
<td>21.5</td>
<td>37.0</td>
</tr>
<tr>
<td>Individual Referrals</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>3.7</td>
<td>13.6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100.0 %</td>
<td>100.0 %</td>
<td>100.0 %</td>
</tr>
<tr>
<td>AGENCY/INSTITUTION</td>
<td>VOCATIONAL GUIDANCE</td>
<td>COUNSELING</td>
<td>ADULT BASIC EDUCATION AND RESIDENTIAL EDUCATION</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>---------------------</td>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Birmingham Public Schools</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Regional Technical Institute</td>
<td>*</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Bessemer State Technical Institute</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Jefferson State Junior College</td>
<td>*</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Lawson State Junior College</td>
<td>*</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Wenona State Technical Institute</td>
<td>*</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>MDTA - Institutional</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>CEP</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>WIN</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>NYC II</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>JOP</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td></td>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>

I = Provided by Program
X = Available by Referral
* Insufficient Information
### Birmingham

**Program Enrollments by Offering Agency and Population Groups Served**

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Birmingham Public Schools</strong></td>
<td>100%</td>
<td>65%</td>
<td>35%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>54%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>46%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jefferson State Jr. College</strong></td>
<td>100</td>
<td>13</td>
<td>86</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Regional Technical Institute</strong></td>
<td>100</td>
<td>30</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Not Available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Not Available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bessemer State Technical Institute</strong></td>
<td>100</td>
<td>30</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td></td>
<td></td>
<td>(Fewer Blacks attend classes at night)</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lawson Junior College</strong></td>
<td>100</td>
<td>99</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wenonah Technical Institute</strong></td>
<td>100</td>
<td>99</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Manpower Development and Training Act - Institutional</strong></td>
<td>100</td>
<td>85</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Concentrated Employment Program</strong></td>
<td>100</td>
<td>90</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Work Incentive Program</strong></td>
<td>100</td>
<td>99</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Neighborhood Youth Corps II</strong></td>
<td>100</td>
<td>90</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jobs Optional Program/On-The-Job Training</strong></td>
<td>100</td>
<td>70</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>98</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>National Alliance of Businessmen/Job Opportunities in the Business Sector</strong></td>
<td>100</td>
<td>44</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>64</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Birmingham Public Schools - Adult</strong></td>
<td>100%</td>
<td>35%</td>
<td>65%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7
Birmingham

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributive Education</td>
<td>179</td>
<td>2.50%</td>
</tr>
<tr>
<td>Finance</td>
<td>28</td>
<td>0.04</td>
</tr>
<tr>
<td>Insurance</td>
<td>76</td>
<td>1.00</td>
</tr>
<tr>
<td>Recreation Aide</td>
<td>5</td>
<td>--</td>
</tr>
<tr>
<td>Hotel and Restaurant</td>
<td>95</td>
<td>1.30</td>
</tr>
<tr>
<td>Transportation</td>
<td>91</td>
<td>1.30</td>
</tr>
<tr>
<td>Business</td>
<td>320</td>
<td>4.50</td>
</tr>
<tr>
<td>Computer</td>
<td>150</td>
<td>2.10</td>
</tr>
<tr>
<td>Office Occupations</td>
<td>330</td>
<td>4.60</td>
</tr>
<tr>
<td>Keypunch Operators</td>
<td>63</td>
<td>0.08</td>
</tr>
<tr>
<td>Stenographer</td>
<td>80</td>
<td>1.10</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>76</td>
<td>1.00</td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>42</td>
<td>0.05</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>47</td>
<td>0.06</td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>45</td>
<td>0.06</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>337</td>
<td>4.70</td>
</tr>
<tr>
<td>Nurse’s Aide</td>
<td>100</td>
<td>1.40</td>
</tr>
<tr>
<td>Nursing</td>
<td>289</td>
<td>4.00</td>
</tr>
<tr>
<td>Physician’s Assistant</td>
<td>87</td>
<td>1.20</td>
</tr>
<tr>
<td>X-Ray Technician</td>
<td>89</td>
<td>1.20</td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>85</td>
<td>1.20</td>
</tr>
<tr>
<td>Fire and Safety</td>
<td>143</td>
<td>2.00</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>118</td>
<td>1.60</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>142</td>
<td>2.00</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>244</td>
<td>3.40</td>
</tr>
<tr>
<td>Carpentry</td>
<td>161</td>
<td>2.20</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>139</td>
<td>1.90</td>
</tr>
<tr>
<td>Drafting</td>
<td>126</td>
<td>1.70</td>
</tr>
<tr>
<td>Textile Fabrication</td>
<td>112</td>
<td>0.50</td>
</tr>
<tr>
<td>Dry Cleaning</td>
<td>38</td>
<td>0.05</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>95</td>
<td>1.30</td>
</tr>
<tr>
<td>Electricity</td>
<td>39</td>
<td>0.05</td>
</tr>
<tr>
<td>Electronics</td>
<td>185</td>
<td>2.40</td>
</tr>
<tr>
<td>Foundry</td>
<td>29</td>
<td>0.04</td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>234</td>
<td>3.30</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>83</td>
<td>1.20</td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>24</td>
<td>0.03</td>
</tr>
<tr>
<td>Masonry</td>
<td>111</td>
<td>1.50</td>
</tr>
<tr>
<td>Upholstery</td>
<td>66</td>
<td>0.09</td>
</tr>
<tr>
<td>Welding</td>
<td>254</td>
<td>3.50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,823</td>
<td>68.10%</td>
</tr>
</tbody>
</table>
I. Introduction

Boston is the capital city of Massachusetts and is surrounded by 14 cities and 41 towns. The nearest major Atlantic port to Europe, the city is served by more than 100 steamship lines that link it with almost 300 ports of the world. Along with nearby Gloucester, Boston is also one of the nation's major fishing ports and a shipbuilding center as well.

The Federal Reserve bank of the New England District is located in the city contributing to Boston's status as a center of banking and insurance as well as of wholesale and retail trade. The city is also the chief wool market of the United States.

Small factories and a diversification of industry are characteristic of the area. The leading industries are electrical and nonelectrical machinery, food, printing and publishing, transportation equipment, instrument, fabricated metal product, apparel, leather goods and rubber products.

The city's industrial expansion was stimulated by World War II and continued after the war as new industries were attracted by the area's rapidly growing scientific research and technical development facilities. By the late 1960's there were hundreds of research and development companies and laboratories employing thousands of scientists, engineers and technicians, computers and other electronic equipment, electrical machinery, plastics and chemicals dominated the area's industry.

Wholesale and retail trade, government, and the service industry which employed 5.3 percent of the city's labor force in the last decade showed continued growth in 1970-71, while manufacturing, which had accounted for 19 percent of the labor force began a gradual decline.

During 1970 and 1971 Boston was hard hit by the recession which affected many of the other 20 cities studied, with particular impact on the defense-related industries. Electronics, aerospace, ordnance and rubber and leather footwear showed significant declines. Unemployment rose from 3.9 percent in 1969 to 5.8 percent in 1971.

According to the 1970 Census, the population of Boston was 647,071. Despite an influx of Blacks and Puerto Ricans into the city over the last ten years, the 1970 population figure represents a 9 percent decrease from 1960. It should be pointed out that the decrease in the city population was accompanied by an 11 percent increase in the suburban population, reflecting the exodus of whites from the city to the suburbs. The 1970 Census indicated that Boston's population in 1970 was 81 percent white, 16 percent Black and 3 percent Spanish surname. Approximately 15 percent of the city's residents were living below the poverty level. Approximately half of 46,741 were persons of working age (between 18 and 64). Of these working age poor, 69 percent were white, 26 percent were Black and 5 percent were Spanish surname.
II. Occupational Education in Boston

Boston has the oldest public school system in the country. It is also the home of many distinguished educational institutions and there is a strong emphasis on college preparatory programs in the public schools.

Skill training programs are offered by the public schools at both the secondary and postsecondary level. State reports record 8,579 students enrolled in occupational programs at the secondary level. However this may be somewhat inflated due to double counting. Almost 60 percent of these reported enrollments are in office occupations and it is very possible that many of these are course enrollments and not program enrollments. They also report 23 percent of their enrollments in trades and industry with another 17 percent in distributive education. At the secondary level they reported no offerings in health, technical or gainful home economics. There were 79 students enrolled in agricultural production.

Local administrators reported that the program approval process was so long and complicated that it was very difficult to get new programs approved and started. This was further complicated by the lack of local staff to plan and implement new programs. It was also reported that the state provides no funds for the construction or alteration of facilities. There have been plans to build a new vocational center for the city schools for a number of years, but the lack of funds to build the facility have so far prevented the implementation of this plan.

Local administrators felt that proportionate to the population, they received inadequate amounts of state and federal funds. Training opportunities at the postsecondary level were very limited in Boston. A limited number of programs were offered by the public schools. Approximately 237 were enrolled in programs of cosmetology, dental assisting, vocational nursing, electronic technology, machine and tool design, and mechanical technology.

We were given the names of a number of community colleges surrounding Boston as having skill training programs in which individuals from Boston might enroll. However, most reported that few or none of the enrollees came from Boston and that the majority came from the community in which they were located.

The one exception was Massachusetts Bay Community College which was located approximately 15 miles west of the city limits. The college which charged a tuition of $100 per semester, required that an entering student be a high school graduate, have a low B average and have taken the College Entrance Examination Board Tests. During FY 1971, the College reported 3000 applicants for 800 openings. The public school postsecondary programs and Massachusetts Bay Community College enrolled a combined total of only 604 persons in occupational programs during FY 1971.

There were also eight Federal manpower training programs in the city offering skill training - five programs offering classroom or institutional training, and three offering on-the-job training. Together these programs enrolled 7,290 Boston
residents during FY 1971—6,252 in institutional training and 1,038 in on-the-job training programs.

Three of the Federal Manpower institutional programs (Concentrated Employment Program (CEP), Neighborhood Youth Corps (NYC II), and Opportunities Industrial Center (OIC), were sponsored by Action for Boston Community Development (ABCD), the local community action agency.

The Manpower Development and Training Act (MDTA) program had three designated skill centers which were all run by the city public school system.

The city public school system also operated an adult program which enrolled 2,825 persons during FY 1971.

Occupational Offerings

A wider selection of occupational offerings was available at the secondary level (27) than at the postsecondary level (15). Federal Manpower enrollees were enrolled in 70 different occupational programs during FY 71. This large number of options was reflective of the individual referral policy of the Work Incentive Program (WIN) program and components of CEP and MDTA. In these programs, the enrollee is able to choose any occupational offering available, public or private, if it will lead to gainful employment within a given period of time (generally a year). Due to the few public postsecondary institutions with vocational programs many Federal manpower training program enrollees received retraining at proprietary institutions.

Enrollments by occupational area (see Appendix Table 4A) suggest a strong emphasis by all three levels of office occupations, with a second area of concentration in trade and industry. There were no secondary offerings in health, gainful home economics or technical education. As might be expected, the heaviest concentration of the postsecondary level was technical education.

Over half of the Federal manpower training program enrollees receiving occupational training were trained at the Department of Labor Skills Center. The Skill Center was a joint operation of the Employment Service, which provided manpower services, and the Boston Public Schools, which provided the training.

Selected Services

The Massachusetts Human Resources Department (which includes the Division of Employment Security) is a subcontractor for manpower services for all Federal manpower training programs (recruitment, vocational guidance, certification, job development and placement). The community college and the public schools did their own job development and follow-up.
Table A

NUMBER OF STUDENTS ENROLLED IN SKILL IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

Boston

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boston Public Schools</td>
<td>21,375</td>
<td>8,579</td>
</tr>
<tr>
<td><strong>Postsecondary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boston Public Schools</td>
<td>237</td>
<td>237</td>
</tr>
<tr>
<td>Massachusetts Bay Community College</td>
<td>392</td>
<td>4</td>
</tr>
<tr>
<td><strong>Department of Labor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDTA</td>
<td>2,157</td>
<td>1,904</td>
</tr>
<tr>
<td>CEP</td>
<td>5,833</td>
<td>2,704</td>
</tr>
<tr>
<td>WIN</td>
<td>2,217</td>
<td>743</td>
</tr>
<tr>
<td>NYC II</td>
<td>444</td>
<td>170</td>
</tr>
<tr>
<td>OIC</td>
<td>4,813</td>
<td>731</td>
</tr>
<tr>
<td>MDTA-OJT</td>
<td>255</td>
<td>255</td>
</tr>
<tr>
<td>JOP</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>710</td>
<td>710</td>
</tr>
<tr>
<td>Boston Public Schools - Adult</td>
<td>2,825</td>
<td>2,825</td>
</tr>
</tbody>
</table>
Basic education, transportation, and day care appeared to be the key ancillary services. MDTA, OIC, WIN, CEP, NAB-JOBS and NYC all had large basic education components. Approximately 45 percent of all WIN enrollees received basic education. There was no basic education or developmental program at Massachusetts Bay Community College.

There were no child day care facilities for postsecondary students. Because CEP, NYC II and OIC were all directly or indirectly sponsored by the Community Action Agency (ABCD), program enrollees had ready access to the day care facilities of the agency.

Table 5 shows the ancillary services provided by each of the skill training programs surveyed.

Characteristics of Students

At both the secondary and postsecondary levels whites constitute the majority of persons served, although in the secondary schools they constituted only 54 percent, while at Massachusetts Bay Community College, they represented 98 percent. A combined total of three percent Spanish surname was served by both secondary and postsecondary programs.

In five of the Federal manpower programs the percentage of whites exceeded that of Blacks. MDTA had the smallest percentage of Blacks of the programs with only 25 percent in the institutional program, and 33 percent in its OJT program. Administrators reported that the above was a result of the referrals by the Division of Employment Services. Usually they referred whites to MDTA and Blacks to CEP and OIC. Usually those individuals referred to MDTA were unemployed but were not severely disadvantaged in other respects. As can be seen in Table 6 all of the institutional programs, with the exception of OIC, reported that at least 20 percent of their enrollees were Spanish surname. The percentages were much lower in the three on-the-job training programs. Most of the programs had a fairly even distribution of males and females. The smallest percentage of females was reported by the MDTA program which included 32 percent in its institutional programs, and 26 percent in its on-the-job program.

Programs in Boston had little data on educational characteristics of enrollees. CEP reported that most of its enrollees had some high school while MDTA reported that 39 percent of its enrollees were high school graduates. No comparable data were available for WIN and NYC II. OIC and JOP reported that the average grade completed was nine, while OIC reported a fourth to fifth grade functional level and JOP a sixth to eighth grade functional level. NAB-JOBS reported that the average grade completed by its enrollees was 10.

1/ No racial or sex data were available on the postsecondary students in the Boston public school.
III. Overlap, Duplications, and Gaps

As can be seen in Table 7, 58.2 percent of all enrollees in occupational training in Boston were enrolled in programs offered by more than one agency. The largest concentrations were in office machine operators, accounting clerk, administrative management, and communications system clerks, which together accounted for almost 47 percent of the enrollments in overlapping programs. Accounting, electronics, and cosmetology which together enrolled 1465 persons or 15.3 percent of those in overlapping programs were the only programs offered by all three levels.

Since secondary schools and Federal manpower programs are most likely training people at the same skill level, it is significant to note that 18 programs, enrolling a total of 8669 persons or 90.4 percent of the total overlap, were offered by high schools and manpower programs. The largest concentration of individuals was in the business and office area and the largest number of courses in the trade and industry area.

Programs Compared with the Local Labor Market

Seven of the skill training programs offered in Boston during FY 1971 were identified as surplus occupations by the Massachusetts State Employment Service. These seven programs enrolled 2028 persons or 16.6 percent of the total skill training enrollment (See Table B-1). The high schools offered programs in six of the seven surplus areas accounting for 99 percent of the skill training enrollment in surplus occupations.

Five of the skill training programs which were offered by more than one agency or overlapped, were in surplus occupational areas. These were electronics technology, drafting, accounting clerk, and electronics. These five programs account for 15.6 percent of the total occupational enrollment in Boston.

<table>
<thead>
<tr>
<th>Skill Training Program</th>
<th>Number of Students Enrolled</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Technology</td>
<td>25</td>
<td>.15</td>
</tr>
<tr>
<td>Drafting</td>
<td>143</td>
<td>.9</td>
</tr>
<tr>
<td>Administrative Management</td>
<td>1,136</td>
<td>6.9</td>
</tr>
<tr>
<td>Accounting Clerk</td>
<td>1,037</td>
<td>6.3</td>
</tr>
<tr>
<td>General Merchandise</td>
<td>170</td>
<td>1.0</td>
</tr>
<tr>
<td>Electronics</td>
<td>199</td>
<td>1.2</td>
</tr>
<tr>
<td>Construction Trades</td>
<td>18</td>
<td>.11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,728</strong></td>
<td><strong>16.6</strong></td>
</tr>
</tbody>
</table>
Table B-2 lists offerings in skill training programs that have been identified as shortage occupations. There were fourteen occupational programs in shortage areas which accounted for 13.6 percent of Boston's total occupational enrollment. There were four additional shortage occupations with no related occupational offerings. There were physical therapy, occupational therapy, sheet metal, and brazing and soldering.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percentage of Total Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurse</td>
<td>86</td>
<td>1.0</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>223</td>
<td>1.4</td>
</tr>
<tr>
<td>Radiological Technology</td>
<td>12</td>
<td>*</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>29</td>
<td>0.07</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>1</td>
<td>*</td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>59</td>
<td>0.34</td>
</tr>
<tr>
<td>Secretaries</td>
<td>299</td>
<td>1.8</td>
</tr>
<tr>
<td>Clerk-Typists/Clerical</td>
<td>1,269</td>
<td>7.6</td>
</tr>
<tr>
<td>Stenographer</td>
<td>3</td>
<td>0.02</td>
</tr>
<tr>
<td>Nurse Aide</td>
<td>30</td>
<td>0.2</td>
</tr>
<tr>
<td>Cooks</td>
<td>2</td>
<td>0.01</td>
</tr>
<tr>
<td>Plumbing</td>
<td>34</td>
<td>0.21</td>
</tr>
<tr>
<td>Welding</td>
<td>327</td>
<td>2.0</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>203</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>2,577</td>
<td>15.6</td>
</tr>
</tbody>
</table>

* Less than .01 percent
Programs Compared with Population Groups

Table C shows the number of Boston residents, by population group, during FY 1971.

Table C
COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number Enrolled in Skill Training Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>34,323</td>
<td>8,749</td>
<td>25.5%</td>
</tr>
<tr>
<td>White</td>
<td>28,008</td>
<td>4,907</td>
<td>17.5%</td>
</tr>
<tr>
<td>Black</td>
<td>5,743</td>
<td>3,671</td>
<td>63.9%</td>
</tr>
<tr>
<td>Male</td>
<td>16,075</td>
<td>5,320</td>
<td>33.1%</td>
</tr>
<tr>
<td>Female</td>
<td>18,248</td>
<td>3,429</td>
<td>18.8%</td>
</tr>
<tr>
<td>19-44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>234,367</td>
<td>6,686</td>
<td>2.9%</td>
</tr>
<tr>
<td>White</td>
<td>191,178</td>
<td>3,552</td>
<td>1.9%</td>
</tr>
<tr>
<td>Black</td>
<td>38,113</td>
<td>2,930</td>
<td>7.7%</td>
</tr>
<tr>
<td>Male</td>
<td>108,895</td>
<td>3,469</td>
<td>3.2%</td>
</tr>
<tr>
<td>Female</td>
<td>125,472</td>
<td>2,980</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of other races, i.e., American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish-surname.

Also, totals by sex and race for the 19 to 44 year age group excludes the 237 persons enrolled in the postsecondary programs in the public schools as this data was not available.

In both age groups percentages were considerably higher for Blacks and males than for whites and females. According to unpublished Census data, (1970) there were 515 persons of Spanish surname persons served by the public schools and NYC II we find that the participation rate for Spanish surname persons in this age group is 43.9 percent. If we separate these numbers out from the white totals, we find that the participation for whites goes from 17.5 to 16.2 percent. Approximately 37 percent of Spanish surname individuals in the 19 to 44 age group were enrolled in skill training programs. If we deduct these from the white participation rate, it drops from 1.9 to 1.1 percent.
Available data seem to indicate that in Boston, the enrollment rate of minorities in skill training programs is significantly higher than the rate for Whites. Given the absence of a major postsecondary vocational institution in the city, and the minority orientation of the Federal Manpower Programs, this is not surprising. It would seem to suggest that individuals who are out of school and cannot be certified as disadvantaged or cannot afford the cost of a private vocational school, are without opportunities for vocational training. There are limited opportunities outside the city at institutions like Massachusetts Bay Community College if one meets the demanding entrance requirements.

IV. Management, Administration, and Coordination

Vocational administrators felt that they were understaffed at the local level and were faced with formidable problems in expanding and improving skill training programs in the city schools. As mentioned earlier in this report, these included length of time and difficulty in getting approval for new programs, lack of funds for construction or alterations of facilities and lack of funds to replace or repair equipment. They also reported that it was difficult to get data and program information for program planning.

Administrators of manpower programs reported they were hampered by excessive and unclear Federal guidelines for their programs. Most felt that funding and training opportunities were insufficient for the number needing training. Several programs reported inadequate services such as child care and counseling. Even though basic education was available, more advanced educational courses to prepare individuals for training in the health and technical areas was difficult for these programs to arrange.

Most of the administrators we interviewed had general comments about the economy but did not have much information about specific job opportunities. This problem was highlighted in the interview with the Cooperative Area Manpower Planning System (CAMPS) chairman. In the previous year, some of the health programs were eliminated even though the CAMPS committee had put a high priority on such training, based on local labor market needs. At the same time, other courses such as clerical and television repair were continued. The CAMPS chairman felt that communication and coordination between the various programs was much less than desirable.

V. Summary

Skill training programs in Boston are concentrated heavily in the office occupations and trade and industry. There are very few offerings in the health, technical, and gainful home economics areas. Many of these programs, especially in the Office area appear to be the same skill level although they are offered to different target groups. Some of the occupations these programs
train for are surplus in the Boston area. At the same time, there is little training in many of the occupations for which there is a shortage of workers.

This seems to indicate a lack of planning, especially in terms of the labor market for these programs. The overemphasis on certain occupational areas denies many individuals of opportunities for job training which might be more to their interest and in which they would more likely find employment.

Because of these factors, it appears that there is both duplication and lack of coordination of skill training programs in Boston. The interviews also indicated some animosity and distrust among programs that inhibits efforts to improve the situation. Though there were significant gaps in training available, it appears that more than increased funding is needed. An atmosphere of cooperation and coordination must be developed and program administrators must be given adequate data and assistance in planning programs for both individual and labor market needs.
Table 1

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING (1)</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston Public Schools</td>
<td>21,375</td>
<td>21,375</td>
<td>8,579</td>
<td>8,579</td>
</tr>
<tr>
<td>Boston Public Schools - Postsecondary</td>
<td>237</td>
<td>237</td>
<td>237</td>
<td>237</td>
</tr>
<tr>
<td>Massachusetts Bay Community College</td>
<td>1,418</td>
<td>392</td>
<td>1,278</td>
<td>367</td>
</tr>
<tr>
<td>Manpower Development and Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act - Institutional</td>
<td>2,540</td>
<td>2,159</td>
<td>2,240</td>
<td>1,904</td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>5,833</td>
<td>5,833</td>
<td>2,804</td>
<td>2,704</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>2,280</td>
<td>2,217</td>
<td>797</td>
<td>743</td>
</tr>
<tr>
<td>Neighborhood Youth Corps - II</td>
<td>444</td>
<td>444</td>
<td>168</td>
<td>170</td>
</tr>
<tr>
<td>Manpower Development and Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act - On-The-Job Training</td>
<td>300</td>
<td>255</td>
<td>300</td>
<td>255</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>73</td>
<td>73</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>National Alliance of Businessmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Job Opportunities in the Business Sector</td>
<td>946</td>
<td>710</td>
<td>946</td>
<td>710</td>
</tr>
<tr>
<td>Boston Public Schools - Adult</td>
<td></td>
<td></td>
<td>2,825</td>
<td>2,825</td>
</tr>
</tbody>
</table>

(1) Three hundred and sixty-six enrollees in the Concentrated Employment Program who were trained at Opportunities Industrial Center are included in the enrollments of both agencies.
Table 2

Boston

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS
BY TYPE AND ENROLLMENT

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boston Public Schools - Secondary</strong></td>
<td></td>
</tr>
<tr>
<td>Agriculture Production</td>
<td>79</td>
</tr>
<tr>
<td>Apparel and Accessories</td>
<td>603</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>329</td>
</tr>
<tr>
<td>General Merchandise</td>
<td>170</td>
</tr>
<tr>
<td>Insurance</td>
<td>349</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>920</td>
</tr>
<tr>
<td>Business Data Processing Systems</td>
<td>958</td>
</tr>
<tr>
<td>Filing and Office Machines</td>
<td>1,164</td>
</tr>
<tr>
<td>Information Communication Occupations</td>
<td>943</td>
</tr>
<tr>
<td>Supervisory and Administrative Management</td>
<td>1,124</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>30</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>310</td>
</tr>
<tr>
<td>Commercial Art Occupations</td>
<td>45</td>
</tr>
<tr>
<td>Carpenter</td>
<td>32</td>
</tr>
<tr>
<td>Plumbing and Pipefittings</td>
<td>34</td>
</tr>
<tr>
<td>Construction and Maintenance</td>
<td>18</td>
</tr>
<tr>
<td>Drafting Occupations</td>
<td>19</td>
</tr>
<tr>
<td>Electrical Occupations</td>
<td>376</td>
</tr>
<tr>
<td>Electronic Occupations</td>
<td>45</td>
</tr>
<tr>
<td>Graphic Arts Occupations</td>
<td>157</td>
</tr>
<tr>
<td>Metalworking Occupations</td>
<td>197</td>
</tr>
<tr>
<td>Metalurgy Occupations</td>
<td>174</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>93</td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>127</td>
</tr>
<tr>
<td>Textile Production and Fabrics</td>
<td>78</td>
</tr>
<tr>
<td>Upholstering</td>
<td>37</td>
</tr>
<tr>
<td>Woodworking Occupations</td>
<td>186</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>8,579</strong></td>
</tr>
</tbody>
</table>

| **Boston Public Schools - Postsecondary**       |                            |
| Cosmetology                                    | 43                         |
| Dental Assistant                               | 15                         |
| Electronic Technology                          | 21                         |
| Machine and Tool Design                        | 20                         |
| Mechanical Technology                          | 17                         |
| Vocational Nursing (Licensed Practical Nurse)   | 121                        |
| **TOTAL**                                      | **237**                    |

| **Massachusetts Bay Community College**         |                            |
| Secretarial Science                            | 258                        |
| Nursing                                        | 80                         |
| Business Administration                        | 150                        |
| Marketing                                      | 134                        |
| Economics                                      | 31                         |
### Massachusetts Day Community College (Cont'd)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>66</td>
</tr>
<tr>
<td>Fire Science</td>
<td>327</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>138</td>
</tr>
<tr>
<td>Child Care</td>
<td>94</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,278</strong></td>
</tr>
</tbody>
</table>

### Boston Public Schools - Adult

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobile Mechanic</td>
<td>104</td>
</tr>
<tr>
<td>Aviation Occupation</td>
<td>27</td>
</tr>
<tr>
<td>Blueprint Reading</td>
<td>67</td>
</tr>
<tr>
<td>Carpentry</td>
<td>324</td>
</tr>
<tr>
<td>Masonry</td>
<td>137</td>
</tr>
<tr>
<td>Plumbing, and Pipefitting</td>
<td>417</td>
</tr>
<tr>
<td>Construction and Maintenance</td>
<td>172</td>
</tr>
<tr>
<td>Drafting</td>
<td>14</td>
</tr>
<tr>
<td>Electrical Occupations</td>
<td>537</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>146</td>
</tr>
<tr>
<td>Metal Working Occupations</td>
<td>264</td>
</tr>
<tr>
<td>Metalurgy</td>
<td>436</td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>16</td>
</tr>
<tr>
<td>Trades and Industry, General</td>
<td>164</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,825</strong></td>
</tr>
</tbody>
</table>
## OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS:

**BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manpower Development and Training Act</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>54</td>
<td>Northeastern University</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>92</td>
<td>Boston Trade School</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>31</td>
<td>Boston Manpower Skills Center</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>36</td>
<td>Boston South Skills Center</td>
</tr>
<tr>
<td>Television Service and Repairman</td>
<td>19</td>
<td>Boston Trade School</td>
</tr>
<tr>
<td>Television Service and Repairman</td>
<td>41</td>
<td>Boston Skill Center</td>
</tr>
<tr>
<td>Automobile Body Repairman</td>
<td>76</td>
<td>Boston Skill Center</td>
</tr>
<tr>
<td>Automotive Occupations</td>
<td>77</td>
<td>Boston Skill Center</td>
</tr>
<tr>
<td>Clerical Occupations</td>
<td>436</td>
<td>Boston Skill Center</td>
</tr>
<tr>
<td>Clerical Cluster</td>
<td>19</td>
<td>Boston Skill Center</td>
</tr>
<tr>
<td>Clerical Cluster</td>
<td>407</td>
<td>Boston Skill Center</td>
</tr>
<tr>
<td>Welding Occupations</td>
<td>207</td>
<td>Boston Skill Center</td>
</tr>
<tr>
<td>Metal Machining Occupations</td>
<td>109</td>
<td>Boston Skill Center</td>
</tr>
<tr>
<td>Sheet Metal Worker</td>
<td>15</td>
<td>Northeastern University</td>
</tr>
<tr>
<td>Radiological Technician</td>
<td>8</td>
<td>New England Hospital</td>
</tr>
<tr>
<td>Orthopedic Cast Specialist</td>
<td>15</td>
<td>Dimock Community Health Ctr.</td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>16</td>
<td>New England Hospital</td>
</tr>
<tr>
<td>Tissue Technologist</td>
<td>10</td>
<td>New England Hospital</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>30</td>
<td>New England Hospital</td>
</tr>
<tr>
<td>Dental Aide</td>
<td>18</td>
<td>New England Hospital</td>
</tr>
<tr>
<td>Transcribing Machine Operator</td>
<td>28</td>
<td>New England Hospital</td>
</tr>
<tr>
<td>Homemaker, Commercial</td>
<td>64</td>
<td>Women's Service Club</td>
</tr>
<tr>
<td>Accounting Clerk</td>
<td>51</td>
<td>Suffolk County House of Correction</td>
</tr>
<tr>
<td>Draftsmen</td>
<td>59</td>
<td>Suffolk County House of Correction</td>
</tr>
<tr>
<td><strong>Individual Referrals</strong></td>
<td>191</td>
<td></td>
</tr>
<tr>
<td>Draftsmen</td>
<td>5</td>
<td>Private</td>
</tr>
<tr>
<td>Computer Programmers</td>
<td>17</td>
<td>Private</td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>1</td>
<td>Private</td>
</tr>
<tr>
<td>Radiological Technician</td>
<td>3</td>
<td>Private</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>5</td>
<td>Private</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>1</td>
<td>Private</td>
</tr>
<tr>
<td>Court Reporter</td>
<td>4</td>
<td>Private</td>
</tr>
<tr>
<td>Tabulating Machine Operator</td>
<td>1</td>
<td>Private</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>64</td>
<td>Private</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>2</td>
<td>Private</td>
</tr>
<tr>
<td>Television Repair</td>
<td>20</td>
<td>Private</td>
</tr>
<tr>
<td>Electrical Repair</td>
<td>4</td>
<td>Private</td>
</tr>
<tr>
<td>Oil Burner Repair</td>
<td>2</td>
<td>Private</td>
</tr>
<tr>
<td>Electronic Mechanic</td>
<td>2</td>
<td>Private</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,240</td>
<td></td>
</tr>
</tbody>
</table>
OCCUPATIONAL OFFERINGS

NUMBER OF STUDENTS

AGENCY PROVIDING TRAINING

Concentrated Employment Program

Offset Printing 60
Keypunch 50
General Clerical 216
Upholstery 50
Automobile Body 45
Welding 120
Automobile Mechanics 130
Electronics 45
Occupational Training, Not Specified 1,485
TOTAL 2,201

Concentrated Employment Program - (New Careers)

Teacher Aide Trainee 38
Youth Worker Trainee 11
Psychiatric Aides 3
Juvenile Counselor 7
Community Workers 11
Neighborhood Workers 13
Child Care Assistants 7
Administrative Assistant Trainee 11
Research Investigator 2
Broadcasting Trainee 4
Counselor Trainee 2
Supervisor Trainee 2
House Manager Trainee 2
Field Representative 2
Community Organizer 8
Counselor Manager Trainee 1
Manager Trainee 3
Youth Activities Trainee 6
Tenant Relations Specialist Trainee 4
Director Trainee 3
Research Counselor 2
Community Health Trainee 5
TOTAL 147

Concentrated Employment Program - Opportunities Industrial Center

Automobile Mechanic 90
Offset Printing 45
Telephone Operators 36
General Clerical 105
Keypunch 60
Business Machine Operators 60
Electronics 60
TOTAL 456 (1)

(1) With the exception of 90 Automobile Mechanics who were being trained by a subcontractor to Opportunities Industrial Center, all of the Concentrated Employment Program enrollees referred to OIC were being trained at that facility, and were included in Table 3 as
Table 3  
(Continued)

Boston

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work Incentive Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tractor Trailer Driver</td>
<td>1</td>
<td>East Coast Tractor Trailer</td>
</tr>
<tr>
<td>Tractor Trailer Driver</td>
<td>15</td>
<td>Allied Tractor Trailer</td>
</tr>
<tr>
<td>Data Processing</td>
<td>1</td>
<td>Andover Institute</td>
</tr>
<tr>
<td>Data Processing</td>
<td>1</td>
<td>Bryant and Stratton</td>
</tr>
<tr>
<td>Scientific Data Processing</td>
<td>1</td>
<td>Computer Institute</td>
</tr>
<tr>
<td>Secretarial</td>
<td>4</td>
<td>Bay State Community College</td>
</tr>
<tr>
<td>Secretarial</td>
<td>16</td>
<td>Bryant and Stratton</td>
</tr>
<tr>
<td>Clerical Secretary</td>
<td>1</td>
<td>Andover Institute</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>1</td>
<td>Burdett College</td>
</tr>
<tr>
<td>Secretarial</td>
<td>3</td>
<td>Chandler School for Women</td>
</tr>
<tr>
<td>Legal Secretary</td>
<td>1</td>
<td>Chamberlayne Junior College</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>1</td>
<td>Newbury School of Business</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>1</td>
<td>Quincy Junior College</td>
</tr>
<tr>
<td>Court Stenographer</td>
<td>2</td>
<td>Touch Shorthand Academy</td>
</tr>
<tr>
<td>Stenotype</td>
<td>1</td>
<td>Touch Shorthand Academy</td>
</tr>
<tr>
<td>Keypunch</td>
<td>5</td>
<td>Victor Business School</td>
</tr>
<tr>
<td>Court/Conference Reporting</td>
<td>1</td>
<td>Emery School</td>
</tr>
<tr>
<td>Accounting</td>
<td>17</td>
<td>Bentley College</td>
</tr>
<tr>
<td>Accounting</td>
<td>1</td>
<td>Bryant and Stratton</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>4</td>
<td>Boston City Hospital</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>2</td>
<td>Lemuel Shattuck Hospital</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>1</td>
<td>Sheppard Gill Hospital</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>1</td>
<td>Trade High School for Girls</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>1</td>
<td>Yonville Hospital</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>1</td>
<td>Boston City Hospital</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>2</td>
<td>Lawrence Memorial Hospital</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>1</td>
<td>Massachusetts Bay Community College</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>1</td>
<td>Newton Junior College</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>1</td>
<td>Quincy City Hospital</td>
</tr>
<tr>
<td>Psychiatric Nurse</td>
<td>1</td>
<td>Peter Bent Bingham Hospital</td>
</tr>
<tr>
<td>Inhalation Therapist</td>
<td>6</td>
<td>Massachusetts General Hospital</td>
</tr>
<tr>
<td>Dental Technology</td>
<td>2</td>
<td>New England School of Mechanical Dentistry</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>2</td>
<td>Boston University</td>
</tr>
<tr>
<td>Dental Hygienist</td>
<td>1</td>
<td>Forsyth Dental Center</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>7</td>
<td>Northeastern University - Tufts</td>
</tr>
<tr>
<td>Radiologic Technician</td>
<td>1</td>
<td>Northeastern University</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>1</td>
<td>Wheelock College</td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>1</td>
<td>Graham Junior College</td>
</tr>
<tr>
<td>Technical Computer Electronics</td>
<td>1</td>
<td>Bryant and Stratton</td>
</tr>
<tr>
<td>Electronic Technician</td>
<td>5</td>
<td>Massachusetts Radio and Electronics</td>
</tr>
<tr>
<td>Radio and Television Electronics</td>
<td>1</td>
<td>Sylvania Technical School</td>
</tr>
<tr>
<td>Electronic Technician</td>
<td>1</td>
<td>Wentworth Institute</td>
</tr>
<tr>
<td>Marketing</td>
<td>5</td>
<td>Bryant and Stratton</td>
</tr>
<tr>
<td>Management</td>
<td>1</td>
<td>Bryant and Stratton</td>
</tr>
<tr>
<td>Finance</td>
<td>1</td>
<td>Bryant and Stratton</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>1</td>
<td>Jean Cappy Incorporated</td>
</tr>
<tr>
<td>Barbering</td>
<td>8</td>
<td>Dale Academy</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>2</td>
<td>LeBaron School of Hair Fashion</td>
</tr>
</tbody>
</table>


Table 3  
(Continued)

Boston

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
</table>

### Neighborhood Youth Corps - II (Cont'd)

<table>
<thead>
<tr>
<th>Floor Servicing</th>
<th>6</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td>25</td>
<td>Not Available</td>
</tr>
<tr>
<td>Dress Design</td>
<td>6</td>
<td>Not Available</td>
</tr>
<tr>
<td>Food Preparation</td>
<td>6</td>
<td>Not Available</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>6</td>
<td>Not Available</td>
</tr>
<tr>
<td>Secretarial</td>
<td>13</td>
<td>Not Available</td>
</tr>
<tr>
<td>Clerk Typists</td>
<td>20</td>
<td>Not Available</td>
</tr>
<tr>
<td>Keypunch Operators</td>
<td>10</td>
<td>Not Available</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>10</td>
<td>Not Available</td>
</tr>
<tr>
<td>Switchboard</td>
<td>11</td>
<td>Not Available</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>168</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Opportunities Industrial Center

<table>
<thead>
<tr>
<th>Drafting</th>
<th>58</th>
<th>Opportunities Industrial Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>169</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Keypunch</td>
<td>143</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Telephone Operator</td>
<td>95</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Business Machine Operator</td>
<td>71</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Electronics</td>
<td>65</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Offset Printing</td>
<td>130</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>731</strong></td>
<td></td>
</tr>
<tr>
<td>Occupational Offerings</td>
<td>Total</td>
<td>High School</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>Machine and Tool Designer</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Oil Burner Service</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Appliance Service</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Mortuary Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Plumbing</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Construction Trades</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Metallurgy</td>
<td>174</td>
<td>174</td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>138</td>
<td>127</td>
</tr>
<tr>
<td>Textile Production</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>Woodworking</td>
<td>186</td>
<td>186</td>
</tr>
<tr>
<td>Floral Design</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>199</td>
<td>45</td>
</tr>
<tr>
<td>Drafting</td>
<td>143</td>
<td>19</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>360</td>
<td>157</td>
</tr>
<tr>
<td>Electricity</td>
<td>385</td>
<td>376</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>315</td>
<td>310</td>
</tr>
<tr>
<td>Business Machine Repair</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Floor Servicing</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>341</td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>66</td>
<td>32</td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>151</td>
<td>30</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>327</td>
<td></td>
</tr>
<tr>
<td>Metal Machining</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>Machine Shop</td>
<td>203</td>
<td>197</td>
</tr>
<tr>
<td>Upholstery</td>
<td>87</td>
<td>37</td>
</tr>
<tr>
<td>Barbering</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>229</td>
<td>93</td>
</tr>
<tr>
<td>Electrology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cook/Chef</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Dog Grooming</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Occupational Programs, Various</td>
<td>2,192</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>16,468</td>
<td>8,579</td>
</tr>
</tbody>
</table>

(1) This total (6,374) does not include the 366 Concentrated Employment Program enrollees trained by Opportunities Industrial Center.
<table>
<thead>
<tr>
<th>Occupational Offerings</th>
<th>Total</th>
<th>High School</th>
<th>Postsecondary</th>
<th>Department of Labor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Production</td>
<td>79</td>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>139</td>
<td></td>
<td>134</td>
<td></td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>330</td>
<td>329</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>General Merchandising</td>
<td>170</td>
<td>170</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>349</td>
<td>349</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apparel and Accessories</td>
<td>611</td>
<td>603</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tractor Trailer Driver</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>223</td>
<td>121</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>Radiological Technology</td>
<td>12</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Assistant</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>16</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Tissue Technology</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Aide</td>
<td>18</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>86</td>
<td>80</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Psychiatric Nurse</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatric Aide</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Inhalation Therapist</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Technician</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>29</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Dental Hygienist</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Furnishings</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics, Gainful</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>1,249</td>
<td>1,249</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keypunch</td>
<td>208</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications Systems Clerk</td>
<td>1,049</td>
<td>943</td>
<td>106</td>
<td></td>
</tr>
<tr>
<td>Office Machine Operators</td>
<td>1,269</td>
<td></td>
<td>1,164</td>
<td>105</td>
</tr>
<tr>
<td>Secretarial</td>
<td>299</td>
<td></td>
<td>258</td>
<td>41</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>20</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Accounting Clerk</td>
<td>1,037</td>
<td></td>
<td>902</td>
<td>66</td>
</tr>
<tr>
<td>Stenography</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Court Reporting</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Data Processing</td>
<td>961</td>
<td>958</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>18</td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Business Administration</td>
<td>150</td>
<td></td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Administrative Management</td>
<td>1,136</td>
<td>1,136</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Social Service Aide</td>
<td>84</td>
<td></td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>39</td>
<td></td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>25</td>
<td></td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Aviation Technology</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Radio and Television Broadcasting</td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>19</td>
<td></td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Fire Science</td>
<td>327</td>
<td>327</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Science</td>
<td>138</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
<td>AGENCY PROVIDING TRAINING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>----------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program (Cont'd)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hairdressing</td>
<td>4</td>
<td>Mansfield Beauty Academy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hairstyling</td>
<td>1</td>
<td>New England Barber School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbering</td>
<td>9</td>
<td>Massachusetts School of Barbering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbering</td>
<td>2</td>
<td>New England Barber School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology and Manicuring</td>
<td>5</td>
<td>Wilfred Academy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>5</td>
<td>LeBaron School of Hair Fashion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Reservations</td>
<td>1</td>
<td>Cinderella Career and Finishing School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Operator</td>
<td>1</td>
<td>Community Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Preparation</td>
<td>4</td>
<td>Massachusetts Farmer's Sch. of Cookery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Service</td>
<td>1</td>
<td>Community Workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cook</td>
<td>2</td>
<td>Massachusetts Farmer's Sch. of Cookery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dog Grooming</td>
<td>1</td>
<td>Margus Pet Shop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation Technician</td>
<td>1</td>
<td>Northeastern University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio Technician</td>
<td>1</td>
<td>International Telephone and Telegraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Technician</td>
<td>5</td>
<td>Massachusetts Radio and Electronics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio and Television Technician</td>
<td>5</td>
<td>Massachusetts Trades Shop School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio and Television Broadcasting</td>
<td>2</td>
<td>New England School of Broadcasting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering Technology</td>
<td>2</td>
<td>Wentworth Institute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculating Machine Operator</td>
<td>5</td>
<td>Victor Business School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Clerk</td>
<td>1</td>
<td>Community Workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>34</td>
<td>Massachusetts Trades Shop School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architectural Engineering</td>
<td>4</td>
<td>Massachusetts Trades Shop School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Shop</td>
<td>4</td>
<td>Massachusetts Trades Shop School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oil Burner Service</td>
<td>1</td>
<td>Massachusetts Trades Shop School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tool Engineering</td>
<td>1</td>
<td>Massachusetts Trades Shop School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Mechanical Drafting</td>
<td>2</td>
<td>Massachusetts Trades Shop School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling, Finishing</td>
<td>2</td>
<td>Massachusetts Trades Shop School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appliance Service</td>
<td>5</td>
<td>Carole Mashe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embalming Science</td>
<td>1</td>
<td>Northeastern Appliance Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>4</td>
<td>New England School of Embalming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oil Burner Service</td>
<td>2</td>
<td>Northeastern Inst. of Indep. Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>4</td>
<td>Northeastern Inst. of Indep. Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Design</td>
<td>1</td>
<td>Northeastern University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Design</td>
<td>1</td>
<td>New England School of Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>9</td>
<td>Vesper George School of Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offset Printing</td>
<td>3</td>
<td>North Bennett State Incorporated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Programming</td>
<td>1</td>
<td>North Bennett State Incorporated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floral Design</td>
<td>1</td>
<td>Rittners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrology</td>
<td>1</td>
<td>Eleanor Roberts School of Electrology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other WIN Training</td>
<td>516</td>
<td>Various</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>797</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Neighborhood Youth Corps - II**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrician</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Typewriter Repair</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Computer Programming</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Floral Design</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electrology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Other WIN Training</td>
<td>516</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>797</td>
<td></td>
</tr>
</tbody>
</table>
Table 5

Boston

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS
BY LEVEL AND AREA

<table>
<thead>
<tr>
<th></th>
<th>Secondary</th>
<th>Postsecondary</th>
<th>Department of Labor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1.0%</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>16.9%</td>
<td>8.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Health</td>
<td>----</td>
<td>14.3</td>
<td>4.6</td>
</tr>
<tr>
<td>Home Economics (gainful)</td>
<td>----</td>
<td>6.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Business Office</td>
<td>59.3</td>
<td>31.3</td>
<td>29.0</td>
</tr>
<tr>
<td>Technologies</td>
<td>----</td>
<td>34.5</td>
<td>2.4</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>22.8</td>
<td>4.9</td>
<td>27.9</td>
</tr>
<tr>
<td>Other</td>
<td>----</td>
<td></td>
<td>34.4</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table 6

Boston

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Total</th>
<th>Black</th>
<th>White</th>
<th>Spanish Surname</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston Public Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td>42%</td>
<td>54%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Female</td>
<td>61%</td>
<td>39%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massachusetts Bay Community College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td>1</td>
<td>98</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>53</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td>25</td>
<td>50</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>68</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td>50</td>
<td>25</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td>46</td>
<td>35</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>46</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td>51</td>
<td>28</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td>60</td>
<td>60</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>60</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities in the Business Sector</td>
<td>100%</td>
<td>71</td>
<td>21</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act-On-The-Job Training</td>
<td>100%</td>
<td>33</td>
<td>63</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>33</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities Industrial Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td>97</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Summary of Occupational Offerings and Number of Students Served by Secondary, Postsecondary, and Department of Labor Programs

<table>
<thead>
<tr>
<th>Occupational Offerings</th>
<th>Total</th>
<th>High School</th>
<th>Postsecondary</th>
<th>Department of Labor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Production</td>
<td>79</td>
<td>79</td>
<td>134</td>
<td>5</td>
</tr>
<tr>
<td>Marketing</td>
<td>139</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>330</td>
<td>329</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Merchandising</td>
<td>170</td>
<td>170</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>349</td>
<td>349</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apparel and Accessories</td>
<td>611</td>
<td>603</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tractor Trailer Driver</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>223</td>
<td></td>
<td>121</td>
<td>102</td>
</tr>
<tr>
<td>Radiological Technology</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic Assistant</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tissue Technologist</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Aide</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>86</td>
<td></td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>Psychiatric Nurse</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatric Aide</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inhalation Therapist</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Technician</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>29</td>
<td></td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Dental Hygienist</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>102</td>
<td></td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>Home Furnishings</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics, Gainful</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>1,249</td>
<td>1,249</td>
<td>208</td>
<td>208</td>
</tr>
<tr>
<td>Keypunch</td>
<td>208</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications Systems Clerk</td>
<td>1,049</td>
<td>943</td>
<td></td>
<td>106</td>
</tr>
<tr>
<td>Office Machines Operators</td>
<td>1,269</td>
<td>1,164</td>
<td></td>
<td>105</td>
</tr>
<tr>
<td>Secretarial</td>
<td>258</td>
<td></td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>20</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Accounting Clerk</td>
<td>1,037</td>
<td>902</td>
<td>66</td>
<td>69</td>
</tr>
<tr>
<td>Stenography</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Court Reporting</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Data Processing</td>
<td>961</td>
<td>958</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>18</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Business Administration</td>
<td>150</td>
<td></td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Administrative Management</td>
<td>1,136</td>
<td>1,124</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Social Service Aide</td>
<td>84</td>
<td></td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>39</td>
<td></td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>25</td>
<td></td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Aviation Technology</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Radio and Television Broadcasting</td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>19</td>
<td></td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Architectural Technology</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Fire Science</td>
<td>327</td>
<td></td>
<td>327</td>
<td></td>
</tr>
<tr>
<td>Police Science</td>
<td>138</td>
<td></td>
<td></td>
<td>138</td>
</tr>
</tbody>
</table>
Table 4  
(Continued)  
Boston  

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machine and Tool Designer</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Oil Burner Service</td>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Appliance Service</td>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Mortuary Science</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>6</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td>45</td>
<td></td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Plumbing</td>
<td>34</td>
<td></td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Construction Trades</td>
<td>18</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Metallurgy</td>
<td>174</td>
<td></td>
<td>174</td>
<td></td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>138</td>
<td></td>
<td>127</td>
<td></td>
</tr>
<tr>
<td>Textile Production</td>
<td>78</td>
<td></td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Woodworking</td>
<td>186</td>
<td></td>
<td>186</td>
<td></td>
</tr>
<tr>
<td>Floral Design</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>199</td>
<td></td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>143</td>
<td></td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>360</td>
<td></td>
<td>157</td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>385</td>
<td></td>
<td>376</td>
<td></td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>315</td>
<td></td>
<td>310</td>
<td></td>
</tr>
<tr>
<td>Business Machine Repair</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Floor Servicing</td>
<td>6</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>341</td>
<td></td>
<td>341</td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>66</td>
<td></td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>86</td>
<td></td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>151</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Automotive Services</td>
<td>77</td>
<td></td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>327</td>
<td></td>
<td>327</td>
<td></td>
</tr>
<tr>
<td>Metal Machining</td>
<td>109</td>
<td></td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>Machine Shop</td>
<td>203</td>
<td></td>
<td>197</td>
<td></td>
</tr>
<tr>
<td>Upholstery</td>
<td>87</td>
<td></td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Barbering</td>
<td>11</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>229</td>
<td></td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Electrology</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cook/Chef</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Dog Grooming</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Occupational Programs, Various</td>
<td>2,192</td>
<td></td>
<td>2,192</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16,468</strong></td>
<td><strong>8,579</strong></td>
<td><strong>1,515</strong></td>
<td><strong>6,374</strong></td>
</tr>
</tbody>
</table>

*Three hundred and sixty six enrollees in the Concentrated Employment Program who were trained at the Opportunities Industrial Center and reported by both agencies in Table 3's have been included in this total only once.
### Table 4A

**Boston**

**DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA**

<table>
<thead>
<tr>
<th></th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributive Education</td>
<td>16.9</td>
<td>8.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Health</td>
<td>---</td>
<td>14.3</td>
<td>4.6</td>
</tr>
<tr>
<td>Home Economics (gainful)</td>
<td>---</td>
<td>6.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Business &amp; Office</td>
<td>59.3</td>
<td>31.3</td>
<td>29.0</td>
</tr>
<tr>
<td>Technicalities Education</td>
<td>---</td>
<td>34.5</td>
<td>2.4</td>
</tr>
<tr>
<td>Trade &amp; Industry</td>
<td>22.8</td>
<td>4.9</td>
<td>27.9</td>
</tr>
<tr>
<td>Other</td>
<td>---</td>
<td></td>
<td>34.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
<tr>
<td>AGENCY/INSTITUTION</td>
<td>VOCATIONAL GUIDANCE</td>
<td>COUNSELING</td>
<td>ADULT BASIC EDUCATION AND REMEDIAL EDUCATION</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------</td>
<td>------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Boston Public Schools</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Massachusetts Bay Community College</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MOTA - Institutional</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CEP</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MIX</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NYC II</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>OTC</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MOTA - OJT</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>JOP</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

I = Provided by Program
X = Available by Referral
* Insufficient Information
Table 6

BOSTON

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH Surname</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston Public Schools</td>
<td>100%</td>
<td>42%</td>
<td>54%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Male</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>39%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massachusetts Bay Community College</td>
<td>100%</td>
<td>1</td>
<td>98</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>100%</td>
<td>25</td>
<td>50</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Male</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>100%</td>
<td>50</td>
<td>25</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100%</td>
<td>43</td>
<td>35</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100%</td>
<td>40</td>
<td>28</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>100%</td>
<td>35</td>
<td>60</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>100%</td>
<td>71</td>
<td>21</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act-On-The-Job Training</td>
<td>100%</td>
<td>33</td>
<td>63</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities Industrial Center</td>
<td>100%</td>
<td>97</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Table 7**

Boston

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>139</td>
<td>0.8%</td>
</tr>
<tr>
<td>Finance &amp; Credit</td>
<td>330</td>
<td>2.0</td>
</tr>
<tr>
<td>Apperal &amp; Accessories</td>
<td>611</td>
<td>3.7</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>223</td>
<td>1.4</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>86</td>
<td>0.5</td>
</tr>
<tr>
<td>Denatl Assistant</td>
<td>29</td>
<td>0.2</td>
</tr>
<tr>
<td>Care &amp; Guidance of Children</td>
<td>102</td>
<td>0.6</td>
</tr>
<tr>
<td>Communications Systems Clerk</td>
<td>1,049</td>
<td>6.4</td>
</tr>
<tr>
<td>Office Machines Operators</td>
<td>1,269</td>
<td>7.7</td>
</tr>
<tr>
<td>Secretarial</td>
<td>299</td>
<td>1.8</td>
</tr>
<tr>
<td>Accounting Clerk</td>
<td>1,037</td>
<td>6.3</td>
</tr>
<tr>
<td>Data Processing</td>
<td>961</td>
<td>5.8</td>
</tr>
<tr>
<td>Administrative Management</td>
<td>1,136</td>
<td>6.9</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>25</td>
<td>0.2</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>19</td>
<td>0.1</td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>138</td>
<td>0.8</td>
</tr>
<tr>
<td>Electronics</td>
<td>199</td>
<td>1.2</td>
</tr>
<tr>
<td>Drafting</td>
<td>143</td>
<td>0.9</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>360</td>
<td>2.2</td>
</tr>
<tr>
<td>Electricity</td>
<td>385</td>
<td>2.3</td>
</tr>
<tr>
<td>Disel Mechanic</td>
<td>315</td>
<td>1.9</td>
</tr>
<tr>
<td>Carpentry</td>
<td>66</td>
<td>0.4</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>151</td>
<td>0.9</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>203</td>
<td>1.2</td>
</tr>
<tr>
<td>Upholstery</td>
<td>87</td>
<td>0.5</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>229</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9,591</strong></td>
<td><strong>58.2</strong></td>
</tr>
</tbody>
</table>
I. Introduction:

The city of Charlotte is the largest single city in the Carolinas. It is located in the center of an area known as the Piedmont Industrial Crescent, an industrialized belt of small and medium size cities extending some 250 miles through North and South Carolina. The city has a population of 241,178, but more than 2 million people reside within 75 miles of the city.

Thirty percent of Charlotte's inhabitants are Black, with no other significantly large minority groups. While slightly more than 11 percent of the families have less than poverty level income, the percentage goes to 29 percent for Black families.

Historically, Charlotte is a healthy labor market area. The 1970-71 recession had little impact on employment with the unemployment rate rising from 1.9 percent in 1969 to 2.7 percent in 1970 and 1971. Surveys of the CEP target area, the area of highest unemployment, pointed to unemployment rates of only slightly more than 8%.

Charlotte is known as a textile and apparel center. However, these two industries have been in a state of relative decline in recent years. Manufacturing (23 percent of 1970 employment) has shown the slowest growth. Employment in trade (27 percent), service (13 percent), construction (8 percent), finance (7 percent) and government (11 percent) have steadily increased over the decade.

II. Occupational Education in Charlotte:

There is a very strong program of occupational education in the Charlotte secondary schools. Over 46 percent (8,016) of their senior high students are in occupational programs (including Home Economics). This does not include 4,664 students in office programs and courses which are not reimbursed with state and federal funds. The local district contributed $1,029,662 or 45 percent of the total budget for vocational education last year.

Charlotte has also established a career education program in its middle school or junior high.

Post secondary occupational education is provided by Central Piedmont Community College, which is located near the downtown area. The college is regarded as one of the most progressive community colleges in the nation. Instruction is individualized and heavy use is made of educational hardware such as computerized instruction and audio-tutorial systems. Central Piedmont operates the adult vocational program and also provides training for the various Department of Labor programs including MDTA.
The college usually requires that a person be 18 or a high school graduate, however, they will accept applicants down to age 16 who have been out of school 6 months. Tuition for career programs is $32.75 per quarter for residents.

A total of eight federal manpower programs served residents of Charlotte during FY 71. The Opportunities Industrial Center was merged with the manpower arm of the Community Action Agency, (CAA), to form the OIC-Charlotte Bureau of Training. NYC II, OIC and CEP are all sponsored by the OIC-Charlotte Bureau of Training.

The secondary schools provide 54 percent of preparatory occupational training in Charlotte, the community college 35 percent, and Department of Labor programs 11 percent.

### TABLE A

**NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS**

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte-Mecklenberg Public Schools</td>
<td>17,340¹/</td>
<td>5,576¹/</td>
</tr>
<tr>
<td>Central Piedmont Community College</td>
<td>7,994</td>
<td>3,414</td>
</tr>
<tr>
<td>MDTA</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>CEP</td>
<td>1,523</td>
<td>384</td>
</tr>
<tr>
<td>WIN</td>
<td>246</td>
<td>85</td>
</tr>
<tr>
<td>NYC II</td>
<td>334</td>
<td>113</td>
</tr>
<tr>
<td>OIC</td>
<td>1,480</td>
<td>402</td>
</tr>
<tr>
<td>MDTA-OJT</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>JOP</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>504</td>
<td>504</td>
</tr>
<tr>
<td>Central Piedmont Community College-Adult Education</td>
<td>2,346</td>
<td>338</td>
</tr>
</tbody>
</table>

¹/ A combined city-county school system serves students from the City of Charlotte. Charlotte students could not be separately identified but they constitute the bulk of enrollments.

**NOTE:** One hundred and eleven Neighborhood Youth Corps II enrollees are trained by Opportunities Industrial Center and 209 other Department of Labor enrollees are trained by the Community College. In computing total enrollment for all skill training programs, these numbers should be subtracted from the total to avoid double counting.

**Occupational Offerings:**

Occupational training is offered in 25 areas in the secondary schools. The largest enrollment is in computer programming which enrolls 1,400 or...
General distributive education courses enroll 571 or 11 percent with another 315 or 6 percent in fashion merchandising.

The community college offers training in approximately 29 areas with the most enrollments in business administration (1,069 or 18 percent). They also have 615 or almost 11 percent of their enrollments in the secretarial program.

The community college also provides at least 24 percent of the training for Federal manpower programs (MDTA, NYC II, CEP). Specific program enrollments and source of training were not available from the WIN Program. Charlotte has a very active OIC which provides its own training in eleven areas and also does training for other Federal manpower programs. The clerk-typist program enrolls 199 or almost 19 percent of all Federal manpower enrollees.

Supportive Services:

The North Carolina Bureau of Employment Security provides supportive services for all Federal manpower programs except NYC II. OIC, as an independent community group, provides its own package of services and also provides supportive services for NYC II, which it sponsors.

Basic education was available in all Federal manpower programs except the OJT programs. Most of these programs contracted with Central Piedmont Community College for this service. As Central Piedmont has an open door policy, they have an extensive basic or remedial education program. They also provide counseling, vocational guidance, limited day-care (through a child-care program), job development, placement, follow-up, and financial aids to disadvantaged students. The only program that provided any medical care was the OIC.

Characteristics of Students:

Sixty-one percent of the students in the secondary schools are white. At the community college, the percentage of white students is 70. In contrast, the Federal manpower programs are predominantly black (NYC II - 98 percent, CEP - 97 percent, WIN - 98 percent, NDTA - 77 percent). NAB-JOBS is 84 percent Black and MDTA-OJT is only 20 percent Black.

As in most cities we visited the adult program is predominately white—about 70 percent.

Secondary programs are divided fairly evenly between males and females but more males (61 percent) than females (39 percent) are enrolled in the community college.

Most of the Federal manpower programs enroll more women than men (NYC II - 71 percent, OIC - 67 percent, CEP - 54 percent, MDTA - 65 percent, WIN - 95 percent). However, the OJT programs and the Adult program enroll mostly males. (See Table 6 for complete details).
III. Overlap, Duplication, and Gaps:

Eleven programs are offered by more than one institution in Charlotte. However, in two of them the amount of overlap is insignificant. In these two (cabinet making and quantity goods), most of the enrollments are in secondary programs with a total of five more enrolled in Federal manpower programs. Much of the overlap is between the secondary schools and the community college. Programs to train computer operators are offered at both institutions and enroll a total of 1,564 students or 13 percent of the total occupational enrollment in the city. Auto mechanics enrolled a total of 626 or a little over 5 percent of the total enrollment and was offered at both the secondary and post secondary level.

The major overlaps between secondary and Federal manpower programs were in cosmetology, electricity, and tailoring. These enrolled 514 students or 4 percent of the total enrollments. Most of these were in secondary programs (392). The overlap between post secondary and Federal manpower programs were primarily in a clerk-typist program in which there were 149 at the community college and 199 more in Federal manpower programs.

Some of the programs offered in the secondary schools and in the community college are probably at different skill levels and are serving quite different populations.

Programs Compared with the Local Labor Market:

Examining the list of unfilled job openings in the Charlotte area, we find that 3,561 students are enrolled in programs where there are a number of standing job orders without qualified applicants. This represents almost 31 percent of total enrollments in occupational programs. While this represents only those job openings actually registered with the employment service, no other data was available.

The number of students enrolled in data processing and computer operator was very high in relation to the number of openings. However, many job openings in this field are never registered with the employment service. The fact that openings were listed probably is indicative of a heavy demand in the area.

Data on surplus occupations for Charlotte was unavailable. This was because their unemployment rate has been very low and there were no significant backlogs of workers. However, they did report that they had considerable difficulty in placing women, especially when they were untrained or partially trained.

While there are some overlaps in program offerings in Charlotte, the fact that most of the programs are operating in a labor market where they can place the majority of their completers, makes this justified. For the most part, programs that are at different institutions are serving different populations and as long as they are able to place all their completers, this is probably a desirable duplication. In some of the business and office areas, they may be a question of emphasis. However, since Charlotte is a commercial and trade area, this is probably justified.
On the basis of available data, there does not seem to be any undesirable duplication of program efforts in Charlotte. As in most cities, there are gaps. Even with an unusually large enrollment in vocational programs, the secondary administrators felt there were many more students who both needed and desired programs. The community college also found that there were more applicants than space. The Federal manpower programs had difficulty in recruiting males, but had more females than available training or jobs.

### TABLE B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

<table>
<thead>
<tr>
<th>Skill Training Program</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number of Students Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial</td>
<td>615</td>
<td>5.0%</td>
</tr>
<tr>
<td>Typists</td>
<td>348</td>
<td>3.0%</td>
</tr>
<tr>
<td>Data Processing</td>
<td>307</td>
<td>2.6%</td>
</tr>
<tr>
<td>Computer Operator</td>
<td>1,594</td>
<td>13.0%</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>53</td>
<td>.5%</td>
</tr>
<tr>
<td>Quantity Food Occupation</td>
<td>49</td>
<td>.4%</td>
</tr>
<tr>
<td>Police Science</td>
<td>393</td>
<td>3.0%</td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>35</td>
<td>.3%</td>
</tr>
<tr>
<td>Welding</td>
<td>118</td>
<td>1.0%</td>
</tr>
<tr>
<td>Carpentry</td>
<td>32</td>
<td>.3%</td>
</tr>
<tr>
<td>Traffic &amp; Transportation Clerk</td>
<td>47</td>
<td>.4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3,591</strong></td>
<td><strong>31.0%</strong></td>
</tr>
</tbody>
</table>

Programs Compared to Population Group:

Almost 40 percent (5267) of young people in the age group 16-18 are enrolled in occupational programs. Most of these (5159) are enrolled in secondary programs. Almost 38 percent of the whites and 44 percent of the Blacks in this age group are enrolled. The NYC II program increases the participation rate for Blacks as it is 98 percent Black.

Of the age group 19-44, we find that 4.8 percent (4,328) are enrolled in occupational programs. Of the total white population in this age group, 3.8 percent or 2422 are enrolled in either post secondary on Federal manpower programs. These same programs enroll 7.5 percent or 1906 of the Blacks in this age group. The Community College programs serve the majority of the whites, while Federal manpower programs serve mostly Blacks.

Were it not for the Federal manpower programs, it is clear that Blacks would be receiving a level of services well below whites in Charlotte, while the level of services may not be adequate for either Blacks or whites,
these programs have provided an opportunity for many more Blacks to receive job training than before. Because some Federal manpower training is done in the community college, it appears that the Federal manpower programs have been responsible for much of the Black participation in the community college programs.

In both age groups fewer women receive training than males. It is evident that Federal manpower programs with their array of supportive services have played an important part in improving job training opportunities for Blacks and for females.

The availability of basic education and other remedial courses, financial assistance, counseling, child-care, and placement services have opened previously closed doors and assisted many disadvantaged individuals.

The presence of remedial education, counseling, and financial assistance has also made it possible for more disadvantaged students to enroll in programs at the community college. Their open-door policy coupled with a unique grading system where students are never failed, but are given incompletes and can keep on trying until they complete the course, has contributed to the success of many students who could not have performed in traditional programs.

**TABLE C**

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Numbers of Students Enrolled in Skill Training Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AGE</strong></td>
<td><strong>RACE</strong></td>
<td><strong>16-18</strong></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>13,253</td>
<td>5,267</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>8,380</td>
<td>3,140</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td>4,825</td>
<td>2,118</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>6,273</td>
<td>2,611</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>6,980</td>
<td>2,656</td>
</tr>
<tr>
<td><strong>19-44</strong></td>
<td><strong>Total</strong></td>
<td>90,034</td>
<td>4,328</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>64,152</td>
<td>2,422</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td>25,426</td>
<td>1,906</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>41,081</td>
<td>2,412</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>48,953</td>
<td>1,916</td>
</tr>
</tbody>
</table>

The secondary programs have been very successful in retaining students with a drop-out rate of less than one percent while the rate for the overall...
system is about six percent per year.

IV. Management, Administration and Coordination:

There is a great deal of coordination among programs in Charlotte. This is due to the communication between the secondary schools and the community college and the extensive contacts between the Federal manpower programs and the community college. Some of these contacts, such as MDTA using the community college, are mandated by state law.

Even though the community college is outstanding in many respects, many of the administrators of manpower programs expressed dissatisfaction. This seemed to be based on the attitudes of many staff members at the community college toward the disadvantaged (which the president of the college was aware of and was working to eliminate) and on the limited availability of training slots. It was also pointed out that many of the enrollees in Federal manpower programs just did not have the self-confidence to function well in a college setting.

It was reported that CAMPS has not played a major part in coordinating programs in Charlotte. Top administrators do not usually attend meetings and most coordination is carried out through personal contacts.

Local administrators felt that most of the obstacles to better planning and coordination were in state, regional, and federal offices. Administrative delays, lack of input from local officials, different regulations and funding periods, and differing priorities coming from state officials, regional Federal manpower officials, and from federal officials all make it extremely difficult to coordinate and plan for the occupational training needs of the community.

V. Summary:

While there was very little overlap and probably no undesirable duplication, the gaps in programs and services caused the greatest concern. Charlotte's overall occupational training program was among the best that we saw with impressive secondary and post secondary occupational programs. However, when there are unmet needs, it is very difficult for local officials to feel satisfied with their progress. In fact, it seems that this dissatisfaction is born of their progress. Having done so much, they see the need to do more. Complacency comes from not seeing the problems or not wanting to respond. So, the very success of the programs in Charlotte has led the local administrators to feel more keenly the needs of the community for additional training.

As in most cities, the local administrators not only asked for more resources to fill the gaps, but to provide them some leeway in planning and programming. They also requested more pre-service and in-service training for staff and faculties and for technical assistance to program administrators.
<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING(1)</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte-Mecklenberg Public Schools (2)</td>
<td>17,340</td>
<td>17,340</td>
<td>5,576</td>
<td>5,576</td>
</tr>
<tr>
<td>Central Piedmont Community College</td>
<td>13,549</td>
<td>7,994</td>
<td>5,787</td>
<td>3,414</td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>46</td>
<td>46</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>1,523</td>
<td>1,523</td>
<td>384</td>
<td>384</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>258</td>
<td>246</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>338</td>
<td>334</td>
<td>114</td>
<td>113</td>
</tr>
<tr>
<td>Opportunities Industrial Center</td>
<td>1,558</td>
<td>1,480</td>
<td>423</td>
<td>423</td>
</tr>
<tr>
<td>Manpower Development and Training Act - On-the-Job Training</td>
<td>37</td>
<td>28</td>
<td>37</td>
<td>28</td>
</tr>
<tr>
<td>Jobs Optional Program (3)</td>
<td>672</td>
<td>504</td>
<td>672</td>
<td>504</td>
</tr>
<tr>
<td>National Alliance of Businessmen - Job Opportunities in the Business Sector</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Piedmont Community College - Adult</td>
<td>3,977</td>
<td>2,346</td>
<td>573</td>
<td>338</td>
</tr>
</tbody>
</table>

(1) One hundred and eleven Neighborhood Youth Corps II enrollees who were trained at Opportunities Industrial Center are included in the enrollments of both agencies. The same applies to 209 Department of Labor enrollees who were trained at Central Piedmont Community College. In computing the total enrollment of all skill training programs, these numbers should be subtracted to avoid double counting.

(2) A combined city-county school system serves students from the city of Charlotte. Charlotte students could not be separately identified but they constitute the bulk of enrollments.

(3) There were only a very few enrollees and no data was available.
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte-Wecklenberg Public Schools</td>
<td></td>
</tr>
<tr>
<td>Distributive Education</td>
<td>571</td>
</tr>
<tr>
<td>Marketing</td>
<td>33</td>
</tr>
<tr>
<td>Advertising</td>
<td>53</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>53</td>
</tr>
<tr>
<td>Fashion Merchandise I</td>
<td>315</td>
</tr>
<tr>
<td>Cooperative Office Occupations</td>
<td>210</td>
</tr>
<tr>
<td>Computer Procedures</td>
<td>1,400</td>
</tr>
<tr>
<td>Occupation Mix</td>
<td>250</td>
</tr>
<tr>
<td>Agriculture</td>
<td>277</td>
</tr>
<tr>
<td>Industrial Cooperative Training</td>
<td>445</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>293</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>39</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>38</td>
</tr>
<tr>
<td>Cabinetmaking and Woodworking</td>
<td>159</td>
</tr>
<tr>
<td>Carpentry and Construction</td>
<td>32</td>
</tr>
<tr>
<td>Commercial Cooking</td>
<td>48</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>178</td>
</tr>
<tr>
<td>Drafting</td>
<td>277</td>
</tr>
<tr>
<td>Electronic/Electricity</td>
<td>172</td>
</tr>
<tr>
<td>Engine Repair</td>
<td>25</td>
</tr>
<tr>
<td>Graphics</td>
<td>178</td>
</tr>
<tr>
<td>Health Occupations</td>
<td>150</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>82</td>
</tr>
<tr>
<td>Photography</td>
<td>73</td>
</tr>
<tr>
<td>Tailoring</td>
<td>42</td>
</tr>
<tr>
<td>Broadcasting</td>
<td>51</td>
</tr>
<tr>
<td>Home Economics, Gainful</td>
<td>162</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5,576</td>
</tr>
<tr>
<td>Central Piedmont Community College</td>
<td></td>
</tr>
<tr>
<td>Traffic and Transportation</td>
<td>47</td>
</tr>
<tr>
<td>Associate Degree Nurse</td>
<td>302</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>113</td>
</tr>
<tr>
<td>Diploma Nurse</td>
<td>98</td>
</tr>
<tr>
<td>Physical Therapy Assistant</td>
<td>96</td>
</tr>
<tr>
<td>Early Childhood Specialist</td>
<td>67</td>
</tr>
<tr>
<td>Accounting</td>
<td>265</td>
</tr>
<tr>
<td>Business Administration</td>
<td>1,069</td>
</tr>
<tr>
<td>Electronic Data Processing</td>
<td>307</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>413</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>74</td>
</tr>
<tr>
<td>Legal Secretary</td>
<td>128</td>
</tr>
</tbody>
</table>
Table 2
(Continued)

Charlotte

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Piedmont Community College (cont'd)</td>
<td></td>
</tr>
<tr>
<td>Technical Architecture</td>
<td>78</td>
</tr>
<tr>
<td>Technical Chemical</td>
<td>35</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>155</td>
</tr>
<tr>
<td>Electro Mechanical Engineering</td>
<td>251</td>
</tr>
<tr>
<td>Electronic Data Processing - Scientific</td>
<td>76</td>
</tr>
<tr>
<td>Fire Science</td>
<td>86</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>80</td>
</tr>
<tr>
<td>Police Science</td>
<td>393</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>276</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>71</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>66</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>134</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>149</td>
</tr>
<tr>
<td>Computer Operator</td>
<td>164</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>163</td>
</tr>
<tr>
<td>Automobile Body</td>
<td>144</td>
</tr>
<tr>
<td>Automobile Maintenance, Mechanic</td>
<td>317</td>
</tr>
<tr>
<td>Machinist</td>
<td>52</td>
</tr>
<tr>
<td>Welding</td>
<td>118</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5,787</td>
</tr>
</tbody>
</table>
### Table 3

#### Charlotte

**Occupational Offerings in Federal Manpower or Educational Programs:**
*By Type, Enrollment, and Agency Providing Training*

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse's Aide</td>
<td>18</td>
<td>Central Piedmont Community College</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>20</td>
<td>Central Piedmont C.C.</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>1</td>
<td>Central Piedmont C.C.</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>2</td>
<td>Central Piedmont C.C.</td>
</tr>
<tr>
<td>Refrigeration Mechanic</td>
<td>1</td>
<td>Central Piedmont C.C.</td>
</tr>
<tr>
<td>Computer Operator</td>
<td>1</td>
<td>Central Piedmont C.C.</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>2</td>
<td>SE College of Beauty</td>
</tr>
<tr>
<td>Truck Driver, Heavy</td>
<td>1</td>
<td>NC Drivers Training School</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>46</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Manpower Development and Training Act**
- Institutional Training

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerk Typist</td>
<td>41</td>
<td>Central Piedmont C.C.</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>11</td>
<td>Central Piedmont C.C.</td>
</tr>
<tr>
<td>Welding</td>
<td>56</td>
<td>Central Piedmont C.C.</td>
</tr>
<tr>
<td>Production Machinist</td>
<td>32</td>
<td>Central Piedmont C.C.</td>
</tr>
<tr>
<td>New Careers</td>
<td>117</td>
<td>Social Non-Profit Agency</td>
</tr>
<tr>
<td>Child Development Aide</td>
<td>61</td>
<td>Social Non-Profit Agency</td>
</tr>
<tr>
<td>Community Development Aide</td>
<td>1</td>
<td>Social Non-Profit Agency</td>
</tr>
<tr>
<td>Counselor's Aide</td>
<td>1</td>
<td>Social Non-Profit Agency</td>
</tr>
<tr>
<td>Evaluation Aide</td>
<td>7</td>
<td>Social Non-Profit Agency</td>
</tr>
<tr>
<td>Family Service Counselor</td>
<td>3</td>
<td>Social Non-Profit Agency</td>
</tr>
<tr>
<td>Food Service Aide</td>
<td>1</td>
<td>Social Non-Profit Agency</td>
</tr>
<tr>
<td>Human Relations Aide</td>
<td>5</td>
<td>Social Non-Profit Agency</td>
</tr>
<tr>
<td>Interviewer Aide</td>
<td>3</td>
<td>Social Non-Profit Agency</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>24</td>
<td>Central Piedmont C.C.</td>
</tr>
<tr>
<td>Recreation Aide</td>
<td>6</td>
<td>Social Non-Profit Agency</td>
</tr>
<tr>
<td>Vocational Training Aide</td>
<td>5</td>
<td>Social Non-Profit Agency</td>
</tr>
<tr>
<td>Occupational Training - Not Specified</td>
<td>10</td>
<td>Social Non-Profit Agency</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>384</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Concentrated Employment Program**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Skills</td>
<td>50</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Cashier Training</td>
<td>27</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Tailoring and Alterations</td>
<td>24</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Shoe Repair</td>
<td>8</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>2</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Licensed Practical Nurse Training</td>
<td>1</td>
<td>Central Piedmont C.C.</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>1</td>
<td>Central Piedmont C.C.</td>
</tr>
<tr>
<td>General Business</td>
<td>1</td>
<td>Central Piedmont C.C.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>114</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Neighborhood Youth Corps II**
Table 3 (continued)

Charlotte

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical Skills</td>
<td>199</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Retail Sales/Commercial Accounting</td>
<td>11</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Cashier/Sales</td>
<td>30</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Tailoring</td>
<td>47</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Sewing</td>
<td>30</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Basic Electronics/Electricity</td>
<td>20</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Carpentry/Cabinetmaking</td>
<td>4</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>23</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>IBM Keypunch</td>
<td>26</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>16</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>17</td>
<td>Opportunities Industrial Center</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>423</strong></td>
<td><strong>Opportunities Industrial Center</strong></td>
</tr>
</tbody>
</table>
### Table 4

**SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Production</td>
<td>277</td>
<td>277</td>
<td></td>
</tr>
<tr>
<td>Distributive Education</td>
<td>571</td>
<td>571</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>33</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>53</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Salesmanship</td>
<td>53</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>315</td>
<td>315</td>
<td></td>
</tr>
<tr>
<td>Retail Sales</td>
<td>11</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Truck Driver</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Traffic and Transportation Clerk</td>
<td>47</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>Associate Degree Nurse</td>
<td>302</td>
<td></td>
<td>302</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>113</td>
<td></td>
<td>113</td>
</tr>
<tr>
<td>Nursing</td>
<td>98</td>
<td></td>
<td>98</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>96</td>
<td></td>
<td>96</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>71</td>
<td></td>
<td>71</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>66</td>
<td></td>
<td>66</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>134</td>
<td></td>
<td>134</td>
</tr>
<tr>
<td>Health Occupations, Not Specified</td>
<td>150</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Home Economics, Gainful</td>
<td>162</td>
<td></td>
<td>162</td>
</tr>
<tr>
<td>Child Care Assistant</td>
<td>128</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Operator</td>
<td>1,594</td>
<td>1,400</td>
<td>164</td>
</tr>
<tr>
<td>Keypunch</td>
<td>26</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>17</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Cooperative Office Occupations</td>
<td>210</td>
<td>210</td>
<td></td>
</tr>
<tr>
<td>Scientific Data Processing</td>
<td>76</td>
<td></td>
<td>76</td>
</tr>
<tr>
<td>Accounting</td>
<td>265</td>
<td></td>
<td>265</td>
</tr>
<tr>
<td>Business Administration</td>
<td>1,069</td>
<td>1,069</td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>307</td>
<td></td>
<td>307</td>
</tr>
<tr>
<td>Secretarial</td>
<td>615</td>
<td></td>
<td>615</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>348</td>
<td></td>
<td>149</td>
</tr>
<tr>
<td>Architectural Technician</td>
<td>78</td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>35</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Civil Engineering Technician</td>
<td>155</td>
<td></td>
<td>155</td>
</tr>
<tr>
<td>Electro-Mechanical Technician</td>
<td>251</td>
<td></td>
<td>251</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>80</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Fire Science</td>
<td>86</td>
<td></td>
<td>86</td>
</tr>
<tr>
<td>Police Science</td>
<td>393</td>
<td></td>
<td>393</td>
</tr>
<tr>
<td>Community Aide</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td>276</td>
<td></td>
<td>276</td>
</tr>
<tr>
<td>Air Conditioning and Refrigeration</td>
<td>163</td>
<td></td>
<td>163</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>183</td>
<td></td>
<td>144</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>626</td>
<td>293</td>
<td>317</td>
</tr>
<tr>
<td>Machinist</td>
<td>134</td>
<td>82</td>
<td>52</td>
</tr>
</tbody>
</table>
### Table 4A

**Charlotte**

**DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA**

<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>4.9%</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>18.4%</td>
<td>0.8%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Health</td>
<td>2.7%</td>
<td>15.2%</td>
<td>---</td>
</tr>
<tr>
<td>Home Economics (gainful)</td>
<td>2.9%</td>
<td>1.2%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Business &amp; Office</td>
<td>28.9%</td>
<td>45.7%</td>
<td>37.0%</td>
</tr>
<tr>
<td>Technologies</td>
<td>---</td>
<td>23.4%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Trade &amp; Industry</td>
<td>37.7%</td>
<td>13.7%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Other</td>
<td>4.5%</td>
<td></td>
<td>29.5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table 4  
(Continued)

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Cooperative Training</td>
<td>415</td>
<td>415</td>
<td></td>
<td>118</td>
</tr>
<tr>
<td>Welding</td>
<td>118</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bricklaying</td>
<td>38</td>
<td>38</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Cabinetmaking</td>
<td>163</td>
<td>159</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>32</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>49</td>
<td>48</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>203</td>
<td>178</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Drafting</td>
<td>277</td>
<td>277</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>192</td>
<td>172</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Engine Repair</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>178</td>
<td>178</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>73</td>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailoring</td>
<td>119</td>
<td>42</td>
<td></td>
<td>77</td>
</tr>
<tr>
<td>Broadcasting</td>
<td>51</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>467</td>
<td>250</td>
<td></td>
<td>217(1)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12,099</td>
<td>5,576</td>
<td>5,787</td>
<td>736(2)</td>
</tr>
</tbody>
</table>

(1) Includes 89 WIN enrolles for which there was no breakdown available.

(2) One hundred and eleven Neighborhood Youth Corps II enrolles are trained by Opportunities Industrial Center and 209 other Department of Labor enrolles are trained by the Community College. To avoid double counting, these have been excluded from this total.
<table>
<thead>
<tr>
<th>AGENCY/INSTITUTION</th>
<th>VOCATIONAL GUIDANCE</th>
<th>COUNSELING</th>
<th>ADULT BASIC EDUCATION AND REHABILITATION</th>
<th>ENGLISH AS A SECOND LANGUAGE</th>
<th>LEGAL AID</th>
<th>CHILD CARE</th>
<th>TRANSPORTATION</th>
<th>HEALTH SERVICES</th>
<th>JOB DEVELOPMENT AND PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte-Mecklenberg</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Central Piedmont Community College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MDTA - Institutional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>CEP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>WIN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NYC II</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>OIC</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MDTA OJT</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

I = Provided by Program
X = Available by Referral
* Insufficient Information
<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte - Mecklenberg Public Schools</td>
<td>100%</td>
<td>39%</td>
<td>61%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Piedmont Community College</td>
<td>100</td>
<td>30</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>100</td>
<td>77</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>100</td>
<td>97</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100</td>
<td>98</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100</td>
<td>98</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities Industrial Center</td>
<td>100</td>
<td>98</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act-On-The-Job Training</td>
<td>100</td>
<td>20</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>100</td>
<td>84</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Piedmont Community College - Adult</td>
<td>100</td>
<td>30</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</td>
<td>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</td>
<td>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Operator</td>
<td>1594</td>
<td>12.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care Assistant</td>
<td>128</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Body &amp; Fender</td>
<td>183</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>626</td>
<td>4.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machinist</td>
<td>134</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cabinet making</td>
<td>163</td>
<td>1.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>49</td>
<td>0.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk-Typist</td>
<td>348</td>
<td>2.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>203</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>192</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailoring</td>
<td>119</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>3739</td>
<td>28.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Introduction:

Chicago, with a population of 3,666,957, is the nation's second largest city. As in many of the other large cities surveyed, there has been an outmigration of population from the central city to the suburbs.

Chicago's 33 percent Black population is largely concentrated on the South and West Sides. Spanish surnamed individuals make up approximately seven percent of the population. Approximately 13 percent of the population lives in poverty. Of the 194,472 poor of working age, about 52 percent are Black, nine percent are Spanish surnamed, and 39 percent are white.

Chicago's largest economic sector, manufacturing—35 percent of the total Standard Metropolitan Statistical Area (SMSA) employment—is in a state of relative decline. The fastest growing sectors of the economy are service (17 percent), wholesale and retail trade (22 percent), and government (12 percent).

Historically, unemployment rates for the Chicago labor market area have been below the national average. The national 1970-1971 economic downturn was not felt as severely in Chicago as in many other parts of the nation, the metropolitan unemployment rate rising only from 2.5 percent in 1969, to 3.5 percent 1970, to 4.2 percent in 1971. However, surveys of the census tracts of highest unemployment, the Concentrated Employment Program's (CEP) target area, placed the unemployment rate well over 10 percent and over 30 percent for youth living in the target area.

II. Occupational Education in Chicago:

The Chicago Public Schools reported enrollments of slightly over 103,000 in vocational courses. Examination of records made available to the survey, indicates that these enrollments might actually count some students more than once if they are taking more than one course. This problem was encountered in several of the school systems surveyed, because for most courses, total enrollments are reported rather than the number of different students enrolled.

In order to make the data compatible with other cities surveyed, some estimates have been made of how double counting might affect the enrollment figures. Survey results in other cities and examination of records provided indicate that double counting tends to be more of a problem in such areas as office occupations, woodworking, drafting, and home economics, than in others. To adjust the Chicago Public School enrollments, all the enrollments in office occupations, drafting, and woodworking were added and then halved. The rationale for this is that many of these students, if enrolled in a full program rather than a course, would actually be taking at least two courses.
or possibly three at the same time. It was also felt that some of the enrollments in typing, drafting, and woodworking might be students taking these courses as single electives and not be enrolled in a full skill training program. Enrollments in two home economics courses (child development and home management) were also subtracted on the basis that they were more likely consumer and homemaking courses rather than gainful home economics. Using this procedure, we have an adjustment of approximately 41,000 enrollments to the public school figures. This would bring the enrollments down to about 62,248. It should be emphasized that this is simply as estimate to indicate the influence double counting can have on reported enrollments. To obtain accurate student and program counts an indepth survey of a limited number of school systems would have to be conducted.

The city operates a community college of seven campuses. Located in different ethnic neighborhoods, vocational enrollments range from 10 to 69 percent. Some colleges also operate "storefront" and church classrooms away from campus in the evening, both for the convenience of students and to enroll more minority students who are reluctant to leave the areas they reside in. Enrollment at any college is open to any Chicago resident who is either 19 years of age or over or has a high school diploma. Except for student fees, tuition is free. The enrollments of each of these colleges is shown in Table A.

Five colleges tend to emphasize specific occupational areas and attracted career-minded students who were seeking training in that particular area. Southwest College emphasized training in accounting, management, and other business and office occupations. In addition to a high school diploma, Southwest requires prospective students to take placement tests in English, math, and science, and to show aptitude and basic preparation for the courses in the program. Students without high school diplomas, who are at least 19 years of age, may be admitted provisionally, in which case they must complete 12 hours of preparatory work, and then take the necessary placement tests. Campus facilities are modest and enrollment has been restricted because of the insufficiency of qualified faculty.

Malcolm X college stresses health programs, particularly those which lead to "new trend" occupations. With the goal of employment constantly in view, the college declines to give training which does not have a fair certainty of employment upon completion. The college's advisory committee is composed of industrialists who emphasize the occupational education approach rather than traditional education, and thus, the college is able to draw volunteers from the business and industrial community to teach special courses. For example, teachers employed by various banks to train their data processing clerks teach classes in data processing at Malcolm X. All vocational students are required to take core courses that are part of the transfer curriculum, as the college administration believes that vocational students benefit psychologically from participation in academic studies which lift them out of the restricted concentration on job training. Most Malcolm X students aim for an associate degree, with less than 10 percent (mostly those preparing for office occupations or assigned from manpower agencies) attaining a certificate only. Malcolm X began in 1969 in an aban-
by Fall, 1971 when it opened in new quarters. Entrance requirements are less rigid than those for the other colleges. While a high school diploma is specified, there is a large proportion of students who are admitted simply because they are at least 19 years old and desire more schooling. The college has an interchange program with the University of Illinois. White enrollment is less than four percent due to the school's location in a Black community which has been the scene of riots in recent years.

In addition to the city colleges, the YMCA Community College—antedating most of the other institutions—offers a varied curricula of career programs. This college accepts students without high school diplomas, although these students must attain their General Equivalency Diploma before they complete their college program. Tuition at the YMCA college was $40.00 per credit hour.

Most of the college administrators interviewed expressed concern over the reluctance of more students to enroll in career education and criticized the teachers' union for resistance to changes in the approach to and the instruction of students in occupational studies.

The community college of Chicago are also responsible for the adult education program.

Nine Federal manpower training programs were in operation during FY 1971. The Chicago Committee on Urban Opportunity, the designated Community Action Agency (CAA) was the sponsor for the Concentrated Employment Program (CEP) and Neighborhood Youth Corps II (NYC II). Both of these programs are closely associated with the Mayor's office which also sponsors the Model Cities Program. Funds for the Manpower Area Planning Council (MAPC) are channeled through the Mayor's office also. The Skill Center serving the MDTA program was operated by the Community College system.

Appendix Table I and Table A list occupational enrollment totals by agency. The totals are not additive in that program enrollees trained at public vocational schools or other Federal manpower programs are counted twice.

About four percent of the reported secondary vocational enrollments included students in non-gainful home economics. This group was omitted in the analysis of occupational education.
### Table A

**NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS**

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled from City</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago Public Schools</td>
<td>135,000</td>
<td>103,248</td>
</tr>
<tr>
<td>City Colleges of Chicago</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amundsen</td>
<td>3,539</td>
<td>691</td>
</tr>
<tr>
<td>Kennedy King</td>
<td>5,295</td>
<td>2,570</td>
</tr>
<tr>
<td>Loop</td>
<td>8,337</td>
<td>5,724</td>
</tr>
<tr>
<td>Malcolm X</td>
<td>3,176</td>
<td>1,570</td>
</tr>
<tr>
<td>Olive Harvey</td>
<td>5,441</td>
<td>1,714</td>
</tr>
<tr>
<td>Southwest</td>
<td>5,151</td>
<td>788</td>
</tr>
<tr>
<td>Wilbur Wright</td>
<td>8,204</td>
<td></td>
</tr>
<tr>
<td>YMCA College</td>
<td>3,570</td>
<td>1,530</td>
</tr>
<tr>
<td>Federal Manpower Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDTA</td>
<td>4,047</td>
<td>4,047</td>
</tr>
<tr>
<td>CEF</td>
<td>2,326</td>
<td>1,769</td>
</tr>
<tr>
<td>WIN</td>
<td>7,244</td>
<td>N.A.</td>
</tr>
<tr>
<td>NYC II</td>
<td>3,344</td>
<td>0</td>
</tr>
<tr>
<td>OIC</td>
<td>544</td>
<td>350</td>
</tr>
<tr>
<td>MDTA-OJT</td>
<td>350</td>
<td>61</td>
</tr>
<tr>
<td>JOP</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>3,888</td>
<td>3,888</td>
</tr>
<tr>
<td>Model Cities</td>
<td>1,100</td>
<td>232</td>
</tr>
<tr>
<td>Public School Adult</td>
<td>N.A.</td>
<td>12,595</td>
</tr>
</tbody>
</table>

**Occupational Offerings:**

Occupational education in the secondary schools consisted of 39 programs with largest concentrations in typing (24 percent), drafting (16.3 percent) and accounting and computing (12.1 percent). Other large areas of concentration were secretarial (7.3 percent), woodworking (7 percent), graphic arts (5.7 percent), and general merchandising (5.2 percent). While the areas of concentration are probably valid, the actual percentages of students enrolled in each of these areas is probably inflated by the fact that 24,764 students (or 24 percent of total enrollment) were reported in typing, a figure which most likely reflects course rather than program enrollments. There is also some question as to whether the 7,277 students enrolled in woodworking occupations were actually pursuing a vocational program or if this offering was more like industrial arts and served as an orientation type course.
At the postsecondary level, the Community College System offered a total of 56 different vocational programs. As can be seen in Table 2 at the end of the Section, eight was the smallest number offered by any college, Wilbur Wright, and 32 was the largest number, offered by Loop College, which had the largest vocational enrollment. Combined figures for the seven colleges reveal largest concentrations in care and guidance of children (17.2 percent), general business (15.5 percent), secretarial (9.1 percent), and police science technology (7.3 percent). These percentages do not include students from YMCA College which was unable to supply occupational breakdowns.

Federal manpower programs (excluding CEP and NYC which were unable to supply occupational breakdowns) offered 59 occupational options during FY 1971. This wide variety of choices reflects the individual referral policy of WIN which allows trainees to train in any available skill training program, public or private which will lead to employment in a given period of time. On the basis of those programs reporting occupational breakdowns, largest concentrations of Federal manpower program enrollees were in the areas of clerk/typist (17.1 percent), general office clerical (14 percent), and licensed practical nursing (11.8 percent).

Table 4-A indicates the relative distribution of enrollees at three training levels—secondary, postsecondary, and Federal manpower training programs—among the seven major vocational technical areas. As can be seen in this table, almost half of the enrollees at each of these levels are being trained in business and office occupations. Unlike other of the 20 cities, in which all occupational offerings seemed to be contained within three or four areas, in Chicago (with only two exceptions) each level was providing some training in each of the seven areas.

Selected Services:

Federal manpower programs in Chicago provided more extensive services, either in-house or through referral, than did Federal manpower programs in almost any other city. For example, whereas health services were usually offered by only a few programs in most cities, in Chicago six programs offered health services as part of their programs, while the public schools offered them on a referral basis.

Table 5 of this Section displays ancillary services provided by the various skill training programs. The Illinois Bureau of Employment Security is subcontractor for employment services for Federal manpower training programs and the Model Cities program. These manpower services include vocational guidance, job development, and job placement. The public schools and city college system do their own job development and placement.

Child care was available at all of the Federal manpower training programs on either an in-house or referral basis. Malcolm X was the only college that provided child care itself, although Kennedy King provided it on a referral basis.
While the geographic dispersal of the city colleges, and the efficiency of the city's mass transit system mitigates the problem of transportation, nonetheless, six of the Federal manpower programs and one community college set aside funds for enrollee transportation.

Characteristics of Students:

Table 6 gives a racial and sex breakdown for each agency. Blacks are the prime audience served by all eight of the Federal manpower programs. Females and males in the Federal manpower institutional programs are enrolled in almost equal numbers. Fifty-six percent of secondary students were Black. Individual schools within the secondary system tended to be heavily black or white.

The profiles of the seven individual city colleges show a marked contrast from campus to campus. Kennedy King and Malcolm X were overwhelmingly Black. Olive Harvey reported 64 percent Black, while Loop College had an integrated student body with 52 percent Black. Southwest, Wilbur Wright, and Amundsen have overwhelmingly white student bodies, largely from blue collar families.

Most of the Federal manpower programs reported that their enrollees had completed approximately 10 grades of school and functioned at a sixth to seventh grade level. MDTA reported that 32 percent of their enrollees had completed high school followed by 29 percent by the Jobs Optional Program (JOP), 19 percent by the National Alliance of Businessman-Job Opportunities in the Business Sector (NAB-JOBS), 12 to 15 percent by Model Cities and only eight to 10 percent by CEP. The Work Incentive (WIN) program had no comparable data.

While a high school diploma was not required uniformly by either the community colleges or the YMCA College, the former reported that 40 percent of its student body were high school graduates, while the latter reported 75 percent.

III. Overlap, Duplications and Gaps:

Thirty-seven occupational programs, (See Table 7), accounting for 82.3 percent of the total enrollment, were offered at more than one level. However, if we delete "Typing and Related Occupations," an occupation program with 24,764 students at the secondary level, and three of the Federal manpower programs, the percent of overlapped enrollment falls to 62.6 percent.

Largest concentrations of overlapped program enrollments, exclusive of typing were drafting with 13.5 percent, accounting and computing 11.4 percent, and secretarial 7.7 percent. Most of the other overlapped enrollments were distributed fairly evenly among the other 33 programs.

With the exception of child care and guidance and accounting and computing, both of which are sizeable programs at both the post secondary and secondary levels, the percentage of overlap was mainly attributable to small numbers of enrollees at one level being added to large numbers of enrollees at another level.
Programs Compared with the Local Labor Market:

Table B-1 lists occupational offerings that are related to surplus occupations, as identified by the Illinois Bureau of Employment Security. As can be seen from this table only 1.5 percent of the total occupational enrollment is in surplus occupations. The primary reason for this low percentage is that the surplus occupations are overwhelmingly low-skilled service jobs, i.e. busboy, maid, telephone operator, waiter -- occupations for which training would not be needed.

TABLE B-1

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

CHICAGO

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERING</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Technology</td>
<td>91</td>
<td>.07%</td>
</tr>
<tr>
<td>General Office Clerks</td>
<td>973</td>
<td>.77%</td>
</tr>
<tr>
<td>Nurse's Aid</td>
<td>441</td>
<td>.35%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1505</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

Only one of the occupational offerings identified as a surplus occupation is available at more than one level - General Office Clerk. This occupation accounts for less than one percent of the total occupational enrollment.

Table B-2 lists related offerings in occupations identified as "shortage" by the Employment Service. As can be seen in this Table three offerings accounting for 20.8 percent of the total vocational enrollment, are in shortage related occupations. One potential occupational offering, insurance sales, is not available at any level, even though the occupation has been identified as a shortage one. Two of three "shortage" offerings are available at more than one level.
TABLE B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

CHICAGO

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERING</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurse</td>
<td>1014</td>
<td>.8%</td>
</tr>
<tr>
<td>Stenographer</td>
<td>456</td>
<td>.36%</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td>24,767</td>
<td>19.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26,237</td>
<td>20.8%</td>
</tr>
</tbody>
</table>

Programs Compared with Population Groups:

Table C-1 compares Chicago population for youths (16-18) and adults (19-44) with occupational enrollments for the same target groups. Because NYC II did not comply with requests for occupational enrollment, the youth target group includes only secondary school enrollments. For the adult target group (19-44), a breakdown by sex was not available from many of the city colleges. Therefore it was not possible to compare adult male and female occupational enrollments with their adult populations.

TABLE C-1

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN OCCUPATIONAL TRAINING

CHICAGO

<table>
<thead>
<tr>
<th>POPULATION GROUP</th>
<th>TOTAL NUMBER IN CITY</th>
<th>NUMBERS OF STUDENTS ENROLLED IN OCCUPATIONAL PROGRAMS</th>
<th>PERCENT ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-18 TOTAL</td>
<td>166,925</td>
<td>103,248</td>
<td>61.9%</td>
</tr>
<tr>
<td>White</td>
<td>100,420</td>
<td>45,430</td>
<td>45.2%</td>
</tr>
<tr>
<td>Black</td>
<td>63,940</td>
<td>57,819</td>
<td>90.4%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>52,657</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>50,592</td>
<td></td>
</tr>
<tr>
<td>19-44 TOTAL</td>
<td>21,859</td>
<td></td>
<td>1.9%</td>
</tr>
<tr>
<td>White</td>
<td>719,828</td>
<td>12,152</td>
<td>7%</td>
</tr>
<tr>
<td>Black</td>
<td>383,690</td>
<td>9,707</td>
<td>2.5%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: White figure includes Spanish surnamed individuals and "others". NYC II figures are not included in the 16-18 population, as the program did not finish occupational enrollments.
Table C-1 indicates that the enrollment rate for Blacks is higher for both the youth and adult population than for Whites. Nearly sixty-two percent of all youths are enrolled in occupational education. The enrollment rate for Blacks is double that of Whites for the youth population. The vocational enrollment rates are perhaps the highest of the twenty cities. This is attributable to the occupational enrollment figures for the public schools, that are believed to be somewhat high due to reporting procedures.

The 1.9 percent participation rate for the adult population is among the lowest of the twenty sampled cities. This may be attributed to these factors: (1) The total occupational enrollment for the city colleges is approximately 14,000, a relatively low figure. Chicago is ten times the size of the average sampled city, but its post-secondary enrollment is only three times the size of the average sampled city; (2) Federal manpower programs offering institutional training, are comparatively small for a city the size of Chicago. The total CEP enrollment is smaller than either the Boston, Washington, or Denver CEP; (3) The percentage of Federal manpower enrollees receiving occupational training is relatively small for the WIN and CEP programs. Only six percent of CEP enrollees were enrolled in occupational training. This reflected a preference for subcontracted work experience programs, on a performance basis. Only twenty-four percent of the WIN enrollees received skill training, the low percentage achievement of the WIN enrollees -- fourth grade -- necessitating a large basic education component.

IV. Management, Administration and Co-ordination:

The influence and power that rests in the Mayor's Office for Chicago is carried over into the occupational training field. The Mayor appoints the members of the City College Board. The CEP, NYC, Model Cities and Manpower Area Planning Council are directly or indirectly controlled by the Mayor's Office. However, there was general agreement among the program administrators that the Mayor allowed a free hand for their programs.

The teaching staff of the City College system is unionized. By contractual agreement, the teaching load is limited to twelve contact hours per week, regardless of the area of instruction. This makes post-secondary occupational education an expensive proposition.

The City College system in late 1972 is to become the designated MDT Institutional Skill Center. Although the City College provided much of the skill training during FY 1971, MDTA was not legally tied to the skill center in fiscal year 1971. Employment Service personnel expressed some concern that flexibility would be lost with the new designation.

The former head of the Illinois Bureau of Employment Security, now heads the Mayor's Manpower Area Planning Council. Unlike smaller cities, many of the program administrators were not members of the MAPC Committee. The MAPC currently lacks the "clout" that it would like to have. However, it does have the power to recommend a change in sponsors.
<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago Public Schools</td>
<td>135,000</td>
<td>135,000</td>
<td>103,248</td>
<td>103,248</td>
</tr>
<tr>
<td>City Colleges of Chicago</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amundsen</td>
<td>3,539</td>
<td>3,539</td>
<td>691</td>
<td>691</td>
</tr>
<tr>
<td>Kennedy King</td>
<td>5,295</td>
<td>5,295</td>
<td>5,104</td>
<td>2,570</td>
</tr>
<tr>
<td>Loop</td>
<td>8,337</td>
<td>8,337</td>
<td>5,724</td>
<td>5,724</td>
</tr>
<tr>
<td>Malcolm X</td>
<td>3,176</td>
<td>3,176</td>
<td>1,570</td>
<td>1,570</td>
</tr>
<tr>
<td>Olive Harvey</td>
<td>5,141</td>
<td>5,141</td>
<td>1,075</td>
<td>1,075</td>
</tr>
<tr>
<td>Southwest</td>
<td>5,161</td>
<td>5,161</td>
<td>1,714</td>
<td>1,714</td>
</tr>
<tr>
<td>Wilbur Wright</td>
<td>8,204</td>
<td>8,204</td>
<td>788</td>
<td>788</td>
</tr>
<tr>
<td>YMCA College</td>
<td>4,200</td>
<td>3,570</td>
<td>1,800</td>
<td>1,530</td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>4,260</td>
<td>4,047</td>
<td>4,105</td>
<td>4,047</td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>2,326</td>
<td>2,326</td>
<td>149</td>
<td>149</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>7,317</td>
<td>7,244</td>
<td>1,789</td>
<td>1,769</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>1,344</td>
<td>1,344</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>Opportunities Industrial Center</td>
<td>544</td>
<td>544</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manpower Development and Training Act-On-The-Job Training</td>
<td>500</td>
<td>350</td>
<td>500</td>
<td>350</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>66</td>
<td>61</td>
<td>66</td>
<td>61</td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>4,800</td>
<td>3,888</td>
<td>4,800</td>
<td>3,888</td>
</tr>
<tr>
<td>Model Cities</td>
<td>1,100</td>
<td>1,100</td>
<td>232</td>
<td>232</td>
</tr>
<tr>
<td>Public Schools - Adult</td>
<td>Not Available</td>
<td>Not Available</td>
<td>12,595</td>
<td>12,595</td>
</tr>
</tbody>
</table>
Table 2

Chicago

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS
BY TYPE AND ENROLLMENT

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago Public Schools - Secondary</td>
<td></td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>56</td>
</tr>
<tr>
<td>Automotive</td>
<td>17</td>
</tr>
<tr>
<td>General Merchandizing</td>
<td>5,385</td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>117</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>162</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>441</td>
</tr>
<tr>
<td>Child Development</td>
<td>1,688</td>
</tr>
<tr>
<td>House Management</td>
<td>2,276</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>728</td>
</tr>
<tr>
<td>Clothing Management Production and Services</td>
<td>61</td>
</tr>
<tr>
<td>Food Management, Production and Service</td>
<td>128</td>
</tr>
<tr>
<td>Institutional and Home Management and Supporting Services</td>
<td>221</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>12,459</td>
</tr>
<tr>
<td>Business Data Processing System</td>
<td>4,030</td>
</tr>
<tr>
<td>Filing, Office Machines</td>
<td>1,392</td>
</tr>
<tr>
<td>Stenography, Secretarial and Related</td>
<td>7,540</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td>24,764</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>38</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>647</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>2,124</td>
</tr>
<tr>
<td>Aviation Occupations</td>
<td>246</td>
</tr>
<tr>
<td>Chemical Art Occupations</td>
<td>633</td>
</tr>
<tr>
<td>Chemical Photography</td>
<td>52</td>
</tr>
<tr>
<td>Carpentry</td>
<td>88</td>
</tr>
<tr>
<td>Masonry</td>
<td>101</td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>23</td>
</tr>
<tr>
<td>Construction and Maintenance, Other</td>
<td>19</td>
</tr>
<tr>
<td>Drafting Occupations</td>
<td>16,796</td>
</tr>
<tr>
<td>Electrical Occupations</td>
<td>2,161</td>
</tr>
<tr>
<td>Fabric Maintenance Service</td>
<td>146</td>
</tr>
<tr>
<td>Graphic Arts Occupations</td>
<td>5,929</td>
</tr>
<tr>
<td>Metallurgical Occupations</td>
<td>3,219</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>574</td>
</tr>
<tr>
<td>Personal Services, Other</td>
<td>112</td>
</tr>
<tr>
<td>Plastics Occupations</td>
<td>286</td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>52</td>
</tr>
<tr>
<td>Textile Production and Fabrics</td>
<td>380</td>
</tr>
<tr>
<td>Leatherworking</td>
<td>30</td>
</tr>
<tr>
<td>Upholstery</td>
<td>74</td>
</tr>
<tr>
<td>Woodworking Occupations</td>
<td>7,277</td>
</tr>
<tr>
<td>TOTAL</td>
<td>103,248</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Amundsen - Mayfair, City College of Chicago (Cont'd)</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>116</td>
</tr>
<tr>
<td>Career Journalism</td>
<td>36</td>
</tr>
<tr>
<td>Chemical Paint Technology</td>
<td>13</td>
</tr>
<tr>
<td>Child Development (Pre-School)</td>
<td>100</td>
</tr>
<tr>
<td>Data Processing Programmer</td>
<td>116</td>
</tr>
<tr>
<td>Drafting Technology</td>
<td>36</td>
</tr>
<tr>
<td>Merchandising</td>
<td>32</td>
</tr>
<tr>
<td>Associate Degree Nurse</td>
<td>173</td>
</tr>
<tr>
<td>Secretarial</td>
<td>40</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>29</td>
</tr>
<tr>
<td>TOTAL</td>
<td>691</td>
</tr>
</tbody>
</table>

| **Kennedy-King College**                        |                             |
| Horticulture                                    | 19                          |
| Insurance                                       | 22                          |
| Real Estate                                     | 43                          |
| Retail Marketing                                | 83                          |
| Child Development (Residential)                 | 821                         |
| Nursing                                         | 178                         |
| Recreational Leadership                         | 63                          |
| Child Development (Pre-School)                  | 913                         |
| Accounting and Finance                          | 869                         |
| Data Processing                                 | 123                         |
| Library Technology                               | 24                          |
| Secretarial Science                             | 841                         |
| Drafting and Design Technology                  | 21                          |
| Social Service Aide                             | 225                         |
| Air Conditioning                                | 425                         |
| Architectural Drafting                          | 69                          |
| Automotive Technology                           | 231                         |
| Commercial Art                                  | 19                          |
| Drafting                                        | 6                           |
| Industrial Plant Technology                     | 32                          |
| Photo-Offset Printing                           | 33                          |
| Theatre Technology                              | 44                          |
| TOTAL                                          | 5,104                       |

<p>| <strong>Loop, City College of Chicago</strong>               |                             |
| Accounting                                      | 24                          |
| Architectural Technology                        | 170                         |
| Building, Cole Enforcement                      | 41                          |
| Business, General                               | 2,301                       |</p>
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loop, City College of Chicago (Cont'd)</td>
<td></td>
</tr>
<tr>
<td>Chemical technicians</td>
<td>10</td>
</tr>
<tr>
<td>Child Development (Pre-School)</td>
<td>478</td>
</tr>
<tr>
<td>Child Development (Residential)</td>
<td>10</td>
</tr>
<tr>
<td>Civil Technology</td>
<td>3</td>
</tr>
<tr>
<td>Clerical Skills Programs</td>
<td>128</td>
</tr>
<tr>
<td>Commercial Art (Advertising Display)</td>
<td>36</td>
</tr>
<tr>
<td>Commercial Music</td>
<td>186</td>
</tr>
<tr>
<td>Data Processing Equipment Operator</td>
<td>57</td>
</tr>
<tr>
<td>Data Processing Programmer</td>
<td>250</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>63</td>
</tr>
<tr>
<td>Environmental Control Technology</td>
<td>18</td>
</tr>
<tr>
<td>Executive Development</td>
<td>24</td>
</tr>
<tr>
<td>Food Service Supervision</td>
<td>94</td>
</tr>
<tr>
<td>Hospital Secretary</td>
<td>42</td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>16</td>
</tr>
<tr>
<td>Interviewer Counselor Aide Program</td>
<td>106</td>
</tr>
<tr>
<td>Joint Hospital Program</td>
<td>352</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>201</td>
</tr>
<tr>
<td>Management and Supervision</td>
<td>10</td>
</tr>
<tr>
<td>Merchandising Cooperation</td>
<td>10</td>
</tr>
<tr>
<td>Personnel Analyst</td>
<td>12</td>
</tr>
<tr>
<td>Police Academy Recruitment Program</td>
<td>282</td>
</tr>
<tr>
<td>Police Science</td>
<td>638</td>
</tr>
<tr>
<td>Relocation Advisors</td>
<td>21</td>
</tr>
<tr>
<td>Remedial Office Skills</td>
<td>66</td>
</tr>
<tr>
<td>Secretarial</td>
<td>22</td>
</tr>
<tr>
<td>Waste-Water Technician</td>
<td>18</td>
</tr>
<tr>
<td>Youth Officers</td>
<td>35</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5,724</td>
</tr>
</tbody>
</table>

Malcolm X, City College of Chicago

<p>| Accounting and Computing | 115 |
| Architectural Technology | 50  |
| Business Administration  | 120 |
| Civil Technology         | 9   |
| Commercial Art (Advertising Display) | 30  |
| Drafting and Design      | 20  |
| Engineering Technology   | 18  |
| Health Facilities Management | 9   |
| Industrial Design        | 9   |
| Inhalation Therapy       | 111 |
| Inhalation Therapy Aide  | 14  |
| Mid-Management Cooperative Program | 139 |
| Nursing                  | 193 |
| Plant Engineering        | 26  |
| Radiologic Technology    | 60  |</p>
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Malcolm X, City College of Chicago (Cont’d)</strong></td>
<td></td>
</tr>
<tr>
<td>Secretarial Studies</td>
<td>165</td>
</tr>
<tr>
<td>Teacher's Aide (Pre-School)</td>
<td>488</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,570</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Olive-Harvey, City College of Chicago</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>225</td>
</tr>
<tr>
<td>Architectural Technology</td>
<td>70</td>
</tr>
<tr>
<td>Business Administration</td>
<td>200</td>
</tr>
<tr>
<td>Chemical Paint Technology</td>
<td>20</td>
</tr>
<tr>
<td>Civil Technology</td>
<td>14</td>
</tr>
<tr>
<td>Data Processing Equipment Operator</td>
<td>55</td>
</tr>
<tr>
<td>Data Processing Programmer</td>
<td>119</td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>26</td>
</tr>
<tr>
<td>Environmental Control Technology</td>
<td>23</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>14</td>
</tr>
<tr>
<td>Nursing</td>
<td>90</td>
</tr>
<tr>
<td>Plant Engineering</td>
<td>14</td>
</tr>
<tr>
<td>Prosthetics and Orthotics</td>
<td>30</td>
</tr>
<tr>
<td>Secretarial Studies</td>
<td>175</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,075</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Southwest, City College of Chicago</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>567</td>
</tr>
<tr>
<td>Aviation</td>
<td>130</td>
</tr>
<tr>
<td>Banking and Finance</td>
<td>73</td>
</tr>
<tr>
<td>Child Development (Pre-School)</td>
<td>49</td>
</tr>
<tr>
<td>Communications Art</td>
<td>41</td>
</tr>
<tr>
<td>Data Processing Programmer</td>
<td>232</td>
</tr>
<tr>
<td>Drafting and Design</td>
<td>51</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>91</td>
</tr>
<tr>
<td>Library Technology</td>
<td>37</td>
</tr>
<tr>
<td>Management</td>
<td>247</td>
</tr>
<tr>
<td>Merchandising</td>
<td>39</td>
</tr>
<tr>
<td>Real Estate</td>
<td>26</td>
</tr>
<tr>
<td>Secretarial Studies</td>
<td>129</td>
</tr>
<tr>
<td>Transportation</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,714</td>
</tr>
</tbody>
</table>
Table 2
(Continued)

Chicago

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilbur Wright, City College of Chicago</td>
<td></td>
</tr>
<tr>
<td>Business, General</td>
<td>279</td>
</tr>
<tr>
<td>Commercial Art (Advertising Display)</td>
<td>49</td>
</tr>
<tr>
<td>Data Processing Programmer</td>
<td>100</td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>102</td>
</tr>
<tr>
<td>Hotel and Motel Management</td>
<td>20</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>77</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>54</td>
</tr>
<tr>
<td>Secretarial Studies</td>
<td>107</td>
</tr>
<tr>
<td>TOTAL</td>
<td>788</td>
</tr>
</tbody>
</table>

Chicago Public Schools - Adult

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising Services</td>
<td>73</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>15</td>
</tr>
<tr>
<td>General Merchandising</td>
<td>11</td>
</tr>
<tr>
<td>Real Estate</td>
<td>42</td>
</tr>
<tr>
<td>Associate Degree Nurse</td>
<td>10</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>302</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>160</td>
</tr>
<tr>
<td>Child Development</td>
<td>16</td>
</tr>
<tr>
<td>Clothing Management, Production and Services</td>
<td>10</td>
</tr>
<tr>
<td>Food Management, Production and Services</td>
<td>43</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>1,147</td>
</tr>
<tr>
<td>Business Data Processing Systems</td>
<td>787</td>
</tr>
<tr>
<td>Filing, Office Machines</td>
<td>28</td>
</tr>
<tr>
<td>Personnel, Training and Related</td>
<td>8</td>
</tr>
<tr>
<td>Stenographer, Secretarial and Related</td>
<td>1,154</td>
</tr>
<tr>
<td>Supervisory and Administrative Management</td>
<td>28</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td>1,936</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>79</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>91</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>444</td>
</tr>
<tr>
<td>Automotive, Other</td>
<td>71</td>
</tr>
<tr>
<td>Aviation Occupation</td>
<td>60</td>
</tr>
<tr>
<td>Blue Print Reading</td>
<td>76</td>
</tr>
<tr>
<td>Carpentry</td>
<td>700</td>
</tr>
<tr>
<td>Electricity</td>
<td>659</td>
</tr>
<tr>
<td>Masonry</td>
<td>297</td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>1,019</td>
</tr>
<tr>
<td>Construction and Maintenance, Other</td>
<td>374</td>
</tr>
<tr>
<td>Drafting Occupation</td>
<td>139</td>
</tr>
<tr>
<td>Electrical Occupation</td>
<td>111</td>
</tr>
<tr>
<td>Electronic Occupation</td>
<td>225</td>
</tr>
<tr>
<td>Graphic Arts Occupation</td>
<td>257</td>
</tr>
<tr>
<td>Metallurgy Occupation</td>
<td>1,565</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>Chicago Public Schools - Adult (Cont'd)</strong></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>76</td>
</tr>
<tr>
<td>Law Enforcement Training</td>
<td>18</td>
</tr>
<tr>
<td>Quantity Food Occupation</td>
<td>89</td>
</tr>
<tr>
<td>Refrigeration</td>
<td>72</td>
</tr>
<tr>
<td>Stationary Energy Resources Occupation</td>
<td>207</td>
</tr>
<tr>
<td>Woodworking Occupation</td>
<td>196</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12,595</strong></td>
</tr>
</tbody>
</table>
### OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

#### OCCUPATIONAL OFFERINGS

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manpower Development and Training Act</strong></td>
<td></td>
<td>Not Available</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Clerical Cluster (NYC)</td>
<td>274</td>
<td></td>
</tr>
<tr>
<td>Clerical Basic Library</td>
<td>134</td>
<td></td>
</tr>
<tr>
<td>Pre-Apprentice Tool &amp; Die</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>Cylinder Pressman</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Offset Pressman</td>
<td>183</td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>706</td>
<td></td>
</tr>
<tr>
<td>Clerk, General</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>524</td>
<td></td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Hospital Ward Clerk</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Stenographer</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>General Office Clerk</td>
<td>167</td>
<td></td>
</tr>
<tr>
<td>Stenography Clerical Cluster</td>
<td>375</td>
<td></td>
</tr>
<tr>
<td>Clerk Typist (NYC Cluster)</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>Clerical Cluster</td>
<td>229</td>
<td></td>
</tr>
<tr>
<td>Machinist Apprentice, Tool &amp; Die</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Combination Welder</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>Machine Setup Operator</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Metal Trades</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Pipefitter and Welder</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>Housekeeping Technician</td>
<td>166</td>
<td></td>
</tr>
<tr>
<td>Laboratory Liaison Technician</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Draftsman Mechanic</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Architectural Draftsman</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Occupational Training, Not Specified</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Clerical Cluster, With Basic Education (CEP)</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4,105</td>
<td></td>
</tr>
</tbody>
</table>

#### Work Incentive Program

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truck Driver, Heavy</td>
<td>7</td>
<td>Not Available</td>
</tr>
<tr>
<td>Cinematography Technology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sign Painter</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Billboard Illustrator</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Letterman</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Silkscreen Cutter &amp; Painter</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Commercial Artist</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Truck Driver, Practical</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Barber</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS</td>
<td>AGENCY PROVIDING TRAINING</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Work Incentive Program (Cont'd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>27</td>
<td>Not Available</td>
</tr>
<tr>
<td>Refrigeration</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Motorcycle Mechanic</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Tool &amp; Die Maker</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Television and Radio Service</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Advanced Radio Service</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Combination Welder</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Welder</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Industrial Electronics Technology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Electrical Technician</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Operating Engineer</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Truck Driver</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Truck Driver, Trailer</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Junior Clerical Worker</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Junior Stenographer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Junior Programmer</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Junior Programmer</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Business Programmer</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Furniture Upholsterer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dry Cleaner</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Tailor-Alteration</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Master Tailor</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Women's Garments Tailor</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Secretary, Transcriber</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Legal Secretary</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Science Secretary, General</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Pressing Machine Operator</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Dietician Aide</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Cab Driver</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Health Worker, Community</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Medical Technician</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Stenographer</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>248</td>
<td></td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Bookkeeper I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bookkeeper II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Steno-Type Operator</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Table 3
(Continued)

Chicago

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Computer Operator</td>
<td>3</td>
<td>Not Available</td>
</tr>
<tr>
<td>General Office Clerk</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Computer Operator</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Data Processing Programmer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Court Reporter</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Typist, Preparatory</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Clerk, General</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Office Machines Operator</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Calculator Machine Operator</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Business Programmer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Radiologist Technician</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Operating Room Technician</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Community Worker Aide</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Youth Welfare Worker</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Accountant</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Accountant, C.P.A.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Computer Technician</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mechanical Draftsman</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Engineering Draftsman Technology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electrical Engineer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Management Trainee</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Histology Technology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fashion, Retail Merchandizer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Programmer, Detail</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Medical Technology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Medical Receptionist</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Computer Programmer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Property Manager</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Branch Manager</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Youth Work Assistant</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>System Analyst</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Group Worker</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>X-Ray Technician</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Program Developer</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Controller</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Manager</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
### Table 3 (continued)

#### Chicago

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work Incentive Program (cont'd)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Service Manager</td>
<td>1</td>
<td>Not Available</td>
</tr>
<tr>
<td>Architectural Draftsman</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Community Worker Aide</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Programmer</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Occupational Training, Not Specified</td>
<td>983</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,789</td>
<td></td>
</tr>
</tbody>
</table>

#### Model Cities

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobile Mechanic</td>
<td>24</td>
<td>Greer Technical</td>
</tr>
<tr>
<td>Automatic Transmission Specialist</td>
<td>24</td>
<td>Chicago School of</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>73</td>
<td>Automatic Transmission</td>
</tr>
<tr>
<td>Hospital Ward Clerk</td>
<td>11</td>
<td>Chicago Professional</td>
</tr>
<tr>
<td>TOTAL</td>
<td>132*</td>
<td>College, National Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for Adult Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bryant and Stratton</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marion Adult Education</td>
</tr>
</tbody>
</table>

* One-Hundred more being trained at Manpower Development and Training Act - no breakdown given.
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horticulture</td>
<td>75</td>
<td>56</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Banking and Finance</td>
<td>73</td>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Merchandising</td>
<td>5,550</td>
<td>5,385</td>
<td>164</td>
<td>1</td>
</tr>
<tr>
<td>Hotels and Lodging</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>22</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real Estate</td>
<td>69</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation and Tourism</td>
<td>63</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>18</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Music</td>
<td>186</td>
<td>186</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Services Management</td>
<td>94</td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive</td>
<td>17</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>874</td>
<td>162</td>
<td>712</td>
<td>28</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>1,014</td>
<td>986</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>38</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>128</td>
<td>125</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radiological Technology</td>
<td>122</td>
<td>114</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Medical Technician</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>109</td>
<td></td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>127</td>
<td>117</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Dental Laboratory</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>72</td>
<td>63</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Operating Room Technician</td>
<td>2</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Prosthetics and Orthoptics</td>
<td>30</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Facilities Management</td>
<td>18</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>441</td>
<td>441</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Histology Technician</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Hygienist</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>5,275</td>
<td>2,416</td>
<td>2,859</td>
<td></td>
</tr>
<tr>
<td>Institutional and Home Management and Supporting Services</td>
<td>2,663</td>
<td>2,497</td>
<td>166</td>
<td></td>
</tr>
<tr>
<td>Food Management Production and Services, Dietician Aide</td>
<td>130</td>
<td>128</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Clothing Management— Production and Services</td>
<td>61</td>
<td>61</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>14,385</td>
<td>12,459</td>
<td>1,916</td>
<td>10</td>
</tr>
<tr>
<td>Bookkeepers</td>
<td>6</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Machine Operators: Billing Bookkeeping &amp; Computing</td>
<td>78</td>
<td></td>
<td>78</td>
<td></td>
</tr>
</tbody>
</table>

Chicago
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Data Processing Occupations</td>
<td>4,562</td>
<td>4,030</td>
<td>530</td>
<td>2</td>
</tr>
<tr>
<td>Computer and Console Operators</td>
<td>65</td>
<td>55</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Keypunch and Coding Equipment Operator</td>
<td>105</td>
<td>16</td>
<td></td>
<td>89</td>
</tr>
<tr>
<td>Programmers</td>
<td>483</td>
<td>467</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Systems Analysts</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>General Office Clerks</td>
<td>973</td>
<td>128</td>
<td>845</td>
<td></td>
</tr>
<tr>
<td>Office Occupations, Other</td>
<td>66</td>
<td>66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Machines</td>
<td>1,453</td>
<td>1,392</td>
<td></td>
<td>61</td>
</tr>
<tr>
<td>Receptionists and Information Clerks</td>
<td>135</td>
<td></td>
<td></td>
<td>135</td>
</tr>
<tr>
<td>Interviewer and Test Technician</td>
<td>106</td>
<td>106</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Secretarial</td>
<td>9,097</td>
<td>7,540</td>
<td>1,521</td>
<td>36</td>
</tr>
<tr>
<td>Stenographical</td>
<td>456</td>
<td></td>
<td>456</td>
<td></td>
</tr>
<tr>
<td>Clerk-Typists</td>
<td>1,030</td>
<td></td>
<td>1,030</td>
<td></td>
</tr>
<tr>
<td>Supervisors and Administrators</td>
<td>437</td>
<td>396</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Business Administrators</td>
<td>344</td>
<td>344</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business, General</td>
<td>2,580</td>
<td></td>
<td>2,580</td>
<td></td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td>24,767</td>
<td>24,764</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Information Communications Occupations</td>
<td>41</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Related Technology</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architectural Technology</td>
<td>359</td>
<td>359</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>231</td>
<td>231</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Technology</td>
<td>26</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>129</td>
<td>128</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Environmental Control Technology</td>
<td>41</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>41</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>91</td>
<td>91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Journalism</td>
<td>36</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Science Technology</td>
<td>1,212</td>
<td></td>
<td>1,212</td>
<td></td>
</tr>
<tr>
<td>Chemical Paint Technician</td>
<td>33</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Service Aide</td>
<td>288</td>
<td>281</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Sanitation Technician - Wastewater Technician</td>
<td>18</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Technology</td>
<td>61</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation Occupations</td>
<td>376</td>
<td>246</td>
<td>130</td>
<td>5</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
<td>POSTSECONDARY</td>
<td>DEPARTMENT OF LABOR</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Drafting</td>
<td>16,968</td>
<td>16,796</td>
<td>93</td>
<td>79</td>
</tr>
<tr>
<td>Drafting and Design Technology</td>
<td>51</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>29</td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>638</td>
<td>574</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Barbering</td>
<td>11</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>13</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Carpenter</td>
<td>88</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>98</td>
<td></td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>38</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tool and Die Making</td>
<td>265</td>
<td></td>
<td>265</td>
<td></td>
</tr>
<tr>
<td>Metal Trades, Combined</td>
<td>45</td>
<td></td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Electrical Occupations</td>
<td>2,173</td>
<td>2,161</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>115</td>
<td>23</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>445</td>
<td></td>
<td>425</td>
<td>20</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>660</td>
<td>647</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Automobile' Mechanics</td>
<td>2,199</td>
<td>2,124</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Motorcycle Mechanics</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Theatre Technology</td>
<td>44</td>
<td></td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Upholstery</td>
<td>75</td>
<td>74</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fabric Maintenance Services</td>
<td>148</td>
<td>146</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Masonry</td>
<td>101</td>
<td>101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dressmaking</td>
<td>9</td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Building Code Enforcement</td>
<td>41</td>
<td></td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Technician Occupations -- Cinematog-</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>raphy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td>745</td>
<td>633</td>
<td>107</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>52</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction and Maintenance, Other</td>
<td>59</td>
<td></td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Electronic Occupations</td>
<td>776</td>
<td></td>
<td>776</td>
<td></td>
</tr>
<tr>
<td>Graphic Arts Occupations</td>
<td>6,201</td>
<td>5,929</td>
<td>33</td>
<td>239</td>
</tr>
<tr>
<td>Metallurgical Occupations</td>
<td>3,219</td>
<td>3,219</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plastics Occupations</td>
<td>286</td>
<td>286</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>52</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textile Production and Fabrics</td>
<td>380</td>
<td>380</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leatherworking</td>
<td>30</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodworking Occupations</td>
<td>7,277</td>
<td>7,277</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>112</td>
<td>112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1,026</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>125,940</td>
<td>103,248</td>
<td>16,666(^{1/})</td>
<td>6,026</td>
</tr>
</tbody>
</table>

\(^{1/}\)This figure does not include the 1800 persons repelled enrolled in career education at the YMCA Community College as occupational breakdowns to these students were not forthcoming.
### Table 4A

**DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA**

<table>
<thead>
<tr>
<th></th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.1%</td>
<td>0.1%</td>
<td>---</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>5.2</td>
<td>4.2</td>
<td>0.3</td>
</tr>
<tr>
<td>Health</td>
<td>0.7</td>
<td>8.0</td>
<td>15.4</td>
</tr>
<tr>
<td>Home Economics (gainful)</td>
<td>4.9</td>
<td>17.2</td>
<td>2.8</td>
</tr>
<tr>
<td>Business &amp; Office</td>
<td>48.6</td>
<td>49.0</td>
<td>46.9</td>
</tr>
<tr>
<td>Technologies</td>
<td>---</td>
<td>15.5</td>
<td>.2</td>
</tr>
<tr>
<td>Trade &amp; Industry</td>
<td>40.5</td>
<td>6.0</td>
<td>17.4</td>
</tr>
<tr>
<td>Other</td>
<td>---</td>
<td>---</td>
<td>17.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>AGENCY/INSTITUTION</td>
<td>VOCATIONAL GUIDANCE</td>
<td>COUNSELING</td>
<td>ADULT BASIC EDUCATION AND REAEDIAL EDUCATION</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------</td>
<td>------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Chicago Public Schools</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>City Colleges of Chicago</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amundsen</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Kennedy King</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Loop</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Malcolm</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Olive Harvey</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Southwest</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Wilbur Wright</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Y. C. A College</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MDTA Institutional</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>CEP</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>WIN</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NYC II</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>OIC</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MDTA OJT</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>JOP</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Model Cities</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

I = Provided by Program
X = Available by Referral
* = Insufficient Information
## Table 6

### Chicago

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago Public Schools</td>
<td>100%</td>
<td>56%</td>
<td>35%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>Male</td>
<td>51%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>49%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City College of Chicago System</td>
<td>100</td>
<td>32</td>
<td>60</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amundsen-Mayfair City College</td>
<td>100</td>
<td>90</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Male</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kennedy-King Community College</td>
<td>100</td>
<td>52</td>
<td>30</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Male</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loop Community College</td>
<td>100</td>
<td>98</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>98</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malcolm X Community College</td>
<td>100</td>
<td>98</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olive Harvey Community College</td>
<td>100</td>
<td>64</td>
<td>30</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Southwest Community College</td>
<td>100</td>
<td>5</td>
<td>96</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Wilbur Wright Community College</td>
<td>100</td>
<td>3</td>
<td>89</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Young Mens Christian Association</td>
<td>100</td>
<td>25</td>
<td>53</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Male</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training</td>
<td>100</td>
<td>77</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Act</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>100</td>
<td>90</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100</td>
<td>72</td>
<td>18</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100</td>
<td>70</td>
<td>10</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities Industrial Center</td>
<td>100</td>
<td>99</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>100</td>
<td>65</td>
<td>25</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>100</td>
<td>69</td>
<td>11</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSTITUTION/AGENCY</td>
<td>TOTAL</td>
<td>BLACK</td>
<td>WHITE</td>
<td>SPANISH SURNAME</td>
<td>OTHER</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>Model Cities</td>
<td>100</td>
<td>65</td>
<td>27</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</td>
<td>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</td>
<td>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>75</td>
<td>0.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Mechanising</td>
<td>5,550</td>
<td>4.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>18</td>
<td>0.01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>874</td>
<td>0.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>1,014</td>
<td>0.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>128</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radiological Technology</td>
<td>122</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>127</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>72</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care &amp; Guidance of Children</td>
<td>5,275</td>
<td>4.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional &amp; Home Management</td>
<td>2,663</td>
<td>2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Management Production &amp; Service</td>
<td>130</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting &amp; Computing</td>
<td>14,385</td>
<td>11.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Data Processing</td>
<td>4,562</td>
<td>3.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer &amp; Console Operators</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keypunch &amp; Coding Equipment Operator</td>
<td>105</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programmers</td>
<td>483</td>
<td>0.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Office Clerk</td>
<td>973</td>
<td>0.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Machines</td>
<td>1,453</td>
<td>1.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial</td>
<td>9,097</td>
<td>7.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisors &amp; Administrators</td>
<td>437</td>
<td>0.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typing &amp; Related Occupations</td>
<td>24,767</td>
<td>19.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>129</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Service Aids</td>
<td>288</td>
<td>0.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation Occupations</td>
<td>376</td>
<td>0.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>16,968</td>
<td>13.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>638</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Occupations</td>
<td>2,173</td>
<td>1.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>115</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Conditioning &amp; Refrigerators</td>
<td>445</td>
<td>0.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Body &amp; Fender</td>
<td>660</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>2,199</td>
<td>1.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upholstery</td>
<td>75</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fabric Maintenance Services</td>
<td>148</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td>745</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction &amp; Maintenance, Other</td>
<td>59</td>
<td>0.04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>6,201</td>
<td>4.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>103,597</strong></td>
<td><strong>82.3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Introduction

The city and county of Denver is the commercial and transportation center of the entire Rocky Mountain area. Employment in manufacturing has tended to be below the national average for cities of this size, with most of the activity oriented toward local market demands. Its role as a distribution center for the surrounding agricultural plains region has generated substantial employment in service occupations. Defense installations, government scientific laboratories, private electronics and research facilities have provided an important stimulus toward the development of scientific-industrial-technological sector.

The city (which is also a county) has a population of 512,691 (1970 Census) and the five-county Standard Metropolitan Statistical Area has a population of 1,227,529 (1970 Census).

The largest minority group in Denver is the Spanish surnamed (25 percent.) Blacks constitute nine percent of the total population. About 13 percent of Denver's residents live in poverty.

Historically, the level of unemployment for Denver has been below the national level. During 1970, the unemployment rate rose to 3.3 percent. During 1971, the unemployment rate was never above four percent. The stability of the Denver economy can be traced to the relative weight of its industrial sectors. The manufacturing sector accounts for less than 20 percent of total employment. Since this is the state capitol, government employees constitute 16 percent of the work force. The service sector, together with wholesale and retail trade constitute 37 percent of the work force.

II. Occupational Education in Denver

Historically, skill training has been provided primarily at the post-secondary level in Colorado and Denver. In recent years there has been an emphasis on expanding and improving programs at the secondary level. This has been stimulated by the passage of a state vocational act (Colorado Vocational Act of 1970) which provides financial support for State approved secondary level occupational education programs.

According to information furnished by the State Department of Vocational Education, the public secondary schools enrolled 2,509 students in skill training in fiscal year 1971. This does not include consumer and homemaking courses or industrial arts. This enrollment comprises about 11 percent of the total enrollment of 22,970 in the 10th-12th grades in Denver.

The Community College of Denver has three campuses, with skill training available at each campus. However, it was generally noted that the West or Red Rocks Campus was the most occupationally oriented out of the system.
Most adult vocational programs were provided by the Emily Griffith Opportunity School. Even though programs are available for both youths and adults, the majority of the enrollees are adults who attended classes part-time in the evenings. The Opportunity School offers a wide range of programs, including many basic education and avocational programs.

The Metropolitan Youth Education Center provides programs for school dropouts and unemployed or underemployed youth up to 21 years of age. These programs include both basic education and occupationally-oriented courses.

The Community College is designated as the Manpower Development Training Center and has the responsibility for providing the skill training for MDTA and CEP enrollees. WIN also purchases training from the center. There was also a Neighborhood Youth Corps II, a Jobs Optional Program, and a National Alliance of Businessmen-Job Opportunities in the Business Sector program in Denver.

Table A lists the institutions and agencies providing skill training and the number from the city enrolled in skill training. It should be noted that the Opportunities Industrialization Center began operations so late in the year surveyed that it did not record any enrollments for this period.

Since the Community College of Denver provides a large part of the training for Federal Manpower Programs, it should be pointed out that enrollments for each program should not be added as some of these individuals would be counted twice. Enrollees in Federal Manpower Programs who are trained at the Community College are enrolled and counted as regular students.

The public secondary schools account for 42 percent of the enrollees in occupational training in Denver. Twenty-eight percent are trained at post secondary institutions and 30 percent are Federal Manpower Program enrollees.

The surprisingly small impact of the post secondary institutions is attributable to the geographic distribution of its enrollment. Denver residents at Red Rocks or West Campus, located in suburban Jefferson County, constitute only 15 percent of the enrollment. At the North Campus, only 40 percent of the enrollees reside in the city. The campus with the largest percentage of students from the city also has the smallest enrollment.

### Occupational Offerings

A wider selection of occupational offerings is available at the post secondary level (58) than at the secondary level (19).

Since CEP, MDTA and WIN enrollees have access to Community College occupational offerings, potential duplication is avoided. If the enrollee desires training in an occupation not available at the Community College
Table A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PUBLIC SCHOOLS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denver Secondary Public Schools</td>
<td>22,970</td>
<td>2,509</td>
</tr>
<tr>
<td><strong>POST SECONDARY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community College of Denver</td>
<td>2,260</td>
<td>1,398</td>
</tr>
<tr>
<td>North Campus</td>
<td>1,228</td>
<td>756</td>
</tr>
<tr>
<td>Central Campus</td>
<td>721</td>
<td>506</td>
</tr>
<tr>
<td>West Campus</td>
<td>311</td>
<td>136</td>
</tr>
<tr>
<td>Metropolitan State College</td>
<td>968</td>
<td>271</td>
</tr>
<tr>
<td><strong>DEPARTMENT OF LABOR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDTA</td>
<td>577</td>
<td>577</td>
</tr>
<tr>
<td>CEP</td>
<td>1,167</td>
<td>301</td>
</tr>
<tr>
<td>WIN</td>
<td>2,312</td>
<td>834</td>
</tr>
<tr>
<td>NYC II</td>
<td>454</td>
<td>37</td>
</tr>
<tr>
<td>OIC</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MDTA-OJT</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
<tr>
<td>JOP</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>NAB JOBS</td>
<td>744</td>
<td>744</td>
</tr>
<tr>
<td><strong>PUBLIC SCHOOL ADULT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12,169*</td>
<td></td>
</tr>
</tbody>
</table>

* This is the total occupational enrollment in the adult program. It was not possible to separate those from the city of Denver. However, it was reported that many of the enrollees were from outside the city. Federal manpower Program trainees are counted twice since they are trained at the Community College.
and the training will lead to gainful employment, the agencies can contract with other public or private institutions. In Fiscal Year 1971, available data indicates that Federal Manpower Program enrollees were enrolled in 56 different occupational programs.

Enrollments by area for each of the three levels suggests varying occupational emphasis. Fifty-nine percent of the high school enrollment is concentrated in two areas, trade and industry and office occupations. Gainful home economics accounts for an additional 20 percent and distributive education for 19 percent.

Seventy-nine percent of the post secondary enrollment can be found in the office, technical, and health areas, with the largest enrollments (35 percent) in office occupations. Trade and industry, health and office account for more than 75 percent of the Federal manpower program enrollments with 39 percent in trade and industry alone.

Selected Services

The Colorado State Employment Service is the subcontractor for manpower services (enrollment, vocational guidance, certification, job development, and placement) for all Federal Manpower Programs except OIC. The Community College and Denver Public Schools were the principal subcontractor for Federal manpower program basic education. Most programs had medical care of an emergency nature. Federal Manpower programs generally had also allocated funds for specific medical services (i.e., mandatory check-ups). Follow-up was done for most programs by mail and compliance for most Federal manpower programs was unsatisfactory.

Program directors reported a relationship between program populations and the level of supportive services. When the level of supportive services is increased, the number and degree of disadvantaged enrollees increases proportionately. In Denver, the most critical supportive service in terms of population seems to be the stipend. All the Federal manpower programs are stipend programs. The prime audience in all of these are minorities. Basic education is available to both minorities (enrolled largely in Federal manpower programs) and whites (enrolled largely in secondary and post secondary.)

Characteristics of Enrollees

The majority of the enrollees in secondary and postsecondary programs were white. Federal Manpower programs reported that approximately half their enrollments were Spanish surnamed individuals. Whites were the next largest group in MDIA and WIN (33 percent and 34 percent respectively) with Blacks constituting 20 percent and 23 percent of the enrollments in the same program. CEP and NYC II enrolled more Blacks than whites. The majority of the enrollees in postsecondary programs and Federal manpower programs were males, while the public schools and NYC II enrolled a majority of females.

About 19 percent of the Blacks and 11 percent of the Spanish surnamed in the 16 to 18 age group were in skill training programs. In the 19 to 44 age group, 17 percent of Denver residents were in skill training programs. Table C below shows the percentages for each population group. It should be noted that Spanish surnamed are included by the Census in the white totals.
Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING.

DEER

<table>
<thead>
<tr>
<th>POPULATION GROUP</th>
<th>TOTAL NUMBER IN CITY</th>
<th>NUMBERS OF STUDENTS ENROLLED IN OCCUPATIONAL PROGRAMS</th>
<th>PERCENT ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITE 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>27,163</td>
<td>2,534</td>
<td>9.3%</td>
</tr>
<tr>
<td>White 1</td>
<td>23,972</td>
<td>1,950</td>
<td>8.1%</td>
</tr>
<tr>
<td>Black</td>
<td>2,723</td>
<td>508</td>
<td>18.6%</td>
</tr>
<tr>
<td>Male</td>
<td>13,132</td>
<td>964</td>
<td>7.3%</td>
</tr>
<tr>
<td>Female</td>
<td>14,031</td>
<td>1,570</td>
<td>11.1%</td>
</tr>
<tr>
<td>WHITE 9-44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>183,811</td>
<td>3,165</td>
<td>1.7%</td>
</tr>
<tr>
<td>White 1</td>
<td>163,305</td>
<td>2,501</td>
<td>1.5%</td>
</tr>
<tr>
<td>Black</td>
<td>15,440</td>
<td>524</td>
<td>3.3%</td>
</tr>
<tr>
<td>Male</td>
<td>87,808</td>
<td>1,947</td>
<td>2.2%</td>
</tr>
<tr>
<td>Female</td>
<td>96,003</td>
<td>1,208</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

1 White figures include Spanish Surnamed individuals.

NOTE: These figures are the best available unduplicated counts, attempting to adjust for Federal Manpower enrollees trained at public vocational schools.Adult figures are not included in occupational enrollment figures.
Overlap, Duplication and Gaps

Slightly more than 42 percent of the programs offered by the different agencies and institutions in Denver were available at more than one agency or level. However, many of these overlaps were insignificant in that different skill levels were involved.

In each case, it could be argued that as long as the labor market could absorb the enrollees, these overlaps really provided different groups with opportunities for training.

Secondary programs were concentrated in the trade and industry area with 35.3 percent of the offerings. Business and office programs constituted 24.2 percent and distributive education 10.7 percent of the secondary program.

Postsecondary programs were concentrated in business and office (34 percent) with large enrollments in technology (27.7 percent), health (19.9 percent) and trade and industry (13.6 percent).

Federal manpower programs had the most offerings in business and office (14.9 percent) and trade and industry (14.3 percent). However, these percentages may be misleading as over half the enrollments were identified.

Since the offerings at the secondary level are so limited and are generally unavailable to individuals out of school, it would appear that this lessens the possibility of duplication. Also, the community college provides most of the training for Federal Manpower programs and they usually contract with other agencies only for training that is unavailable at the community college.

Programs Compared with the Local Labor Market

The Colorado Employment Service made a detailed study of three areas during 1970 and from this information we found that approximately 22 percent of occupational enrollments in Denver were in the shortage areas of health, electrical and machine trades.

The Employment Service was in the process of changing their method of collecting labor market data and data on other shortage occupations was not available nor was any information on surplus occupations. Table B-2 shows the enrollments and percentages for which data were available.

It would appear from these data that all agencies would expand their offerings in these areas to better serve the labor market, particularly the Federal Manpower program.

Administration and Coordination

Even though the arrangements for training between Federal Manpower programs and the community college appear to be ideal in terms of coordination and prevention of duplication, program administrators expressed many reservations about the present arrangement.
Several administrators felt that skill training provided by the private sector was superior for their trainees compared to training received at the community college. Those enrollees who are sent to the community college are enrolled in regular classes. While this might be satisfactory for some participants in manpower programs, it was felt that it was desirable to have a more structured atmosphere for many of the enrollees particularly those who had experienced difficulty with school in the past. It was also reported that training could be purchased more inexpensively in the private sector for some skills.

Since most of the contracts written with the community college are multi-occupational, manpower program administrators usually were not well informed as to what training enrollees were actually receiving. When we asked them for enrollment data, they could only give us the number of enrollees in the program, not the occupation they were training for. It was suggested that this information would be available at the community college, but we were only able to get the total number of referrals and not the number in individual skill training programs.

These factors preclude any planning in terms of labor market needs. While as long as there are individuals who need training, programs could be initiated, there is no way of determining if they are responsive to the labor market, except by checking overall community college enrollments. Even this would not tell if Federal manpower enrollees were represented in those programs with the more promising job prospects.
It was also discovered that follow-up procedures did identify the occupation trained for, so there is no effective way of determining if the person is working in the occupation for which he was trained and if the training were effective.

Secondary programs were in a developing state since they have only been emphasized for the last few years. The local director felt that a great deal more needed to be done in expanding both the size and variety of offerings. He was currently involved in planning as to the most effective way of accomplishing this goal. There did not seem to be much contact or coordination between the secondary program and other programs in the city.

Summary

Program administrators in Denver all reported that the most significant problem was gaps, i.e., persons needing training but not receiving it. The limited offerings coupled with the sizeable effort aimed toward shortage occupations tend to prevent undesirable duplication of programs. However, this may have the effect of limiting opportunities for certain population groups.

It would appear that more effective planning of programs, especially in terms of individual needs and labor market needs, would benefit skill training programs in Denver. Significant skill shortages combined with limited training opportunities currently limit opportunities for many citizens, both disadvantaged and non-disadvantaged. Using the relationships already developed, administrators are in a good position to prevent undesirable duplication of future program offerings.
### Table 1

**Denver**

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING (1)</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denver Public Schools</td>
<td>22,970</td>
<td>22,970</td>
<td>2,509</td>
<td>2,509</td>
</tr>
<tr>
<td>Community College of Denver</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Campus</td>
<td>3,070</td>
<td>1,228</td>
<td>1,889</td>
<td>756</td>
</tr>
<tr>
<td>Central Campus</td>
<td>801</td>
<td>721</td>
<td>562</td>
<td>506</td>
</tr>
<tr>
<td>West Campus</td>
<td>2,070</td>
<td>311</td>
<td>921</td>
<td>136</td>
</tr>
<tr>
<td>Metropolitan State College</td>
<td>2,768</td>
<td>968</td>
<td>775</td>
<td>271</td>
</tr>
<tr>
<td>Manpower Development and Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act - Institutional</td>
<td>664</td>
<td>577</td>
<td>664</td>
<td>577</td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>1,167</td>
<td>1,167</td>
<td>301</td>
<td>301</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>2,627</td>
<td>2,312</td>
<td>794</td>
<td>794</td>
</tr>
<tr>
<td>Neighborhood Youth Corps - II</td>
<td>454</td>
<td>454</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>105</td>
<td>89</td>
<td>105</td>
<td>89</td>
</tr>
<tr>
<td>National Alliance of Businessmen - Job Opportunities in the Business Sector</td>
<td>875</td>
<td>744</td>
<td>875</td>
<td>744</td>
</tr>
<tr>
<td>Denver Public Schools - Adult</td>
<td>20,977</td>
<td>Not Available</td>
<td>12,169</td>
<td>Not Available</td>
</tr>
</tbody>
</table>

(1) Two hundred and sixty-five Department of Labor enrollees who were trained at the community colleges are included in the enrollments of both the community colleges and the Department of Labor programs.
# Table 2

**OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Denver Public Schools</strong></td>
<td></td>
</tr>
<tr>
<td>Distributive Education</td>
<td>469</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>15</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>15</td>
</tr>
<tr>
<td>Home Economics, Occupational Preparation</td>
<td>497</td>
</tr>
<tr>
<td>Accounting and Computing Occupations</td>
<td>33</td>
</tr>
<tr>
<td>General Office, Office Machines and Clerical</td>
<td>409</td>
</tr>
<tr>
<td>Stenographic, Secretarial and Related Occupinations</td>
<td>166</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>20</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>113</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>15</td>
</tr>
<tr>
<td>Aircraft Maintenance</td>
<td>15</td>
</tr>
<tr>
<td>Construction and Maintenance Trades</td>
<td>79</td>
</tr>
<tr>
<td>Drafting</td>
<td>91</td>
</tr>
<tr>
<td>Electronics Occupations</td>
<td>73</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>34</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>147</td>
</tr>
<tr>
<td>Welding and Cutting</td>
<td>8</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>46</td>
</tr>
<tr>
<td>Trade and Industrial Occupations</td>
<td>264</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,509</td>
</tr>
</tbody>
</table>

<p>| <strong>Community College of Denver - North</strong>                     |                              |
| Ornamental Horticulture                                     | 30                           |
| Advertising Services                                        | 39                           |
| Food Services                                               | 20                           |
| Dental Assistant                                            | 35                           |
| Associate Degree Nurse                                      | 135                          |
| Nurse's Aide                                                | 60                           |
| Radiologic Technology                                       | 94                           |
| Radiation Therapy                                           | 8                            |
| Nuclear Medical Technology                                  | 28                           |
| Inhalation Therapy                                          | 70                           |
| Instructor and Home Management and Supporting Services      | 30                           |
| Accounting and Computing                                    | 118                          |
| Business Data Processing                                    | 345                          |
| Office Machines and General Clerical                        | 36                           |
| Stenographic and Secretarial                                | 101                          |
| Office Occupations, Other                                  | 272                          |
| Civil Technology                                            | 13                           |
| Electronic Technology                                       | 127                          |
| Mechanical Technology                                       | 10                           |
| Engineering Technician and Related                          | 4                            |</p>
<table>
<thead>
<tr>
<th>Community College of Denver - North (cont'd)</th>
<th>Community College of Denver - Central</th>
<th>Community College of Denver - West Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous Technical Education 30</td>
<td>Hotel and Lodging 29</td>
<td>Distributive Education 15</td>
</tr>
<tr>
<td>Automobile Technical, Other 38</td>
<td>Distributive Education, Other 11</td>
<td>Real Estate 10</td>
</tr>
<tr>
<td>Automobile Body and Fender 40</td>
<td>Nurse's Aide 32</td>
<td>Retail Trade 2</td>
</tr>
<tr>
<td>Automobile Mechanics 18</td>
<td>Surgical Technician 25</td>
<td>Nursing, Other 65</td>
</tr>
<tr>
<td>Drafting 30</td>
<td>Nursing, Other 13</td>
<td>Accountants 40</td>
</tr>
<tr>
<td>Radio and Television 18</td>
<td>Accounting and Computing 191</td>
<td>Bookkeeping 6</td>
</tr>
<tr>
<td>Machine Shop 40</td>
<td>Office Machines 23</td>
<td>Office Machines 25</td>
</tr>
<tr>
<td>Welding and Cutting 45</td>
<td>Stenographer and Secretarial 57</td>
<td>Stenographer and Secretarial 64</td>
</tr>
<tr>
<td>Quantity Food Occupations, Other 45</td>
<td>Supervisory and Administration</td>
<td>Supervisory and Administration Management 120</td>
</tr>
<tr>
<td>Small Engine Repair 10</td>
<td>Management 10</td>
<td>Engineering Technician and Related 34</td>
</tr>
<tr>
<td>TOTAL 1,889</td>
<td></td>
<td>Miscellaneous Technology 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Automobile Mechanics 36</td>
</tr>
<tr>
<td>Community College of Denver - West Campus (cont’d)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Heavy Equipment</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Masonry</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Diesel Mechanics</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Welding and Cutting</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Personal Services</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Public Service Occupations</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>921</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metropolitan State College</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Technician</td>
<td>113</td>
</tr>
<tr>
<td>Aircraft Mechanic</td>
<td>55</td>
</tr>
<tr>
<td>Mental Health Worker</td>
<td>150</td>
</tr>
<tr>
<td>Civil Technician</td>
<td>33</td>
</tr>
<tr>
<td>Quality Assurance Technician</td>
<td>19</td>
</tr>
<tr>
<td>Drafting Technician</td>
<td>25</td>
</tr>
<tr>
<td>Commercial Pilot</td>
<td>134</td>
</tr>
<tr>
<td>Mechanic Technician</td>
<td>76</td>
</tr>
<tr>
<td>Nursing</td>
<td>95</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>75</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>775</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Schools - Adult</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Clinic</td>
<td>21</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>50</td>
</tr>
<tr>
<td>Food Services</td>
<td>68</td>
</tr>
<tr>
<td>Traffic Management</td>
<td>30</td>
</tr>
<tr>
<td>Transportation Regulation</td>
<td>18</td>
</tr>
<tr>
<td>Interior Design</td>
<td>131</td>
</tr>
<tr>
<td>Hotel and Motel Maintenance</td>
<td>56</td>
</tr>
<tr>
<td>Insurance</td>
<td>576</td>
</tr>
<tr>
<td>Supervisory Training</td>
<td>209</td>
</tr>
<tr>
<td>Preparatory Promotion</td>
<td>140</td>
</tr>
<tr>
<td>Real Estate</td>
<td>667</td>
</tr>
<tr>
<td>Bakery Hostess</td>
<td>50</td>
</tr>
<tr>
<td>Traffic Management</td>
<td>45</td>
</tr>
<tr>
<td>Small Business</td>
<td>162</td>
</tr>
<tr>
<td>Record Keeping Small Business</td>
<td>31</td>
</tr>
<tr>
<td>General Principle of Insurance</td>
<td>23</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>10</td>
</tr>
<tr>
<td>Nurse’s Aide</td>
<td>42</td>
</tr>
<tr>
<td>Hospital Executive Housekeeping</td>
<td>32</td>
</tr>
<tr>
<td>Public Schools - Adult (cont'd)</td>
<td>Number of Students Enrolled</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Hospital Housekeeping</td>
<td>60</td>
</tr>
<tr>
<td>Child Care</td>
<td>66</td>
</tr>
<tr>
<td>Parent Education</td>
<td>1,721</td>
</tr>
<tr>
<td>Family Finance</td>
<td>9</td>
</tr>
<tr>
<td>Millinery</td>
<td>25</td>
</tr>
<tr>
<td>Fashion Coordination</td>
<td>41</td>
</tr>
<tr>
<td>Decoration</td>
<td>25</td>
</tr>
<tr>
<td>Lunchroom Orientation</td>
<td>666</td>
</tr>
<tr>
<td>Upholstery</td>
<td>112</td>
</tr>
<tr>
<td>Bookkeeping, Business and Administration</td>
<td>785</td>
</tr>
<tr>
<td>Data Processing and Computer Programming</td>
<td>330</td>
</tr>
<tr>
<td>Written Communication</td>
<td>16</td>
</tr>
<tr>
<td>Report Writing</td>
<td>102</td>
</tr>
<tr>
<td>Colorado Probate Process</td>
<td>26</td>
</tr>
<tr>
<td>Business English for Secretaries</td>
<td>30</td>
</tr>
<tr>
<td>Shorthand, Dictation and Transcribing</td>
<td>695</td>
</tr>
<tr>
<td>Typing</td>
<td>819</td>
</tr>
<tr>
<td>Legal Technology</td>
<td>24</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>122</td>
</tr>
<tr>
<td>Computer Concepts</td>
<td>32</td>
</tr>
<tr>
<td>Introduction to Fortran IV</td>
<td>35</td>
</tr>
<tr>
<td>Personnel Management for Supervisors</td>
<td>14</td>
</tr>
<tr>
<td>Aerospace Opportunities: Senior Systems</td>
<td>19</td>
</tr>
<tr>
<td>Basic Electronics</td>
<td>9</td>
</tr>
<tr>
<td>High Frequency Circulation Analysis</td>
<td>12</td>
</tr>
<tr>
<td>Fundamental Electronics II</td>
<td>12</td>
</tr>
<tr>
<td>Basic System for Supervision</td>
<td>6</td>
</tr>
<tr>
<td>Electricity Digital Computer Maintenance</td>
<td>14</td>
</tr>
<tr>
<td>Advanced Principles of Management and Supervision</td>
<td>8</td>
</tr>
<tr>
<td>Communications Technician</td>
<td>19</td>
</tr>
<tr>
<td>Advanced Electronic Packaging</td>
<td>37</td>
</tr>
<tr>
<td>Advanced Program Technology</td>
<td>52</td>
</tr>
<tr>
<td>Introduction to Fortran IV</td>
<td>28</td>
</tr>
<tr>
<td>Practical Computers Application</td>
<td>21</td>
</tr>
<tr>
<td>Vacuum Technology</td>
<td>32</td>
</tr>
<tr>
<td>Fundamental English Administration</td>
<td>27</td>
</tr>
<tr>
<td>Fund Management</td>
<td>20</td>
</tr>
<tr>
<td>Government Contracts</td>
<td>11</td>
</tr>
<tr>
<td>Advanced Blue Print Reading</td>
<td>15</td>
</tr>
<tr>
<td>Applied Digital Technology</td>
<td>12</td>
</tr>
<tr>
<td>Blue Print Reading</td>
<td>21</td>
</tr>
<tr>
<td>Non-Metals Supervisors</td>
<td>15</td>
</tr>
<tr>
<td>Electrical Computer Maintenance</td>
<td>3</td>
</tr>
<tr>
<td>Electrical Communication Technician F.C.C. License</td>
<td>70</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>18</td>
</tr>
<tr>
<td>Government Contract for Supervisors</td>
<td>26</td>
</tr>
<tr>
<td>Fundamental Electricity and Electronics</td>
<td>34</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>Public Schools - Adult (cont'd)</strong></td>
<td></td>
</tr>
<tr>
<td>Basic Electricity for Supervisors</td>
<td>12</td>
</tr>
<tr>
<td>Major Appliance Repair Service</td>
<td>52</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>30</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>57</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>159</td>
</tr>
<tr>
<td>Boiler Maker and Blue Print Reader</td>
<td>47</td>
</tr>
<tr>
<td>Sign and Pictorial Painters</td>
<td>15</td>
</tr>
<tr>
<td>Carpentry</td>
<td>261</td>
</tr>
<tr>
<td>Electricians - Motor</td>
<td>364</td>
</tr>
<tr>
<td>Engineer Operating</td>
<td>70</td>
</tr>
<tr>
<td>Painter and Decorator</td>
<td>100</td>
</tr>
<tr>
<td>Cement Masons</td>
<td>70</td>
</tr>
<tr>
<td>Plumber</td>
<td>533</td>
</tr>
<tr>
<td>Glassworker</td>
<td>22</td>
</tr>
<tr>
<td>Iron and Sheet Metal Workers</td>
<td>400</td>
</tr>
<tr>
<td>Carpet, Linoleum and Tile Laying</td>
<td>27</td>
</tr>
<tr>
<td>Boilermaker</td>
<td>29</td>
</tr>
<tr>
<td>Operator and Maintenance Hardware</td>
<td>185</td>
</tr>
<tr>
<td>Drafting, Architecture and Mechanics</td>
<td>101</td>
</tr>
<tr>
<td>Electronic Assembly</td>
<td>3</td>
</tr>
<tr>
<td>Electricity</td>
<td>81</td>
</tr>
<tr>
<td>Electricity, Electronics and Motor Repair</td>
<td>20</td>
</tr>
<tr>
<td>Electrician's Code</td>
<td>19</td>
</tr>
<tr>
<td>Math for Electronics</td>
<td>15</td>
</tr>
<tr>
<td>Electricity Radio Repair</td>
<td>104</td>
</tr>
<tr>
<td>Fundamental Electricity for Supervisors</td>
<td>17</td>
</tr>
<tr>
<td>Planning and Continuation Methods for Supervisors</td>
<td>21</td>
</tr>
<tr>
<td>Construction Management and Supervision</td>
<td>38</td>
</tr>
<tr>
<td>Metals Machine Shop</td>
<td>162</td>
</tr>
<tr>
<td>Welding Metals and Construction Workers</td>
<td>262</td>
</tr>
<tr>
<td>Refrigeration and Applied Service</td>
<td>74</td>
</tr>
<tr>
<td>Millwright</td>
<td>73</td>
</tr>
<tr>
<td>Commercial Driving</td>
<td>69</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12,169</strong></td>
</tr>
</tbody>
</table>
### OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS:  
BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetology</td>
<td>3</td>
<td>Bonton Beauty School</td>
</tr>
<tr>
<td>Barber</td>
<td>1</td>
<td>Colorado Barber School</td>
</tr>
<tr>
<td>Refrigerator Mechanic</td>
<td>1</td>
<td>National Electronic Instructor</td>
</tr>
<tr>
<td>Welding Combination</td>
<td>1</td>
<td>Certified Welding School</td>
</tr>
<tr>
<td>Barber</td>
<td>1</td>
<td>State Barber College</td>
</tr>
<tr>
<td>Wig Dresser</td>
<td>1</td>
<td>Denver Wig College</td>
</tr>
<tr>
<td>Furniture Upholstery</td>
<td>1</td>
<td>Colorado School of Upholstery</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>1</td>
<td>American Beauty College</td>
</tr>
<tr>
<td>Appliance and Refrigerator Mechanic</td>
<td>1</td>
<td>National Electronic Instructor</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>1</td>
<td>Orchid Beauty Academy</td>
</tr>
<tr>
<td>Real Estate Salesman</td>
<td>1</td>
<td>Dick Jones Real Estate Service</td>
</tr>
<tr>
<td>Barber</td>
<td>1</td>
<td>Colorado Barber Shop</td>
</tr>
<tr>
<td>Computer Programmer</td>
<td>2</td>
<td>Community College of Denver North</td>
</tr>
<tr>
<td>Data Processing Operator Technician</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>4</td>
<td>CCD North</td>
</tr>
<tr>
<td>Accounting</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Machine Operator</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Word Processing Typing</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>4</td>
<td>CCD North</td>
</tr>
<tr>
<td>Production Machine Operator</td>
<td>5</td>
<td>CCD North</td>
</tr>
<tr>
<td>Office Machine Operator</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Bookkeeper I</td>
<td>2</td>
<td>CCD North</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>4</td>
<td>CCD North</td>
</tr>
<tr>
<td>Television Service and Repair</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Coin Machine Service</td>
<td>2</td>
<td>Private</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>5</td>
<td>CCD North</td>
</tr>
<tr>
<td>Junior Accountant</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Draftsman</td>
<td>1</td>
<td>Private</td>
</tr>
<tr>
<td>Bartender</td>
<td>1</td>
<td>Private</td>
</tr>
<tr>
<td>Welder Combination</td>
<td>2</td>
<td>CCD North</td>
</tr>
<tr>
<td>Drafting</td>
<td>2</td>
<td>CCD North</td>
</tr>
<tr>
<td>Automobile Body Service</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Accounting Clerk</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Welding</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Stenographer</td>
<td>1</td>
<td>CCD North</td>
</tr>
</tbody>
</table>
Table 3  (continued)

Denver

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welding</td>
<td>15</td>
<td>Private</td>
</tr>
<tr>
<td>Forestry Aide</td>
<td>27</td>
<td>CCD North</td>
</tr>
<tr>
<td>Health</td>
<td>70</td>
<td>CCD North</td>
</tr>
<tr>
<td>Recreation Aide</td>
<td>22</td>
<td>CCD North</td>
</tr>
<tr>
<td>Multi-Occupation</td>
<td>96</td>
<td>CCD North</td>
</tr>
<tr>
<td>Individual Referral</td>
<td>25</td>
<td>Private</td>
</tr>
<tr>
<td>Stenographer</td>
<td>4</td>
<td>CCD North</td>
</tr>
<tr>
<td>Computer Equipment Operator</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Clerk, General Office</td>
<td>5</td>
<td>CCD North</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>1</td>
<td>Private</td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>5</td>
<td>CCD North</td>
</tr>
<tr>
<td>Welding Combination</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Machine Set-Up Operator</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>2</td>
<td>CCD North</td>
</tr>
<tr>
<td>Clerk, General Office</td>
<td>4</td>
<td>CCD North</td>
</tr>
<tr>
<td>Clerk, General Office</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Accounting</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Accounting</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Clerk, General Office</td>
<td>3</td>
<td>CCD North</td>
</tr>
<tr>
<td>Office Machine Repair</td>
<td>2</td>
<td>CCD North</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>3</td>
<td>CCD North</td>
</tr>
<tr>
<td>Industrial Drafting</td>
<td>3</td>
<td>CCD North</td>
</tr>
<tr>
<td>Radio and Television Service</td>
<td>3</td>
<td>CCD North</td>
</tr>
<tr>
<td>Stenographer</td>
<td>4</td>
<td>CCD North</td>
</tr>
<tr>
<td>Computer Equipment Operator</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>4</td>
<td>CCD North</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>1</td>
<td>CCD North</td>
</tr>
<tr>
<td>Clerk, General Office</td>
<td>4</td>
<td>CCD North</td>
</tr>
<tr>
<td>TOTAL</td>
<td>664</td>
<td></td>
</tr>
</tbody>
</table>

Concentrated Employment Program

| Finance and Credit | 1 | Community College |
| Food Distribution  | 1 | CC               |
| Recreation Aide    | 1 | CC               |
| Recreation and Tourism | 2 | CC              |
| Stock Clerk        | 1 | CC               |
| Dental Assistant   | 3 | CC               |
| Medical Laboratory Assistant | 1 | Private         |
### Concentrated Employment Program (cont'd)

<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students</th>
<th>Agency Providing Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuclear Medical Technician</td>
<td>1</td>
<td>Community College</td>
</tr>
<tr>
<td>Associate Degree Nurse</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Practical Nurse</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Orthoptics</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Clothing Management, Production &amp; Services</td>
<td>1</td>
<td>Private</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>2</td>
<td>CC</td>
</tr>
<tr>
<td>General Office Clerk</td>
<td>14</td>
<td>CC</td>
</tr>
<tr>
<td>Filing Office Machine, General Clerical, Other</td>
<td>17</td>
<td>CC</td>
</tr>
<tr>
<td>Secretary</td>
<td>2</td>
<td>CC</td>
</tr>
<tr>
<td>Stenographer</td>
<td>5</td>
<td>CC</td>
</tr>
<tr>
<td>Supervisory and Administrative Management</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Accountant</td>
<td>5</td>
<td>CC</td>
</tr>
<tr>
<td>Teacher's Assistant</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Programmers</td>
<td>2</td>
<td>CC</td>
</tr>
<tr>
<td>Peripheral Computer Equipment Operator</td>
<td>2</td>
<td>CC</td>
</tr>
<tr>
<td>Keypunch and Coding Equipment Operator</td>
<td>6</td>
<td>State Employment Service</td>
</tr>
<tr>
<td>Systems Analyst</td>
<td>6</td>
<td>CC</td>
</tr>
<tr>
<td>Automobile Body Designer</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>6</td>
<td>CC</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>9</td>
<td>CC</td>
</tr>
<tr>
<td>Numerical Control</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>8</td>
<td>CC</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>6</td>
<td>CC</td>
</tr>
<tr>
<td>Automobile Specialist</td>
<td>2</td>
<td>CC</td>
</tr>
<tr>
<td>Transport Equipment, Bodyman</td>
<td>3</td>
<td>CC</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Air Conditioning Mechanic</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Cooling</td>
<td>5</td>
<td>CC</td>
</tr>
<tr>
<td>Assembling and Repair of Electrical Components</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Metal Machining</td>
<td>4</td>
<td>CC</td>
</tr>
<tr>
<td>Miscellaneous Metal Work</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>9</td>
<td>CC</td>
</tr>
<tr>
<td>Electrician</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Arc Welder</td>
<td>2</td>
<td>CC</td>
</tr>
<tr>
<td>Combination Welder</td>
<td>13</td>
<td>CC</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>2</td>
<td>CC</td>
</tr>
<tr>
<td>Excavating</td>
<td>3</td>
<td>CC</td>
</tr>
<tr>
<td>Heavy Equipment Operator</td>
<td>3</td>
<td>CC</td>
</tr>
<tr>
<td>Barbering</td>
<td>3</td>
<td>Private</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>8</td>
<td>Private</td>
</tr>
<tr>
<td>Commercial Artist</td>
<td>2</td>
<td>CC</td>
</tr>
<tr>
<td>Draftsman</td>
<td>6</td>
<td>CC</td>
</tr>
<tr>
<td>Carpentry</td>
<td>5</td>
<td>CC</td>
</tr>
</tbody>
</table>
### Table 3
(Continued)

**Denver**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concentrated Employment Program (cont'd)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Masonry</strong></td>
<td>1</td>
<td>Community College</td>
</tr>
<tr>
<td><strong>Cook/Chef</strong></td>
<td>5</td>
<td>CC</td>
</tr>
<tr>
<td><strong>Specialization, Other</strong></td>
<td>13</td>
<td>Private</td>
</tr>
<tr>
<td><strong>Occupational Training, Not Specified</strong></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>301</td>
<td></td>
</tr>
<tr>
<td><strong>Work Incentive Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accounting</strong></td>
<td>1</td>
<td>H &amp; R Block</td>
</tr>
<tr>
<td><strong>Accounting</strong></td>
<td>8</td>
<td>Community Colleges</td>
</tr>
<tr>
<td><strong>Accounting</strong></td>
<td>2</td>
<td>Metropolitan State College</td>
</tr>
<tr>
<td><strong>Automobile Body Repair</strong></td>
<td>1</td>
<td>Colorado University, Denver</td>
</tr>
<tr>
<td><strong>Barbering</strong></td>
<td>2</td>
<td>Opportunity School</td>
</tr>
<tr>
<td><strong>Barbering</strong></td>
<td>1</td>
<td>State Barber College</td>
</tr>
<tr>
<td><strong>Barbering</strong></td>
<td>3</td>
<td>Colorado Barber College</td>
</tr>
<tr>
<td><strong>Carpentry</strong></td>
<td>2</td>
<td>Community Colleges</td>
</tr>
<tr>
<td><strong>Civil Technology</strong></td>
<td>88</td>
<td>Metropolitan State College</td>
</tr>
<tr>
<td><strong>Clerk, General Office</strong></td>
<td>9</td>
<td>Opportunity School</td>
</tr>
<tr>
<td><strong>Clerk, General Office</strong></td>
<td>35</td>
<td>Barnes</td>
</tr>
<tr>
<td><strong>Clerk, General Office</strong></td>
<td>18</td>
<td>Community Colleges</td>
</tr>
<tr>
<td><strong>Clerk, General Office</strong></td>
<td>1</td>
<td>Parks</td>
</tr>
<tr>
<td><strong>Cosmetology</strong></td>
<td>3</td>
<td>Airlineta School</td>
</tr>
<tr>
<td><strong>Cosmetology</strong></td>
<td>5</td>
<td>Opportunity School</td>
</tr>
<tr>
<td><strong>Cosmetology</strong></td>
<td>5</td>
<td>Americana</td>
</tr>
<tr>
<td><strong>Cosmetology</strong></td>
<td>4</td>
<td>University Hills Beauty Academy</td>
</tr>
<tr>
<td><strong>Cosmetology</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Cosmetology</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Cosmetology</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Cosmetology</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Dental Assistant</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Dental Assistant</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Dental Assistant</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Draftsman</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Draftsman</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>E.K.G. Technology</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Electrical Assembly</strong></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
### Table 3 (Continued)

**Denver**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work Incentive Program (cont’d)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>4</td>
<td>National Electronics Institute</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>2</td>
<td>Community Colleges</td>
</tr>
<tr>
<td>Electrical Technician</td>
<td>1</td>
<td>Metropolitan State College</td>
</tr>
<tr>
<td>Electrical Technician</td>
<td>5</td>
<td>Opportunity School</td>
</tr>
<tr>
<td>Electrical Technician</td>
<td>7</td>
<td>Electronics Technology Institute</td>
</tr>
<tr>
<td>Community Service Aide</td>
<td>15</td>
<td>Metropolitan State College</td>
</tr>
<tr>
<td>Community Service Aide</td>
<td>5</td>
<td>Community Colleges</td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>5</td>
<td>Community Colleges</td>
</tr>
<tr>
<td>Interpreter - Technology</td>
<td>3</td>
<td>Community Colleges</td>
</tr>
<tr>
<td>Machinists</td>
<td>8</td>
<td>Opportunity School</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>3</td>
<td>Porters Hospital</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>1</td>
<td>Ambassador School of Lithography</td>
</tr>
<tr>
<td>Offset Pressman</td>
<td>10</td>
<td>Metropolitan State College</td>
</tr>
<tr>
<td>Police Science</td>
<td>7</td>
<td>Opportunity School</td>
</tr>
<tr>
<td>Power Sewing</td>
<td>7</td>
<td>Community Colleges</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>21</td>
<td>St. Luke’s Hospital</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>1</td>
<td>Opportunity School</td>
</tr>
<tr>
<td>Refrigeration Maintenance</td>
<td>4</td>
<td>Community Colleges</td>
</tr>
<tr>
<td>Refrigeration Maintenance</td>
<td>2</td>
<td>Metropolitan State College</td>
</tr>
<tr>
<td>Social Worker</td>
<td>10</td>
<td>Colorado University</td>
</tr>
<tr>
<td>Social Worker</td>
<td>1</td>
<td>Community Colleges</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>9</td>
<td>Metropolitan State College</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>11</td>
<td>Colorado University</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>12</td>
<td>Community Colleges</td>
</tr>
<tr>
<td>Nursery School Teacher</td>
<td>14</td>
<td>Metropolitan State College</td>
</tr>
<tr>
<td>Nursery School Teacher</td>
<td>6</td>
<td>Opportunity School</td>
</tr>
<tr>
<td>Welding</td>
<td>5</td>
<td>Community Colleges</td>
</tr>
<tr>
<td>Welding</td>
<td>2</td>
<td>Certified Welding School</td>
</tr>
<tr>
<td>Welding</td>
<td>8</td>
<td>Private</td>
</tr>
<tr>
<td>Occupational Training, Not Specified</td>
<td>355</td>
<td>Community College</td>
</tr>
<tr>
<td>TOTAL</td>
<td>794</td>
<td>Private</td>
</tr>
</tbody>
</table>

**Neighborhood Youth Corps II**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial</td>
<td>2</td>
<td>Community College</td>
</tr>
<tr>
<td>Barbing</td>
<td>1</td>
<td>Private</td>
</tr>
<tr>
<td>Commercial Arts</td>
<td>1</td>
<td>Community College</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Drafting</td>
<td>2</td>
<td>CC</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>1</td>
<td>CC</td>
</tr>
<tr>
<td>Nurse’s Aide</td>
<td>3</td>
<td>CC</td>
</tr>
<tr>
<td>Beautician</td>
<td>25</td>
<td>Private</td>
</tr>
<tr>
<td>TOTAL</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>
## Table 4

**Denver**

**SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forestry</td>
<td>27</td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>30</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Advertising Services</td>
<td>39</td>
<td></td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Distributive Education</td>
<td>495</td>
<td>469</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Food Service Management</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Hotel and Lodging</td>
<td>29</td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Police Science Technology</td>
<td>7</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Real Estate</td>
<td>11</td>
<td></td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Recreation Aide</td>
<td>23</td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Recreation and Tourism</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>20</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Clothing Products and Services</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Home Management Supervision</td>
<td>30</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Occupational Preparation</td>
<td>497</td>
<td>497</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Technician</td>
<td>46</td>
<td></td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Commercial Pilot Training</td>
<td>134</td>
<td></td>
<td>134</td>
<td></td>
</tr>
<tr>
<td>Community Service Aide</td>
<td>20</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>345</td>
<td></td>
<td>20</td>
<td>309</td>
</tr>
<tr>
<td>Engineering Related Technology</td>
<td>38</td>
<td></td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>Environmental Control</td>
<td>26</td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Fire Science</td>
<td>132</td>
<td></td>
<td></td>
<td>132</td>
</tr>
<tr>
<td>Quality Assurance Technician</td>
<td>19</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Interpreter</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>75</td>
<td></td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Mechanic Technician</td>
<td>86</td>
<td></td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous Technology</td>
<td>37</td>
<td></td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>Social Worker</td>
<td>11</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>23</td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Teacher's Aide, Primary Grades</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Technical, Other</td>
<td>38</td>
<td></td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Aircraft Maintenance</td>
<td>70</td>
<td>15</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>30</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>67</td>
<td></td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>113</td>
<td></td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>Automobile Specialization</td>
<td>17</td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Barbering</td>
<td>20</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>17</td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Carpentry</td>
<td>36</td>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>40</td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Construction Trades</td>
<td>79</td>
<td></td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Cook/Chef</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>121</td>
<td></td>
<td>46</td>
<td>75</td>
</tr>
<tr>
<td>Diesel Mechanics</td>
<td>17</td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
<td>POSTSECONDARY</td>
<td>DEPARTMENT OF LABOR</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Drafting</td>
<td>241</td>
<td>91</td>
<td>145</td>
<td>5</td>
</tr>
<tr>
<td>Electrical Appliances</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Electrical Assembly</td>
<td>3</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electrician</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Electronic Occupations</td>
<td>103</td>
<td>73</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>60</td>
<td>34</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>Heavy Equipment Operator</td>
<td>12</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Machine Shop</td>
<td>195</td>
<td>147</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>Masonry</td>
<td>26</td>
<td></td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>Mechanics</td>
<td>54</td>
<td></td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Metal Trades, Combined</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Services</td>
<td>24</td>
<td></td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Printing Press Occupations</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Service Occupations</td>
<td>16</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Quantity-Food Occupations</td>
<td>45</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Radio and Television</td>
<td>18</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Refrigeration</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Small Machine Repair</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Tape Control Machine Operator</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Textile Fabrication</td>
<td>7</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Upholstering</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>129</td>
<td>8</td>
<td>92</td>
<td>29</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>384</td>
<td>33</td>
<td>349</td>
<td>2</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>6</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Business Data Processing</td>
<td>345</td>
<td></td>
<td>345</td>
<td></td>
</tr>
<tr>
<td>Clerical Occupations</td>
<td>493</td>
<td>409</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>General Office Clerk</td>
<td>183</td>
<td></td>
<td></td>
<td>183</td>
</tr>
<tr>
<td>Information Communications</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Office Occupations, Other</td>
<td>272</td>
<td></td>
<td>272</td>
<td></td>
</tr>
<tr>
<td>Peripheral Equipment Operator</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Programmers</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stenographer</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stenographer and Related Occ.</td>
<td>392</td>
<td>166</td>
<td>222</td>
<td></td>
</tr>
<tr>
<td>Stock Clerk</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisory and Adm. Management</td>
<td>130</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems Analyst</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typist and Related Occupations</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>40</td>
<td></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Electrocardiograph Technician</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health, Not Specified</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>16</td>
<td></td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Mental Health Worker</td>
<td>150</td>
<td></td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Nuclear Medical Technology</td>
<td>28</td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Associate Degree Nurse</td>
<td>135</td>
<td></td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>Nursing, Other</td>
<td>173</td>
<td></td>
<td>173</td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>107</td>
<td>15</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Trade and Industrial Occupations - General</td>
<td>264</td>
<td></td>
<td>264</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
<td>POSTSECONDARY</td>
<td>DEPARTMENT OF LABOR</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Radiation Therapy</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>95</td>
<td>94</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>873</td>
<td>15</td>
<td>858</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>8,187</td>
<td>2,509</td>
<td>4,147</td>
<td>1,531*</td>
</tr>
</tbody>
</table>

*Two hundred and sixty-five Department of Labor enrollees trained at postsecondary institutions reported by both Department of Labor and postsecondary institutions (see Tables 2 and 3) are not included in this total.
### Table 5

**SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM**

<table>
<thead>
<tr>
<th>AGENCY/INSTITUTION</th>
<th>VOCATIONAL GUIDANCE</th>
<th>COUNSELING</th>
<th>ADULT BASIC EDUCATION AND REMEDIAL EDUCATION</th>
<th>ENGLISH AS A SECOND LANGUAGE</th>
<th>LEGAL AID</th>
<th>CHILD DAY CARE</th>
<th>TRANSPORTATION</th>
<th>HEALTH SERVICES</th>
<th>JOB DEVELOPMENT AND PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denver Public Schools</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Community College of Denver</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>*</td>
<td>I</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Metropolitan State College</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MDTA Institutional</td>
<td>I</td>
<td>I</td>
<td>*</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>CEP</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>WIN</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>NYC II</td>
<td>I</td>
<td>I</td>
<td>*</td>
<td>*</td>
<td>I</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>JOP</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>I</td>
<td>I</td>
<td></td>
<td>*</td>
<td>X</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I = Provided by Program  
X = Available by Referral  
* = Insufficient Information
Table 4A
Denver

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

<table>
<thead>
<tr>
<th></th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>---</td>
<td>0.7%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>18.7%</td>
<td>3.0</td>
<td>2.2</td>
</tr>
<tr>
<td>Home Economics</td>
<td>19.8</td>
<td>0.7</td>
<td>1.4</td>
</tr>
<tr>
<td>Business &amp; Office</td>
<td>24.2</td>
<td>34.0</td>
<td>14.9</td>
</tr>
<tr>
<td>Health</td>
<td>1.2</td>
<td>19.9</td>
<td>4.6</td>
</tr>
<tr>
<td>Technologies</td>
<td>0.8</td>
<td>22.7</td>
<td>4.8</td>
</tr>
<tr>
<td>Trade &amp; Industry</td>
<td>35.3</td>
<td>18.6</td>
<td>14.3</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>0.4</td>
<td>56.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 6
Denver

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denver Public Schools</td>
<td>100%</td>
<td>20%</td>
<td>54%</td>
<td>23%</td>
<td>1%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community College of Denver</td>
<td>100</td>
<td>8</td>
<td>78%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Campus</td>
<td>100</td>
<td>9</td>
<td>74%</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>Male</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Campus</td>
<td>100</td>
<td>18</td>
<td>59%</td>
<td>18%</td>
<td>5%</td>
</tr>
<tr>
<td>Male</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Campus</td>
<td>100</td>
<td>3</td>
<td>89%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metropolitan State College</td>
<td>100</td>
<td>5</td>
<td>86%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Male</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training</td>
<td>100</td>
<td>20</td>
<td>33%</td>
<td>45%</td>
<td>2%</td>
</tr>
<tr>
<td>Act - Institutional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>100</td>
<td>37</td>
<td>8%</td>
<td>53%</td>
<td>2%</td>
</tr>
<tr>
<td>Male</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100</td>
<td>23</td>
<td>34%</td>
<td>41%</td>
<td>2%</td>
</tr>
<tr>
<td>Male</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100</td>
<td>23</td>
<td>16%</td>
<td>59%</td>
<td>2%</td>
</tr>
<tr>
<td>Male</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs Optional Program - On-The-Job</td>
<td>100</td>
<td>5</td>
<td>44%</td>
<td>47%</td>
<td>4%</td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen</td>
<td>100</td>
<td>25</td>
<td>17%</td>
<td>53%</td>
<td>5%</td>
</tr>
<tr>
<td>in the Business Sector</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7

Denver

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributive Education</td>
<td>495</td>
<td>6.0%</td>
</tr>
<tr>
<td>Real Estate</td>
<td>11</td>
<td>0.1</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>345</td>
<td>4.2</td>
</tr>
<tr>
<td>Aircraft Maintenance</td>
<td>70</td>
<td>0.9</td>
</tr>
<tr>
<td>Automobile Body &amp; Fender</td>
<td>67</td>
<td>0.8</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>121</td>
<td>1.5</td>
</tr>
<tr>
<td>Drafting</td>
<td>241</td>
<td>2.9</td>
</tr>
<tr>
<td>Electronic Occupations</td>
<td>103</td>
<td>1.3</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>60</td>
<td>0.7</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>195</td>
<td>2.4</td>
</tr>
<tr>
<td>Personal Services</td>
<td>24</td>
<td>0.3</td>
</tr>
<tr>
<td>Welding</td>
<td>129</td>
<td>1.6</td>
</tr>
<tr>
<td>Accounting &amp; Computing</td>
<td>384</td>
<td>4.7</td>
</tr>
<tr>
<td>Clerical Occupations</td>
<td>493</td>
<td>6.0</td>
</tr>
<tr>
<td>Stenographer &amp; Related</td>
<td>392</td>
<td>4.8</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>40</td>
<td>0.5</td>
</tr>
<tr>
<td>Health, Not Specified</td>
<td>70</td>
<td>0.9</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>16</td>
<td>0.2</td>
</tr>
<tr>
<td>Nurses' Aide</td>
<td>107</td>
<td>1.3</td>
</tr>
<tr>
<td>Radiologies Technology</td>
<td>95</td>
<td>1.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,458</td>
<td>42.2</td>
</tr>
</tbody>
</table>
Detroit, with a population of 1,511,322, is by far the largest city in the state of Michigan. It is perhaps best known as the "automobile manufacturing capital of the world." Indeed, 17 percent of Detroit residents work in the motor vehicle industry. Thirty-six percent of Detroit residents are employed in manufacturing. As a point of comparison, only 18 percent of Boston residents are employed in manufacturing.

The city's racial composition is 44 percent Black, 55 percent white, and one percent other races. Less than 42 percent of the population 25 years and over has completed high school and the median years of school completed is 11. Only 4.5 percent of the residents have completed four or more years of college. Approximately one-fourth of the population has had prior vocational training. The median family income in Detroit is $10,045.00, while the median in the nearby city of Dearborn is $13,257.00. According to unpublished Census data (1970), 15 percent of all Detroit residents are classified as poor, and 22 percent of the city's Black population was listed as living below the poverty level. Only 11 percent of poor families in the city receive public assistance.

The entire Detroit area has been hard hit by the 1970-71 recession. The unemployment rate for the Standard Metropolitan Statistical Area went from 3.8 percent in 1958 to 7.0 percent in 1970. Unemployment in the city rose from 5.1 percent of the labor force in 1958 to 8.2 percent in 1970. In 1971 it increased to 10.0 percent. Detroit's dependence on manufacturing, especially motor vehicle manufacturing, makes the entire area more susceptible to economic fluctuations than cities which are highly dependent on services such as Washington, D.C. The city of Detroit will have to broaden its economic base in the next few years to offset a continuous decline in its share of motor vehicle production, as the manufacturers open new plants further from the city.

II. Occupational Education in Detroit

Skill training in Detroit was provided at all levels. A substantial amount of vocational training was provided by the Detroit Public Schools. For postsecondary training, Wayne County Community College is located in the city and served mostly the Detroit population. Two community colleges outside the city limits provided skill training to Detroit residents on about an equal level with Wayne County Community College. As can be seen in Table A, none of the colleges were primarily vocational. Seven Federal manpower training programs operated in the city. There was also adult education provided by the Detroit Schools, and apprenticeship courses at the two outlying community colleges, Macomb County Community College and Henry Ford Community College.
Data supplied by the school system indicated that 42,166 persons were enrolled in vocational education at the secondary school level. This would mean that 70 percent of Detroit's students in grades 10-12 were in vocational training. It would probably be fair to say that the 42,166 figure reflects students enrolled in occupational courses even where they are not in vocational programs and should not technically be considered vocational students. This consideration is supported by data on the occupational offerings which show, for example, that 10,711 students were enrolled in typing and 8,341 in business education.

With the exception of the Cass Technical School, a highly specialized institution comparable to the Bronx High School of Science in New York, which required a "C" or better average for admission, there were no educational requirements for enrollment in secondary vocational education programs in Detroit. Vocational administrators in the city schools estimated that during Fiscal Year 1971, the secondary vocational education program was operating at two-thirds capacity.

At the postsecondary level Wayne County Community College, located within the city of Detroit, provided skill training to 1,300 city residents during FY 1971. The only entrance requirements were that a student be at least 19 or present a high school diploma. Tuition at the college was $9 per credit hour for residents of the city. Henry Ford College, located outside the city of Detroit in Dearborn, enrolled 1,623 Detroit residents in vocational programs during FY 1971. Except for enrollment in an Associate Degree program no high school or general equivalency diploma was required for entrance. Tuition at Henry Ford was $15.00 per semester for Detroit residents. Macomb Community College which enrolled only 790 residents of the city of Detroit in vocational programs required only that a student be of post-high school age. Tuition at the school was $20.00 per semester for Detroit residents.

Of the seven Federal manpower programs operating in the city, the largest was the National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) which placed 2,000 Detroit residents in on-the-job training in FY 1970. Manpower Development and Training Act (MDTA) institutional training served 1,275 individuals with 1,055 receiving skill training. Detroit has a small (76 enrollees) but effective New Careers program. The major strengths of this program, according to its Director, were the provision of all needed services, the extensive use of community resources, and the close supervision of the enrollees. The Concentrated Employment Program (CEP) served 7,723 persons, but only 352 were given skill training. CEP acts primarily as a conduit for individuals to be placed in other programs. Two thousand three hundred and fifty-eight persons referred to NAB-JOBS were awaiting placement during FY 1971.

Occupational Offerings

Of all the people enrolled in preparatory skill training programs in Detroit, 74 percent were enrolled in secondary programs, 22 percent in
postsecondary programs, and four percent in Federal manpower programs. Thirty-six programs were being offered by the secondary schools, 45 by postsecondary institutions and 54 by Federal manpower programs. Due to the fact that some programs were offered by more than one level, there were only 89 different course offerings.

Of total enrollees in preparatory skill training programs, the largest percentage (53.4 percent) were in the business and office programs. The largest concentrations of secondary and postsecondary trainees were also in this area, i.e. 59.2 and 39.6 percent respectively. Federal manpower training programs, however, showed the highest concentration in trade and industry, that is, 58.1 percent. Trade and industry is the second largest area on both secondary and postsecondary levels enrolling 27.6 and 21.0 percent respectively of all persons being trained in this area. For the Federal manpower programs, the second largest area is business and office with 22.3 percent enrolled. The relative emphasis of each training level among the seven major vocational-technical areas is displayed on Table 4-A at the end of the section.
Selected Services

As has been the case with most cities, the Federal manpower programs offered a wider range of supportive services than secondary and postsecondary institutions (see Table 5). It is interesting to note that two of the three community colleges (WCCC and MCCC) had provisions for child care. Transportation was provided by seven of the eleven programs in the city, this despite the fact that transportation was cited by many persons interviewed as a major barrier to participation in the programs. Four of the seven Federal manpower programs taught English as a Second Language, while Wayne County Community College was the only postsecondary institution to offer this service. English as a Second Language was also offered in the secondary schools. Two percent of Detroit's population is Spanish surname.

Characteristics of Students

There was no uniform pattern of demographic characteristics of enrollees in the various training programs. Because of the inflated secondary school figure it was not possible to derive an accurate total number of enrollees by sex. However, it was estimated that 70 percent of students in vocational programs were female (see Appendix Table 6). Federal manpower enrollees, however, were 76 percent male and 24 percent female. CHIP, Work Incentive (WIN) program, and New Career enrollees were almost entirely female (88-90 percent) while MDTA-On the Job Training (OJT) and NAB-JOBS enrollees were predominantly male (83 percent). The predominance of males in the OJT programs was typical of other cities studied. One would expect a heavy concentration of men in OJT programs in Detroit, given the area's heavy concentration of manufacturing employment, an area where female employment is generally low. Neighborhood Youth Corps II (NYC II) and MDTA enrollees were about 60 percent male. In the Community Colleges two-thirds of the enrollees in the two suburban institutions were male, while the proportion was reversed in the Detroit-based Wayne County Community College. A quick look at the occupational offerings of the three schools explains the differences in the male-female enrollment. Most of the WCCC courses were in clerical skills, while HFCC and MCCC offered many more courses in the trades and technical fields.

Ninety-nine percent of the Detroit enrollees in the two suburban colleges were white, while 90 percent of WCCC students were Black with seven percent white. There are many reasons why the Detroit enrollees in the suburban colleges were heavily white and enrollees in WCCC were predominately Black. First, there was a lack of financial aid in the suburban colleges. For example, Macomb County Community College had $479,000 for financial aid in 1976. This is an average of less than $28 per student. At Wayne County Community College, on the other hand, there was a much larger supply of financial aid. Eight hundred and sixty-one of the enrollees in skill training (66 percent) received financial aid. Transportation to the suburban colleges was also a barrier for inner city Blacks. In addition, there was a general feeling that WCCC was "inferior" to the two suburban institutions, and the more affluent whites tended to attend the latter rather than WCCC.
Sixty percent of public high school enrollees were Black according to unpublished Census data, and interviews with school officials indicated that 60 percent of vocational enrollees were Black. In the Federal manpower programs 90 percent of enrollees in NYC II, WIN, and New Careers were Black as were 59 percent of GSP enrollees. The only program where whites outnumbered Blacks was MTA-OJT which was 25 percent Black.

Regarding educational characteristics of enrollees, four Federal manpower programs—JTPA, JOP, NAB-JOBS—and New Careers reported that approximately one-half of their enrollees were high school graduates. The specific percentages ranged from 60 percent reported by JOP to 48 percent reported by the NAB-JOBS program. GSP reported that only about 30 percent of its enrollees were high school graduates and WIN reported that its percentage was only about 15.

Although none of the postsecondary institutions required a high school or general equivalency diploma for admissions, all three reported that the majority of their students were high school graduates. Wayne County put the exact percentage at 95.

III. Overlap, Duplications, and Gaps

Of the 136 courses offered by secondary, postsecondary, and Federal manpower agencies, 33 or 24 percent, were offered by more than one agency. Eighteen percent of all courses were offered by one other agency while six percent were available at all three agencies. Sixty-four percent of secondary school courses were offered by other programs, 47 percent of postsecondary were available elsewhere, and 51 percent of Federal manpower sponsored courses were given by other agencies.

Comparing the overlap between postsecondary and Federal manpower training programs, we discover that of the 99 total courses offered, 18 were offered by both agencies. The overlapping courses were concentrated in the health occupations (i.e., licensed practical nursing, medical office assistant, inhalation therapist), metals, welding, graphic arts, and some business and office areas, (i.e., data processing and computer science). While the percentage of all enrollees in courses offered by both agencies exceeded 75 percent, this overlap, although perhaps inefficient, is not really a duplication since these agencies are most likely turning out people at different levels.

On the other hand comparing the overlap between secondary and Federal manpower programs, which in many cases are turning people out at the same skill levels, we find that of the 89 total courses offered, 14 were offered by both agencies. Most of the overlap was in the business and office area. However, while the percentage of enrollees in courses given by both agencies was 49.3, most of the overlap was insignificant in terms of magnitude. As can be seen in Table 4, in many cases the Federal manpower programs had only a few enrollees in an occupation given at the same level.
Programs Compared with the Local Labor Market

Information supplied by the Michigan Employment Security Commission (MESC) indicated that six occupational offerings enrolling a total of 16,429 persons or 23.9 percent of the total occupational enrollments were in areas where there was a surplus of workers in the local labor market. These occupations are listed in Table B-1. The largest of these programs was clerk/typist, enrolling 19 percent of all occupational enrollees. It should be pointed out, however, that since 99.5 percent of this training was offered at the secondary schools which reported somewhat inflated figures, the nineteen percent is also somewhat inflated. It is significant that all of the surplus occupations were offered by at least one other agency and two of them, accounting and welding, at all three levels.

Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number of Students Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>1,299</td>
<td>2.3%</td>
</tr>
<tr>
<td>Clerk/typist</td>
<td>10,764</td>
<td>19.0</td>
</tr>
<tr>
<td>Keypunch</td>
<td>131</td>
<td>0.2</td>
</tr>
<tr>
<td>Sales</td>
<td>3,530</td>
<td>6.2</td>
</tr>
<tr>
<td>Welding</td>
<td>575</td>
<td>1.0</td>
</tr>
<tr>
<td>Construction Work</td>
<td>130</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>16,429</td>
<td>28.9</td>
</tr>
</tbody>
</table>

MESC data indicated only two shortage occupations, licensed practical nurses and registered nurses. As can be seen in Table B-2, these two occupations enrolled less than one percent of total skill training enrollment in the city. Nursing programs were offered both by the postsecondary institutions and the federal manpower training programs.

Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number of Students Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurses, registered</td>
<td>163</td>
<td>0.3%</td>
</tr>
<tr>
<td>Nurses, licensed practical</td>
<td>368</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>531</td>
<td>0.9</td>
</tr>
</tbody>
</table>
Programs Compared with Population Groups

The programs aimed at the 16 to 19 age group are secondary school vocational training and WVC II. If we look at Table C we see that those programs were serving 62 percent of all persons in this age group--31.6 percent of the males, 72.0 percent of the females, 64 percent of the Blacks, and 40 percent of the whites. These unusually high percentages reflect the inflated enrollment figures reported by the public schools, a problem which was discussed earlier. Of all Blacks in this age group who were receiving skill training, 99.6 percent received their training in the public schools, while only 0.4 percent were being trained by Federal manpower programs. The percentage of whites being trained by the public schools was 99.9 percent with only 0.1 percent in Federal manpower training programs.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

DETROIT

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 16 to 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>81,638</td>
<td>42,382</td>
<td>51.9%</td>
</tr>
<tr>
<td>White</td>
<td>41,016</td>
<td>16,466</td>
<td>40.0%</td>
</tr>
<tr>
<td>Black</td>
<td>40,626</td>
<td>25,934</td>
<td>63.6%</td>
</tr>
<tr>
<td>Male</td>
<td>40,463</td>
<td>12,782</td>
<td>31.6%</td>
</tr>
<tr>
<td>Female</td>
<td>41,175</td>
<td>29,600</td>
<td>72.0%</td>
</tr>
<tr>
<td>Age 19 to 44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>473,984</td>
<td>5,446</td>
<td>1.1%</td>
</tr>
<tr>
<td>White</td>
<td>245,740</td>
<td>2,893</td>
<td>1.2%</td>
</tr>
<tr>
<td>Black</td>
<td>222,905</td>
<td>2,483</td>
<td>1.1%</td>
</tr>
<tr>
<td>Male</td>
<td>224,277</td>
<td>2,812</td>
<td>1.3%</td>
</tr>
<tr>
<td>Female</td>
<td>249,668</td>
<td>2,634</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.
Looking at the programs geared to the 19 to 44 age group, we see that there is little difference in the proportion of the population served when the percentages are computed by sex and race. As can be seen in Table C, slightly over one percent of the 19 to 44 age population received training.

When on-the-job training, adult and apprenticeship programs are added to the preparatory programs discussed above and compared with the total population 16 to 44 we find that 9.7 percent of the population was served.

Of all the Blacks receiving preparatory training, 53.3 percent received their instruction at one of the three postsecondary institutions, the remaining 46.7 percent being trained through Federal manpower related agencies.

On the other hand, of all the whites being trained, 92.2 percent were trained at postsecondary institutions, only 0.8 percent being trained by Federal manpower related agencies.

IV. Management, Administration and Coordination

Administrative authority for the education and manpower programs is completely centralized. The Michigan Employment Security Commission, for example, has a national OJT contract. At the same time the Mayor's Committee on Human Research and Development (MCHRD) has responsibility for an OJT program. MCHRD runs the CEP and NYC II programs, while MESC also runs the WII program and coordinates the NAB-JOES programs. The Detroit Board of Education provides instruction for the McNamara Skill Center.

There appeared to be a lack of communication between administrators of the Skill Center (educators) and MESC. This was particularly true in the area of determining which occupations were to be offered in training. The results of this gap show up in the surplus occupations area, where a substantial portion of enrollees are being trained for occupations which hold only moderate employment opportunities.

In addition, there seemed to be a lack of overall community involvement in the Federal manpower programs. For example, the Director of the Job Corps Center (which just began operating at the end of FY 1970) reported difficulty obtaining engines to work on in the automobile repair shop. This seems strange in Detroit, capital of the automobile world.

The two suburban community colleges had not made any real efforts to recruit or establish programs specifically for disadvantaged individuals. The general feeling was that Wayne County Community College, which is located in the city, should serve the Detroit population.

V. Summary

Because of data problems, the impact of secondary school training cannot be properly measured. It is doubtful, however, that the school
system is fulfilling its job, as statistics furnished by the NYC II Director indicated that 9,000 students drop out of school each year. Census data indicated that only 65 percent of Detroit youth ages 16 and 17 years are enrolled in school.

There is a demonstrated need for expanded remedial manpower services in the city, with 15 percent of the population living below the poverty level and less than five percent of the poverty population 18 to 64 years receiving training. However, the expansion of training programs can produce desired results only if labor market needs are taken into consideration. In fact, indications are that lack of labor market awareness has been one of the major shortcomings of vocational program planning in Detroit. In addition, increased coordination of programs and greater participation of the community would appear to strengthen the manpower effort in the city.
### Table 1

Detroit

**Total number of students enrolled and total number of students enrolled in occupational training in public institutions and federal manpower programs**

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING(2)</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detroit Public Schools</td>
<td>60,443</td>
<td>60,443</td>
<td>42,166</td>
<td>42,166</td>
</tr>
<tr>
<td>Macomb County Community College</td>
<td>17,211</td>
<td>1,720</td>
<td>7,833</td>
<td>790</td>
</tr>
<tr>
<td>Wayne County Community College</td>
<td>12,000</td>
<td>9,000</td>
<td>1,450</td>
<td>1,300(1)</td>
</tr>
<tr>
<td>Henry Ford Community College</td>
<td>11,241</td>
<td>3,372</td>
<td>3,127</td>
<td>1,623</td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>1,275</td>
<td>1,275</td>
<td>1,055</td>
<td>1,055</td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>7,723</td>
<td>7,723</td>
<td>352</td>
<td>352</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>3,462</td>
<td>2,595</td>
<td>705</td>
<td>250</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>1,574</td>
<td>1,574</td>
<td>216</td>
<td>216</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>450</td>
<td>450</td>
<td>450</td>
<td>450</td>
</tr>
<tr>
<td>National Alliance of Businessmen—Job Opportunities in the Business Sector</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>New Careers</td>
<td>76</td>
<td>76</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>Henry Ford Community College, Apprenticeship—Adult</td>
<td>2,287</td>
<td>1,140</td>
<td>2,287</td>
<td>1,140</td>
</tr>
<tr>
<td>Macomb County Community College, Apprenticeship—Adult</td>
<td>1,580</td>
<td>160</td>
<td>1,580</td>
<td>160</td>
</tr>
<tr>
<td>Detroit Public Schools - Adult</td>
<td>10,000</td>
<td>10,000</td>
<td>2,412</td>
<td>2,412</td>
</tr>
</tbody>
</table>

(1) Includes 861 enrolled for Special Training for the Disadvantaged; almost all from the city.

(2) Ninety-nine enrollees in the Neighborhood Youth Corps II program who were trained at Wayne County Community College were included in the enrollments of both agencies.
### Table 2

**Detroit Public Schools - Secondary**

<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Laboratory Technician</td>
<td>24</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>739</td>
</tr>
<tr>
<td>Child Care and Development</td>
<td>1,255</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>1,037</td>
</tr>
<tr>
<td>Aircraft Mechanic</td>
<td>163</td>
</tr>
<tr>
<td>Construction</td>
<td>128</td>
</tr>
<tr>
<td>Carpentry</td>
<td>67</td>
</tr>
<tr>
<td>Electricity</td>
<td>535</td>
</tr>
<tr>
<td>Painting and Decorating</td>
<td>30</td>
</tr>
<tr>
<td>Drafting</td>
<td>4,973</td>
</tr>
<tr>
<td>Electronics</td>
<td>1,432</td>
</tr>
<tr>
<td>Shop Mechanic</td>
<td>291</td>
</tr>
<tr>
<td>Tool Mechanic</td>
<td>1,457</td>
</tr>
<tr>
<td>Sheet Metal Worker</td>
<td>25</td>
</tr>
<tr>
<td>Welding</td>
<td>395</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>220</td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>113</td>
</tr>
<tr>
<td>Woodworking</td>
<td>500</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>50</td>
</tr>
<tr>
<td>Aviation</td>
<td>79</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>272</td>
</tr>
<tr>
<td>Instrument</td>
<td>19</td>
</tr>
<tr>
<td>Plastics</td>
<td>21</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>86</td>
</tr>
<tr>
<td>Accounting</td>
<td>455</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>4,032</td>
</tr>
<tr>
<td>Business Education</td>
<td>8,341</td>
</tr>
<tr>
<td>Business Management</td>
<td>178</td>
</tr>
<tr>
<td>Clerical</td>
<td>898</td>
</tr>
<tr>
<td>Cooperative Office Training</td>
<td>705</td>
</tr>
<tr>
<td>Data Processing</td>
<td>833</td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>131</td>
</tr>
<tr>
<td>Office Machines</td>
<td>1,784</td>
</tr>
<tr>
<td>Office Procedure</td>
<td>158</td>
</tr>
<tr>
<td>Secretarial Skills</td>
<td>2,829</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Detroit Public Schools - Secondary (cont'd)</td>
<td></td>
</tr>
<tr>
<td>Record Keeping</td>
<td>2,409</td>
</tr>
<tr>
<td>Typing</td>
<td>10,711</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>3,132</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42,166</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Macomb County Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Data Processing</td>
</tr>
<tr>
<td>Clerical</td>
</tr>
<tr>
<td>Secretary</td>
</tr>
<tr>
<td>Distributive Education</td>
</tr>
<tr>
<td>Real Estate</td>
</tr>
<tr>
<td>General Business</td>
</tr>
<tr>
<td>Automobile Body Design</td>
</tr>
<tr>
<td>Surveying Technician</td>
</tr>
<tr>
<td>Architecture</td>
</tr>
<tr>
<td>Printing</td>
</tr>
<tr>
<td>Special Machine Design</td>
</tr>
<tr>
<td>Graphic and Commercial Art</td>
</tr>
<tr>
<td>Tool and Fixture Design</td>
</tr>
<tr>
<td>Climate Control Technician</td>
</tr>
<tr>
<td>Electro-Technology</td>
</tr>
<tr>
<td>Fluid Power Technology</td>
</tr>
<tr>
<td>Industrial Supervision</td>
</tr>
<tr>
<td>Metallurgical Technology</td>
</tr>
<tr>
<td>Metals Machining</td>
</tr>
<tr>
<td>Metrology and Calibration</td>
</tr>
<tr>
<td>Numerical Control</td>
</tr>
<tr>
<td>Welding</td>
</tr>
<tr>
<td>Civil Technology</td>
</tr>
<tr>
<td>Aviation Mechanic</td>
</tr>
<tr>
<td>Audio-Visual Technician</td>
</tr>
<tr>
<td>Fire Science</td>
</tr>
<tr>
<td>Law Enforcement</td>
</tr>
<tr>
<td>Library Assistant</td>
</tr>
<tr>
<td>Recreation Leadership</td>
</tr>
<tr>
<td>Industrial Security</td>
</tr>
<tr>
<td>Food Service</td>
</tr>
<tr>
<td>Teacher's Aide</td>
</tr>
<tr>
<td>Dental Assistant</td>
</tr>
<tr>
<td>Inhalation Therapist</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
</tr>
</tbody>
</table>
### OCCUPATIONAL OFFERINGS

<table>
<thead>
<tr>
<th>Macomb County Community College (cont'd)</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurse</td>
<td>159</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>24</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>31</td>
</tr>
<tr>
<td>Pre-Engineering</td>
<td>471</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>7,833</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wayne County Community College</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's Aide for Comprehensive Clerical Skills</td>
<td>90</td>
</tr>
<tr>
<td>Typing and Secretarial Science</td>
<td>250</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>40</td>
</tr>
<tr>
<td>Clerical Training</td>
<td>40</td>
</tr>
<tr>
<td>Urban Technology</td>
<td>367</td>
</tr>
<tr>
<td>Pre-School Instructional Aide</td>
<td>19</td>
</tr>
<tr>
<td>New Careers</td>
<td>55</td>
</tr>
<tr>
<td><strong>TOTAL (1)</strong></td>
<td><strong>861</strong></td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>148</td>
</tr>
<tr>
<td>Business Data Processing Systems</td>
<td>77</td>
</tr>
<tr>
<td>Stenographic/Secretarial</td>
<td>227</td>
</tr>
<tr>
<td>Drafting</td>
<td>19</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>65</td>
</tr>
<tr>
<td>Urban Technology</td>
<td>35</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>18</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,450</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Henry Ford Community College</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>243</td>
</tr>
<tr>
<td>Accounting</td>
<td>137</td>
</tr>
<tr>
<td>Secretarial</td>
<td>154</td>
</tr>
<tr>
<td>General Business</td>
<td>137</td>
</tr>
<tr>
<td>Retailing</td>
<td>22</td>
</tr>
<tr>
<td>Architectural Construction</td>
<td>134</td>
</tr>
<tr>
<td>Automobile Technician</td>
<td>232</td>
</tr>
<tr>
<td>Automotive Service</td>
<td>20</td>
</tr>
<tr>
<td>Computer Science</td>
<td>144</td>
</tr>
<tr>
<td>Data Processing</td>
<td>214</td>
</tr>
<tr>
<td>Drafting</td>
<td>137</td>
</tr>
<tr>
<td>Electronics Technician</td>
<td>194</td>
</tr>
</tbody>
</table>

(1) These offerings are especially geared to disadvantaged students.
Table 2  
(continued)  

Detroit  

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Ford Community College (cont'd)</td>
<td></td>
</tr>
<tr>
<td>Metallurgy</td>
<td>76</td>
</tr>
<tr>
<td>Numerical Control</td>
<td>81</td>
</tr>
<tr>
<td>Commercial Pilot</td>
<td>20</td>
</tr>
<tr>
<td>Foods</td>
<td>23</td>
</tr>
<tr>
<td>Fire Science</td>
<td>60</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>1,099</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,127</td>
</tr>
</tbody>
</table>


Table 3

**OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS:**
**BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manpower Development and Training Act</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alterations</td>
<td>39</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Automotive Cluster</td>
<td>239</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Welding</td>
<td>101</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>89</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>91</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Clerical</td>
<td>331</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Food Services</td>
<td>42</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Metal Trades</td>
<td>123</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,055</td>
<td></td>
</tr>
</tbody>
</table>

| **Concentrated Employment Program** |
| Health Occupations Training | 142                         | Archdiocese Occupational Program |
| Truck Driver Training       | 17                          | MDTA Skill Center               |
| Programs for Less Than Class | 193                         | Various Vocational Training Schools |
| TOTAL                       | 352                         |                           |

| **Work Incentive Program** |
| Computer Operator           | 14                          | Various (Individual Referrals) |
| Data Processing             | 7                           | Various                      |
| Bookkeeping                 | 1                           | Various                      |
| Clerk Typist                | 53                          | Various                      |
| Accounting                  | 10                          | Various                      |
| Secretarial                 | 34                          | Various                      |
| Stenographer                | 29                          | Various                      |
| General Clerical            | 6                           | Various                      |
| Business Machines           | 9                           | Various                      |
| Registered Nurse's Program  | 4                           | Various                      |
| Licensed Practical Nurse    | 101                         | Various                      |
| Medical Office              | 9                           | Various                      |
| Medical Laboratory Assistant| 2                           | Various                      |
| Radiologic Technician       | 1                           | Various                      |
| Dental Technician           | 1                           | Various                      |
| Dental Assistant            | 1                           | Various                      |
| Nurse's Aide                | 27                          | Various                      |
| Hospital Attendant          | 5                           | Various                      |
### Detroit

#### OCCUPATIONAL OFFERINGS

<table>
<thead>
<tr>
<th>Work Incentive Program (Cont'd)</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inhalation Therapist</td>
<td>6</td>
<td>Various (Individual Referrals)</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>11</td>
<td>Various</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>2</td>
<td>Various</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>4</td>
<td>Various</td>
</tr>
<tr>
<td>Electricity</td>
<td>6</td>
<td>Various</td>
</tr>
<tr>
<td>Painter's Helper</td>
<td>1</td>
<td>Various</td>
</tr>
<tr>
<td>Carpenter's Helper</td>
<td>1</td>
<td>Various</td>
</tr>
<tr>
<td>Welder</td>
<td>5</td>
<td>Various</td>
</tr>
<tr>
<td>Building Maintenance Man</td>
<td>1</td>
<td>Various</td>
</tr>
<tr>
<td>Construction Management Trainee</td>
<td>2</td>
<td>Various</td>
</tr>
<tr>
<td>Service Station Attendant</td>
<td>4</td>
<td>Various</td>
</tr>
<tr>
<td>Warehouseman</td>
<td>2</td>
<td>Various</td>
</tr>
<tr>
<td>Tractor Trailer Driver</td>
<td>2</td>
<td>Various</td>
</tr>
<tr>
<td>Cook</td>
<td>1</td>
<td>Various</td>
</tr>
<tr>
<td>Seamstress</td>
<td>5</td>
<td>Various</td>
</tr>
<tr>
<td>Upholstery</td>
<td>4</td>
<td>Various</td>
</tr>
<tr>
<td>Barber</td>
<td>6</td>
<td>Various</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>3</td>
<td>Various</td>
</tr>
<tr>
<td>Dog Groomer</td>
<td>1</td>
<td>Various</td>
</tr>
<tr>
<td>Social Work</td>
<td>2</td>
<td>Various</td>
</tr>
<tr>
<td>Physical Education Instructor</td>
<td>1</td>
<td>Various</td>
</tr>
<tr>
<td>Tools</td>
<td>1</td>
<td>Various</td>
</tr>
<tr>
<td>Millner</td>
<td>8</td>
<td>Various</td>
</tr>
<tr>
<td>Radio &amp; Television Repair</td>
<td>2</td>
<td>Various</td>
</tr>
<tr>
<td>Watch Repair</td>
<td>1</td>
<td>Various</td>
</tr>
<tr>
<td>Computer Technician</td>
<td>1</td>
<td>Various</td>
</tr>
<tr>
<td>Policewomen</td>
<td>1</td>
<td>Various</td>
</tr>
<tr>
<td>Retail Marketing</td>
<td>1</td>
<td>Various</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>17</td>
<td>Various</td>
</tr>
<tr>
<td>Other</td>
<td>289</td>
<td>Various</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>705</td>
<td></td>
</tr>
</tbody>
</table>

#### Neighborhood Youth Corps II (Out-of-School)

<p>| Clerical &amp; Distributive Education | 99   | Wayne County Community College |
| Technicians, Various              | 68   | Wayne State Technical Training |
| Trades, Various                   | 20   | Wolverine School of Trades     |
| Business Occupations              | 20   | Victor Business School         |
| Sewing, Industrial                | 9    | Kimble School of Sewing        |
| <strong>TOTAL</strong>                         | 216  |                          |</p>
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Investigator's Aide</td>
<td>1</td>
<td>Civil Rights</td>
</tr>
<tr>
<td>Community Service Aide</td>
<td>1</td>
<td>Civil Rights</td>
</tr>
<tr>
<td>Interview Aide</td>
<td>20</td>
<td>MESC</td>
</tr>
<tr>
<td>Counselor's Aide</td>
<td>20</td>
<td>MESC</td>
</tr>
<tr>
<td>Motor Vehicle Accident Aide</td>
<td>3</td>
<td>Department of State</td>
</tr>
<tr>
<td>Title Service Aide</td>
<td>3</td>
<td>Department of State</td>
</tr>
<tr>
<td>Child Care Aide</td>
<td>3</td>
<td>Social Services</td>
</tr>
<tr>
<td>A.F.D.C. Aide</td>
<td>12</td>
<td>Social Services</td>
</tr>
<tr>
<td>Foster Care Adoptions</td>
<td>4</td>
<td>Social Services</td>
</tr>
<tr>
<td>Delinquency Services</td>
<td>3</td>
<td>Social Services</td>
</tr>
<tr>
<td>Protective Services</td>
<td>2</td>
<td>Social Services</td>
</tr>
<tr>
<td>Intake Aide</td>
<td>2</td>
<td>Social Services</td>
</tr>
<tr>
<td>Food Stamps Aide</td>
<td>2</td>
<td>Social Services</td>
</tr>
<tr>
<td>TOTAL</td>
<td>76</td>
<td></td>
</tr>
</tbody>
</table>

**Detroit**
Table 4

Detroit

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog Groomer</td>
<td>1</td>
<td>1</td>
<td>397</td>
<td>1</td>
</tr>
<tr>
<td>Business Management</td>
<td>178</td>
<td>178</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributive Education</td>
<td>3,530</td>
<td>3,132</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Management</td>
<td>1,320</td>
<td></td>
<td>1,320</td>
<td></td>
</tr>
<tr>
<td>Physical Education Instructor</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>30</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Warehouseman</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Real Estate</td>
<td>54</td>
<td></td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>1,299</td>
<td>455</td>
<td>834</td>
<td>10</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>4,033</td>
<td>4,032</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Education</td>
<td>1,760</td>
<td></td>
<td>1,760</td>
<td></td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>10,764</td>
<td>10,711</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Operator</td>
<td>14</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Clerical</td>
<td>1,503</td>
<td>898</td>
<td>268</td>
<td>337</td>
</tr>
<tr>
<td>Computer Science</td>
<td>145</td>
<td></td>
<td>144</td>
<td>1</td>
</tr>
<tr>
<td>Data Processing</td>
<td>1,662</td>
<td>833</td>
<td>822</td>
<td>7</td>
</tr>
<tr>
<td>Keypunch</td>
<td>131</td>
<td></td>
<td>131</td>
<td></td>
</tr>
<tr>
<td>Library Assistant</td>
<td>64</td>
<td></td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Office Machines</td>
<td>1,793</td>
<td>1,784</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Procedures</td>
<td>863</td>
<td></td>
<td>863</td>
<td></td>
</tr>
<tr>
<td>Public Service Aides</td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Record Keeping</td>
<td>2,149</td>
<td>2,409</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial</td>
<td>3,886</td>
<td>2,829</td>
<td>1,023</td>
<td>34</td>
</tr>
<tr>
<td>Stenographer</td>
<td>29</td>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Various Business Occupations(1)</td>
<td>20</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care and Development</td>
<td>1,274</td>
<td>1,255</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>116</td>
<td></td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>Community Service Aide</td>
<td>72</td>
<td></td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>99</td>
<td></td>
<td>98</td>
<td>1</td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>25</td>
<td></td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Hospital Attendant</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Inhalation Therapist</td>
<td>45</td>
<td></td>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>132</td>
<td></td>
<td>123</td>
<td>9</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>766</td>
<td>739</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>368</td>
<td></td>
<td>267</td>
<td>101</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>163</td>
<td></td>
<td>159</td>
<td>4</td>
</tr>
<tr>
<td>X-Ray Technician</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Various Health Occupations(2)</td>
<td>142</td>
<td></td>
<td></td>
<td>142</td>
</tr>
<tr>
<td>Audio-Visual Technician</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climate Control</td>
<td>273</td>
<td></td>
<td>273</td>
<td></td>
</tr>
<tr>
<td>Commercial Pilot</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>508</td>
<td></td>
<td>508</td>
<td></td>
</tr>
<tr>
<td>Urban Technology</td>
<td>402</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Science</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
<td>POSTSECONDARY</td>
<td>DEPARTMENT OF LABOR</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Instrument Technology</td>
<td>19</td>
<td>19</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>Surveying</td>
<td>112</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Science</td>
<td>509</td>
<td>508</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Technical, Other</td>
<td>68</td>
<td></td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aircraft Mechanic</td>
<td>163</td>
<td>163</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>217</td>
<td></td>
<td>217</td>
<td></td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>90</td>
<td>86</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Automobile Body Design</td>
<td>246</td>
<td></td>
<td>246</td>
<td></td>
</tr>
<tr>
<td>Automobile Diagnostic Testing</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>1,519</td>
<td>1,037</td>
<td>232</td>
<td>250</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>21</td>
<td>20</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Aviation Mechanic</td>
<td>82</td>
<td>79</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Barber</td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>90</td>
<td></td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>Carpentry</td>
<td>68</td>
<td>67</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Construction</td>
<td>130</td>
<td>128</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>237</td>
<td>220</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>93</td>
<td></td>
<td></td>
<td>93</td>
</tr>
<tr>
<td>Drafting</td>
<td>5,129</td>
<td>4,973</td>
<td>156</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>1,947</td>
<td>1,432</td>
<td>515</td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>541</td>
<td>535</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Fluid Power Technician</td>
<td>71</td>
<td></td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Quantity Food Service</td>
<td>97</td>
<td></td>
<td>54</td>
<td>43</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>595</td>
<td>272</td>
<td>320</td>
<td>3</td>
</tr>
<tr>
<td>Machine Design</td>
<td>117</td>
<td></td>
<td>117</td>
<td></td>
</tr>
<tr>
<td>Machine Shop</td>
<td>291</td>
<td>291</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Tool</td>
<td>1,457</td>
<td>1,457</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metallurgy</td>
<td>143</td>
<td></td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>Metals</td>
<td>192</td>
<td>69</td>
<td>123</td>
<td></td>
</tr>
<tr>
<td>Metrology and Calibration</td>
<td>41</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milliner</td>
<td>8</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Numerical Control</td>
<td>285</td>
<td></td>
<td>285</td>
<td></td>
</tr>
<tr>
<td>Painting and Decorating</td>
<td>31</td>
<td>30</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Plastics</td>
<td>21</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>68</td>
<td></td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Sewing</td>
<td>53</td>
<td></td>
<td></td>
<td>53</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>113</td>
<td>113</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tool and Fixture Design</td>
<td>143</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Tractor Trailer Driver</td>
<td>19</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Upholstery</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Watch Repair</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
### OCCUPATIONAL OFFERINGS

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welding</td>
<td>575</td>
<td>395</td>
<td>74</td>
<td>106</td>
</tr>
<tr>
<td>Woodworking</td>
<td>500</td>
<td>500</td>
<td>74</td>
<td>106</td>
</tr>
<tr>
<td>Various Trade and Industry (3)</td>
<td>502</td>
<td>502</td>
<td>55</td>
<td>502</td>
</tr>
<tr>
<td>Careers</td>
<td>55</td>
<td>55</td>
<td>55</td>
<td>502</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>56,881</td>
<td>42,166</td>
<td>12,410</td>
<td>2,305</td>
</tr>
</tbody>
</table>

(1) Neighborhood Youth Corps II trainees individually enrolled via contract.
(2) Concentrated Employment Program trainees in Archdiocese Occupational Program.
(3) Concentrated Employment Program, Neighborhood Youth Corps II, and Work Incentive Program trainees enrolled via contract, less than class or individually.

Department of Labor Programs enrolled an additional 99 persons who were trained in postsecondary programs and reported by them. They are excluded from this total to prevent double counting.
## DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

<table>
<thead>
<tr>
<th>Area</th>
<th>TOTAL</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributive Education</td>
<td>9.0%</td>
<td>7.8%</td>
<td>14.5%</td>
<td>.2%</td>
</tr>
<tr>
<td>Health</td>
<td>3.1</td>
<td>1.8</td>
<td>5.5</td>
<td>13.0</td>
</tr>
<tr>
<td>Home Economics (gainful)</td>
<td>2.2</td>
<td>3.0</td>
<td>0.2</td>
<td>---</td>
</tr>
<tr>
<td>Business Office</td>
<td>53.4</td>
<td>59.2</td>
<td>39.6</td>
<td>22.3</td>
</tr>
<tr>
<td>Technology</td>
<td>4.8</td>
<td>0.6</td>
<td>19.2</td>
<td>6.4</td>
</tr>
<tr>
<td>Trade &amp; Industry</td>
<td>27.5</td>
<td>27.6</td>
<td>21.0</td>
<td>58.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
<tr>
<td>AGENCY/INSTITUTION</td>
<td>VOCATIONAL GUIDANCE</td>
<td>COUNSELING</td>
<td>ADULT BASIC EDUCATION AND RE-EDUCATION</td>
<td>ENGLISH AS A SECOND LANGUAGE</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------</td>
<td>------------</td>
<td>----------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Detroit Public Schools</td>
<td>I</td>
<td>I</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Henry Ford Community College</td>
<td>I</td>
<td>I</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Wascomb County Community College</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Wayne County Community College</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MOTA Institutional</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
</tr>
<tr>
<td>GEP</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>WIN</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
</tr>
<tr>
<td>NYC II</td>
<td>I</td>
<td>I</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>JOP</td>
<td>I</td>
<td>I</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>New Careers</td>
<td>I</td>
<td>I</td>
<td></td>
<td>I</td>
</tr>
</tbody>
</table>

I = Provided by Program  
X = Available by Referral  
* Insufficient Information
Table 6

Detroit

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAMES</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detroit Public Schools</strong></td>
<td>100%</td>
<td>60%</td>
<td>37%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Male</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Macomb County Community College</strong></td>
<td>100%</td>
<td>1.5%</td>
<td>98.1%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Male</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wayne County Community College</strong></td>
<td>100%</td>
<td>90%</td>
<td>7%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Male</td>
<td>38%</td>
<td></td>
<td>33%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>62%</td>
<td></td>
<td>67%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td><strong>Henry Ford Community College</strong></td>
<td>100%</td>
<td>1%</td>
<td>99%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Manpower Development and Training Act</strong></td>
<td>100%</td>
<td>61%</td>
<td>25%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Male</td>
<td>60%</td>
<td></td>
<td>85%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40%</td>
<td></td>
<td>15%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Concentrated Employment Program</strong></td>
<td>100%</td>
<td>99%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Work Incentive Program</strong></td>
<td>100%</td>
<td>90%</td>
<td>9%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>10%</td>
<td></td>
<td>9%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>90%</td>
<td></td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Neighborhood Youth Corps II</strong></td>
<td>100%</td>
<td>90%</td>
<td>9%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>61%</td>
<td></td>
<td>9%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>39%</td>
<td></td>
<td>9%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td><strong>On-The-Job Training</strong></td>
<td>100%</td>
<td>35%</td>
<td>65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>77%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>23%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>National Alliance of Businessmen-Job Opportunites in the Business Sector</strong></td>
<td>100%</td>
<td>60.9%</td>
<td>19.7%</td>
<td>5.6%</td>
<td>13.8%</td>
</tr>
<tr>
<td>Male</td>
<td>85%</td>
<td></td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>15%</td>
<td></td>
<td></td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td><strong>New Careers</strong></td>
<td>100%</td>
<td>90%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>12%</td>
<td></td>
<td></td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>88%</td>
<td></td>
<td></td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>INSTITUTION/AGENCY</td>
<td>TOTAL</td>
<td>BLACK</td>
<td>WHITE</td>
<td>SPANISH SURNAME</td>
<td>OTHER</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-----------------</td>
<td>-------</td>
</tr>
<tr>
<td>Macomb County Community College, Apprenticeship-Adult</td>
<td>100%</td>
<td>1.5%</td>
<td>98.1%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>100%</td>
<td>1.5%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>100%</td>
<td>1.5%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Henry Ford Community College, Apprenticeship - Adult</td>
<td>100%</td>
<td>1</td>
<td>99%</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>100%</td>
<td>1.5%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>100%</td>
<td>1.5%</td>
<td>0.2%</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</td>
<td>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributive Education</td>
<td>3,530</td>
<td>6.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>1,299</td>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>4,033</td>
<td>7.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>10,764</td>
<td>18.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>1,503</td>
<td>2.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>145</td>
<td>0.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>1,662</td>
<td>2.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Machine</td>
<td>1,793</td>
<td>3.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial</td>
<td>3,886</td>
<td>6.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care &amp; Development</td>
<td>1,274</td>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>99</td>
<td>0.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>25</td>
<td>0.04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inhalation Therapist</td>
<td>45</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>132</td>
<td>0.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurses Aide</td>
<td>766</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>368</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>163</td>
<td>0.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Science</td>
<td>509</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>90</td>
<td>.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>1,519</td>
<td>2.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive Services</td>
<td>21</td>
<td>0.03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation Mechanic</td>
<td>82</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>68</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>130</td>
<td>0.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>237</td>
<td>0.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>5,129</td>
<td>9.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>1,947</td>
<td>3.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>541</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantity Food Service</td>
<td>97</td>
<td>0.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>595</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metals</td>
<td>192</td>
<td>.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing &amp; Decorating</td>
<td>31</td>
<td>0.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>575</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>43,250</strong></td>
<td><strong>76.0</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Introduction

Fort Worth, in North Central Texas, is a fast growing area with close links to Dallas 20 miles away. Both cities are served by the same airport and residents of each city pass each other daily to jobs in the other. Fort Worth experienced almost a 33 percent increase in population between 1960 and 1970, the population now placed at 393,516. The Fort Worth Standard Metropolitan Statistical Area (SMSA) included Tarrant County, in which it is located, and Johnson County to the south. The SMSA population is 762,086.

For many years, until about 1953, the stockyards were the chief industry of Fort Worth employing thousands of unskilled workers. When the stockyards moved from the city, these thousands of unskilled workers were thrown out of jobs. Some followed the stockyards to other locations; others were absorbed in the few industries which were able to accommodate them; still others joined the unemployed and underemployed. Even before the disappearance of the stockyards, new industries, mainly associated with aviation and defense, were moving in. Their needs, requiring the skills and expertise attuned to the technological demands of sophisticated industry, could be met only by stockyard workers who could be employed in an unskilled capacity or who could be retrained. As a result, new workers moved into the area, creating to a large extent the population increase revealed in the 1970 Census. Among the new large employers were General Dynamics and Bell Helicopter. The activity of these and other similar companies slowed drastically toward the end of the decade as orders were cut back, and employment declined with the slowdown which continued during the remainder of Fiscal Year 1971 (FY 1971), the period covered by this survey.

By contrast with the active years that preceded this decline, the rise in unemployment had a painful effect upon many sectors of the population, i.e., professionals, scientists, and highly skilled technicians suffered job losses, as well as individuals in the medium skills bracket, the semi-skilled, and those in the lower employment echelons who, during an active economy, could manage to support their families on modest income and refrain from being more than marginally dependent on public assistance. All related activity, as well as trades and other establishments that normally are supported by a healthy economy, similarly declined. Offices of the Texas Employment Commission were beset with applications for jobs of any kind from individuals who a year earlier been well and seemingly permanently established in good paying positions. Many of them had applied to the Manpower Development Training Administration for retraining for jobs that were still in demand at considerably lower wages than they had been earning.

Although many regard the situation as a temporary phenomenon, the job opportunities for the target population of Federal manpower training programs
and for those who have been developing skills in the secondary schools and
the Tarrant Junior College District (the only publicly funded postsecondary
institution oriented toward skill training) have been diminishing because
former professionals and highly skilled individuals were being accepted
for lower level jobs.

The employment rolls lost 19,300 persons between August, 1970 and
August, 1971, dropping from 310,100 to 290,800, a slight decrease of over
six percent. In addition to aerospace and defense industry cutbacks, the
loss was due to a major oil company moving out of the area, reduction in
automotive activity, in fabricated metals, and the closing of a major meat
production plant. Some unemployment, resulting from schools being closed
for the summer and declining needs in agriculture, was of a seasonal nature.
The rise in the unemployment rate was from 3.8 percent in August, 1970 to
6.4 percent a year later.

Almost one-fifth of the residents, 73,230, are Black; 33,336 or 6.2
percent are Spanish surname. Despite this sizable Spanish community, it
was not until 1971 that local schools began teaching English as a Second
Language.

In the general population, among those 25 years and older, 43.8 per-
cent completed four years of high school or more. Only 33 percent of the
Blacks attained this much education, of which there were 1,200 more women
than men. About 31 percent of the Spanish surname population had four
years of high school or more. The percentage was much higher for the age
group 13 to 17 (61.3 percent). This indication that the educational attain-
ment level is improving is supported by the fact that currently 90.7 per-
cent of the 14 to 17 age group is attending school. The 1970 Census re-
vealed that 26.7 percent of the population between the ages of 16 and 24
have received recently, or in the past, some form of vocational training.

Of the general population almost 10 percent of the families had in-
comes of less than $3,000.00 per year and 4.5 percent received public as-
sistance. The percentage was higher for the Black families, 10.4 percent
of whom were welfare recipients, and 26 percent of whom lived below the
poverty level with incomes of $2,155.

II. Occupational Education In Fort Worth

There has been a concerted effort in recent years to expand vocational
training at all levels, and a growing awareness of the importance of skill
training, not only to improve opportunities for more gainful employment,
but also to serve the needs of business and industry.

Almost 15 percent of the pupils enrolled in Fort Worth secondary
schools were in vocational programs that were either preparing them for
labor market entry or for further postsecondary training. This percentage
excludes those pupils who were taking home economics and industrial arts
courses for either self-improvement or career exploration. At Tarrant
County Junior College, the only publicly funded institution serving the Fort Worth area, 1,953 students were enrolled in skill training programs. They represented 29 percent of Fort Worth students attending the college. Half of those enrolled in three federal manpower training programs were in skill training—317 through the Manpower Development and Training Act (MDTA) program, 139 through the Neighborhood Youth Corps II (NYC II), and 31 through the Work Incentive (WIN) program. Fort Worth did not have a Concentrated Employment Program (CEP). In addition, 282 other persons were receiving on-the-job training through MDTA, the Jobs Optional Program (JOP), and the National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) contracts. There were no detailed statistics available on the 3,796 adults enrolled in evening vocational education programs.

### Table A1/

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled from City</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort Worth Independent School District</td>
<td>22,000</td>
<td>3,274</td>
</tr>
<tr>
<td>Tarrant County Junior College District</td>
<td>6,976</td>
<td>1,953</td>
</tr>
<tr>
<td>MDTA</td>
<td>548</td>
<td>317</td>
</tr>
<tr>
<td>WIN</td>
<td>249</td>
<td>31</td>
</tr>
<tr>
<td>NYC II</td>
<td>273</td>
<td>189</td>
</tr>
<tr>
<td>MDTA-OJT</td>
<td>233</td>
<td>233</td>
</tr>
<tr>
<td>JOP</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>576</td>
<td>576</td>
</tr>
<tr>
<td>Public School Adult</td>
<td>7,099</td>
<td>3,796</td>
</tr>
</tbody>
</table>

1/ Source: Table 1, Appendix.

2/ Enrollment does not include consumer and homemaking, industrial arts or non-vocational business courses.

Note: As is indicated in Table 2, Appendix, NYC II arranged for 186 training slots from the MDTA Skill Center but the specific MDTA enrollments did not cover all NYC II students attributed to the Skill Center and precise information was unavailable. It is fair to assume, however, that a portion of the 186 represented some duplication in head count.
Occupational Offerings

All told, the secondary schools, Tarrant Junior College and the three Federal manpower training programs provided training in 60 different occupational areas, only four of which were offered by all three. These four were: care and guidance of children, food service and distribution, data processing, and automobile mechanics. The secondary schools offered 50 programs: Tarrant Junior College, 22; WJC, 15 courses for its 31 trainees; MDFA, 11 with all enrollees trained at the Skill Center; and NYC II, seven. Table 4-A at the end of the Section shows the distribution of enrollments by level and area.

In the secondary schools, nine programs accounted for 2,048 enrollees, or 62 percent of the total. Enrollment distribution was as follows:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobile mechanics</td>
<td>448</td>
</tr>
<tr>
<td>Office machines</td>
<td>294</td>
</tr>
<tr>
<td>Distributive education</td>
<td>276</td>
</tr>
<tr>
<td>Food services</td>
<td>238</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>237</td>
</tr>
<tr>
<td>Metals</td>
<td>171</td>
</tr>
<tr>
<td>Automobile body repair</td>
<td>141</td>
</tr>
<tr>
<td>Care and guidance of children</td>
<td>123</td>
</tr>
<tr>
<td>Stenography</td>
<td>120</td>
</tr>
</tbody>
</table>

At Tarrant Junior College 2,683 students, or 82 percent of those taking skill training were enrolled in nine programs. The distribution of enrollment in these programs was as follows:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data processing</td>
<td>965</td>
</tr>
<tr>
<td>Secretarial</td>
<td>441</td>
</tr>
<tr>
<td>Law enforcement</td>
<td>279</td>
</tr>
<tr>
<td>Associate degree nursing</td>
<td>206</td>
</tr>
<tr>
<td>Air conditioning/refrigeration</td>
<td>198</td>
</tr>
<tr>
<td>Electrical occupations</td>
<td>196</td>
</tr>
<tr>
<td>Drafting</td>
<td>161</td>
</tr>
<tr>
<td>Supervisory and administrative</td>
<td>130</td>
</tr>
<tr>
<td>management</td>
<td></td>
</tr>
<tr>
<td>Aeronautical technology</td>
<td>122</td>
</tr>
</tbody>
</table>

Seventy-eight percent, or 413 of the students trained in Federal manpower training programs were enrolled in five areas as shown below:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>206</td>
</tr>
<tr>
<td>Automobile mechanics</td>
<td>71</td>
</tr>
<tr>
<td>Licensed practical nursing</td>
<td>56</td>
</tr>
<tr>
<td>Woodworking</td>
<td>45</td>
</tr>
<tr>
<td>Welding</td>
<td>40</td>
</tr>
</tbody>
</table>
There were 1,350 secondary school pupils engaged in skill training in a cooperative program known as "Partners in Education" who worked 25 hours per week. Trimble Technical School offered more concentrated training in more courses than was available at any other local school, but it was not easily accessible as transportation was limited. With the possible exception of Trimble graduates, few students acquired sufficient job entry skills. This was partly due to the stigma which is still attached to vocational education in Fort Worth, and the reluctance of parents to permit their children to be deterred from preparation for traditional college matriculation. This was a matter of concern to educators who felt that the schools would serve a more useful purpose if more of the student body were encouraged to participate in serious vocational training with the goal of employment after graduation or continuation of training at a higher level. During the year prior to the survey the high schools lost 40 percent of the initial enrollment between the ninth and 12th grades, the greatest dropout occurring in the ninth grade.

The annual report on Vocational Industrial Education sent to the Fort Worth Board of Education in June, 1970 pointed out that the vocational courses offered were based upon a local employment forecast survey conducted by the Texas Employment Commission and representatives of the Texas Education Agency with assistance from the Chamber of Commerce and other local agencies. "The match of offerings and local labor market needs is often thwarted," it stated, citing courses that were needed but not in operation "because students chose not to select them...In many instances, it appears students may select the course which is least unappealing, with little positive forethought. There seem to be many implications for dramatic improvements in occupational orientation, information about the world of work and vocational guidance and counseling."

Students enrolling at Tarrant Junior College, if under 21 were required to have a high school diploma or its equivalent, with exceptions made for students who showed "they could profit by instruction." These requirements were not in force for students over 21, but all enrolling for allied health courses were tested and screened, primarily to determine the seriousness of intention since facilities at hospitals and clinics are limited. Eighty percent of the students worked full- or part-time. Fifteen percent resided in low income sections of the city. Tuition was $5.00 per semester hour with a maximum of $50.00 per semester for 12 hours or more.

Selected Services

As Table 5 at the end of the Section indicates, WIN offered, as part of the program or via referral, all the ancillary services regarded as helpful or essential to the trainee's progress. All programs provided counseling and, except for JAB-JOBS, vocational guidance and job development and placement. The secondary schools, however, engaged only one professional counselor for 750 pupils. Five of the seven programs had access to legal aid assistance for their students. The secondary schools, IOTA and WIN provided child day care on a limited basis. WIN gave allowances if the children were cared for in the mother's home, but the mother was not
reimbursed if she placed her children in a nursery, a factor cited as preventing more women from enrolling in HE training. Recalled education was provided by four programs, English as a Second Language by three. (Both services were also provided by the public school adult program.)

Both HE and NYC II provided transportation allowances, but unless the enrollees lived in areas which were close to the bus lines the inconvenience of getting from home to the training site and back was a hindrance to recruiting more applicants.

Characteristics of Students

About three-fourths of the secondary vocational students were white, 17.7 percent Black, and 7.7 percent Spanish surname. Tarrant Junior College was about 90 percent white, seven percent Black, and three percent Spanish surname. The white enrollment in Federal manpower training programs was larger than found in many other cities, the average being 35 percent. There were more females than males in the secondary programs, the ratio being 55/45. Tarrant Junior College, on the other hand, enrolled two males for every female. Men predominated in MTA-CUT and NAS-JOBS, but MTA Institutional was 74 females to 26 males. NYC II was female, 60/40, while HE had practically all women.

As was true in the other cities, the educational level attained by Federal manpower training program enrollees did not correspond with the functional educational level. On the average they had completed eighth or ninth grade, but usually functioned between the third and fifth grade levels. Except for the youths in NYC II, enrollees had some work experience, usually at a variety of low skilled or unskilled jobs which had disappeared with the cutbacks resulting from the economic slowdown. The majority were unemployed at the time they registered for manpower training. Fort Worth had no formally designated poverty areas, but approximately 90 percent of the Federal manpower training program enrollees resided in low income sections of the city. About 25 percent were heads of households. Most NYC II youths had had an encounter with the police, and had entered the program as referrals from agencies dealing with juvenile delinquents. Most of the females had children. Since Texas law does not permit employment with benefits to anyone under 18, training was hindered because in most instances it would be completed before the enrollees were 18 and they would be barred from any meaningful employment anyway. In addition to attrition, which is discouraging, the NYC II program registered about 20 percent absenteeism.

III. Overlap, Duplications and Gaps

Fifteen of the 60 different occupational programs were offered by more than one agency or institution and accounted for a total of 3,929 students, or 55.5 percent of the entire vocational enrollment. Examination reveals that some of the overlap was insignificant. Floristry and business machine maintenance had a combined enrollment of 25 students. Woodworking was provided only to secondary school and NYC II enrollees. Typing and
cosmetology, taken by 332 secondary students, fell into the duplicated list because nine more enrollees were being trained by WIT and IYC II under private contracts. Data processing, which enrolled the largest number, 1,074, was offered to 325 students at Tarrant Junior College and to 80 in the high schools. Of the four WIT enrollees, three were taking the course at Tarrant and one at a private institution. In view of the economic slowdown, too many needed to have been enrolled in electrical occupations and drafting (148 students) since these occupations were among those in which fewer jobs were available. Automobile mechanics listed 557 students in courses offered at all three levels. This, too, may have been an over-enrollment during a period of economic slowdown. On the other hand there were no duplicated offerings for licensed practical nursing or stenography, both occupations in continuing demand.

Of the 60 offerings, 10 were provided by the secondary schools, but 26 or 43 percent only by the secondary schools. Tarrant College offered a total of 22, but 10 courses or 16.6 percent could be pursued only at the college. While Federal manpower training programs offered 33 courses of training, eight or 13.6 percent were available only through these programs.

In nine of the 60 offerings Federal manpower training programs enrolled four or fewer students. Tables 7 and 4 at the end of the Section show, respectively, the areas where there was any overlap and where the overlap occurred.

Programs Compared with the Local Labor Market

Examination of local labor market information obtained from official sources indicated that nine programs enrolling 1,396 students (19 percent of the total enrollment) were in areas where there was a surplus of workers. Competition for these jobs has become intense as unemployed technologists with considerable expertise were accepting work below their competencies and earning levels, at least until economic conditions restore their former occupations. As the experts fill the skilled openings, the skilled accept the semi-skilled positions, and the semi-skilled are forced into the unskilled and servile occupations. Job openings do exist for such positions as salesmen, maids, guards, carpet cutters, picture framers, upholstery cutters, sewing machine operators, and automobile service station attendants since these positions are harder to fill due to low pay, frequently required night hours, and poor working conditions.

The limited availability of job openings is particularly trying for the disadvantaged. At best their training in Federal manpower programs was of too short a duration to do more than qualify them for entry into the labor force, but even that door has been largely closed. In addition to the disappointment over the promise of job training, they continue to have the handicaps of lack of experience, lack of child care, transportation inconvenience, and inability to work nights, any of which deter them from accepting such jobs as may exist in the less desirable categories. Despite these handicaps, WIT graduates have met with a fair amount of success. Their per-
formance on the job after training has made employers receptive to them. During FY-1971, 10 removed themselves from welfare payments and five had their payments reduced. Their staying power in the program has been satisfactory and a number of them have persisted for the general equivalency diplomas, either prior to or in conjunction with occupational training.

One problem cited by all manpower programs was an inability to schedule their trainees in classes at the Community College except at the beginning of a semester. Since Federal manpower training program applicants were recruited and registered throughout the year, many who could be trained and educated at the college were forced to wait until the start of a new semester. Consequently, they would often lose interest or sign up for training immediately available, which in many instances was less challenging as well as disappointing to the career goal they were hoping to attain.

Four of the nine programs in the surplus category were offered at more than one level; electrical technology and drafting at the secondary and post-secondary levels, and typist/general office and cosmetology by Federal manpower programs (nine students) and the secondary schools (332 students).

Only 2.5 percent of the enrollees were in training for jobs which were hard to fill. There was a continuing demand for practical nurses and stenographers. Federal manpower training programs enrolled 55 students in practical nursing and the secondary schools enrolled 120 in stenography.

Tables 3-1 and B-2 list the occupational offerings and enrollments for the areas of surplus and shortage.

Table B-1

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1,349</td>
<td>18.1</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>211</td>
<td>2.9%</td>
</tr>
<tr>
<td>Mechanical Drafting</td>
<td>227</td>
<td>3.2%</td>
</tr>
<tr>
<td>Typist/General Office</td>
<td>95</td>
<td>1.3%</td>
</tr>
<tr>
<td>Clerk, General</td>
<td>206</td>
<td>2.9%</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>244</td>
<td>3.3%</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>70</td>
<td>1.0%</td>
</tr>
<tr>
<td>Metal Fabricating</td>
<td>171</td>
<td>2.4%</td>
</tr>
<tr>
<td>Welding</td>
<td>40</td>
<td>0.1%</td>
</tr>
<tr>
<td>Construction Work</td>
<td>84</td>
<td>1.0%</td>
</tr>
</tbody>
</table>
Table 5-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

FORT WORTH

<table>
<thead>
<tr>
<th>Skill Training Program</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number of Students Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Nursing</td>
<td>56</td>
<td>0.1%</td>
</tr>
<tr>
<td>Stenography</td>
<td>120</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td>1.7</td>
</tr>
</tbody>
</table>

Looking ahead to an improvement in economic conditions by the time secondary and postsecondary students are ready for the labor market, and ascertaining future needs from information supplied by Fort Worth industrialists and businessmen, vocational educators urged more courses and more enrollments in appliance repair, civil technology, data processing, electronics, food services, graphic arts, allied health, and secretarial science. A general complaint regarding Federal manpower training programs was that the training period was too short. One instructor pointed out that a first-class auto mechanic cannot be produced with less than four years of training. Thus the most he could do with a student whose "previous preparation is at best hardly adequate is to train him in one aspect of auto mechanics so that he can acquire more training as he works on the job." The training of typists came in for criticism. The enrollees did well at the Skill Center—copying perfectly from a perfectly typed sheet—but failed the test given by the Texas Employment Commission. "It's because they can't read, don't understand what they are typing and would be lost if they had to correct a mistake on the sheet they were copying."

The Skill Center tried in 22 weeks to cover courses that require a year at Trimble Technical High School with pupils who are better equipped educationally. In addition, the Skill Center needed to take time for counseling, motivation, changing attitudes, and testing, which were not necessary for Technical School students. School educators and Federal manpower program supervisors both recognized the necessity of more psychiatric services for adolescents with emotional problems.

An experimental one-year project to train 60 inmates from Tarrant County Jail at the MTA Skill Center met with sufficient success to propose its being integrated in the regular MTA program. Jail inmates, sentenced for misdemeanors, were brought to the Skill Center daily. There they were trained with and worked among the other students, few of whom realized that their co-trainees had not come into the program via the customary channels.
Except for limited expansion of present offerings as indicated above, there was little sentiment for increasing job training for more of the target population of the Federal manpower training programs; since it appeared there would be scant expectancy of places in the labor market for some time to come. Too often a student qualified through training only to find that the openings that had been available when he started had vanished in the cutback that occurred during the months he was preparing for the job.

### Table C

**COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THOSE GROUPS IN SKILL TRAINING**

**FORT WORTH**

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age 15 to 18</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21,307</td>
<td>3,463</td>
<td>16.2%</td>
</tr>
<tr>
<td>White</td>
<td>16,489</td>
<td>2,545</td>
<td>15.5</td>
</tr>
<tr>
<td>Black</td>
<td>4,818</td>
<td>918</td>
<td>19.5</td>
</tr>
<tr>
<td>Male</td>
<td>10,522</td>
<td>1,549</td>
<td>14.7</td>
</tr>
<tr>
<td>Female</td>
<td>10,785</td>
<td>1,914</td>
<td>17.7</td>
</tr>
<tr>
<td><strong>Age 19 to 44</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>136,407</td>
<td>3,623</td>
<td>2.6</td>
</tr>
<tr>
<td>White</td>
<td>109,568</td>
<td>3,065</td>
<td>2.7</td>
</tr>
<tr>
<td>Black</td>
<td>22,574</td>
<td>558</td>
<td>2.4</td>
</tr>
<tr>
<td>Male</td>
<td>66,692</td>
<td>2,203</td>
<td>3.3</td>
</tr>
<tr>
<td>Female</td>
<td>69,715</td>
<td>1,415</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Note:** In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

**Programs Compared with Population Groups**

As can be seen in Table C, Fort Worth public schools enrolled 3,274 students in vocational programs. When we add the 139 enrolled by TJC II, we find that 3,313 or 16.2 percent of the 16 to 18 age group were taking skill training. Tarrant Junior College and the Federal manpower training programs enrolled about 3,623 or 2.6 percent of those between 19 and 44.

If we add on-the-job training and adult vocational education, we find that 8,301 individuals, or 6.7 percent of the older age group were served in publicly funded skill training programs. Racially, among the younger
group, 15.5 percent of the whites were enrolled and 19.5 percent of the Blacks. The female percentage was higher than the male, 17.7 percent as opposed to 14.7 percent. In the 19 to 44 age bracket, 3,065 or 2.7 percent of the enrollees were white and 573 or 2.1 percent were Black. More men were enrolled than women, 2,883 as opposed to 1,415 or 3.3 and two percent respectively for that age group.

IV. Management, Administration and Coordination

Had it not been for the economic slump, Fort Worth might have made marked advances toward its goal of increasing vocational offerings at all levels, and of inducing more students to engage in training, since educators, employment officers and members of the business community have been working with harmony and determination to effect a working relationship between the product of vocational education and labor market needs. Among the several training groups interviewed there seemed to exist a real understanding of each other's problems, and little if any criticism of any other agency programs.

Three major obstacles to improving employment opportunities for the disadvantaged have yet to be surmounted (when economic conditions improve). These obstacles are: union restrictions regarding apprentice training, the limited areas for female employment, and state laws which forbid youth below the age of 18 from taking jobs which may be deemed hazardous. For example, while NYC II claims to have 46 of its trainees enrolled in automobile mechanics at the Skill Center, META merely describes its course as "automotive." Automobile mechanics in Fort Worth was apparently singled out by the Federal manpower training program as being an apprentice program and therefore not allowable. Aspects of automobile mechanics are given at the Skill Center, such as service station specialist, brake man, tune-up man, etc. but not to the extent of the more challenging skill training that has been observed at Skill Centers in other cities.

The lack of child care provisions for working mothers must again be pointed out. Not only does this deficiency prevent many women from seeking work, let alone training; many mothers who do work keep older children home from school to care for younger ones. One official cited a survey of a single poverty block which revealed that 111 children who should have been in school were instead at home caring for younger siblings. "Many 15 to 17 year-olds are giving these children the same disruptive conditions in which they grew up. Their mothers were unable to work because there was no one else to care for them when they were small, and they are staying home now for the same reason, having abandoned school and shunning the opportunity to prepare for meaningful jobs."

V. Summary

Despite the higher percentage of youth who are remaining at school, the dropout rate is alarming. It is estimated that 55 percent of those in the general population who start kindergarten drop out before they complete high
school. The rate among the Spanish surname population has been higher, 85 percent, due in large measure to the language barrier. This figure is expected to drop now that the schools are offering English as a Second Language. Currently, however, with the large dropout group, there is a sizeable number of 16 to 18 year-olds who are not being reached for any kind of job training.

At Tarrant County Junior College, supervisors felt that many young people were not aware of the career education the college offered, and that greater efforts should be made to bring the college to their attention. There were as many students over 21 as under that age. It was felt that the college and the community would benefit if a larger group of under-21-year-olds was brought into the enrollment.

A significant comment was made by a supervisor concerned with on-the-job training, who pointed out that small companies offered the best opportunity to develop inherent abilities. "In the big companies, the disadvantage a guy gets lost in the shuffle. In a small company he gets individual attention plus training in a variety of jobs. He may be brought in as a motor winder, but by the end of the year he could well be a motor rebuilder, and has had experience in writing invoices, delivering supplies, making himself useful around the office or stockroom. He then brings to his next job a general understanding of whole procedures in addition to his capability in a particular skill. But he cannot get that kind of training in a large company."
Table 1

Fort Worth

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING (1)</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort Worth Independent Public School District</td>
<td>22,000</td>
<td>22,000</td>
<td>3,274</td>
<td>3,274</td>
</tr>
<tr>
<td>Tarrant County Junior College District</td>
<td>10,141</td>
<td>6,976</td>
<td>3,275</td>
<td>1,953</td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>548</td>
<td>548</td>
<td>317</td>
<td>317</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>249</td>
<td>249</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>273</td>
<td>273</td>
<td>189</td>
<td>189</td>
</tr>
<tr>
<td>Manpower Development and Training Act - On-The-Job Training</td>
<td>233</td>
<td>233</td>
<td>233</td>
<td>233</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>73</td>
<td>73</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>576</td>
<td>576</td>
<td>576</td>
<td>576</td>
</tr>
<tr>
<td>Fort Worth Public Schools-Adult</td>
<td>7,099</td>
<td>7,099</td>
<td>3,796</td>
<td>3,796</td>
</tr>
</tbody>
</table>

(1) Two Department of Labor enrollees who were trained at Tarrant County Junior College are included in the enrollments of both agencies.
### Table 2

**Fort Worth**

**OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS**
**BY TYPE AND ENROLLMENT**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fort Worth Public Secondary Schools</strong></td>
<td></td>
</tr>
<tr>
<td>Automotive</td>
<td>15</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>276</td>
</tr>
<tr>
<td>Floristry</td>
<td>8</td>
</tr>
<tr>
<td>Food Services</td>
<td>238</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>25</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>70</td>
</tr>
<tr>
<td>Therapy</td>
<td>10</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>13</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>123</td>
</tr>
<tr>
<td>Institutional and Home Management</td>
<td>30</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>62</td>
</tr>
<tr>
<td>Data Processing</td>
<td>88</td>
</tr>
<tr>
<td>Filing, Office Machines</td>
<td>294</td>
</tr>
<tr>
<td>Information Communications</td>
<td>19</td>
</tr>
<tr>
<td>Stenographer, Secretarial, and Related</td>
<td>120</td>
</tr>
<tr>
<td>Supervisory and Administrative Management</td>
<td>33</td>
</tr>
<tr>
<td>Typing and Office Related Offerings</td>
<td>95</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>20</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>20</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>141</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>448</td>
</tr>
<tr>
<td>Aviation</td>
<td>45</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>2</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>92</td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>46</td>
</tr>
<tr>
<td>Carpentry</td>
<td>8</td>
</tr>
<tr>
<td>Masonry</td>
<td>30</td>
</tr>
<tr>
<td>Construction Skills and Maintenance</td>
<td>84</td>
</tr>
<tr>
<td>Drafting</td>
<td>66</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>41</td>
</tr>
<tr>
<td>Electricity</td>
<td>25</td>
</tr>
<tr>
<td>Electronics Maintenance</td>
<td>87</td>
</tr>
<tr>
<td>Fabric Maintenance</td>
<td>8</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>71</td>
</tr>
<tr>
<td>Instrument Maintenance and Repair</td>
<td>6</td>
</tr>
<tr>
<td>Metalworking</td>
<td>171</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>237</td>
</tr>
<tr>
<td>Leatherworking</td>
<td>35</td>
</tr>
<tr>
<td>Upholstery</td>
<td>31</td>
</tr>
<tr>
<td>Woodworking</td>
<td>41</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3,274</strong></td>
</tr>
</tbody>
</table>
Table 2
(continued)

Fort Worth

OCCUPATIONAL OFFERINGS

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floristry</td>
<td>10</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>65</td>
</tr>
<tr>
<td>Food Distribution and Services</td>
<td>24</td>
</tr>
<tr>
<td>Fashion Merchandise</td>
<td>47</td>
</tr>
<tr>
<td>Middle Management</td>
<td>130</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>42</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>30</td>
</tr>
<tr>
<td>Nurse, Associate Degree</td>
<td>206</td>
</tr>
<tr>
<td>Operating Room Technician</td>
<td>28</td>
</tr>
<tr>
<td>Radiologic Technician</td>
<td>70</td>
</tr>
<tr>
<td>Data Processing</td>
<td>965</td>
</tr>
<tr>
<td>Commercial Transportation</td>
<td>39</td>
</tr>
<tr>
<td>Secretarial</td>
<td>441</td>
</tr>
<tr>
<td>Architecture</td>
<td>42</td>
</tr>
<tr>
<td>Electricity</td>
<td>186</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>198</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>68</td>
</tr>
<tr>
<td>Instrumental Media</td>
<td>45</td>
</tr>
<tr>
<td>Aeronautical Technician</td>
<td>122</td>
</tr>
<tr>
<td>Drafting and Design</td>
<td>161</td>
</tr>
<tr>
<td>Fire Training</td>
<td>77</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>279</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,275</td>
</tr>
</tbody>
</table>
OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS:
BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower Development and Training Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>113</td>
<td>Fort Worth Skill Center</td>
</tr>
<tr>
<td>Cashier Checker</td>
<td>40</td>
<td>Fort Worth Skill Center</td>
</tr>
<tr>
<td>Welding</td>
<td>26</td>
<td>Fort Worth Skill Center</td>
</tr>
<tr>
<td>Woodworking</td>
<td>32</td>
<td>Fort Worth Skill Center</td>
</tr>
<tr>
<td>Automotive</td>
<td>25</td>
<td>Fort Worth Skill Center</td>
</tr>
<tr>
<td>Gasoline Engine Repair</td>
<td>4</td>
<td>Fort Worth Skill Center</td>
</tr>
<tr>
<td>Vending Machine Repair</td>
<td>6</td>
<td>Fort Worth Skill Center</td>
</tr>
<tr>
<td>Production Machine Operator</td>
<td>3</td>
<td>Fort Worth Skill Center</td>
</tr>
<tr>
<td>Small Parts Assembler</td>
<td>14</td>
<td>Fort Worth Skill Center</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>52</td>
<td>Fort Worth Skill Center</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>2</td>
<td>Fort Worth Skill Center</td>
</tr>
<tr>
<td>TOTAL</td>
<td>317</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>3</td>
<td>Texas Beauty College</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>1</td>
<td>Arlington Beauty College</td>
</tr>
<tr>
<td>Barber</td>
<td>1</td>
<td>Texas Barber College</td>
</tr>
<tr>
<td>Secretary</td>
<td>1</td>
<td>Brentley-Draughon College</td>
</tr>
<tr>
<td>Secretary</td>
<td>1</td>
<td>Commercial College</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>2</td>
<td>Harris Hospital</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>2</td>
<td>Saint Joseph's Hospital</td>
</tr>
<tr>
<td>Data Processing</td>
<td>3</td>
<td>Tarrant Cnty Jr. College</td>
</tr>
<tr>
<td>Data Processing</td>
<td>1</td>
<td>Brentley-Draughon College</td>
</tr>
<tr>
<td>Child Care Attendant</td>
<td>1</td>
<td>Fort Worth Skill Center</td>
</tr>
<tr>
<td>Cashier Checker</td>
<td>1</td>
<td>Fort Worth Skill Center</td>
</tr>
<tr>
<td>Clerk General</td>
<td>2</td>
<td>Brentley-Draughon College</td>
</tr>
<tr>
<td>Typist</td>
<td>1</td>
<td>Brentley-Draughon College</td>
</tr>
<tr>
<td>Accounting</td>
<td>4</td>
<td>Tarrant Cnty Jr. College</td>
</tr>
<tr>
<td>Laboratory Technician</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>46</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Assembly, Small Parts</td>
<td>9</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Welding</td>
<td>14</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Clerical</td>
<td>91</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>3</td>
<td>Technical Institute</td>
</tr>
<tr>
<td>Cashier</td>
<td>13</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Woodworking</td>
<td>13</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>TOTAL</td>
<td>189</td>
<td></td>
</tr>
</tbody>
</table>
### SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>15</td>
<td>15</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Commercial Transportation</td>
<td>39</td>
<td></td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Distributive Education</td>
<td>276</td>
<td>276</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashion Merchandise</td>
<td>47</td>
<td></td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Floristry</td>
<td>18</td>
<td>8</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Food Service and Distribution</td>
<td>264</td>
<td>238</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Assistant (office)</td>
<td>13</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>31</td>
<td></td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>70</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Degree Nurse</td>
<td>206</td>
<td></td>
<td>206</td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>56</td>
<td></td>
<td></td>
<td>56</td>
</tr>
<tr>
<td>Operating Room Technician</td>
<td>28</td>
<td></td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Therapist</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X-Ray Technician</td>
<td>70</td>
<td></td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>188</td>
<td>123</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Institutional and Home Management</td>
<td>30</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cashier Checker</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>206</td>
<td></td>
<td>206</td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>1,056</td>
<td>88</td>
<td>965</td>
<td>3</td>
</tr>
<tr>
<td>Information Communications</td>
<td>19</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Machines</td>
<td>294</td>
<td></td>
<td>294</td>
<td></td>
</tr>
<tr>
<td>Secretarial</td>
<td>448</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stenographers</td>
<td>120</td>
<td></td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Typing and General Office</td>
<td>96</td>
<td>95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisory and Administrative Management</td>
<td>163</td>
<td>33</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Instrumental Media</td>
<td>45</td>
<td></td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Fire Training</td>
<td>77</td>
<td></td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>279</td>
<td></td>
<td>279</td>
<td></td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>213</td>
<td>20</td>
<td>198</td>
<td></td>
</tr>
<tr>
<td>Aeronautical Technician</td>
<td>122</td>
<td></td>
<td>122</td>
<td></td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Body</td>
<td>141</td>
<td>141</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>587</td>
<td>448</td>
<td>68</td>
<td>71</td>
</tr>
<tr>
<td>Aviation</td>
<td>45</td>
<td></td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Barber</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vending Machine Repair</td>
<td>6</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
### Table 4 (continued)

Fort Worth

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td>92</td>
<td>92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>46</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Skills</td>
<td>84</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>244</td>
<td>237</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>41</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>227</td>
<td>66</td>
<td></td>
<td>161</td>
</tr>
<tr>
<td>Electricity</td>
<td>211</td>
<td>25</td>
<td></td>
<td>186</td>
</tr>
<tr>
<td>Electronics</td>
<td>87</td>
<td>87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fabric Maintenance</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>71</td>
<td>71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrument Repair</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leatherworking</td>
<td>35</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masonry</td>
<td>30</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metals</td>
<td>171</td>
<td>171</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production Machine Operator</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Small Engine</td>
<td>4</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Small Parts Assembler</td>
<td>23</td>
<td>23</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Upholstery</td>
<td>31</td>
<td>31</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Welding</td>
<td>40</td>
<td>40</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Woodworking</td>
<td>86</td>
<td>41</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>7,083</strong></td>
<td><strong>3,274</strong></td>
<td><strong>3,275</strong></td>
<td><strong>534</strong> *</td>
</tr>
</tbody>
</table>

* An additional two enrollees in Department of Labor programs who received their training at and were reported by Tarrant County Junior College were excluded from this total.
<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>LEVEL POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributive Education</td>
<td>16.4%</td>
<td>3.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Health</td>
<td>3.6</td>
<td>11.5</td>
<td>10.7</td>
</tr>
<tr>
<td>Home Economics (Gainful)</td>
<td>4.7</td>
<td>1.9</td>
<td>--</td>
</tr>
<tr>
<td>Business and Office</td>
<td>21.7</td>
<td>48.3</td>
<td>51.5</td>
</tr>
<tr>
<td>Technical Education</td>
<td>--</td>
<td>10.9</td>
<td>--</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>53.6</td>
<td>23.7</td>
<td>37.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>AGENCY/INSTITUTION</td>
<td>VOCATIONAL GUIDANCE</td>
<td>COUNSELING</td>
<td>ADULT BASIC EDUCATION AND REMEDIAL EDUCATION</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------</td>
<td>------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Forth Worth Public Schools</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Tarrant County Jr. College District</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MDTA - Institutional</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>WIN</td>
<td>I</td>
<td>I</td>
<td>X</td>
</tr>
<tr>
<td>NYC II</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>MDTA-OJT</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>I</td>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>

I = Provided by Program  
X = Available by Referral  
* Insufficient Information  

NOTE: Remedial Education and English as a Second Language were Provided by the School Adult Program
Table 6

Fort Worth

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort Worth Independent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public School District</td>
<td>100%</td>
<td>17.3%</td>
<td>75%</td>
<td>7.7%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>45%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tarrant County Jr. College</td>
<td>100</td>
<td>7</td>
<td>90</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>100</td>
<td>68</td>
<td>31</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>38</td>
<td>33</td>
<td>39</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>62</td>
<td>67</td>
<td>61</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act-On-The-Job Training</td>
<td>100</td>
<td>32</td>
<td>59.5</td>
<td>7.5</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>77</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>100</td>
<td>53</td>
<td>36</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>86</td>
<td>70</td>
<td>75</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>30</td>
<td>25</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100</td>
<td>73</td>
<td>26</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>99</td>
<td>99</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100</td>
<td>50</td>
<td>27</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td>38</td>
<td>60</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>60</td>
<td>62</td>
<td>40</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>100</td>
<td>35</td>
<td>50</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Worth Public Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Adult</td>
<td>100</td>
<td>21</td>
<td>72</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7

Fort Worth

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floristry</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Food Service and Distribution</td>
<td>264</td>
<td>3.72%</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>188</td>
<td>2.60%</td>
</tr>
<tr>
<td>Accounting</td>
<td>66</td>
<td>0.09%</td>
</tr>
<tr>
<td>Data Processing</td>
<td>1,054</td>
<td>14.80%</td>
</tr>
<tr>
<td>Secretarial</td>
<td>448</td>
<td>6.30%</td>
</tr>
<tr>
<td>Typing and General Office</td>
<td>97</td>
<td>1.30%</td>
</tr>
<tr>
<td>Supervisory and Administrative Management</td>
<td>163</td>
<td>2.30%</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>218</td>
<td>3.00%</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>587</td>
<td>8.00%</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>8</td>
<td>3.20%</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>244</td>
<td>3.20%</td>
</tr>
<tr>
<td>Drafting</td>
<td>277</td>
<td>3.80%</td>
</tr>
<tr>
<td>Electricity</td>
<td>211</td>
<td>3.00%</td>
</tr>
<tr>
<td>Woodworking</td>
<td>86</td>
<td>1.20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,929</td>
<td>55.50%</td>
</tr>
</tbody>
</table>
I. Introduction

Hartford, population 158,017, is a major manufacturing, commercial and government center located in North Central Connecticut. The manufacturing segment of the city's economy is dominated by the aircraft industry which employs close to half of all area factory workers and produces aircraft engines and parts. Other leading products manufactured in the area include office machinery, machine tools, electrical switches, hand tools, helicopters, glass working machines, chains, mechanical and electrical counting devices, carpets, rugs, brushes and firearms.

In the non-manufacturing segment the area's economy is characterized by government activity, with Hartford the seat of the state government, as well as by insurance, wholesale and retail distribution and the service and tobacco industries.

During 1970 the city of Hartford along with other areas of the state and country was affected by the economic recession.

Factory employment dropped considerably with the biggest cut occurring in fabricated metals, and the aircraft industry. On the other hand, gains in non-agricultural employment were realized in the service industries, retail employment, government, and construction. Overall, however, between mid-August 1970 and April 1971, the unemployment rate in the Hartford area rose from 4.9 percent to 6.4 percent causing the U.S. Department of Labor to reclassify the area from a group "C" or "moderate unemployment" to a group "D" or "substantial unemployment" area.

The racial composition of the population of Hartford is as follows: white, 63.2 percent; Black, 27.9 percent; Spanish surname, 7.6 percent; and American Indian and Oriental, 1.3 percent.

The major obstacles facing Hartford's unemployed are similar to those facing the unemployed in other major cities. They include lack of education, lack of occupational skills, lack of transportation, difficulty in adjusting to the job market, physical and mental handicaps, and in many instances, possession of a police record.

In addition to minority group members, persons with language difficulties and persons with little education and low level skills who have traditionally constituted the bulk of the unemployed, the recent cutbacks in the aircraft and fabricated metals industries have added mechanical, electrical, chemical, and aeronautical engineers to the ranks of the city's unemployed. These displaced technical people are commonly referred to as the "invisible disadvantaged".
II. Vocational Education in Hartford

Skill training alone and in combination with a package of manpower services designed to alleviate the traditional economic, social and physical problems of the unemployed is a relatively new undertaking for the city of Hartford. Until recently, vocational education in the city was operated by the State of Connecticut. It was only within the last five years that the city of Hartford took over this function from the state and began operating vocational programs in its public schools. During Fiscal Year 1971 (FY 1971) secondary vocational programs were being operated in grades 11 and 12 in three comprehensive high schools in the city. These programs were open to all students who selected them. According to reported information, 3,524 or 51.7 percent of total secondary students in the city were enrolled in vocational education during that year (see Table A).

It is likely that this figure reflects a course count rather than a head count. For example, in Hartford a student is considered vocational if he takes two hours of vocational education or two courses per day. On this basis any student taking more than this amount was probably counted twice, and two academic students, each taking one hour of vocational education per day are counted as one vocational student.

In addition to the three comprehensive high schools offering vocational programs, there is another facility which offers vocational education at the secondary level. This is the Albert I. Prince Regional Vocational-Technical School, one of 14 technical and secondary schools operated and funded by the State of Connecticut. The Prince School which is tuition-free to state residents requires that an entering student display not only interest in a particular vocational area but evidence of aptitude as well. During FY 1971 Albert I. Prince was offering vocational and technical courses to 560 students 2/4 of whom were residents of the city of Hartford. Whereas the composition of each of the comprehensive high schools reflected that of its neighborhood, the A.I. Prince School attracted secondary students from all over the city and surrounding areas as well. Whereas 75 percent of the students in the comprehensive high schools come from families which were disadvantaged according to Federal criteria, this held true for only 55 percent of the enrollees of the A.I. Prince School. Differing racial and sex characteristics between the two populations can be seen in Table 6.

In addition to differing characteristics of enrollees, there was also a difference in the nature of course offerings between the Prince School and the public schools. Whereas 100 percent of the offerings at the Prince School fall into the trade and industrial occupation category, only 11 courses, enrolling a total of 251 persons or 8.5 percent of the vocational enrollment in the comprehensive high schools, fell into this category. By far the largest category of enrollment in the comprehensive high schools was business and office education which accounted for 52 percent of the total vocational enrollment of the comprehensive high schools. The number and variety of vocational offerings in the public high schools was limited by the state's policy of not funding city schools to operate programs which the state operated in state-run schools.
Table A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL HOUSING PROGRAMS

HARTFORD

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled</th>
<th>Number from City</th>
<th>Number in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartford Public Schools (grades 10-12)</td>
<td>274</td>
<td>274</td>
<td></td>
</tr>
<tr>
<td>A.I. Prince Regional Vocational Technical School (secondary)</td>
<td>6,255</td>
<td>2,964</td>
<td></td>
</tr>
<tr>
<td>A.I. Prince Regional Vocational Technical School (postsecondary)</td>
<td>149</td>
<td>149</td>
<td></td>
</tr>
<tr>
<td>Greater Hartford Community College</td>
<td>749</td>
<td>292</td>
<td></td>
</tr>
<tr>
<td>Hartford State Technical College</td>
<td>233</td>
<td>233</td>
<td></td>
</tr>
<tr>
<td>Manchester Community College</td>
<td>173</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>MDYA</td>
<td>315</td>
<td>315</td>
<td></td>
</tr>
<tr>
<td>CEP</td>
<td>1,098</td>
<td>191</td>
<td></td>
</tr>
<tr>
<td>WIN</td>
<td>918</td>
<td>488</td>
<td></td>
</tr>
<tr>
<td>NYC II</td>
<td>177</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>JOP</td>
<td>93</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>580</td>
<td>580</td>
<td></td>
</tr>
<tr>
<td>Urban League</td>
<td>104</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Hartford Public Schools (Adult)</td>
<td>1,009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.I. Prince Regional Vocational Technical School (Apprenticeship Program)</td>
<td>2,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At the postsecondary level in Hartford there were four institutions which offered vocational training opportunities to Hartford's residents. These were as follows: The A.I. Prince Regional Vocational Technical School, Greater Hartford Community College, Hartford State Technical College, and Manchester Community College. However, the accessibility of these schools to Hartford residents for vocational training was limited by five factors. First, only two of the schools, A.I. Prince and Hartford State Technical, were 100 percent vocational. Both Greater Hartford Community College and Manchester Community College reported vocational enrollments of 39 percent. Second, all schools enrolled residents from all over the State of Connecticut. Third, only one of the schools was located within the central city itself and there is no public transportation system outside the city. Fourth, three of the schools charged tuition of $100.00 per year and fifth, all schools required a high school diploma or general equivalency. In addition, Hartford State Technical College required two years of math or one year of physics or chemistry and an engineering aptitude test.
Only 737 Hartford residents were enrolled in occupational training programs in these institutions during FY 1971. The racial and sex characteristics of these enrollees can be seen in Table 6.

Most offerings at Greater Hartford Community College and Manchester Community College were in business and office education. Hartford State Technical College, the only institution offering training in technologies reported 2.5 times as many applicants as openings.

In addition to the four postsecondary institutions there are eight Federal Manpower programs which offer vocational training specifically geared to residents of Hartford who meet disadvantaged criteria. Five of these programs—the Manpower Development and Training Act (MDTA) Institutional program, the Concentrated Employment Program (CEP), the Work Incentive (WI) program, the Neighborhood Youth Corps II (NYC II), and Opportunities Industrial Center (OIC)—offer vocational training in a classroom setting and three of them—the National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOES), the Jobs Optional Program (JOP), and the Urban League On-the-Job Training Program (OJT) provide on-the-job training. The first five programs served a total of 1,064 individuals.

One way of estimating the impact of the Department of Labor programs in the city of Hartford is to compare the total number of enrollees to the total number of disadvantaged persons of working age in the city. According to 1970 Census data we find that there were 11,381 such persons in Hartford. Thus the eight programs of the Department of Labor combined were serving 16.2 percent of the city total population requiring training.

Occupational Offerings

As can be seen from Table 4, the Department of Labor enrollees in a classroom training situation had 18 vocational options. While the options were somewhat varied, the number was considerably lower in Hartford than in cities where the Skill Center was part of the community college system. Table 4-A shows the relative concentration of each training level by occupational area. By far the largest concentration for each level was in office education.

The NAB-JOES program and JOP trained enrollees in over 50 occupations in various industries. There tended to be some concentration in the service industry. No contracts were written for low level or semi-skilled occupations. While all of the Federal Manpower programs were geared toward the disadvantaged population, each program tended to concentrate on a certain segment of this population. For example, CEP, run by the Hartford Community Renewal Team, served only residents of the CEP target area. Among these residents recruitment preference was given to those who could fill current job market needs, i.e. persons who had English-speaking ability, young women for clerical jobs.

1/ CEP does not provide its own skill training. Rather, it purchases institutional training from MDTA and OJT training from NAB-JOES.
VITH served only welfare recipients and NYC II served primarily 16 to 17 year-olds who are high school dropouts.

A final category of vocational programs offered in Hartford falls into the supplementary rather than preparatory classification. In Hartford there were two such programs during FY 1971. The first was the A.I. Prince School evening apprenticeship program aimed primarily at upgrading, and the second was vocational courses operated by the Public Schools, Department of Adult Education. During FY 1971 these two types of programs served 3,009 people.

Selected Services

Table 5 presents a tabulation of supportive services provided by the public schools and Federal Manpower programs of Hartford. The public schools and community colleges provided the traditional services of public schools, recruitment, primarily handled by an admissions officer, and counseling which was usually described as "inadequate." The secondary schools did not have any strictly vocational counselors and placement was generally handled by a placement officer and/or department heads. A nurse was usually available to provide emergency medical care.

The Federal Manpower programs provided services specifically geared to the disadvantaged. English as a Second Language and Adult Basic Education were offered at the Skill Center and available to NYC II, MDTA, CEP, and UI/II enrollees. Program directors pointed out that more English as a Second Language classes were needed to accommodate the growing number of Spanish surname clients. Transportation, medical care and day services were present to some extent but viewed by most program directors as seriously inadequate to the need. WIN enrollees received services through the Welfare Department which were not available to other enrollees.

Characteristics of Students

About 66 percent of the students in the comprehensive high schools were Black with 23 percent white and 10 percent Spanish surname. The A.I. Prince School reported only 10 percent Black and 10 percent Spanish surname with the remainder being white. Of the postsecondary institutions, the school with the greatest percentage of Blacks was Greater Hartford Community College.

Among the Federal Manpower programs, the program with the greatest number of Blacks was the Urban League program. The next highest being CEP with 63 percent Black. The only Federal Manpower program reporting any significant number of individuals with Spanish surnames was NYC II with 75 percent in this category.

As far as educational level is concerned, all the Federal Manpower programs reported that the majority of their enrollees had terminated their formal education somewhere between grades nine and 11. In addition, NAB-JOBS reported that 12 percent of its enrollees had completed high school while the figure for the WIN program was 35 percent. At the other end of the scale the NAB-JOBS program reported that 15 percent of its enrollees had
completed eight or fewer grades of formal education while the percentage for the WIN program was 20 percent.

The only program in Hartford reporting functional educational levels was the NYC II program (for high school dropouts). This program reported an average grade achievement level of 5.2 in reading and 3.8 in math.

As all of the postsecondary institutions serving the city required a high school or general equivalency diploma for admissions, all postsecondary students were high school graduates.

III. Overlap, Duplications, and Gaps

Looking at the total number of persons from Hartford enrolled in preparatory occupational training, we find that 64 percent were enrolled in secondary programs, 15 percent in postsecondary programs, and 21 percent in Federal Manpower classroom programs.

Examining the total occupational offerings of all types of preparatory training in Hartford in Table 4, we find areas of overlap (see Table 7). Together these areas accounted for 32 percent of the total preparatory training. Looking at levels of training, we find three areas—bookkeeping and accounting, data processing, and drafting—offered both by postsecondary institutions and high schools. It is unlikely that this is a duplication, as the courses of training were being offered at different levels, the postsecondary institutions requiring a high school diploma or general equivalency for entrance. The same is true of welding which was offered by the postsecondary institutions and the Federal Manpower programs. Clerical/typist, automobile services and sheet metal were offered by the high schools and Federal Manpower programs probably preparing people for the same basic entrance level. These three offerings accounted for 12 percent of the total preparatory training.

Programs Compared with the Local Labor Market

In comparing program offerings with labor market data, Table 4 with Table B-1, we find that during FY 1971 only 3.6 percent of the preparatory training was done in surplus related occupations. The surplus occupations were electrical and mechanical technology and assembly. Altogether, the number of persons who were trained in these occupations was 263. An additional surplus area is general clerical. This area was not listed in Table 7 because of the lack of direct comparability between labor market occupational classifications and the categories reported to the National Planning Association by the public schools and Federal Manpower programs. It should be pointed out, however, that to the extent that business and office education in the high schools was training general clerks, the number of persons being trained in surplus occupations could be considered greater than 263.
### Table B-1
**NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS**

**HARTFORD**

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Engineer</td>
<td>143</td>
<td>1.9%</td>
</tr>
<tr>
<td>Mechanical Engineer</td>
<td>96</td>
<td>1.3</td>
</tr>
<tr>
<td>Small Parts Assembler</td>
<td>24</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>263</td>
<td>3.6</td>
</tr>
</tbody>
</table>

On the other hand, 22 percent of the total training in Hartford during FY 1971 was offered in 10 occupations for which there was a shortage of workers. Labor market data indicated 11 additional shortage areas where training efforts might be undertaken. These are as follows: registered nurses, keypunch operators, real estate and insurance salesmen, tool makers, screw machine operators, milling machine operators, office machine repairmen, cabinet makers, television repairmen, automobile body repairmen, and electrical repairmen. Shortage occupations are shown in Table B-2.

### Table B-2
**NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS**

**HARTFORD**

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretaries</td>
<td>496</td>
<td>6.7%</td>
</tr>
<tr>
<td>Stenographers</td>
<td>209</td>
<td>2.8</td>
</tr>
<tr>
<td>Typists</td>
<td>685</td>
<td>9.3</td>
</tr>
<tr>
<td>Office Machine Operators</td>
<td>37</td>
<td>0.5</td>
</tr>
<tr>
<td>Telephone Operators</td>
<td>1</td>
<td>0.01</td>
</tr>
<tr>
<td>Guards and Watchmen</td>
<td>1</td>
<td>0.01</td>
</tr>
<tr>
<td>Tool Makers</td>
<td>21</td>
<td>0.3</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>104</td>
<td>1.4</td>
</tr>
<tr>
<td>Brick and Stone Masons</td>
<td>30</td>
<td>0.4</td>
</tr>
<tr>
<td>and Tile Setters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plumbers, Gas and Steam Fitters</td>
<td>35</td>
<td>0.5</td>
</tr>
<tr>
<td>Total</td>
<td>1,619</td>
<td>21.9</td>
</tr>
</tbody>
</table>
Table C shows the percentage of blacks and whites in two age brackets being served by occupational training programs. Looking first at the 16 to 18 years bracket, we see that 41 percent of all persons in this age bracket were being served by occupational training. It should be pointed out that since 97.8 percent of this enrollment was in the public schools, and that public school enrollment was most likely reported by course count rather than head count, the percentage is somewhat inflated. Looking next at the sex breakdown, we see that while 54.3 percent of all females in this age group were served by occupational training programs, the percent was only 26.4 for males.

There are a number of reasons for this. First, most of the courses offered in the public high school were female-oriented (i.e. office and related occupations). While the A.I. Prince School offered primarily male-oriented occupations, the total number of enrollees was so small it doesn't make an impact on the total. As far as the NYC II program is concerned, the director cites a preponderance of female applicants, attributing the paucity of males to the low pay and the fact that most males in that age group are difficult to reach—many being felons, drug users, in trouble with the law, etc.

Turning to racial characteristics, we see that although Blacks constituted only 31 percent of the 16 to 18 year-old population, available data indicated that they made up 39 percent of the vocational enrollments. In other words, 60 percent of the total Blacks in this age group were being served by vocational educational programs. Because comparable Census data for Spanish surname persons in these age groups were not available at this time, Spanish surname individuals were not broken out from the white in Figure C.

Moreover, relating data provided by the few respondents to unpublished 1970 Census data, it is possible to make some similar estimates regarding services to Spanish surname individuals. For example, unpublished Census data indicated that there were 1,120 Spanish surname persons in Hartford between the ages of 16 and 18 during FY 1971. While this figure may be a little low due to the fact that there are Spanish people who do not have Spanish surnames, it seems that by using it we find that 33.5 percent of all Spanish surname individuals in this age group were being served. This is almost twice the proportion of Spanish surname people in the population of the age group.

Looking at the 19 to 24 age group, we find that only three percent of the total were involved in vocational training. The ratio of males served to total number of males in the population group is the same as that for females—3.0 percent. Again, using unpublished information from the 1970 Census, we find that the ratio of Spanish surname individuals in the population (18-24) was 26.2 percent. For Blacks, the ratio was 3.3 percent and
for white, 2.9 percent. Again, using unpublished data from the 1970 Census, which indicated that Spanish surname persons constitute 26.2 percent of the population in this age group, we find that the percentage of Spanish surname persons served was 14.6 percent.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

HARTFORD

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16 to 18</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8,065</td>
<td>3,308</td>
<td>41.0%</td>
</tr>
<tr>
<td>White</td>
<td>5,507</td>
<td>1,997</td>
<td>36.3</td>
</tr>
<tr>
<td>Black</td>
<td>2,465</td>
<td>1,281</td>
<td>60.0</td>
</tr>
<tr>
<td>Male</td>
<td>3,833</td>
<td>1,011</td>
<td>26.4</td>
</tr>
<tr>
<td>Female</td>
<td>4,232</td>
<td>2,297</td>
<td>54.3</td>
</tr>
<tr>
<td><strong>19 to 44</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57,218</td>
<td>1,731</td>
<td>3.0</td>
</tr>
<tr>
<td>White</td>
<td>39,760</td>
<td>1,158</td>
<td>2.9</td>
</tr>
<tr>
<td>Black</td>
<td>16,605</td>
<td>553</td>
<td>3.3</td>
</tr>
<tr>
<td>Male</td>
<td>27,363</td>
<td>834</td>
<td>3.0</td>
</tr>
<tr>
<td>Female</td>
<td>29,858</td>
<td>897</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Note: In each age group there is a total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname, in this case 376 in the 16 to 18 age group and 257 in the 19 to 45 age group.

IV. Management, Administration and Coordination

While there appeared to be some coordination among the secondary schools, the community colleges and the area vocational schools, this is actually limited to the contacts between counselors at the high school and postsecondary institutions. There appeared to be even less coordination between the sec-
Federal Manpower programs. Even among Federal Manpower programs the degree of coordination was very limited. Well over 10 million dollars is spent annually on manpower and related programs in the Hartford area. While recent attempts have been made to deal with the area manpower effort on a functional versus a program basis, each agency tends to get bogged down in its own bureaucratic paperwork. For example, even three agencies using the Hartford Skill Center, CEP, MTA, and MTA had not talked to each other in reference to a coordinated institutional training effort until September, 1971.

Within the MDTA program itself there was considerable friction between the Department of Labor and the Department of Health, Education and Welfare (HEW) over their respective roles in implementing the program. The MDTA coordinator (Department of Labor) contended that HEW had a "laundry list" of courses which were offered year after year, irrespective of labor market needs. He pointed out that he would like more employer participation in determining training needs and further, that he would like the Department of Labor to be given the responsibility for making referrals to educational institutions. He indicated a desire to use community colleges to a greater extent, pointing out that community colleges have tremendous possibilities, especially for skill up-grading.2/

According to the MDTA Coordinator, a further problem in coordination between the Department of Labor and HEW was the fact that each agency had its own counselors who "may both be counseling enrollees in different directions." He further criticized the schools for not giving any work orientation.

Turning from problems of coordination within particular programs to problems of coordination and planning for the city as a whole, the director of the Manpower Area Planning Council (MAPC) pointed out that the major barrier to coordinated planning resulted from the fact that different programs had different methods and instruments (reporting forms) for evaluating their successes and that there was no common denominator for assessing all programs. Labor market data was supplied to the Employment Service by the State Research and Information Department as well as by a technical unit of the State Administrative Office operating at a staff level. With the advent of ESARS and Job Bank output reports, supervisors will be trained in better management techniques and more effective ways of utilizing data. A strong force within the Hartford Manpower was the MAPC Director. A former CEP director, it was through his recognition of the need for coordination and his efforts in this direction that the city was moving toward a coordinated manpower program.

V. Summary

Hartford, with a high unemployment rate and a high percentage of minorities, faces a major challenge in vocational education, particularly so

2/ At the present time HEW has entire responsibility for the educational component of the MDTA program and during FY 1971 was providing all of the training at the Hartford Skill Center.
because vocational education is a relatively new undertaking for the city. With 75 percent of the high school students coming from disadvantaged families, the need for good vocational programs is critical.

For a number of reasons, the most important being inadequate transportation, the postsecondary institutions have not provided significant vocational training opportunities to residents of the city.

While the Federal Manpower institutional programs are having a greater impact on adults than the postsecondary institutions, the vocational options of these programs are still quite limited. In view of the economic situation in Hartford it would seem that training and re-training efforts be expanded with more training directed toward the shortage occupations listed in Section III.
<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartford Public Schools</td>
<td>6,255</td>
<td>6,255</td>
<td>2,964</td>
<td>2,964</td>
</tr>
<tr>
<td>A.I. Prince Regional Vocational Technical School - Secondary</td>
<td>560</td>
<td>274</td>
<td>560</td>
<td>274</td>
</tr>
<tr>
<td>A.I. Prince Regional Vocational Technical School - Postsecondary</td>
<td>311</td>
<td>149</td>
<td>311</td>
<td>149</td>
</tr>
<tr>
<td>Greater Hartford Community College</td>
<td>1,314</td>
<td>749</td>
<td>513</td>
<td>292</td>
</tr>
<tr>
<td>Hartford State Technical College</td>
<td>1,370</td>
<td>233</td>
<td>720</td>
<td>233</td>
</tr>
<tr>
<td>Manchester Community College</td>
<td>2,682</td>
<td>173</td>
<td>1,055</td>
<td>63</td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>318</td>
<td>315</td>
<td>318</td>
<td>315</td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>1,098</td>
<td>1,098</td>
<td>191</td>
<td>191</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>1,251</td>
<td>918</td>
<td>651</td>
<td>488</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>177</td>
<td>177</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>133</td>
<td>93</td>
<td>133</td>
<td>93</td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>580</td>
<td>580</td>
<td>580</td>
<td>580</td>
</tr>
<tr>
<td>Urban League - On-The-Job Training</td>
<td>107</td>
<td>104</td>
<td>107</td>
<td>104</td>
</tr>
<tr>
<td>Hartford Public Schools - Adult</td>
<td>1,009</td>
<td></td>
<td>1,009</td>
<td></td>
</tr>
<tr>
<td>A.I. Prince Regional Vocational Technical School - Apprenticeship Program</td>
<td>2,000</td>
<td></td>
<td>2,000</td>
<td></td>
</tr>
</tbody>
</table>
Table 2

Hartford

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS;
BY TYPE AND ENROLLMENT

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.I. Prince Regional Vocational Technical School - Secondary</td>
<td></td>
</tr>
<tr>
<td>Automotive Mechanic</td>
<td>55</td>
</tr>
<tr>
<td>Beauty Culture</td>
<td>51</td>
</tr>
<tr>
<td>Carpentry</td>
<td>52</td>
</tr>
<tr>
<td>Drafting</td>
<td>33</td>
</tr>
<tr>
<td>Electrical</td>
<td>56</td>
</tr>
<tr>
<td>Fashion Design</td>
<td>34</td>
</tr>
<tr>
<td>Industrial Electronics</td>
<td>86</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>27</td>
</tr>
<tr>
<td>Masonry</td>
<td>30</td>
</tr>
<tr>
<td>Oil Burner Maintenance</td>
<td>20</td>
</tr>
<tr>
<td>Plumbing</td>
<td>35</td>
</tr>
<tr>
<td>Printing and Lithography</td>
<td>37</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>23</td>
</tr>
<tr>
<td>Tool and Die</td>
<td>21</td>
</tr>
<tr>
<td>TOTAL</td>
<td>560</td>
</tr>
</tbody>
</table>

Hartford Secondary Public Schools

<p>| Business and Office Education                              | 1,541                        |
| Bookkeeping and Accounting                                 | 116                          |
| Data Processing                                           | 139                          |
| Stenography                                               | 209                          |
| Clerk Typist                                              | 512                          |
| Automotive Servicing                                      | 85                           |
| Machine Operation                                         | 48                           |
| Automotive Mechanic                                       | 49                           |
| Appliance Repair                                          | 48                           |
| Nurse's Aide                                              | 42                           |
| Food Management Production and/or Service                  | 7                            |
| TSP Telephone Operator                                     | 1                            |
| Printing                                                  | 7                            |
| Bookbinding                                               | 6                            |
| Bank Teller and Branch Management                          | 2                            |
| Restaurant Management Trainee                             | 3                            |
| Building Maintenance                                      | 1                            |
| Meat Cutter                                               | 1                            |
| Vacuum Assembly and Sheet Metal                            | 1                            |
| Junior Technician Electrical                               | 1                            |
| Food Store Management                                     | 6                            |</p>
<table>
<thead>
<tr>
<th>Hartford Secondary Public Schools (cont'd)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Stations</td>
<td>1</td>
</tr>
<tr>
<td>Phone Installer</td>
<td>2</td>
</tr>
<tr>
<td>Telephone Frameman</td>
<td>2</td>
</tr>
<tr>
<td>Distributive: Education I</td>
<td>76</td>
</tr>
<tr>
<td>Distributive: Education II</td>
<td>58</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,964</td>
</tr>
</tbody>
</table>

A.I. Prince Regional Vocational Technical School - Postsecondary

| Dental Assistant                        | 19 |
| Licensed Practical Nurse                | 239|
| Barbering                               | 13 |
| Construction Design Drafting            | 22 |
| Welding                                 | 18 |
| TOTAL                                   | 311|

Greater Hartford Community College

| Management                              | 137|
| Marketing                               | 21 |
| Accounting                              | 123|
| Data Processing                         | 103|
| Secretarial                             | 129|
| TOTAL                                   | 513|

Hartford State Technical College

| Civil Engineering Technology            | 151|
| Data Processing Technology              | 118|
| Electrical Engineering Technology       | 143|
| Mechanical Engineering Technology       | 96 |
| Nuclear Engineering Technology          | 37 |
| Tool Engineering Technology             | 37 |
| Civil Highway Group Work-Study Program  | 46 |
| Pre-Technical College Program           | 72 |
| Surveying Technology                    | 20 |
| TOTAL                                   | 720|

Manchester Community College

| Accounting                              | 73 |
| Data Processing                         | 117|
| Secretarial                             | 117|
| Business and Administrative Management  | 231|
Table 2  
(continued)

Hartford

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manchester Community College (cont'd)</strong></td>
<td></td>
</tr>
<tr>
<td>Hotel and Lodging</td>
<td>74</td>
</tr>
<tr>
<td>Marketing</td>
<td>47</td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>32</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>59</td>
</tr>
<tr>
<td>Police Science Technology</td>
<td>305</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,055</td>
</tr>
</tbody>
</table>

**Public Schools Adult Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Mechanics</td>
<td>59</td>
</tr>
<tr>
<td>Electronics</td>
<td>28</td>
</tr>
<tr>
<td>Home and Electrical</td>
<td>30</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>17</td>
</tr>
<tr>
<td>Drafting</td>
<td>30</td>
</tr>
<tr>
<td>Woodworking</td>
<td>53</td>
</tr>
<tr>
<td>Blueprint and Shop Mathematics</td>
<td>21</td>
</tr>
<tr>
<td>Record Keeping</td>
<td>26</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>45</td>
</tr>
<tr>
<td>Business Training</td>
<td>25</td>
</tr>
<tr>
<td>Business Law</td>
<td>19</td>
</tr>
<tr>
<td>Business Machines</td>
<td>35</td>
</tr>
<tr>
<td>Data Processing</td>
<td>33</td>
</tr>
<tr>
<td>Keypunch (beginning)</td>
<td>39</td>
</tr>
<tr>
<td>Office and Clerical Practice</td>
<td>25</td>
</tr>
<tr>
<td>Shorthand</td>
<td>145</td>
</tr>
<tr>
<td>Stenoscript</td>
<td>28</td>
</tr>
<tr>
<td>Typewriting</td>
<td>351</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,009</td>
</tr>
</tbody>
</table>
Table 3

Hartford

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS:
BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manpower Development and Training Act</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>123</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Automotive</td>
<td>65</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Welding</td>
<td>16</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Assembly</td>
<td>24</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Tailoring</td>
<td>10</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Clerical</td>
<td>15</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Metal Trades</td>
<td>20</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Other</td>
<td>45</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>318</td>
<td></td>
</tr>
</tbody>
</table>

| **Concentrated Employment Program** |
| Teacher's Aide          | 20                         | Private Agency, Non-Profit Private Public School |
| Coach                   | 7                          | Non-profit Private Agency |
| Drug Counselor          | 5                          | Public Agency             |
| Parole Officer          | 3                          | Public Agency             |
| Administrative Assistant| 6                          | Non-profit Private Agency Community College |
| Laboratory Assistant    | 6                          | Hospital, Non-profit Private Agency |
| Neighborhood Fieldworker| 15                         | Public Agencies           |
| Social Worker's Aide    | 4                          | Public Agencies           |
| Social Service Aide     | 5                          | Church                    |
| Community Organizer     | 2                          | Hospital                  |
| Psychiatric Aide        | 1                          | Public Agency             |
| Child Care Aide         | 1                          | Public Agency             |
| Other                   | 116                        |                           |
| **TOTAL**               | 191                        |                           |

<p>| <strong>Work Incentive Program</strong> |
| Secretarial             | 250                        | Private Agency, Private Schools, Public Agency |
| Hairdressing            | 88                         | Private Schools            |
| Medical Aide            | 113                        | Hospital, Community College |
| Social Worker           | 200                        | Public Agency              |
| <strong>TOTAL</strong>               | 651                        |                           |</p>
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neighborhood Youth Corps II (Out-of-School)</td>
<td>Clerical 35</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td></td>
<td>Craftsmen 35</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td></td>
<td>TOTAL 70</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Distributive Education, General</td>
<td>134</td>
<td>134</td>
</tr>
<tr>
<td>General Merchandise</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Hotel and Lodging</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>Food Services</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Food Distribution</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>239</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>Health Occupations - Drug Abuse</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Psychiatric Aide</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Clothing Production</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Care &amp; Guidance of Children</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Education Assistant</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Business &amp; Office Education</td>
<td>1,541</td>
<td>1,541</td>
</tr>
<tr>
<td>Bookkeeping &amp; Accounting</td>
<td>312</td>
<td>116</td>
</tr>
<tr>
<td>Data Processing</td>
<td>477</td>
<td>139</td>
</tr>
<tr>
<td>Stenography</td>
<td>209</td>
<td>209</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>685</td>
<td>512</td>
</tr>
<tr>
<td>Communication Clerk &amp; Operator</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Machine Operator</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Supervisory and Administrative Occupations</td>
<td>368</td>
<td>368</td>
</tr>
<tr>
<td>Secretarial</td>
<td>456</td>
<td>246</td>
</tr>
<tr>
<td>Police Science</td>
<td>305</td>
<td></td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Nuclear Technology</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering Technology</td>
<td>217</td>
<td></td>
</tr>
<tr>
<td>Social Work Aide</td>
<td>229</td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>152</td>
<td>51</td>
</tr>
<tr>
<td>Lineman</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Machine Tool Operator</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Automobile Services</td>
<td>150</td>
<td>85</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Quantity Food Occupation</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
### Table 4A

**Hartford**

**DISTRIBUTION OF OCCUPATIONAL ENROLLMENT BY LEVEL AND AREA**

<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>--%</td>
<td>--%</td>
<td>--%</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>4.1</td>
<td>5.5</td>
<td>--</td>
</tr>
<tr>
<td>Health</td>
<td>1.2</td>
<td>13.4</td>
<td>10.2</td>
</tr>
<tr>
<td>Home Economics (Gainful)</td>
<td>--</td>
<td>--</td>
<td>.9</td>
</tr>
<tr>
<td>Business and Office</td>
<td>71.5</td>
<td>45.6</td>
<td>37.1</td>
</tr>
<tr>
<td>Technical Education</td>
<td>--</td>
<td>30.7</td>
<td>18.6</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>23.2</td>
<td>4.8</td>
<td>33.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Table 4  (Continued)

Hartford

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lockbinding</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>44</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodial Services</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meat Cutter</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>44</td>
<td>24</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Pre-Technical Education</td>
<td>72</td>
<td></td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Electrician</td>
<td>57</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product Design</td>
<td>34</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Electrician</td>
<td>86</td>
<td>86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masonry</td>
<td>30</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heating</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tool and Die</td>
<td>21</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>35</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>55</td>
<td>33</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>34</td>
<td></td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>Crafts, General</td>
<td>35</td>
<td></td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Assembly</td>
<td>24</td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>General Trade &amp; Industry</td>
<td>161</td>
<td></td>
<td></td>
<td>161</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7,353</td>
<td>3,524</td>
<td>2,599</td>
<td>1,230*</td>
</tr>
</tbody>
</table>

*Part of this total (less than 100 persons) were trained at the Community Colleges. As they were not reported by the respective colleges, they have been included in this total.
<table>
<thead>
<tr>
<th>AGENCY/INSTITUTION</th>
<th>VOCATIONAL GUIDANCE</th>
<th>COUNSELING</th>
<th>ADULT BASIC EDUCATION AND REMEDIAL EDUCATION</th>
<th>ENGLISH AS A SECOND LANGUAGE</th>
<th>LEGAL AID</th>
<th>CHILD DAY CARE</th>
<th>TRANSFORMATION</th>
<th>HEALTH SERVICES</th>
<th>JOB DEVELOPMENT AND PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartford Public Schools</td>
<td>*</td>
<td>I</td>
<td></td>
<td>*</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>A.I. Prince Area Technical School</td>
<td>I</td>
<td>I</td>
<td></td>
<td>*</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Greater Hartford Community College</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Hartford State Technical College</td>
<td>I</td>
<td>I</td>
<td></td>
<td>*</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Manchester Community College</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>*</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>IDEA Institutional</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>CEP</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>WTN</td>
<td>*</td>
<td>I</td>
<td>X</td>
<td>*</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>FTC II</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>JCP</td>
<td>*</td>
<td>I</td>
<td>X</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>HABS-JCBS</td>
<td>*</td>
<td>X</td>
<td>X</td>
<td>*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Urban League OT(1)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

I = Provided by Program  
X = Available by Referral  
* = Insufficient Information  
(1) No interview was conducted.
Table 6

Hartford

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Schools</td>
<td>100%</td>
<td>66%</td>
<td>23%</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td>Male</td>
<td>26%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>74%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.I. Prince Vocational Technical School</td>
<td>100</td>
<td>10</td>
<td>80</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.I. Prince Vocational Technical School</td>
<td>100</td>
<td>3</td>
<td>95</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greater Hartford Community College</td>
<td>100</td>
<td>28</td>
<td>65</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Male</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hartford State Technical College</td>
<td>100</td>
<td>3</td>
<td>93</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manchester Community College</td>
<td>100</td>
<td>4</td>
<td>95</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Schools - Adult</td>
<td>100</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>100</td>
<td>37</td>
<td>22</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>100</td>
<td>63</td>
<td>4</td>
<td>29</td>
<td>4</td>
</tr>
<tr>
<td>Male</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100</td>
<td>45</td>
<td>43</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100</td>
<td>20</td>
<td>5</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSTITUTION/AGENCY</td>
<td>TOTAL</td>
<td>BLACK</td>
<td>WHITE</td>
<td>SPANISH NAME</td>
<td>OTHER</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>100%</td>
<td>26%</td>
<td>66%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>81%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>100</td>
<td>54</td>
<td>17</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban League-On-The-Job Training Program</td>
<td>100</td>
<td>85</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7

Hartford

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookkeeping and Accounting</td>
<td>312</td>
<td>4.2%</td>
</tr>
<tr>
<td>Data Processing</td>
<td>477</td>
<td>6.5</td>
</tr>
<tr>
<td>Clerk-Typist</td>
<td>655</td>
<td>9.3</td>
</tr>
<tr>
<td>Secretarial</td>
<td>496</td>
<td>6.7</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>152</td>
<td>2.1</td>
</tr>
<tr>
<td>Automobile Services</td>
<td>150</td>
<td>2.0</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>44</td>
<td>.6</td>
</tr>
<tr>
<td>Drafting</td>
<td>55</td>
<td>.8</td>
</tr>
<tr>
<td>Welding</td>
<td>34</td>
<td>.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,405</td>
<td>32.7%</td>
</tr>
</tbody>
</table>
I. Introduction

Jacksonville, a consolidated city-county governmental unit, encompassing 652 square miles in the northeastern corner of Florida, is one of the largest cities in the nation. The Jacksonville metropolitan area is an important area economically. First, as the focal point of an overnight distribution system to an estimated 20 million persons within a radius of 500 miles (from Atlanta to Key West), the deep water port of Jacksonville is the hub of Federal and state highways and expressways, trunk-line railroads, and commercial air carriers. Its linkage to the Atlantic seaboard by the Atlantic Intracoastal Waterway and a new international airport for jet aircraft, which opened in 1963, have all served to develop Jacksonville as a major center of commerce in the Southeast United States. In 1971, commerce and transportation employed 37.7 percent of the area's civilian labor force.

Second, as the "Gateway City" of Florida, Jacksonville is a leading financial center, including a Federal Reserve Branch Bank. As a result of the passage of favorable insurance laws by the state legislature in 1953, Jacksonville had become the home and regional office of 36 insurance companies by the late 1960's. In 1971 the finance, insurance, and real estate industry employed 9.9 percent of the total civilian labor force and the area is continuing to grow.

The construction industry which in 1970 employed only 6.5 percent of the total civilian labor force is the most rapidly expanding sector of Jacksonville's economy, having grown 6.8 percent from 1970 to 1971. The service industry (personal services, hotel and lodging, and medical services) which employed 15.6 percent of the total civilian labor force in 1971 has also grown with the opening of DisneyLand in nearby Orlando in 1971, and with the expansion of the local hospital government activity, which in 1971 employed 17.5 percent of the total civilian labor force also increased slightly from 1970 to 1971.

In summary, Jacksonville appears to have a healthy expanding economy, with an abundance of employment opportunities. This is borne out by the fact that in November, 1971 Jacksonville's unemployment rate was only 2.4 percent, the lowest of the 20 cities visited.

According to the 1970 Census, the population of Jacksonville was 523,965. Of this number 400,383 (76.8 percent) were white, 7,037 (1.3 percent) were Spanish surname, 113,117 (21.7 percent) were Black, and 3,012 (0.6 percent) were other. According to the 1970 Census, 36,717 or 17 percent of the city's total population were living below the poverty income. Of these poor, 38,303 or 42.7 percent were of working age. Of these working age poor, 19,367 or 49.7 percent were Black, 2.9 percent were Spanish surname, the remaining 41.4 percent being white and other.
II. Occupational Education in Jacksonville

The expansion of the Jacksonville economy has provided local leaders with the impetus to train and upgrade many of the community's disadvantaged, heretofore not utilized because of inadequate education and formalized training.

Youth is the highest training priority in the city, with vocational education being the top priority of the Duval County School Board. In 1968-69 the Duval County Secondary Schools offered 113 vocational units. In 1970-71 the number of units had increased to 230.4 with the number of classes tripling during this period and the number of students increasing almost six fold from 2,690 in 1969-70 to 15,394 in 1970-71. During Fiscal Year 1971 55.6 percent of all students in grades 10 through 12 were enrolled in occupational programs. Although enrollment in occupational programs in Duval County high schools is open to all interested students, 90 percent of those enrolled are referred by counselors. Generally these students fall into the lower quartile of their class. Of all the people enrolled in preparatory occupational training in Jacksonville, 73 percent were enrolled in secondary programs in the public schools. It is likely that this figure is somewhat inflated due to enrollments being reported by course rather than programs. Numbers of enrollees in the various agencies are shown in Table A.

The adult vocational program for the city and county was operated by Florida Junior College at Jacksonville, one of the 28 publicly supported community junior colleges in Florida, and the only postsecondary institution serving Jacksonville and Duval County. As a postsecondary institution, Florida Junior College offers both degree and non-degree, academic and career programs. In order to enroll in any postsecondary program, a student must be at least 16 years of age and not enrolled in a regular high school program. In order to pursue a degree program, a student must have a high school diploma or general equivalency diploma. The college charges a tuition fee of $100.00 per semester for full-time study.

In addition to operating the adult program and a sizeable postsecondary program, Florida Junior College runs the designated Manpower Development and Training Act (MDTA) Skill Center. As such it trains a number of Work Incentive (WI), Concentrated Employment Program (CEP), Neighborhood Youth Corps II (NYC II), and MDTA enrollees in specially designated classes, and has administrative responsibility for the Opportunities Industrialization Center (CIC) program which does its own training. While Department of Labor, through the Employment Service, is supposed to provide counseling, job development, placement, and follow-up services to Skill Center enrollees, this is somewhat difficult in Jacksonville because the Employment Service does not have sufficient funds to staff the Center with on-site personnel. In addition to its function as a Skill Center, Florida Junior College also serves as a training site for a number of Department of Labor persons enrolled in regular classes on an individual referral basis.
Florida Junior College is well-equipped for these many functions, operating educational programs in over 100 different locations throughout its district. Its facilities include three major campuses, three full-time centers, and numerous part-time centers. Florida Junior College enrolled 12.7 percent of all people in Jacksonville enrolled in preparatory occupational training during FY 1971.

Department of Labor programs in Jacksonville included MDA, NYC II, CEP, a WIN program and an OIC program. During FY 1971, the largest of these was the WIN program with 951 enrollees, 60 percent of whom were receiving skill training. Ranking a close second and third were CEP with 848 enrollees with 35 percent in skill training, and OIC with 807 enrollees, 75 percent of whom were in skill training.

Combined, these five Federal Manpower programs accounted for 9.3 percent of the total number of persons enrolled in preparatory vocational education in Jacksonville. Florida Junior College provided 33 percent of the training for Department of Labor programs, with OIC training another 35 percent of the total through its own facility. The rest of the training (32 percent) was provided by private agencies.

Besides these five programs, there was a small Jobs Optional Program (JOP) and a small National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) program. Together these two on-the-job training programs enrolled only 90 persons during FY 1971. According to the NAB-JOBS administrator for Jacksonville, these programs (requiring the cooperation of the private sector) are small because "the Jacksonville community, being conservative, does not feel a need to support these programs." He contends that there is a general feeling in the business community that economic conditions are sanguine, the unemployment rate is low, and there is a job for everyone willing and able to work.

Occupational Offerings

The data on occupational offerings in Jacksonville is difficult to interpret because of current reporting procedures. Almost 4,000 enrollments were reported in general office occupations with approximately another 6,800 in general trade and industry, most of these in secondary programs. Even though we were able to identify 61 different courses as programs in the city, these two programs accounted for 36.3 percent of the total enrollment. Our analysis is based on these courses and programs where the level of information was sufficiently detailed to relate programs to jobs.

Florida Junior College in its postsecondary program offered 29 vocational programs with the largest concentrations in licensed practical nursing (15.6 percent), business data processing systems (12.9 percent), associate degree nursing (9.4 percent) and police science (8.9 percent).

The Federal Manpower programs offered 17 occupational options, nine of which were being given at Florida Junior College, as well as at other
private and public agencies. The largest number of Federal Manpower enrollees were being trained as general office clerks (14.3 percent), nurse's aids (12.5 percent), typists (13.5 percent), and welders (13.2 percent). As we mentioned earlier, much of this training was provided by Florida Junior College, a factor which aided in placement, as prospective employers tended to look with more favor on enrollees trained at Florida Junior College than those trained elsewhere.

The emphases of the three training levels in the seven major occupational areas are shown in Appendix Table 4-A at the end of this section.

Table A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

JACKSONVILLE

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled from City</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duval County Schools</td>
<td>25,433</td>
<td>14,107</td>
</tr>
<tr>
<td>Florida Junior College at Jacksonville</td>
<td>8,206</td>
<td>2,386</td>
</tr>
<tr>
<td>MDIA</td>
<td>168</td>
<td>168</td>
</tr>
<tr>
<td>CEP</td>
<td>848</td>
<td>304</td>
</tr>
<tr>
<td>WII</td>
<td>961</td>
<td>576</td>
</tr>
<tr>
<td>NYC II</td>
<td>417</td>
<td>76</td>
</tr>
<tr>
<td>OTC</td>
<td>807</td>
<td>605</td>
</tr>
<tr>
<td>JOP</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Florida Junior College (Adult)</td>
<td></td>
<td>11,226</td>
</tr>
</tbody>
</table>

1/ One hundred and thirty-four Federal Manpower programs enrollees were trained at Florida Junior College at Jacksonville and were included in the enrollments of both agencies.

Selected Services

In addition to skill training, Federal Manpower agencies offered a traditional range of supplementary services including recruitment, counseling, vocational guidance, job development, and follow-up to some extent. Peculiar to Jacksonville is the fact that all Federal Manpower programs offered transportation services to their enrollees. Given the fact that the city covers 325 square miles this service is probably a necessity rather than a luxury.

While two of the agencies had Adult Basic Education programs,
Florida Junior College and OIC, neither of these programs was particularly successful. While it was claimed that the AEC at the Junior College was not feared to the discredited, OIC's program which was contracted to Edward Waters College, was not printed. General equivalency diploma certification.

Although day care and medical care were offered to some extent, program administrators agreed that both these efforts need to be expanded. The NHC II program had one of the best child care programs of any of the programs studied in the 80 cities. They had subcontracted with various agencies to provide pick up and delivery service for children. The attractiveness of this service no doubt accounted for the large number of referrals to NHC II of 16 and 17 year-olds from the WIN program.

Three programs pointed out inadequacies in the public transportation system. NHC and NHC II noted that there was no public transportation to the Skill Center at Florida Junior College, and OIC contended that bad public transportation often made placement very difficult.

Characteristics of Students

About two-thirds of the secondary vocational students in Jacksonville were white, the remainder Black, with no Spanish surname individuals being reported as such. The public school adult program was 85 percent white, with 15 percent Black, and one percent Spanish surname. Florida Junior College on the other hand, reported an enrollment of 45 percent Black and 55 percent white.

By contrast, the Federal Manpower programs were overwhelmingly Black, only three programs having a percentage of Blacks which was less than 90 percent (see Table 6).

The secondary and adult programs ranged between 42 percent and 52 percent male. The five Federal Manpower preparatory programs on the other hand, showed an enrollment of only 19 percent male. This suggests that in a city of low unemployment (e.g., below three percent), males have little difficulty finding jobs which will pay them enough to meet their immediate wants. As minority males do not tend to be career-oriented, many prefer "hustling" to vocational training. One Jacksonville administrator made this point effectively, in a discussion about the construction trades. He said that while unions were still limiting opportunities for Blacks in construction, a rapidly growing area in Jacksonville, it was difficult to sell Blacks on apprenticeship training even when there were openings because "most of them do not look far enough ahead to make apprenticeship training attractive." According to this administrator, "they want instant success."

The small percentage of whites in the programs is probably attributable to the fact that in the South many Federal Manpower programs have a Black image. As one program administrator in Jacksonville phrased it, "whites just don't relate to these programs...." That it is not merely a question of need can be illustrated by comparing the racial characteristics of the WIN program universe of need with those actually enrolled in the WIN program. According to the former there are 25,000 welfare recipients in Jacksonville. The racial characteristics of this population are 60 percent white and 40 percent black. Assuming that all welfare recipients are eligible for the WIN program the fact that 97 percent of WIN enrollees were Black seems to indicate a reluctance on the part of eligible whites to enroll in the program.
The NAB-JOBS program which reported four percent females contended that it was difficult to get firms to hire disadvantaged females. The program director pointed out that in the past, manpower programs have not turned out females sufficiently trained for the private sector.

Regarding educational levels, CEP reported an average grade completed of 10.5. According to the director of CEP, Department of Labor standards on turnover do not encourage the programs to take persons with the most-serious educational and other problems. In a similar vein, the FLTA program director who reported the same average grade level (10.5), pointed out that "a great number of people are not being reached because of the limits of the program and the lack of funds to work with a great number who need exceptional preparation for training."

Both NAB-JOBS and JOP reported that the average grade completed was 10, while NYC II similarly reported that 75 percent of its enrollees had completed grade 10. The WIN program reported that most of its enrollees were functioning at a ninth grade level.

According to program administrators the average grade completed by students at Florida Junior College was 10.5.

III. Overlap, Duplications and Gaps

Of the 18,468 persons enrolled in the preparatory occupations in Jacksonville, 7,765 or 42.3 percent were enrolled in occupational programs offered by more than one institution or agency. There did not seem to be any serious instances of duplication. Overlap between the public schools and Federal Manpower programs, the two agencies probably training at the same level, involved 3,403 individuals or 18.7 percent of the total enrollment. The areas involved in this overlap included ornamental horticulture, general merchandising, clerical, secretarial, automobile body, automobile mechanics, cosmetology, tailoring, upholstery, air conditioning and refrigeration, and welding. As was mentioned under Part II, 32 percent of all Federal Manpower enrollees were trained at a number of private and public agencies in the area. Our interviews indicated that the 33 percent trained at the Florida Junior College would have been higher had there been more slots available.

Of the total outputs of all preparatory programs in the city, secondary institutions provided 78 percent, postsecondary institutions, 15.7 percent, and Federal Manpower programs only 6.3 percent.

Appendix Table 7 displays all offerings where there was any overlap. Reference to Appendix Table 4 will show where the overlap occurred.

Programs Compared with the Local Labor Market

Examination of labor market data furnished by the Florida Department of Commerce indicated that five programs enrolling 4.7 percent of the total enrollment were training people in surplus occupations. Unlike cities with
a manufacturing-based economy, there were few surpluses in semi-skilled or unskilled areas in Jacksonville.

Only one of the five training programs in surplus occupations, general clerical, which was available at the secondary schools, Florida Junior College, and the Department of Labor programs was offered by more than one agency. Of all the training which was being conducted in surplus occupations, 67.4 percent was being done by the high schools, 6.2 percent by Florida Junior College, and 26.4 percent by the Federal Manpower programs. Surplus occupations are shown in Table B-1.

Table B-1

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservation</td>
<td>78</td>
<td>0.4%</td>
</tr>
<tr>
<td>Engineering</td>
<td>121</td>
<td>0.6</td>
</tr>
<tr>
<td>Electronics</td>
<td>35</td>
<td>0.2</td>
</tr>
<tr>
<td>Hotel and Motel Managers</td>
<td>12</td>
<td>0.1</td>
</tr>
<tr>
<td>General Clerks</td>
<td>622</td>
<td>3.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>868</strong></td>
<td><strong>4.7</strong></td>
</tr>
</tbody>
</table>

On the other hand, 15 programs accounting for 12.9 percent of the total enrollment in preparatory occupations were in occupations for which there was a shortage of workers.

Nine of the offerings were being offered by at least two agencies, with four being offered by three agencies. Possible duplication of training for the same entry level would be automobile mechanics, automobile body repair, cosmetology, tailoring, and upholstery, offered by the secondary schools and the Federal Manpower programs and stenography and secretarial, and air conditioning and refrigeration offered by all three agencies.

In summary, Jacksonville's vocational programming at all three agency levels seemed to be related to labor market needs. In contrast to many other cities, where program administrators expressed reluctance to expand training due to the economy, the complaint of Jacksonville program people was not the economy but the limited training resources. In addition to occupations identified in Table 3-2, new shortage areas are expected to open up in the health areas, office and clerical, retail trade and service areas. In view of the occupational shortages and the expanding economy, the duplication of offerings did not seem to be of major concern.
Table B-2
NUMBE R AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

JACKSONVILLE

<table>
<thead>
<tr>
<th>Skill Training Program</th>
<th>Number of Students</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>技能训练项目</td>
<td>学生人数</td>
<td>总人数比例</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>335</td>
<td>1.6%</td>
</tr>
<tr>
<td>Diesel Mechanics</td>
<td>69</td>
<td>0.4%</td>
</tr>
<tr>
<td>Television Service Repair</td>
<td>73</td>
<td>0.4%</td>
</tr>
<tr>
<td>Bookkeeping and Accounting</td>
<td>131</td>
<td>0.7%</td>
</tr>
<tr>
<td>Typing</td>
<td>215</td>
<td>1.2%</td>
</tr>
<tr>
<td>Stenography and Secretarial</td>
<td>558</td>
<td>3.0%</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>268</td>
<td>1.4%</td>
</tr>
<tr>
<td>Tailoring</td>
<td>49</td>
<td>0.2%</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>140</td>
<td>0.7%</td>
</tr>
<tr>
<td>Cabinet Making</td>
<td>44</td>
<td>0.3%</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>73</td>
<td>0.4%</td>
</tr>
<tr>
<td>Refrigeration and Air Conditioning Mechanics</td>
<td>213</td>
<td>1.2%</td>
</tr>
<tr>
<td>Office Machine Service</td>
<td>15</td>
<td>0.1%</td>
</tr>
<tr>
<td>Sheet Metal Work</td>
<td>65</td>
<td>0.4%</td>
</tr>
<tr>
<td>Upholstery</td>
<td>150</td>
<td>0.8%</td>
</tr>
<tr>
<td>Total</td>
<td>2,383</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

The major obstacle to expansion of training in Jacksonville was limited training facilities—Florida Junior College being the only skill center and the only postsecondary institution available for regular classroom training. Only a limited number of slots were open to CEP, WII, and RFC II. One notes that when the universe of need for the CEP is 20,000 and CEP is currently serving only 212, and when RFC II reports 3,000 applicants for 120 slots, and RFC II provides skill training to 76 youths where 2,200 have dropped out of junior and senior high schools annually, the inadequacy of training facilities appears rather significant.

Programs Compared with Population Groups

The Jacksonville public schools enrolled 14,407 in skill training programs during Y 1971. If we add the 76 enrolled in training by RFC II we find that 14,483 persons in the 16 to 15 age group were being served by skill training programs.

Looking at Table C we see that this constituted 48.2 percent of all persons between 16 and 15 years—43 percent of the whites and 54.6 percent of the Blacks in this age group. Of all the whites being served in this age
group, 99.9 percent were being served in the public schools, only 0.1 percent being served by Federal Manpower related training agencies. For Blacks the percentage declines slightly to 98.4 percent served by the secondary schools with 1.3 percent being served by Federal Manpower related agencies.

On the other hand, postsecondary and Federal Manpower programs enrolled 4,039 persons or only 2.1 percent of total persons in the 19 to 44 age group. Of total whites in this age group, the percentage was 0.1 percent and of total Blacks in this age group the percent was seven. If we add the small JOP and HAB-TOES JPT programs (combined total of 90 enrollees), the percent of Blacks goes up to 7.2 while the percent of whites remains the same.

Of all the whites in this age group who were recipients of occupational training, 93.3 percent were being trained at Florida Junior College while the remaining 6.7 percent were being trained by Federal Manpower related public and private agencies.

On the other hand, of all the Blacks in this age group who were being served by occupational programs, 50.6 percent were being trained at postsecondary institutions while 49.3 percent were being trained at Federal Manpower related public and private agencies.

IV. Management, Administration and Coordination

While there were formal linkages between the various manpower programs in Jacksonville (e.g., WE makes referrals to JFC II, WII and CEP make referrals to HAB), and all preparatory programs, with the exception of OIC which does its own training, utilized, to a greater or lesser extent, the facilities of Florida Junior College, there was actually little coordination among the various manpower programs. Every program has its own outreach and job development, and each is reluctant to give it up, precluding a more centralized approach to delivery of services. According to some people the existence of the Department of Labor, Health, Education and Welfare, and Office of Economic Opportunity programs work against a centralized approach.

While the Cooperative Area Manpower Planning System (CAMP) Committee in Jacksonville was restructured as the Manpower Area Planning Council (MAC) Secretariat in June, 1970 and receives the active support of the Mayor, who has placed a high priority on coordination of manpower programs, it is still struggling with the formidable task of assembling data on which agency is doing what training.

In order to plan effectively the MAC secretary is presently trying to determine the needs of various agencies. This is complicated by limited

2/ Includes various public and private schools and agencies used as training sites by Department of Labor as well as training provided by the Department of Labor in-house.

3/ This category also includes the JDTA Skill Center, which although run by Florida Junior College is operated separately.
Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH
HISTORIES OF THESE GROUPS IN SKILL TRAINING

JACKSONVILLE

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 16 to 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30,019</td>
<td>14,483</td>
<td>48.2%</td>
</tr>
<tr>
<td>White</td>
<td>22,467</td>
<td>9,661</td>
<td>43.0%</td>
</tr>
<tr>
<td>Black</td>
<td>7,541</td>
<td>4,822</td>
<td>64.6%</td>
</tr>
<tr>
<td>Male</td>
<td>15,224</td>
<td>7,503</td>
<td>49.2%</td>
</tr>
<tr>
<td>Female</td>
<td>14,775</td>
<td>6,980</td>
<td>47.2%</td>
</tr>
<tr>
<td>Age 19 to 44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>190,682</td>
<td>4,039</td>
<td>2.1%</td>
</tr>
<tr>
<td>White</td>
<td>152,703</td>
<td>1,488</td>
<td>0.1%</td>
</tr>
<tr>
<td>Black</td>
<td>36,375</td>
<td>2,515</td>
<td>7.0%</td>
</tr>
<tr>
<td>Male</td>
<td>96,307</td>
<td>1,325</td>
<td>1.4%</td>
</tr>
<tr>
<td>Female</td>
<td>94,375</td>
<td>2,714</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the numbers of persons of other races, i.e., American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

Given the expanding economy of the Jacksonville area the philosophy behind establishing training priorities "people on whom they can have the most impact" seems to make sense. The following priorities have been identified in descending order:

1. Youth
2. Technologically displaced
3. Welfare Recipients
4. The disadvantaged "because it takes so much time to train them."
V. Survey

In conclusion, Jacksonville appears to have a well-balanced program of occupational offerings which is geared to immediate and future labor market needs. The major problem seems to be the availability of resources to expand existing training facilities and develop additional programs to meet local needs.

Other problems seem to be difficulties in attracting males and poor whites to Department of Labor programs and finding employment opportunities for females.

According to some sources, despite the local emphasis on youth, there is a gap in services to 13 to 21 year-olds who formerly were eligible for the NYC II program.
### Table 1

Jacksonville

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>NUMBER ENROLLED</th>
<th>NUMBER FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING (1)</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duval County Public Schools</td>
<td>25,433</td>
<td>25,433</td>
<td>14,407</td>
<td>14,407</td>
</tr>
<tr>
<td>Florida Junior College at Jacksonville</td>
<td>8,460</td>
<td>8,206</td>
<td>2,460</td>
<td>2,386</td>
</tr>
<tr>
<td>Manpower Development and Training Act (1)</td>
<td>168</td>
<td>168</td>
<td>168</td>
<td>168</td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>848</td>
<td>848</td>
<td>304</td>
<td>304</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>961</td>
<td>961</td>
<td>576</td>
<td>576</td>
</tr>
<tr>
<td>Neighborhood Youth Corps - II</td>
<td>417</td>
<td>417</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>Opportunities Industrial Center</td>
<td>807</td>
<td>807</td>
<td>605</td>
<td>605</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>National Alliance of Businessmen - Job Opportunities in the Business Sector</td>
<td>47</td>
<td>47</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Florida Junior College - Adult</td>
<td>11,326</td>
<td>11,326</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) One hundred and thirty-four of those in Department of Labor skill training programs were trained at and are included in the totals of Florida Junior College as well as the Department of Labor Programs.
## Jacksonville

### OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacksonville Public Schools - Secondary</td>
<td></td>
</tr>
<tr>
<td>Forestry</td>
<td>78</td>
</tr>
<tr>
<td>Agricultural Mechanics</td>
<td>50</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>142</td>
</tr>
<tr>
<td>General Merchandising</td>
<td>512</td>
</tr>
<tr>
<td>Nursing, General</td>
<td>46</td>
</tr>
<tr>
<td>General Office Clerks</td>
<td>351</td>
</tr>
<tr>
<td>Stenographer, Secretary</td>
<td>417</td>
</tr>
<tr>
<td>Office Occupations, Other</td>
<td>3,585</td>
</tr>
<tr>
<td>Engineering Related Technology</td>
<td>121</td>
</tr>
<tr>
<td>Trade and Industry, Other</td>
<td>6,778</td>
</tr>
<tr>
<td>Electricity</td>
<td>167</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>115</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>118</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>315</td>
</tr>
<tr>
<td>Aviation Occupations</td>
<td>69</td>
</tr>
<tr>
<td>Commercial Art Occupations</td>
<td>99</td>
</tr>
<tr>
<td>Masonry</td>
<td>120</td>
</tr>
<tr>
<td>Diesel Mechanics</td>
<td>69</td>
</tr>
<tr>
<td>Drafting</td>
<td>148</td>
</tr>
<tr>
<td>Electrical Occupations</td>
<td>40</td>
</tr>
<tr>
<td>Industrial Electronics</td>
<td>35</td>
</tr>
<tr>
<td>Radio and Television</td>
<td>30</td>
</tr>
<tr>
<td>Graphic Arts Occupations</td>
<td>85</td>
</tr>
<tr>
<td>Metal Working</td>
<td>49</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>65</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>161</td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>117</td>
</tr>
<tr>
<td>Tailoring</td>
<td>39</td>
</tr>
<tr>
<td>Shoe Repair</td>
<td>16</td>
</tr>
<tr>
<td>Upholstery</td>
<td>24</td>
</tr>
<tr>
<td>Millwork and Cabinetmaking</td>
<td>44</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>73</td>
</tr>
<tr>
<td>Carpentry</td>
<td>49</td>
</tr>
<tr>
<td>Custodial Services</td>
<td>143</td>
</tr>
<tr>
<td>Welding</td>
<td>47</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>16</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>74</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14,407</strong></td>
</tr>
</tbody>
</table>
### Table 2 (Continued)

**Jacksonville**

**Florida Junior College at Jacksonville**  
*Postsecondary*

<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Merchandising</td>
<td>19</td>
</tr>
<tr>
<td>Hotel and Lodging</td>
<td>12</td>
</tr>
<tr>
<td>Insurance</td>
<td>4</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>40</td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>63</td>
</tr>
<tr>
<td>Associate Degree Nurse</td>
<td>232</td>
</tr>
<tr>
<td>Practical Nurse</td>
<td>384</td>
</tr>
<tr>
<td>Ophthalmic Dispensing</td>
<td>6</td>
</tr>
<tr>
<td>Gainful Home Economics</td>
<td>199</td>
</tr>
<tr>
<td>Food Management, Production and Service</td>
<td>55</td>
</tr>
<tr>
<td>Accountant</td>
<td>130</td>
</tr>
<tr>
<td>Business Data Processing Systems Occupations</td>
<td>307</td>
</tr>
<tr>
<td>Clerical and General Office</td>
<td>42</td>
</tr>
<tr>
<td>Information Communications Occupations</td>
<td>59</td>
</tr>
<tr>
<td>Secretarial</td>
<td>37</td>
</tr>
<tr>
<td>Office Occupations, Other</td>
<td>123</td>
</tr>
<tr>
<td>Civil Technology</td>
<td>15</td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>111</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>34</td>
</tr>
<tr>
<td>Agricultural Related Technologies</td>
<td>20</td>
</tr>
<tr>
<td>Health Related Technology</td>
<td>48</td>
</tr>
<tr>
<td>Commercial Pilot Training</td>
<td>13</td>
</tr>
<tr>
<td>Fire and Fire Safety Technology</td>
<td>52</td>
</tr>
<tr>
<td>Police Science Technology</td>
<td>220</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>56</td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>43</td>
</tr>
<tr>
<td>Welding and Cutting</td>
<td>22</td>
</tr>
<tr>
<td>Personal Services</td>
<td>114</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,460</td>
</tr>
</tbody>
</table>

**Florida Junior College at Jacksonville**  
*Adult*

<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ornamental Horticulture</td>
<td>36</td>
</tr>
<tr>
<td>Advertising Services</td>
<td>71</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>1,102</td>
</tr>
<tr>
<td>General Merchandising</td>
<td>57</td>
</tr>
<tr>
<td>Hotel and Lodging</td>
<td>374</td>
</tr>
<tr>
<td>Insurance</td>
<td>373</td>
</tr>
<tr>
<td>Real Estate</td>
<td>990</td>
</tr>
<tr>
<td>Transportation</td>
<td>41</td>
</tr>
<tr>
<td>Distributive Education, Other</td>
<td>40</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>180</td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>72</td>
</tr>
<tr>
<td>Health Occupations Education, Other</td>
<td>59</td>
</tr>
<tr>
<td>Occupational Preparation (Home Economics)</td>
<td>144</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>25</td>
</tr>
</tbody>
</table>
### Table 2
(Continued)

#### Jacksonville

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing Management, Production and Services</td>
<td>345</td>
</tr>
<tr>
<td>Home Furnishings, Equipment and Services</td>
<td>451</td>
</tr>
<tr>
<td>Accountant</td>
<td>111</td>
</tr>
<tr>
<td>Bockkeeper</td>
<td>69</td>
</tr>
<tr>
<td>Filing, Office Machines and General Office Clerical Occupations</td>
<td>1,013</td>
</tr>
<tr>
<td>Information Communications Occupations</td>
<td>362</td>
</tr>
<tr>
<td>Stenographers</td>
<td>451</td>
</tr>
<tr>
<td>Supervisory &amp; Administrative Management</td>
<td>181</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td>1,994</td>
</tr>
<tr>
<td>Typist</td>
<td>141</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>279</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>17</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>54</td>
</tr>
<tr>
<td>Mechanics</td>
<td>235</td>
</tr>
<tr>
<td>Blueprint Reading</td>
<td>14</td>
</tr>
<tr>
<td>Commercial Art Occupations</td>
<td>59</td>
</tr>
<tr>
<td>Commercial Photography Occupations</td>
<td>30</td>
</tr>
<tr>
<td>Electricity</td>
<td>104</td>
</tr>
<tr>
<td>Maintenance, Heavy Equipment</td>
<td>14</td>
</tr>
<tr>
<td>Masonry</td>
<td>26</td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>108</td>
</tr>
<tr>
<td>Drafting</td>
<td>17</td>
</tr>
<tr>
<td>Industrial Electrician</td>
<td>40</td>
</tr>
<tr>
<td>Graphic Arts Occupations</td>
<td>36</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>41</td>
</tr>
<tr>
<td>Welding and Cutting</td>
<td>289</td>
</tr>
<tr>
<td>Law Enforcement Training</td>
<td>840</td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>65</td>
</tr>
<tr>
<td>Pumping Plants</td>
<td>107</td>
</tr>
<tr>
<td>Tailoring</td>
<td>83</td>
</tr>
<tr>
<td>Shoe Repair</td>
<td>38</td>
</tr>
<tr>
<td>Upholstery</td>
<td>106</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11,326</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Manpower Development and Training Act</strong></td>
<td></td>
</tr>
<tr>
<td>Typist</td>
<td>40</td>
</tr>
<tr>
<td>Secretary</td>
<td>44</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>46</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>19</td>
</tr>
<tr>
<td>Other</td>
<td>19</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>168</strong></td>
</tr>
<tr>
<td><strong>Work Incentive Program</strong></td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>180</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>60</td>
</tr>
<tr>
<td>Clerical</td>
<td>144</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>60</td>
</tr>
<tr>
<td>Barber</td>
<td>30</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>8</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>4</td>
</tr>
<tr>
<td>Tailor</td>
<td>10</td>
</tr>
<tr>
<td>Upholstering</td>
<td>25</td>
</tr>
<tr>
<td>Furniture Refinishers</td>
<td>30</td>
</tr>
<tr>
<td>Floral Designers</td>
<td>15</td>
</tr>
<tr>
<td>Surgical Technicians</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>576</strong></td>
</tr>
<tr>
<td><strong>Concentrated Employment Program</strong></td>
<td></td>
</tr>
<tr>
<td>Typist</td>
<td>22</td>
</tr>
<tr>
<td>Welding</td>
<td>23</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>22</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>30</td>
</tr>
<tr>
<td>Beauticians</td>
<td>9</td>
</tr>
<tr>
<td>Barbers</td>
<td>7</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>3</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>6</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>1</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Medical Receptionist</td>
<td>1</td>
</tr>
<tr>
<td>Hairstylist</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>178</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>304</strong></td>
</tr>
</tbody>
</table>
Table 3  
(Continued)

Jacksonville

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neighborhood Youth Corps II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>50</td>
<td>Victor Business School</td>
</tr>
<tr>
<td>Nurse's Assistant</td>
<td>9</td>
<td>Florida Junior College</td>
</tr>
<tr>
<td>Nurse's Assistant</td>
<td>11</td>
<td>Baptist Hospital</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>4</td>
<td>Florida College of Assistants</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>1</td>
<td>Unknown</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>1</td>
<td>General Motors Training School</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>76</td>
<td></td>
</tr>
<tr>
<td><strong>Opportunities Industrial Center</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk Stenographer</td>
<td>76</td>
<td>OIC In-House</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>104</td>
<td>OIC In-House</td>
</tr>
<tr>
<td>Arc Welder</td>
<td>91</td>
<td>OIC In-House</td>
</tr>
<tr>
<td>Combination Welder</td>
<td>97</td>
<td>OIC In-House</td>
</tr>
<tr>
<td>Airconditioning/Refrigeration</td>
<td>42</td>
<td>OIC In-House</td>
</tr>
<tr>
<td>Upholstery</td>
<td>71</td>
<td>OIC In-House</td>
</tr>
<tr>
<td>General Office Clerk</td>
<td>84</td>
<td>OIC In-House</td>
</tr>
<tr>
<td>Cashier Sales</td>
<td>40</td>
<td>OIC In-House</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>605</td>
<td></td>
</tr>
</tbody>
</table>
Table 4

Jacksonville

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forestry</td>
<td>78</td>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Mechanics</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>157</td>
<td>142</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Hotel and Lodging</td>
<td>12</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General Merchandise</td>
<td>571</td>
<td>512</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Food Management, Production and Services</td>
<td>55</td>
<td></td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Nursing, General</td>
<td>46</td>
<td></td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Associate Degree Nurse</td>
<td>232</td>
<td></td>
<td>232</td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>384</td>
<td></td>
<td>384</td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>200</td>
<td></td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>49</td>
<td></td>
<td>40</td>
<td>9</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>72</td>
<td></td>
<td>63</td>
<td>9</td>
</tr>
<tr>
<td>Opthalmic Dispensing</td>
<td>6</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Gainful Home Economics</td>
<td>199</td>
<td></td>
<td>199</td>
<td></td>
</tr>
<tr>
<td>General Office Clerk</td>
<td>622</td>
<td>351</td>
<td>42</td>
<td>229</td>
</tr>
<tr>
<td>Stenographic and Secretarial</td>
<td>558</td>
<td>417</td>
<td>59</td>
<td>82</td>
</tr>
<tr>
<td>Typing</td>
<td>215</td>
<td></td>
<td></td>
<td>215</td>
</tr>
<tr>
<td>Office Occupations, General</td>
<td>3,708</td>
<td>3,585</td>
<td>123</td>
<td></td>
</tr>
<tr>
<td>Bookkeeping and Accounting</td>
<td>131</td>
<td></td>
<td>130</td>
<td>1</td>
</tr>
<tr>
<td>Business Data Processing Systems</td>
<td>357</td>
<td></td>
<td>307</td>
<td>50</td>
</tr>
<tr>
<td>Information Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Technology</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>111</td>
<td></td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>34</td>
<td></td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Agricultural Related Technology</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Commercial Pilot Training</td>
<td>13</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Fire and Safety Technology</td>
<td>52</td>
<td></td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Police Science</td>
<td>220</td>
<td></td>
<td>220</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>121</td>
<td>121</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>Health Related Technology</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and Industry, General</td>
<td>6,778</td>
<td>6,778</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>167</td>
<td></td>
<td>167</td>
<td></td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>140</td>
<td>118</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Automobile and Other Mechanics</td>
<td>335</td>
<td>315</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>99</td>
<td></td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>Diesel Mechanics</td>
<td>69</td>
<td></td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>148</td>
<td>148</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>35</td>
<td></td>
<td>35</td>
<td>43</td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>73</td>
<td></td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
Table 4 (continued)

Jacksonville

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Arts</td>
<td>85</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metalworking</td>
<td>49</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>268</td>
<td>161</td>
<td></td>
<td>107</td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>117</td>
<td>117</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Tailoring</td>
<td>49</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoe Repair</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upholstery</td>
<td>150</td>
<td>24</td>
<td></td>
<td>126</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>73</td>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodial Services</td>
<td>143</td>
<td>143</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation Occupations</td>
<td>69</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>213</td>
<td>115</td>
<td>56</td>
<td>42</td>
</tr>
<tr>
<td>Masonry</td>
<td>120</td>
<td>120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Occupations</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>49</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Shop</td>
<td>74</td>
<td>74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>280</td>
<td>47</td>
<td>22</td>
<td>211</td>
</tr>
<tr>
<td>Millwork and Cabinetmaking</td>
<td>44</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>65</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Services</td>
<td>114</td>
<td></td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>197</td>
<td></td>
<td></td>
<td>197</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18,462</td>
<td>14,407</td>
<td>2,460</td>
<td>1,595</td>
</tr>
</tbody>
</table>

* In addition to this total 134 persons, in Department of Labor skill training programs were trained at Florida Junior College at Jacksonville. Since these enrollments were also reported by Florida Junior College they have been eliminated here to prevent duplicated counts.
### Table 4A

**Jacksonville**

**DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA**

<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1.8%</td>
<td>--%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>3.6</td>
<td>3.6</td>
<td>2.9</td>
</tr>
<tr>
<td>Health</td>
<td>0.3</td>
<td>29.5</td>
<td>16.3</td>
</tr>
<tr>
<td>Home Economics(Gainful)</td>
<td>--</td>
<td>8.1</td>
<td>--</td>
</tr>
<tr>
<td>Business and Office</td>
<td>30.3</td>
<td>28.4</td>
<td>41.3</td>
</tr>
<tr>
<td>Technical Education</td>
<td>0.8</td>
<td>20.8</td>
<td>--</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>63.2</td>
<td>9.6</td>
<td>38.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
### Table 5

**SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM**

<table>
<thead>
<tr>
<th>AGENCY/INSTITUTION</th>
<th>VOCATIONAL GUIDANCE</th>
<th>COUNSELING</th>
<th>ADULT BASIC EDUCATION AND REFREDD EDUCA</th>
<th>ENGLISH AS A SECOND LANGUAGE</th>
<th>LEGAL AID</th>
<th>CHILD DAY CARE</th>
<th>TRANSPORTATION</th>
<th>HEALTH SERVICES</th>
<th>JOB DEVELOPMENT AND PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duval County Public Schools</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>*</td>
<td>X</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Florida Junior Col. at Jacksonville</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Vocational Institutional</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>CEP</td>
<td>*</td>
<td>I</td>
<td>*</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>VIM</td>
<td>*</td>
<td>I</td>
<td>*</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MDC II</td>
<td>I</td>
<td>I</td>
<td>*</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>GIC</td>
<td>*</td>
<td>I</td>
<td>*</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

**Legend:**

- **I** = Provided by Program
- **X** = Available by Referral
- * = Insufficient Information
Table 6

Jacksonville

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duval County Public Schools</td>
<td>100%</td>
<td>33%</td>
<td>67%</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>48%</td>
<td>48%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida Junior College at</td>
<td></td>
<td></td>
<td></td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Jacksonville</td>
<td></td>
<td>45%</td>
<td>55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>42%</td>
<td>58%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Act - Institutional</td>
<td>100%</td>
<td>70%</td>
<td>30%</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>Male</td>
<td>25%</td>
<td>75%</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>100%</td>
<td>87%</td>
<td>13%</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Male</td>
<td>35%</td>
<td>65%</td>
<td>65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>65%</td>
<td>35%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100%</td>
<td>94%</td>
<td>6%</td>
<td>99%</td>
<td>1%</td>
</tr>
<tr>
<td>Male</td>
<td>94%</td>
<td>1%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5%</td>
<td>99%</td>
<td>99%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps - II</td>
<td>100%</td>
<td>90%</td>
<td>10%</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Male</td>
<td>90%</td>
<td>15%</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>10%</td>
<td>85%</td>
<td>85%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities Industrial Center</td>
<td>100%</td>
<td>91%</td>
<td>8.5%</td>
<td>0.5%</td>
<td>28%</td>
</tr>
<tr>
<td>Male</td>
<td>91%</td>
<td>28%</td>
<td>28%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>8.5%</td>
<td>72%</td>
<td>72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>100%</td>
<td>50%</td>
<td>48%</td>
<td>2%</td>
<td>95%</td>
</tr>
<tr>
<td>Male</td>
<td>50%</td>
<td>95%</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>48%</td>
<td>5%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen - Job Opportunities in the Business Sector</td>
<td>100%</td>
<td>90%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>90%</td>
<td>53%</td>
<td>53%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>10%</td>
<td>47%</td>
<td>47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duval County Public Schools - Adult Program</td>
<td>100%</td>
<td>14%</td>
<td>85%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>14%</td>
<td>42%</td>
<td>42%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>85%</td>
<td>58%</td>
<td>58%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 7

**Jacksonville**

**Number of Students Enrolled in Occupational Offerings Provided by More Than One Agency**

<table>
<thead>
<tr>
<th>Occupational Offerings</th>
<th>Number of Students Enrolled</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ornamental Horticulture</td>
<td>157</td>
<td>.8%</td>
</tr>
<tr>
<td>General Merchandise</td>
<td>571</td>
<td>3.1 %</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>49</td>
<td>.3 %</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>72</td>
<td>.4 %</td>
</tr>
<tr>
<td>General Office Clerk</td>
<td>622</td>
<td>3.4 %</td>
</tr>
<tr>
<td>Stenographic and Secretarial</td>
<td>588</td>
<td>3.2 %</td>
</tr>
<tr>
<td>Office Occupations, General</td>
<td>3,708</td>
<td>20.1 %</td>
</tr>
<tr>
<td>Bookkeeping and Accounting</td>
<td>131</td>
<td>.8 %</td>
</tr>
<tr>
<td>Business Data Processing Systems</td>
<td>357</td>
<td>1.9 %</td>
</tr>
<tr>
<td>Autobody and Fender</td>
<td>140</td>
<td>.8 %</td>
</tr>
<tr>
<td>Auto and Other Mechanics</td>
<td>335</td>
<td>1.8 %</td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>73</td>
<td>.4 %</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>268</td>
<td>1.5 %</td>
</tr>
<tr>
<td>Tailoring</td>
<td>49</td>
<td>.3 %</td>
</tr>
<tr>
<td>Upholstery</td>
<td>150</td>
<td>.8 %</td>
</tr>
<tr>
<td>Air Conditioning and Refrigeration</td>
<td>213</td>
<td>1.2 %</td>
</tr>
<tr>
<td>Welding</td>
<td>280</td>
<td>1.5 %</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>7,763</strong></td>
<td><strong>42.3%</strong></td>
</tr>
</tbody>
</table>
I. Introduction

Kansas City, Missouri, has much in common, historically and currently, with its sister city of the same name on the Kansas side. Both are located at the junction of the Ohio and Missouri rivers, almost in the geographical center of the United States, and both are centers of agricultural as well as industrial activity, the latter now predominating over the former. The chief difference between the two cities is the greater dominance of industry and supportive business in the Missouri city. Like Fort Worth, Kansas City, Missouri once had a thriving stockyard activity which absorbed thousands of unskilled and semi-skilled workers who were thrown out of work when the stockyards moved out closer to the cattle raising areas.

The 1970 Census placed the population of Kansas City, Missouri at 507,247. The SMSA includes Clay, Jackson, Platte, Cass and part of Ray counties, but the labor market area crosses the state line. In fact, the Mid America Council of Government which has supplanted CAMPS includes representation from Johnson, Leavenworth and Wyandotte counties in Kansas. Mild geographical complications are occasioned by parts of several counties in both states being within the metropolitan limits of both cities.

At the time Kansas City was visited for this survey (December, 1971) unemployment hovered around the 6.2 percentage mark, about the same as a year earlier. There was guarded optimism that "unless disruptive influences should develop" the ensuing months would show improvement particularly because of major construction projects which were expected to boost the trade and service industry. Advances were noted in certain sectors, especially in the non-manufacturing area, but declines had occurred in others, due, among other reasons, to cutbacks in defense orders and to losses in the electrical and chemical industries. Cutbacks at TWA, General Motors and Bendix, three major employers, had added a number of skilled and professional personnel to the ranks of the unemployed.

Manufacturing employs the largest block of the labor force, 21 percent of the general population over 16 years of age. Employment of minorities in manufacturing is substantial; 22 percent of Blacks are so engaged, and 28 percent of the Spanish surnamed.

Like other metropolitan centers, Kansas City was feeling the competition of suburban growth and the relocation of business and industry to the outskirts. The 1970 Census reported that 22 percent of the population, 111,980 were Black, and 2.7 percent were of Spanish origin or descent. Of those in the general population who were over 25 years of age, 55.9 percent had completed four years of high school or more. The percentages were somewhat lower for both Black and Spanish persons only, 40 percent of the former having attained that level and 43 percent of the latter. Among the Blacks, women registered slightly higher than the men; the reverse was true among the Spanish surnamed.
In the age group 18-24, 64.6 percent of the population had completed four or more years of high school and 8.3 percent had graduated from four-year colleges. This indication that the educational level is rising was borne out by the fact that 91.9 percent of all persons between 14 and 17 years of age were attending school. Of those between 16 and 64 approximately 32 percent had received some skill training.

The number of families receiving public assistance in Kansas City ranked low compared to other cities survey. While approximately 6.9 percent of the families had incomes below the poverty level, 4.4 percent of the general population was receiving public assistance. The percentage was higher for Black families, 11.7 percent, but only a sprinkling of Spanish surnamed families were so listed. About 25 percent of Missouri's disadvantaged reside in Kansas City.

II. Occupational Education in Kansas City

In view of the high percentage (93.5) of young people between 14 and 17 who were attending school, a small number, 1,059, or 5.7 percent of the 18,456 pupils in the school population, were pursuing vocational programs in the 24 areas offered by the high schools. This enrollment does not include the pupils who were taking courses in home economics and industrial arts, or who were enrolled in exploratory programs. Auto mechanics and clerical occupations were the most popular programs. While vocational education had met with considerable resistance in the past because it was considered a "dumping ground for academic failures" school authorities noted that the programs were drawing increasingly from pupils in the middle to upper income levels. However, during Fiscal year 1971, 60 to 70 percent of the vocational students were from the inner city. The public schools also operated an adult program with predominantly white residents enrolled for upgrading courses. It was the contention of some administrators that disadvantaged persons did not enroll in the programs because of transportation and child care problems. Since Missouri law does not permit free vocational education to adults, tuition ranged from 25 cents per hour to $1.60 depending on the course.

Vocational education at the secondary level was offered at comprehensive high schools, three of which offered five or more programs. Not the same programs were available at all high schools. The only exclusively vocational school was the Technical Education Center which opened in 1971. At the time of the survey it was only 40 percent equipped. The Center permits pupils to take their academic work at their chosen high school and vocational work at the Center, or they can enroll at the Center. Training was also provided to out-of-school youth, including several NYC II enrollees.

Vocational administrators expressed considerable chagrin over the fact that so much money had gone into the building of the Technical Education Center that there was not enough left to purchase equipment and supplies or to staff the facility. And recruitment of students had to be kept to a minimum. Describing the modern building, one administrator commented, "it's like having a Cadillac and no gas!"
Much of the training conducted at the secondary schools was based on the cluster concept as was the Skill Center also operated by the Public School System under which the pupil could be prepared to enter the labor market at various levels. However, it was the feeling of some administrators that the sub-clusters at the skill centers were not realistic in terms of employer needs.

Secondary administrators reported good cooperation with organized labor despite the fact that the high schools were unable to offer training in cabinet making, masonry or advanced electricity as these occupations came under the apprenticeship restrictions of the unions. The only attempt to limit school programs was an effort by private beauty schools to halt the classes in cosmetology.

School supervisors felt they could attract more pupils to vocational programs if they could add aviation occupations, dry cleaning, food service, business and vending machine repair, and increase their current offerings in horticulture, key punch, business education and industrial electronics.

The Metropolitan Junior College District operates three community colleges. The most convenient to the central city is the Penn Valley campus. Maple Woods and Longview are about ten miles away in opposite directions. The combined campuses offer twenty full occupational programs but not all are available at all branches and it was reported students often changed their career goals in order to attend a campus that was convenient to their homes. All campuses have evening classes. Admission is open to high school graduates who are residents of the Metropolitan Junior College District which reaches beyond the confines of Kansas City proper. Non-high school graduates can qualify for admission via a General Equivalency Diploma Certificate awarded by the Missouri State Department of Education. Tuition amounts to $10 per credit hour with a maximum of $100 per semester for residents of Kansas City. Each campus offers financial assistance through scholarships, loans, grants, and part-time employment. Associate degrees, following two-year program completion, and certificates for courses that take less time, are given.

The Junior College District is particularly receptive to disadvantaged students and serves many who come in on their own as well as a number who are referred by the several Federal manpower agencies and community services. During FY 1971 the 1,587 Kansas City students in occupational training represented about 21 percent of the total college district enrollment, the remainder taking courses that lead to advanced academic programs at four-year institutions.

The college started in the 1930's as a transfer school and in 1965 adopted the Community College concept, starting Career Education in 1968 with eight courses. Vocational training has been so successful that administrators are ready to expand classes in on-going areas and to add engineering technology, construction trades, air conditioning/refrigeration,
environmental technology, veterinary aide and graphic arts. One obstacle to such expansion is the negative attitude of many faculty members who were on the staff during the years when the college was transfer oriented and have resisted the new emphasis on career education.

The MDTA is the largest of the Federal manpower programs, providing skill training to all enrollees with 70 percent of them being trained at the Skill Center which is operated by the Public Schools Adult Division. WIN, which enrolls almost half of its students in skill training, is the second largest, followed by NYC II and CEP. A total of 1,176 were enrolled in the various Federal manpower programs.

Other programs such as MDTA/OJT, JOP, NAB/JOBS and the URBAN LEAGUE OJT served an additional 1,102. See Table A.

Two programs, unique to Kansas City were offered to help the disadvantaged, one at Menorah Hospital and the other at the University of Missouri Dental School. With an eye to alleviating the shortage of practical nurses, Menorah Hospital undertook to retrain a selected group of LPN's who failed within 7 points of passing the Otis test required for certification. Those chosen for motivation and attitude were re-enrolled as nurse's aides for a period of four to five weeks, paid $1.60 per hour during the training and upon its completion employed for 20 hours per week at the hospital under the condition that they spend equal time in remedial education. At the end of the training period they again took the Otis test. The first class was started in September 1969 with 25 students, of whom 24 passed the test on the second try and all were employed. The second class, which started in April 1970 with 20 students, graduated 11, the others dropping out because of behavioral problems. One male student rejoined the third class and graduated. The third class started in October 1970 with 22 students, of whom 19 graduated. At the time Kansas City was visited for this survey the fourth class was on-going with 21 out of 22 students who had initially enrolled. The program was jointly funded by DOL and HEW. Menorah Hospital was reimbursed 50 percent of the training costs. MDTA and WIN students received the regular stipends during training.

The Dental School of the University of Missouri likewise undertook to train as dental technicians a group of disadvantaged who passed the required admission tests. These included tests of spatial, perception, motor coordination and manual dexterity, such as are required of all dental technical students at the university. Recruited through the State Employment Service, these students were accepted as MDTA, CEP and WIN enrollees and received the usual stipends during the year's training period. The second class, started in January 1971, and scheduled to graduate the following December and included 19 city residents out of a total enrollment of 39. The program was to be transferred to the Metropolitan Junior College District in January 1972 when enrollment was to be cut to 25 because of lack of space. The program is expected to be expanded when the college's new building is completed.
TABLE A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

KANSAS CITY, MO.

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled from City</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas City Public School System</td>
<td>18,456</td>
<td>1,059</td>
</tr>
</tbody>
</table>

Postsecondary

- University of Kansas Dental Lab Technician Program (2) | 19 | 19 |
- Menorah Hospital (3) | 66 | 66 |
- Metropolitan Junior College District | 7,483 | 1,587 |
- MDTA | 567 | 567 |
- CEP (4) | 1,174 | 125 |
- WIN | 603 | 322 |
- NYC II | 280 | 92 |
- MDTA-OJT | 90 | 90 |
- JOP | 93 | 93 |
- NAB JOBS | 619 | 619 |
- URBAN LEAGUE OJT | 309 | 309 |
- Public School Adult | 3,317 | 1,857 |

(1) One hundred and fifteen of those in Department of Labor skill programs are being trained in and included in the totals of Metropolitan Junior College District, the Dental Laboratory Technician Program at the University of Kansas and Menorah Hospital, as well as in the DOL program totals.

(2) A special program for the disadvantaged: 11 were enrolled from WIN: 5 from MDTA and 5 from CEP.

(3) Menorah Hospital set up a Special Training Program for LEH applicants who were borderline but failed the qualifying test. A second chance was given upon completion of a nurse's aide course. Of the 66 trainees, 42 were enrolled from MDTA; 2 from NYC II

(4) Includes 17 in New Careers component
Occupational Offerings

Two-thirds of the high school students were concentrating in nine of the 24 vocational programs offered, auto mechanics was the largest with 188 enrollees, followed by clerical, auto body, commercial sewing, cosmetology, commercial art, electronics, secretarial and data processing. Of the 20 full programs provided by the Metropolitan Junior College District, six attracted 70 percent of the career students: secretarial was the largest with 376 enrollees, followed by accounting and business, data processing, police science, stenography and nursing. Office occupations were popular with all manpower program students with 25 percent in that field. Health occupations attracted 14 percent. WIN led the Federal manpower agencies in the number of programs offered 54, but 37 percent of its enrollees were training in four offerings, office occupations, clerks, licensed practical nurse and nurses aide. Eighteen WIN courses enrolled one student-apiece. NYC II offered 11 programs but 90 percent of its enrollees were training as clerk typists, auto mechanics and secretaries. CEP had 18 programs with 30 percent of its enrollees listed for clerk training, and of MDTA's 18 offerings, four courses, clerical, welding, licensed practical nurse and operating engineer absorbed 45 percent of the enrollees. Table 4 A shows the distribution of enrollees of the secondary, post-secondary, and Federal Manpower programs among the seven major vocational technical areas.

Selected Services

Among the nine supportive services regarded as helpful or essential for a trainee's progress, all institutions provided job development and placement, but none offered English as a Second Language. All but MDTA/OJT provided counseling but only three offered vocational guidance (two via referral). NAB/JOBS, WIN, CEP and NYC II provided for child day care via contract, a sore point, because it was stressed that more adequate day care would permit more women to enroll. MDTA which provided no child care felt it was desperately needed since among the enrollees were 150 men and 89 women, who were heads of households. Transportation, either limited or full (usually by an allowance), adult basic or remedial education, and some form of health service was available in most of the programs. CEP alone indicated it offered legal aid via referral when necessary. The others indicated it could be made available but apparently had not been called upon to provide students with legal help. (See Table 5)

Characteristics of Students

As can been seen in Table 6, Appendix, about 60 percent of the vocational students in the high schools were Black, the remainder white with a sprinkling of students with Spanish surnames. About two-thirds of the LPN students in the Menorah Hospital program were Black and 24 Blacks were enrolled in the Dental Technician program at the University of Missouri with 13 white students and one American Indian in the last class. Eighty-five percent of the enrollment at Metropolitan Junior College was white, 11 percent Black, 2 percent Spanish surname and 2 percent "Other". Fifteen percent in the Public School Adult Program were Black and about one percent was Spanish. Blacks predominated in the Federal manpower enrollments, 95 percent for CEP; 60 for MDTA Institutional; 70 for NYC II; 77 for WIN;
98 for the Urban League OJT; 65 for MDTA/OJT-JOP and 56 for NAB/JOBS. Males comprised 80 percent of the high school enrollment, both day and evening; 63 of the Junior College; 10 of the Dental Technician program and one at Menorah Hospital. MDTA listed 70 percent male; CEP 53; NYC II 40; WIN 31; MDTA/OJT-JOP 60; NAB/JOBS 70; WIN 31 and the Urban League 23 percent. Commenting on the relatively low percentage of women in skill training programs in Kansas City, one administrator said "There's more discrimination against women than against minorities in this city."

III. Overlap, Duplications and Gaps

Of the 4,207 individuals enrolled in a total of 64 occupational programs in Kansas City, approximately 2,759 or 65.5 percent were in 19 programs offered by more than one institution or agency. Closer examination of the data reveals that 58 percent of the students were concentrated in 11 courses of training. On the other hand, eight other courses were offered only by the high schools; nine only by the Metropolitan Junior College and the Federal manpower agencies themselves provided training in 24 programs that were not available at the other institutions. Eight of the listed Federal manpower programs enrolled one student each; two students in two other programs, and three in a third. (MDTA also provided training for 19 students at private schools for whom no occupational breakdown was given.) Among the Federal manpower programs not provided elsewhere, six enrolled 248 trainees, or 20 percent of the total: office machines, 72; operating engineers, 46; auto service, 45; construction laborer, 30; upholstery, 31 and social work, 24.

The high schools and the postsecondary institutions had courses in health occupations, data processing, secretarial, drafting and electronics where different skill levels were probably involved. Table 7 displays all the offerings where there was any overlap. Table 4 reveals where the overlaps occurred.

Programs Compared with the Local Labor Market

Despite the current economic down turn there seemed to be little indication that qualified persons could not find employment. Training was being offered in only two of the 64 occupations that were cited as having sufficient workers, clerk-typist and construction laborer. Less than one percent of the students were involved. Training for four occupations in which there were shortages enrolled 345 students, or 8.2 percent: nurses aide, janitor, tool and die maker and auto mechanic. No training was given in general salesmanship, a demand occupation which is expected to expand its needs as more suburban shopping areas are developed.
TABLE B-1

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

KANSAS CITY

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number of Students Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Clerk/Typist</td>
<td>360</td>
<td>8.5</td>
</tr>
<tr>
<td>Construction Worker</td>
<td>30</td>
<td>.7</td>
</tr>
<tr>
<td>Total</td>
<td>390</td>
<td>9.2</td>
</tr>
</tbody>
</table>

TABLE B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

KANSAS CITY

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number of Students Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurses Aide</td>
<td>47</td>
<td>1.1</td>
</tr>
<tr>
<td>Janitor</td>
<td>36</td>
<td>.085</td>
</tr>
<tr>
<td>Tool &amp; Die Maker</td>
<td>22</td>
<td>.052</td>
</tr>
<tr>
<td>Auto Mechanic</td>
<td>240</td>
<td>5.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>8.2</td>
</tr>
</tbody>
</table>

Moreover, in other parts of the state there was a continuing demand for general office clerks, secretaries, stenographers, data processing and computer operators, personnel for all health services, auto mechanics and machinists, all listed among the training offerings in Kansas City.

Programs Compared with Population Groups

The Kansas City high schools listed 1,059 vocational students. As seen in Table C, below, if we add the 92 in NYC II training, we obtain a total of 1,151 persons or 4.5 percent of the 16-18 age group in skill training programs. Postsecondary and Federal manpower programs enrolled 2,686 individuals, or 1.5 percent of the total general population between the ages of 19 and 44. If we add on-the-job training and adult vocational education, the number rises to 5,654, or 3.4 percent of the older group served in publicly funded skill training.
Of the 16-18 year age group, approximately 2.2 percent of white youth and 1.1 percent of the Black youth were training for jobs. (High school students in home making and industrial arts class were excluded from the count.) Seven percent of the enrollees were male, two percent female in the 19-44 age group, one percent of the whites and 3.8 percent of the Blacks; 2.8 percent of the men and 1.4 percent of the women were taking skill training.

TABLE C

Comparison of Population Groups in City with Numbers of These Groups in Skill Training

Kansas City, Missouri

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-18</td>
<td>25,613</td>
<td>1,151</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>19,088</td>
<td>412</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>6,351</td>
<td>709</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>12,587</td>
<td>883</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>13,026</td>
<td>268</td>
</tr>
<tr>
<td>19-44</td>
<td>Total</td>
<td>167,142</td>
<td>2,686</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>129,950</td>
<td>1,325</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>35,699</td>
<td>1,361</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>78,632</td>
<td>1,464</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>88,519</td>
<td>1,222</td>
</tr>
</tbody>
</table>

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

IV. Management, Administration and Coordination

In the fall of 1971, the Mid-America Council of Governments (MACOG) replaced the CAMPS committee by assuming the function of coordination of all manpower programs in an eight county area. MACOG was funded directly by the Department of Labor, Regional Office whereas CAMPS plans had to go through the states. In addition to some control over the funding of Federal manpower programs MACOG had secured the voluntary cooperation of other Federal agencies and the public school vocational
education program. Another advantage which MACOG had over the old CAMPS was the fact that it had funds for a staff to do nothing but plan. At the time of NPA's visit to Kansas City MACOG staff members had spent most of their time identifying the people who needed training and the jobs in the local labor market which needed trainees. The employment service retained responsibility for the formal designation of training areas, the selection of trainees, and placement of trainees. There seemed to be adequate coordination both among the manpower programs themselves and between them and the public schools and the Metropolitan Junior College District. As examples, Metropolitan Junior College received a number of referrals from WIN, CEP and NYC, and the University of Missouri Dental Laboratory Technician Program recruited through the Employment Service, CEP and WIN. In addition, the public schools provided adult Basic Education for WIN and CEP. On the negative side, however, there seemed to be some feeling on the part of CEP personnel that the employment service was not sufficiently oriented toward the disadvantaged in the outreach and supportive service components. The employment service claimed that CEP, required to fill their staff positions with inner city residents suffered from a lack of trained personnel. Also on the negative side there was some feeling expressed that the job development components of all programs should be coordinated too so that potential employers would not be continuously harassed.

According to MACOG personnel those programs with a service delivery system (i.e. WIN and CEP) were more successful than those programs which had to tailor individuals to meet pre-defined slots (i.e. MDTA and NYC). WIN, which by legislation must get all its referrals from the Welfare Department, pointed out that it could handle more persons than were currently being referred to the program. The WIN program in the city had a particularly good location -- one which was about equidistant from most enrollees' homes.

MACOG personnel pointed out that the CEP area had lost 40,000 persons between 1967 when it was designated and 1970, as a result of urban renewal, and that there was an urgent need for a redefinition of the area to include the many persons living outside of it who needed services.

V. Summary

All program officials interviewed indicated the desirability if not the necessity of expanding present training and adding new programs, not only for the unemployed but also for upgrading the skills of those whose capacities are presently underutilized. Nevertheless, in view of the need and the comparatively modest amount of training provided in Kansas City, it would appear that the secondary schools, particularly, have some distance to go before the needs of the majority of their pupils will be adequately served. Four-year college oriented concepts of education on the part of many of the faculty plus the unrealistic ambitions of parents appear to have hampered the progress of vocational education, despite the fact that only an estimated 20 percent of high school graduates pursue four additional years in college. Since career education at Metropolitan Junior College was in its third active year at the time of the survey, its progress in the next few years must be closely observed to determine whether it will overcome the resistance of faculty, the students and their parents. Public response will, of course, influence the support from
from governmental sources. Of the three training groups, the Federal manpower agencies appear to be most seriously concerned with preparing more citizens for productive roles in the economy. Illustrative was the attitude of the director of the MDTA Skill Center where classes are small and instruction was frequently on more or less individual basis, "Everyone can learn at his level and it's our responsibility to find out what that level is." However, it was the feeling of several manpower administrators that more resources were needed to serve people between 18 and 21, those over 45, and outside the CEP target area.

Even though many of the various skill training programs are offered by more than one agency, there does not seem to be any major problem of duplication. The amount of training available, both for secondary students and for the general population, is so limited that it suggests significant gaps in opportunity rather than duplication. Very little of the training currently available was in surplus occupations lending further support to this thesis. Skill training seems to be in a developing stage in Kansas City and careful planning and implementation will prevent duplication of effort and training in the future.
Table 1

Kansas City

TOTAL NUMBER OF STUDENTS' ENROLLED AND TOTAL NUMBER
OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC
INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING (1)</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas City Public Schools</td>
<td>18,456</td>
<td>18,456</td>
<td>1,059</td>
<td>1,059</td>
</tr>
<tr>
<td>University of Kansas Dental</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Technician Program (2)</td>
<td>39</td>
<td>19</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>Menorah Hospital (3)</td>
<td>66</td>
<td>66</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>Metropolitan Junior College District</td>
<td>7,873</td>
<td>7,483</td>
<td>1,867</td>
<td>1,867</td>
</tr>
<tr>
<td>Manpower Development Training Act</td>
<td>581</td>
<td>567</td>
<td>581</td>
<td>567</td>
</tr>
<tr>
<td>Concentrated Employment Program (4)</td>
<td>1,174</td>
<td>1,174</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>615</td>
<td>603</td>
<td>326</td>
<td>322</td>
</tr>
<tr>
<td>Neighborhood Youth Corps</td>
<td>434</td>
<td>280</td>
<td>144</td>
<td>92</td>
</tr>
<tr>
<td>(Occupational Training)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development Training Act, On-the-Job Training</td>
<td>92</td>
<td>90</td>
<td>92</td>
<td>90</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>93</td>
<td>93</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>National Alliance of Businessmen, Job Opportunities in the Business Sector</td>
<td>619</td>
<td>619</td>
<td>619</td>
<td>619</td>
</tr>
<tr>
<td>Urban League, On-the-Job Training</td>
<td>315</td>
<td>309</td>
<td>315</td>
<td>309</td>
</tr>
<tr>
<td>Kansas City Public Schools - Adult</td>
<td>3,317</td>
<td>3,317</td>
<td>1,857</td>
<td>1,857</td>
</tr>
</tbody>
</table>

(1) Ninety-seven Department of Labor enrollees who received skill training at Metropolitan Junior College are included in the enrollments of both agencies.

(2) A special program for the Disadvantaged: 11 were enrolled from Work Incentive Program; 5 from Manpower Development Training Act; 5 from Concentrated Employment Program.
Menorah Hospital set up a Special Training Program for Licensed Practical Nursing applicants who were borderline but failed the qualifying test. A second chance was given upon completion of a nurse's aide course. Of the 66 trainees, 42 were enrolled from Manpower Development Training Act; 2 from Neighborhood Youth Corps (Occupational Training).

Includes 17 in New Careers component.
Table 2

Kansas City

**OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kansas City Public Schools - Secondary</strong></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>188</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration and Heating</td>
<td>15</td>
</tr>
<tr>
<td>Automobile Body and Fender Repair</td>
<td>45</td>
</tr>
<tr>
<td>Commercial Building Care</td>
<td>12</td>
</tr>
<tr>
<td>Commercial Sewing</td>
<td>43</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>43</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>57</td>
</tr>
<tr>
<td>Drafting</td>
<td>32</td>
</tr>
<tr>
<td>Electricity</td>
<td>24</td>
</tr>
<tr>
<td>Electronics</td>
<td>97</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>23</td>
</tr>
<tr>
<td>Health Occupations</td>
<td>14</td>
</tr>
<tr>
<td>Keypunch</td>
<td>37</td>
</tr>
<tr>
<td>Horticulture</td>
<td>30</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>20</td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td>22</td>
</tr>
<tr>
<td>Pre-Nursing</td>
<td>20</td>
</tr>
<tr>
<td>Theatre, Crafts</td>
<td>19</td>
</tr>
<tr>
<td>Welding</td>
<td>23</td>
</tr>
<tr>
<td>Clerical</td>
<td>124</td>
</tr>
<tr>
<td>Secretarial</td>
<td>64</td>
</tr>
<tr>
<td>Cooperative Office Occupations</td>
<td>132</td>
</tr>
<tr>
<td>Data Processing</td>
<td>38</td>
</tr>
<tr>
<td>Printing</td>
<td>26</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,059</strong></td>
</tr>
</tbody>
</table>

**University of Missouri at Kansas City - Dental Laboratory Program**

Dental Laboratory Technician

Dental Laboratory Technician

39

**Menorah Hospital Licensed Practical Nurse Program**

Licensed Practical Nurse

66

**Metropolitan Junior College District**

Cooperative Stenographic

Cooperative Stenographic

132

Secretarial

376

Midmanagement

87

Accounting and General Business

340

Hotel and Restaurant Management

42

Allied Health Management

21

Automotive Technician

61

Aviation Management

42
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan Junior College District (cont'd)</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>37</td>
</tr>
<tr>
<td>Drafting</td>
<td>70</td>
</tr>
<tr>
<td>Data Processing</td>
<td>211</td>
</tr>
<tr>
<td>Day Care</td>
<td>51</td>
</tr>
<tr>
<td>Police Science</td>
<td>139</td>
</tr>
<tr>
<td>Fire Science</td>
<td>54</td>
</tr>
<tr>
<td>Traffic Engineering Technician</td>
<td>7</td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>30</td>
</tr>
<tr>
<td>Nursing</td>
<td>91</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>49</td>
</tr>
<tr>
<td>Food Supervision</td>
<td>21</td>
</tr>
<tr>
<td>Dietetic Technician</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,867</td>
</tr>
</tbody>
</table>
Table 3
Kansas City

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS:
BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower Development and Training Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Body</td>
<td>29</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>35</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Clerical</td>
<td>104</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Duplicating Machine</td>
<td>27</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Factory Assembly</td>
<td>17</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Food Preparation</td>
<td>27</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>23</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Health Service</td>
<td>30</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Machine Operator</td>
<td>30</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Upholstery</td>
<td>26</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Welding</td>
<td>70</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>5</td>
<td>University of Kansas</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>42</td>
<td>Menorah Hospital</td>
</tr>
<tr>
<td>Wastewater Treatment Operator</td>
<td>7</td>
<td>Public College</td>
</tr>
<tr>
<td>Operating Engineer</td>
<td>46</td>
<td>Union Local</td>
</tr>
<tr>
<td>Construction Laborers</td>
<td>30</td>
<td>Union Local</td>
</tr>
<tr>
<td>Drywall Taper</td>
<td>14</td>
<td>Union Local</td>
</tr>
<tr>
<td>Individual Referrals</td>
<td>19</td>
<td>Private Schools</td>
</tr>
<tr>
<td>TOTAL</td>
<td>561</td>
<td></td>
</tr>
</tbody>
</table>

Concentrated Employment Program

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobile Body Repairman</td>
<td>5</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>10</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Clerical</td>
<td>37</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Duplicating Machine</td>
<td>3</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Food Preparation</td>
<td>5</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>1</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Health Occupations</td>
<td>6</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Machine Operator</td>
<td>6</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Upholstery</td>
<td>4</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Welding</td>
<td>12</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>5</td>
<td>University of Missouri at Kansas City</td>
</tr>
<tr>
<td>Electronic Technician</td>
<td>8</td>
<td>Electronic Institute</td>
</tr>
<tr>
<td>Computer Programmer</td>
<td>9</td>
<td>Electronics and Computer Programming Institute</td>
</tr>
<tr>
<td>Aero Mechanic</td>
<td>1</td>
<td>Aero Mechanics School</td>
</tr>
<tr>
<td>Refrigeration Mechanic</td>
<td>5</td>
<td>Stevenson's School</td>
</tr>
</tbody>
</table>
### Table 3
(Continued)

#### Kansas City

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concentrated Employment Program (Cont'd)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>5</td>
<td>Stevenson's School</td>
</tr>
<tr>
<td>Barber</td>
<td>2</td>
<td>Moler Barber College</td>
</tr>
<tr>
<td>Interior Designer</td>
<td>1</td>
<td>Pierce School of Interior Design</td>
</tr>
<tr>
<td>TOTAL</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td><strong>Work Incentive Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>3</td>
<td>Kansas City Business College</td>
</tr>
<tr>
<td>Practical Electronics</td>
<td>3</td>
<td>Electronics Institute</td>
</tr>
<tr>
<td>Office Practices</td>
<td>35</td>
<td>U.S. Trade School</td>
</tr>
<tr>
<td>Social Work</td>
<td>19</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>7</td>
<td>U.S. Trade School</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>35</td>
<td>MDTA Skill Center and Kansas City School Bd.</td>
</tr>
<tr>
<td>Office Machines</td>
<td>1</td>
<td>Victor Business College</td>
</tr>
<tr>
<td>Data Programmer</td>
<td>7</td>
<td>Electronics and Computer Programming Institute</td>
</tr>
<tr>
<td>Barber</td>
<td>1</td>
<td>Moler Barber College</td>
</tr>
<tr>
<td>Electronics</td>
<td>15</td>
<td>Electronics Institute</td>
</tr>
<tr>
<td>Welding</td>
<td>3</td>
<td>Stevenson's Trade School</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>1</td>
<td>Stevenson's Trade School</td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>11</td>
<td>MDTA - University of Missouri at Kansas City Dental School</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>4</td>
<td>U.S. Trade School</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>6</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>2</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Sociology</td>
<td>5</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>8</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Secretarial</td>
<td>13</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>4</td>
<td>Kansas City Business College</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>2</td>
<td>Kansas City Business College</td>
</tr>
<tr>
<td>Clerk, General Office</td>
<td>27</td>
<td>Kansas City Business College</td>
</tr>
<tr>
<td>Stenographer</td>
<td>8</td>
<td>Kansas City Business College</td>
</tr>
</tbody>
</table>
Table 3
(Continued)

Kansas City

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diesel Mechanic</td>
<td>1</td>
<td>U.S. Trade School</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>24</td>
<td>MDTA Skill Center and the Urban League</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Food Management</td>
<td>1</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Clerk, General Office</td>
<td>6</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Welding</td>
<td>3</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Machinist</td>
<td>1</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Food Service</td>
<td>2</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Junior Stenographer</td>
<td>11</td>
<td>Kansas City Business College</td>
</tr>
<tr>
<td>Secretarial</td>
<td>6</td>
<td>Kansas City Business College</td>
</tr>
<tr>
<td>Junior Accountant</td>
<td>5</td>
<td>Kansas City Business College</td>
</tr>
<tr>
<td>Beautician</td>
<td>4</td>
<td>Aline Jefferson Beauty School</td>
</tr>
<tr>
<td>Secretarial</td>
<td>7</td>
<td>Dickinson Business School</td>
</tr>
<tr>
<td>Beautician</td>
<td>1</td>
<td>Moler School of Beauty</td>
</tr>
<tr>
<td>Duplicating Machine Operator</td>
<td>1</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Television Servicing</td>
<td>4</td>
<td>Electronics Institute</td>
</tr>
<tr>
<td>Comptometer Operator</td>
<td>4</td>
<td>Kansas City Business College</td>
</tr>
<tr>
<td>Business Administration</td>
<td>3</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Drafting</td>
<td>1</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Small Power Technology</td>
<td>1</td>
<td>U.S. Trade School</td>
</tr>
<tr>
<td>Data Processing</td>
<td>3</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Typist</td>
<td>2</td>
<td>Kansas City Business College</td>
</tr>
<tr>
<td>Hair Styling</td>
<td>1</td>
<td>Moler Barber College</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>2</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Accountant</td>
<td>1</td>
<td>Dickinson Business School</td>
</tr>
<tr>
<td>Watchmaking</td>
<td>1</td>
<td>Kansas City School of Watchmaking</td>
</tr>
<tr>
<td>Day Care Management</td>
<td>1</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>1</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Upholstery</td>
<td>1</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>1</td>
<td>Metropolitan Junior College</td>
</tr>
<tr>
<td>Mobile Body Repair</td>
<td>1</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>TOTAL</td>
<td>326</td>
<td></td>
</tr>
</tbody>
</table>
Table 3  
(Continued)

Kansas City

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neighborhood Youth Crops II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial</td>
<td>30</td>
<td>Private</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>38</td>
<td>U.S. Trade School, City Technical Education Cntr.</td>
</tr>
<tr>
<td>Clerk-Typist</td>
<td>60</td>
<td>Public College</td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>5</td>
<td>Public School</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>2</td>
<td>Menorah Hospital</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>3</td>
<td>City Technical Education Center</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>1</td>
<td>City Technical Education Center</td>
</tr>
<tr>
<td>Small Appliance Repair</td>
<td>1</td>
<td>City Technical Education Center</td>
</tr>
<tr>
<td>Architectural Drafting</td>
<td>2</td>
<td>City Technical Education Center</td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>1</td>
<td>City Technical Education Center</td>
</tr>
<tr>
<td>Electronics</td>
<td>1</td>
<td>City Technical Education Center</td>
</tr>
<tr>
<td>TOTAL</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>Horticulture</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Hotel and Restaurant</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Dental Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technician</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Dietetic Technician</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Health Occupations</td>
<td>71</td>
<td>14</td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>47</td>
<td>20</td>
</tr>
<tr>
<td>Practical Nurse</td>
<td>101</td>
<td></td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Day Care</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Food Services</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Accounting and General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>346</td>
<td>340</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Clerical and Typing</td>
<td>360</td>
<td>124</td>
</tr>
<tr>
<td>Data Processing</td>
<td>270</td>
<td>43</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Keypunch</td>
<td>41</td>
<td>37</td>
</tr>
<tr>
<td>Mid-Management</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>Office Machines</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Office Occupations</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Office Practices</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Secretarial</td>
<td>483</td>
<td>64</td>
</tr>
<tr>
<td>Stenography</td>
<td>151</td>
<td></td>
</tr>
<tr>
<td>Traffic Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Fire Science</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Operating Engineer</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Police Science</td>
<td>139</td>
<td></td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Aeronautical Mechanic</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Automobile Body</td>
<td>85</td>
<td>45</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>240</td>
<td>188</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Automobile Technician</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>Aviation Management</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Barber</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>36</td>
<td>12</td>
</tr>
</tbody>
</table>
Table 4
(Continued)

Kansas City

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Art</td>
<td>57</td>
<td>57</td>
<td>30</td>
</tr>
<tr>
<td>Construction Laborers</td>
<td>30</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>52</td>
<td>43</td>
<td>1</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Drafting</td>
<td>107</td>
<td>32</td>
<td>70</td>
</tr>
<tr>
<td>Drywall Tapers</td>
<td>14</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Electricity</td>
<td>24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>161</td>
<td>97</td>
<td>37</td>
</tr>
<tr>
<td>Factory Assembly</td>
<td>17</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Graphic Arts and Printing</td>
<td>49</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Interior Designer</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>22</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Machine Tool</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Sewing</td>
<td>43</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Small Power Technician</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Social Work</td>
<td>24</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Theatre Crafts</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Upholstery</td>
<td>31</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Wastewater Treatment Operator</td>
<td>7</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Watchmaking</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Welding</td>
<td>111</td>
<td>23</td>
<td>88</td>
</tr>
<tr>
<td>Individual Referrals</td>
<td>19</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,110</td>
<td>1,059</td>
<td>1,972</td>
</tr>
</tbody>
</table>

*Department of Labor Programs enrolled an additional 97 persons who were trained in postsecondary programs and reported by them. They are excluded from this total to prevent double counting.
<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>2.8%</td>
<td>-- %</td>
<td>-- %</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>--</td>
<td>2.1</td>
<td>--</td>
</tr>
<tr>
<td>Health</td>
<td>3.2</td>
<td>15.3</td>
<td>9.5</td>
</tr>
<tr>
<td>Home Economics (Gainful)</td>
<td>--</td>
<td>3.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Business and Office</td>
<td>28.9</td>
<td>58.1</td>
<td>40.7</td>
</tr>
<tr>
<td>Technical Education</td>
<td>--</td>
<td>10.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>65.1</td>
<td>10.6</td>
<td>40.2</td>
</tr>
<tr>
<td>Individual Referrals</td>
<td>--</td>
<td>--</td>
<td>1.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
# Table 5

## Summary of Selected Services Available by Program

<table>
<thead>
<tr>
<th>AGENCY/INSTITUTION</th>
<th>VOCATIONAL GUIDANCE</th>
<th>COUNSELING</th>
<th>ADULT BASIC EDUCATION AND REMEDIATION EDUCATION</th>
<th>ENGLISH AS A SECOND LANGUAGE</th>
<th>LEGAL AID</th>
<th>CHILD DAY CARE</th>
<th>TRANSFORMATION</th>
<th>HEALTH SERVICES</th>
<th>JOB DEVELOPMENT AND PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas City Public Schools</td>
<td>*</td>
<td>I</td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Metropolitan Junior College</td>
<td>*</td>
<td>I</td>
<td></td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MDTA - Institutional</td>
<td>I</td>
<td>I</td>
<td></td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>CEP</td>
<td>I</td>
<td>I</td>
<td></td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MNX</td>
<td>I</td>
<td>I</td>
<td></td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>SYC II</td>
<td>I</td>
<td>I</td>
<td></td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MDTA-OJT</td>
<td></td>
<td>I</td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Urban League OJT</td>
<td></td>
<td>I</td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NAE-JOBS</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>*</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Dental Lab Technician Program At University of Missouri</td>
<td>I</td>
<td>I</td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
</tr>
<tr>
<td>Menorah Hospital (I)</td>
<td>I</td>
<td>I</td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

I = Provided by Program
X = Available by Referral
* = Insufficient Information

The bulk of Menorah Hospital trainees were DOL students and received services from their agencies in addition to those provided by Menorah.
<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas City Public Schools</td>
<td>100%</td>
<td>60%</td>
<td>39%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Missouri (at Kansas City) Dental Laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technician Program</td>
<td>100</td>
<td>61</td>
<td>37</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Male</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menorah Hospital, Licensed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Nurse's Program</td>
<td>100</td>
<td>66</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metropolitan Junior College District</td>
<td>100</td>
<td>11</td>
<td>85</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act - Institutional</td>
<td></td>
<td>60</td>
<td>35</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td></td>
<td>95</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td></td>
<td>77</td>
<td>22</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>69</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td></td>
<td>70</td>
<td>25</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs Optional Program - On-The-Job Training</td>
<td></td>
<td>65</td>
<td>30</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen - Job Opportunities in the Business Sector</td>
<td></td>
<td>56</td>
<td>23</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Male</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban League - On-The-Job Training</td>
<td>100</td>
<td>98</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</td>
<td>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</td>
<td>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Occupations</td>
<td>71</td>
<td>1.73%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurses's Aide</td>
<td>47</td>
<td>1.14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Nurse</td>
<td>101</td>
<td>2.46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Services</td>
<td>55</td>
<td>1.34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting &amp; General Business</td>
<td>346</td>
<td>8.42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical &amp; Typing</td>
<td>236</td>
<td>5.74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>270</td>
<td>6.57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keypunch</td>
<td>41</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial</td>
<td>483</td>
<td>11.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stenography</td>
<td>151</td>
<td>3.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Conditioning and Refrigerator</td>
<td>20</td>
<td>.49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto Body</td>
<td>85</td>
<td>2.07</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>240</td>
<td>5.84</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>36</td>
<td>.88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>52</td>
<td>1.27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>107</td>
<td>2.60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrics</td>
<td>161</td>
<td>3.92</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Shop</td>
<td>22</td>
<td>.54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>111</td>
<td>2.70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,635</strong></td>
<td><strong>64.13%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Introduction

The sprawling city of Los Angeles is one of 77 municipalities contained within Los Angeles County which has a total population of 7,052,675. It is difficult to circumscribe the economic activity of Los Angeles city and its effects since the city is ensnared with surrounding communities, some of which divide along a single street. Important industrial and mercantile establishments within the boundaries of the city draw employees from the entire county while such establishments in outlying areas frequently draw employees who reside in the city. Likewise, as can be seen in Table 1, with the exception of three programs, all of the skill training programs included in this survey enrolled students from adjoining communities as well as from Los Angeles. The three programs restricting their enrollments to persons residing within the city limits were: The Concentrated Employment Program (CEP), the Neighborhood Youth Corps II (NYC II), and the National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBES) program. Since most program records did not group enrollments according to community of residence, numbers ascribed to residents living within the city boundaries were, in most cases, estimates.

The 1970 Census indicated a population of 2,815,998 persons residing in the 450 square miles that encompass the city of Los Angeles. Minority persons of Spanish surname and Blacks, almost equal in number, comprised 36.2 percent of the inhabitants. The former, totaling 518,791, represented 18.4 percent of the population, and the latter, numbering 503,517 constituted 17.8 percent. There was also a small group of persons of Asiatic ancestry residing within the city.

The 1970 Census reported that there were 175,000 poor persons of working age living in Los Angeles. Of these, 35 percent were Black, and 23 percent had Spanish surnames.

Until recently, aircraft and related industries employed about 38 percent of Los Angeles' work force. With the recent downturn in federal aerospace expenditures, however, the economy of the area was severely affected. The unemployment rate soared from 4.3 percent in 1969 to 7.2 percent in 1973 to 9.2 percent in 1974. Welfare rolls grew accordingly. It was estimated that 1.1 billion dollars were spent in public assistance to families in Los Angeles County during 1975. The unemployment rate for the civilian labor force in Los Angeles city was seven percent in 1970, with 9.9 percent of the families subsisting on incomes below the poverty level. As the outlooks increased, all classes of workers were affected, from the professional and highly export specialists through the echelons of skilled, semi-skilled, white and blue collar personnel. Twenty-three percent of experienced unemployed males and 15 percent of experienced unemployed females were reported...
as previously having held professional, technical, or managerial positions.

The unemployment rate was higher for blacks: 10.6 percent of the males in the civilian labor force were out of work and 9.5 percent of the females. Over 20 percent of black families were subsisting on incomes below the poverty level. Statistics on residents with Spanish surnames revealed that almost eight percent of the women in the civilian labor force were unemployed as opposed to 7.4 percent of the men. Fifteen percent of families with Spanish surnames were subsisting at less than poverty level.

The general population of the city 25 years of age or older registered a relatively high level of educational attainment, 62 percent having had at least four years of high school and almost 14 percent having completed four or more years of college. Among the blacks and Spanish surname residents the educational level was lower: 56.3 percent of Blacks, 25 years or older had graduated from high school, but only 5.7 percent had four or more years of college. While six percent of the Spanish surname population in that age group reported four or more years of college, only 39.7 percent had at least four years of high school.

As in other cities, there were indications that educational attainment in Los Angeles was rising. In the 18 to 24 year-old age group almost 70 percent had completed four years of high school. In addition, 96.7 percent of the 16 to 15 year olds in the general population were attending school. For both black and Spanish surname, the percentages were close, 95.4 percent for the former and 95.3 percent for the latter. However, whereas in the overall population there was a drop to 91.2 percent of the 16 to 17 year-olds in school, the drop for both blacks and Spanish surname was steeper; to 68 percent for the former and 81.7 percent for the latter.

The 1970 Census also reported that of all individuals in Los Angeles between 16 and 64 years of age who had less than 13 years of schooling, 40 percent of the men and 22 percent of the women had received some vocational training in the past.

II. Occupational Education in Los Angeles

Occupational education at the secondary level was available through the Los Angeles Unified School District and the Regional Occupational Program (a component of the Regional Occupational Centers). On the postsecondary level, it was available through the Regional Occupational Centers, the Los Angeles Community College District, and Santa Monica Community College. In addition, there were 11 federal manpower programs supported by Department of Labor funds. Vocational offerings in the Public School Adult program were, for the most part, upgrading in purpose. All of these programs together with their enrollments are presented in Table A.
### Table A

**NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANSFIELD PROGRAMS**

#### LOS ANGELES

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled from City</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles Unified School District</td>
<td>123,955</td>
<td>37,783</td>
</tr>
<tr>
<td>Regional Occupational Centers (secondary)</td>
<td>2,634</td>
<td>2,634</td>
</tr>
<tr>
<td>Regional Occupational Centers (postsecondary, adult)</td>
<td>16,855</td>
<td>16,855</td>
</tr>
<tr>
<td>Los Angeles Community College District (eight colleges, day students)</td>
<td>29,955</td>
<td>19,470</td>
</tr>
<tr>
<td>Santa Monica Community College</td>
<td>9,125</td>
<td>2,166</td>
</tr>
<tr>
<td>MDTA</td>
<td>3,501</td>
<td>3,304</td>
</tr>
<tr>
<td>CEP</td>
<td>2,555</td>
<td>1,866</td>
</tr>
<tr>
<td>WIN</td>
<td>7,919</td>
<td>3,066</td>
</tr>
<tr>
<td>NYC II (Economic and Youth Opportunities Agency)</td>
<td>1,479</td>
<td>1,479</td>
</tr>
<tr>
<td>NYC II (Watts)</td>
<td>165</td>
<td>0</td>
</tr>
<tr>
<td>Job Corps Center for Women</td>
<td>270</td>
<td>125</td>
</tr>
<tr>
<td>New Careers (Mexican-American Opportunity Foundation)</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>MDTA-OJT</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>Urban League OJT</td>
<td>611</td>
<td>611</td>
</tr>
<tr>
<td>JOP</td>
<td>321</td>
<td>321</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>2,459</td>
<td>2,459</td>
</tr>
</tbody>
</table>

#### Public School Adult:
- Los Angeles Unified School District | 78,830 | 23,391 |
- Los Angeles Community College District | 29,628 | 25,653 |

**Note:** With the exception of Santa Monica Community College, CEP, NAB-JOBS and the NYC II project located in the Watts area, city enrollments beyond the secondary school level are estimates, as the reporting system did not separate students residing within Los Angeles city boundaries from those in outlying communities.
Non-gainful home economics enrollments are not included in the high school occupational totals. The figure, however, does include 5,073 pupils in woodworking courses, but there was no clear indication as to how many were taking them for hobby and exploratory reasons, or for training for employment.

The Los Angeles Unified School District which extend some 100 square miles beyond the limits of Los Angeles city has 73 senior high schools. For Fiscal Year 1971 the District reported a student population of 137,739, enrolled in grades 10 through 12. As students were not grouped according to their place of residence, precise enrollments of actual residents of Los Angeles city were unavailable; estimates were around 50 percent or 123,965. About 50 of the high schools had vocational education curricula, and 41,937 students (30.5 percent of the total) were listed as vocational. It was estimated that 37,733 students or 90 percent of the vocational students were residents of the city of Los Angeles. If a student sought career training which was not available at his high school, he could, with administrative approval, enroll in the Regional Occupational Program or take the course desired at another high school offering it.

The Los Angeles Unified School District is also responsible for the operation of five Manpower Development Training Skill Centers, an adult education program operating in 39 of the high schools, and for the five Regional Occupational Centers. The Manpower Skill Centers used the facilities of the Regional Occupational Centers. A major distinction between the adult programs in the high schools and the adult programs in the Regional Occupational Centers should be pointed out: Students enrolling in ROC centers do so for career training.

Started in 1967 following action taken by the California Legislature in 1953, there are currently five Regional Occupational (ROC) Centers, strategically located within the Los Angeles Unified School District. These Centers drew about 50 percent of their enrollment from the city proper. During FY 1971 they registered 17,742 students. Two were operating at maximum capacity. All were exclusively directed toward career education with the goal of providing a saleable skill leading to job placement. The ROC Centers are financed by local taxes with minimal support from Vocational Education Funds. The Emergency Employment Act provides for occupational employment technicians who follow up trainees after they go on to employment. Enrolment is open to: (a) persons who have not finished high school, who are at least 13 years of age and who are not attending a public school; (b) to high school graduates; and (c) to persons under 16 who are accepted on an individual basis. Further academic requirements depend on the training sought. For example, candidates for licensed practical nursing must have a 10th grade education, or pass a prescribed test. During FY 1971 it was reported that 20 percent of the ROC Center enrollees were high school graduates. An applicant for any course who is not educationally functional must qualify through remedial or additional education obtainable at one of the secondary schools. Since enrollment is
open throughout the school year, students can enter some of the necessary classes at any time and receive credit toward a high school diploma. Certificates of proficiency are awarded upon completion of the training program. Tuition is $9.50 per semester regardless of the number of classes attended, but the fee is applicable only to those with high school diplomas. Students, however, do purchase their books, supplies and any uniforms required. Neither stipends nor allowances are provided, a hindering factor to those who require support while in training, although trainees from Federal manpower agencies are given the customary allowances. While the ROC Centers engage in active recruiting via the media, most enrollees apply on their own or are referred by local organizations, including the Veterans Administration. Trainees residing anywhere in the Unified School District can choose to attend any ROC Center.

Training is geared to local labor market needs, but programs available at one ROC Center are not necessarily available at others. For example, North Valley Center emphasized training most suited to nearby Lockheed which was consulted before programs were instituted, while Harbor Center stressed courses that would meet the demands of the shipbuilding industry. ROC Centers had 'good relations with labor unions and many union members were enrolled part-time in upgrading courses. Additionally, about 130 apprentice type programs are offered with industrial experts as instructors.

A component of the ROC Centers, the Regional Occupational Program (ROP) was designed for 10th, 11th, and 12th grade students currently enrolled in a regular high school program. Participation in ROP enables students to combine four hours of academic work with two to four hours of skill training five days a week plus a full day on Saturday at ROC facilities. A team of career advisors counsels secondary school students and guides them to the training available at ROC Centers. High school students who are under 18, however, must obtain administrative approval to enroll in the ROP.

"Before ROC Centers, the only way a youth could get this kind of training was at a detention center or wait to become an adult," one coordinator observed. At the time of this survey, the ROP, which enrolled 2,773 10th to 12th grade students (2,634 from Los Angeles city) was in a precarious position, as funding was dependent on permissive taxation.

ROP was also geared to local labor market needs and part of the training was work experience at industrial plants or business establishments which sponsored the training programs. Among companies that offered supplementary work experience were the Northrop Corporation, Los Angeles Division of North American Rockwell Corporation, Atomics International and Rocketdyne. Time spent in work experience was credited toward high school diploma requirements.
The eight colleges in the Los Angeles Community College District are spread out in an area that covers 632 square miles and embraces a population of 4,124,000. Their locations in this widespread area (almost twice that of Los Angeles city) and the fact that students residing anywhere within the college district may enroll at any one of the tuition-free colleges make precise enrollments from Los Angeles city difficult to obtain. Admission is open to anyone who is at least 18 years old, or has a high school diploma. Placement tests are given to applicants who may need remedial education. As with the RCC Centers, applicants for practical nursing training need only a 10th grade education.

As seen in Table 1, Appendix, the eight community colleges reported 49,020 full-time day and 32,184 adult students for FY 1971; 31,976 day students (65 percent) were registered in career education. Only rough estimates were submitted for numbers of students who were residents of Los Angeles. Santa Monica Community College, which is not a member of the Community College District was included in the survey because it attracted a substantial percentage of its enrollment (9,125 students) from Los Angeles city. Of these students, 2,166 or 24 percent were pursuing occupational programs.

While Table 2, Appendix, lists occupational programs with their enrollments, except for Santa Monica, these are not broken out by college, but rather presented as a composite of the offerings available at all the colleges within the Community College District. In addition to Santa Monica, of the eight colleges in the District only Los Angeles Trade and Technical College was visited for on-site interviews. For overall information, the chief administrative personnel at the Community College District headquarters were interviewed. More specific data regarding the other seven Community Colleges, several of which are located some distance from the city, were obtained through telephone interviews.

The various member colleges played varying roles in the Community College System. Los Angeles City College, with emphasis on two-year liberal arts courses, limited its career education primarily to health courses. West Los Angeles College in Culver City, which opened in February, 1969, likewise offered few vocational education courses and had no cooperative education.

Pierce College, in Woodland Hills, with a total enrollment of 16,000 (92 percent white) but with comparatively few students from Los Angeles city, offered two-year training in 50 occupational areas. About half of the programs provided cooperative education. The coordinator of occupational education states that there was a growing emphasis on vocational education. Pierce College started about 25 years ago as an agricultural school but changed the emphasis of the curriculum as the area developed into a center of aero activity with increasing demand from subcontractors for technologically skilled employees. The majority of the students, however, transfer to four-year colleges. While Pierce is located in an affluent community about
20 miles from Los Angeles, the community does contain a large population of Mexican descent, plus a substantial number of Blacks and other persons of Spanish surname. Administrators were interested in recruiting more Blacks but pointed out that the inconvenience of transportation was a hindrance since much of additional Black enrollment would be recruited from the city. In FY 1971 the career training programs most popular with students were agricultural occupations, theatre arts, journalism, secretarial science, computer science, accounting, engineering, automotive skills, and real estate. Pierce also has a large apprentice program combining work with study for an associate degree, followed by apprentice training for four years and journeyman status. Screening for this program is conducted by unions.

Los Angeles Valley College in Van Nuys had an enrollment of 18,000 with about 90 percent of the students from Los Angeles City; the majority, however, were transfer students. The college reported that while close to 30 percent of its students would declare a vocational major, no more than 20 percent would complete a full program. The chief career programs were in health, hotel and restaurant management, office skills, music and cinema arts, metal trades, aircraft and aerospace. The last three programs were continued despite the economic downturn and the diminished need for persons trained in these areas.

Harbor College in Wilmington reported that 30 percent of the day and 52 percent of the evening students were in occupational programs, but that a large number dropped out by the end of the first year, either losing interest or accepting available employment with whatever degree of skill they had acquired. While 65 percent of students who earn an associate degree transfer to four-year colleges, college administrators felt that a much larger number of students should be in occupational training, but "we cannot interest them." It is hoped that a new guidance center, staffed by two vocational counselors will stimulate larger enrollments in career education.

Similar criticism of students who were bypassing occupational training for academic courses which they abandoned before the end of the first year, was voiced by officials at East Los Angeles College which served four major cities in Los Angeles County drawing about half of its student body from the city. "The student push is academic, looking to upward mobility within two-year courses," one administrator commented. For the year under survey the most popular career programs were architecture, commercial art, business, health (an extensive curriculum offering training in a number of health occupations), household economics, journalism, public service, police and fire science, and graphic communications. Efforts to interest students in trade programs were disappointing to administrators. There was no student demand for courses in tool skills, automotive skills or engine repair. The administrator interviewed pointed out that one of the largest private automotive trade schools was operating in the Chicano area but the lack of student interest prevented East Los Angeles College from offering the program. He attributed an attrition rate of 50 percent during the freshman year to the unrealistic goals of the
students. He pointed out that only 29 percent of the last graduating class was prepared for occupations, the other 71 percent planning transfer to a college for a bachelor's degree, but "many of them indicated interest in fields which offered few jobs."

All but 41 of 3,853 students enrolled at the largely Black Southwest College were residents of Los Angeles City. Less than one third were in occupational programs.

Los Angeles Trade and Technical College registered all but 481 of its 15,700 day and evening students in career programs. While admission is open to high school graduates and to applicants who are at least 18 years of age and "can profit from instruction," students are tested for educational proficiency for the training they seek and are required to take remedial education if their educational functioning is inadequate. A wide variety of career program training is offered and the college makes a concerted effort to direct students toward occupations in demand in the local labor market. Most of the evening students seek to upgrade their skills or improve their job opportunities. A certificate of proficiency is awarded a student who completes only skill training; certain additional academic requirements must be completed for an associate degree. This college reported little attrition due to waning student interest and reported that about 95 percent of those enrolled are awarded either certificates of proficiency or an associate degree. While the school is located in a Black community, more than half the students are white.

Santa Monica College which has the same criteria for admission as the colleges in Los Angeles Community College District, reported a limited occupational enrollment due to lack of student interest in career education. Only 23.7 percent of their student body was enrolled in skill training programs, and a number of occupational programs previously offered had been discontinued due to lack of student interest. During FY 1971, 33 career programs were offered. Largest concentrations of students were in electricity (13.6 percent) and police science (11.8 percent).

Six Federal manpower programs enrolled a total of 22,021 persons with 13,031 or 59 percent in occupational training. The Work Incentive Program (WIN) registered the largest number, 11,819, but no occupational listings were available for the 4,276 enrollees reported to be in skill training programs. The Manpower Development and Training Act (MDTA) program was next highest in enrollments, all reported in occupational training. The other four Federal manpower programs were: The Concentrated Employment Program (CEP), Neighborhood Youth Corps II (NYC II), Job Corps for Women, and New Careers, the latter operated by the Mexican-American Opportunity Foundation. Of the 20 cities surveyed, Los Angeles had the only Job Corps Center for Women. There was also an NYC II in the Watts Area with most of the 165 enrollees receiving on-the-job training or work experience at several commercial establishments and construction projects managed by the Watts Labor Community Action Committee. Some institutional training was given at the Watts NYC II
facility and the Saugus Training Center in Saugus, California where train-
ees spend the week, returning to their homes for the weekend. MDTA-ODT, the Urban League, the Jobs Optional Program (JOP), and the National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) program had active on-the-job training programs enrolling a total of 4,631.

**Occupational Offerings**

The Los Angeles Unified School District offered 46 vocational programs in the high schools, while the secondary component of the Regional Occupational Centers offered 61. Due to some overlap, the number of different programs at the secondary level totaled 76. In the high schools, nine courses enrolled 36,176 students or 66 percent of the total vocational enrollment: drafting, auto mechanics, woodworking, typing, graphic arts, electronics, metal trades, stenography and machine shop. It should be pointed out that the 5,073 pupils registered in woodworking may not necessarily be vocational students, since there was no clear indication as to how many were taking the course as a route to carpentry or other crafts requiring woodworking skill, or merely as a hobby. (If woodworking were omitted as a subject leading to a career, then eight school vocational programs absorbed 31,103 pupils or 74 percent.)

ROP pupils also tended to concentrate in a few areas. The eight leading programs attracted 1,154 or 43 percent of the students enrolled in: cosmetology, automobile technician/mechanic, law enforcement, clerk/typists, typing and related, secretarial, drafting, and key punch operator.

Table 2 at the end of the Section reveals that whereas the high schools offered 19 courses of training not available at the Regional Occupational Centers, the latter offered 34 not provided by the high schools. These 53 programs enrolled 15,714 or 37.5 percent of regular secondary vocational pupils and 1,187 or 43 percent of those secondary students training under ROP.

On the postsecondary level, the colleges in the Community College District offered 89 vocational programs, Santa Monica 33 and the Regional Occupational Centers 75, for a total of 167. Santa Monica provided 19 that were not available to students enrolled with the District group. Furthermore, 73 college offerings were not included in the ROC listings, but on the other hand, 45 RCC courses of training were not available to college students. While the number of adults who have enrolled in vocational courses in the regular public school system for career purposes is unknown, the Regional Occupational Centers designed exclusively for career development, enrolled only persons taking courses for career reasons. Hence, they have been included in the 121 postsecondary offerings in Table 4 at the end of the Section. As with secondary listings,

1/ Correspondingly, the number for occupational training in Table 1 at the end of the Section would change from 41,937 or 30.5 percent of total pupil enrollment in the Unified Public School District to 35,914 or 26.8 percent with relative percentage changes in Figure A.
variations between Table 2 and Table 4 are due to the collapsing of courses within an occupational area to correspond with comparable offerings by the secondary institutions and Federal manpower programs.

The six Federal manpower training programs accounted for only 12 percent of all enrollees in skill training, but there 81 occupational offerings were surpassed in number only by the colleges. Overall, almost one-fourth of Federal manpower program students were in clerical training. Detailed analysis of the individual programs indicates that almost 57 percent of WDTA enrollees were in four occupational areas: multi-clerical, heavy duty truck driving, paramedical, and multi-industrial fabrication. Two programs, clerical and education aide, attracted 56 percent of NYC II enrollees. Sixty-eight percent of Job Corps for Women enrollees were in nurses aide and clerical, and 75 percent of the New Careers students were enrolled in training as community service aides. It should be pointed out that the Mexican-American Opportunity Foundation, sponsor of New Careers emphasizes training for work in public service. There was no notable concentration of CEP enrollees in any particular areas. WIN offered seven programs in the health field, whereas the other five combined offered eight, but no conclusions could be drawn as to the percentage of trainees in health occupations as WIN did not supply separate enrollments for any of its courses.

Table 4-A at the end of the Section indicates the distribution of enrollees in each of the three levels—secondary, postsecondary, and Federal manpower programs—among the seven major vocational-technical areas.

Selected Services

Table 5 of this Section displays the major supplemental services offered by all programs surveyed. Vocational guidance, job development and placement were provided by all institutions and agencies except for the secondary schools which did not provide the latter two services. Other ancillary services, provided by the programs or obtainable through referral, were counseling, adult basic and remedial education, English as a Second Language, legal aid, child day care, transportation, and health services. The availability of these services and the extent to which they are provided, varied among the individual programs. The major variable seemed to be the needs of program participants. For example, NYC II reported that since relatives and friends of students cared for the children, they did not provide or arrange for child care. Adult Basic Education and English as a Second Language, which were available at the public schools and community colleges, were open to Federal manpower program enrollees as well. The Regional Occupational Centers, however, did not offer either of these services.

Recognizing the unusual problems arising from the geographic nature of the area they served, Federal manpower training programs provided help to students who required transportation. While emergency health care was available in all programs, only the colleges had medical service readily accessible on campus. Enrollees in some programs were given medical
examinations with follow-up care; and certain jobs, such as those in the health field, required complete physicals before the trainee could be considered for employment. These were usually arranged and paid for by the program. The California Human Resources Department, which includes the Employment Service, was charged with handling some of the services for Federal manpower programs, but some administrators felt enrollees were better served when the services were provided by the agency staff.

Characteristics of Students

While Table 6 of the Section indicates that the majority of students enrolled in the Community College District were white, there were considerable variations among the individual colleges. For example, East Los Angeles and Southwest College, reflecting the ethnic and racial compositions of their neighborhoods, had majority enrollments from the Spanish surname and Black populations. Los Angeles Trade and Technical College drew almost half of its student body from minority groups. Similarly, while approximately half of the enrollment of the five Regional Occupational Centers was white, different facilities reflected the ethnic and racial composition of their areas. Central City with 4,189 students, was mostly Black; West Valley, with 8,205, was mostly white; East Los Angeles drew most of its 1,273 enrollees from the Spanish community; and Harbor (1,785) and North Valley (2,290) were mixed.

Overall, Black enrollments for the colleges totaled 16 percent of the student body; Spanish surname, 15 percent. Black enrollments for the Regional Occupational Centers totaled 17 percent; Spanish surname, 26 percent. Seventy percent of the ROC enrollees qualified in at least one respect as disadvantaged. About 45 percent of the secondary students were white. Blacks constituted 26 percent and 24 percent were Spanish surname. All secondary and postsecondary institutions also enrolled from five to seven percent of "other."

While Blacks seemed to be the major target group served by Federal manpower training programs, trainees with Spanish surnames constituted a significant portion, ranging from 26 percent in WIN to 100 percent in New Careers, which was especially oriented to the Spanish community. There were larger white enrollments in some Federal manpower programs than were usually found in some of the other cities with WIN 38 percent white, HETA, 22 percent, and NYC II, 17 percent being the programs with largest white enrollments.

The prevalence of men in CEP and NYC II was unusual for these agencies. WIN, for FY 1971, was 60 percent female to 40 percent male, but at the time Los Angeles was surveyed (February, 1972) WIN male enrollments had increased to 73 percent as a result of recent legislation compelling men on welfare to accept jobs or take training. Job Corps (entirely female) and the Community College District were the only institutions or agencies which registered more women than men.
Staff members of individual agencies supplied additional personal details regarding their trainees. A number of NYC II students, males and females, had juvenile records, had dropped out of school by the 10th grade, and read at the third or fourth grade level. The Watts NYC II project accepted enrollees up to age 26. WII enrollees were generally older than NIIA enrollees. Job Corps for Women also reported that many of their trainees had court records, ranged in age from 16 years to 21, and 25 to 30 percent had children. They were described as "bottom of the barrel," girls with little motivation, no home life, who turned to Job Corps because they had no place to go. The majority of New Careers enrollees were over 25 years of age, frequently had children, many had arrest records were reluctant to speak English, but the group was regarded as well motivated. About one-fourth of New Career enrollees were veterans.

III. Overlap, Duplications and Gaps

Table 4 at the end of this Section, which summarizes all publicly-funded occupational offerings available in Los Angeles during FY 1971, indicates that 105,899 persons were involved in 173 different skill training programs. As can be seen in Table 7 (Appendix) 64 of these programs enrolling 74,450 persons, or 70 percent of the total occupational enrollment, were offered by more than one institution or agency. All but one of these 64 programs were offered by postsecondary institutions.

The overlaps break down as follows: 59 of the 78 secondary course offerings enrolling 76 percent of the total occupational enrollment; 63 of the 141 postsecondary offerings (omitting work experience) enrolling 45 percent; and 21 of the 32 offerings provided by Federal manpower programs (omitting the unspecified courses listed as occupational training) enrolling 66 percent of the total. Fifteen of the 64 programs were available at all three levels. Five other Federal manpower training programs were offered by postsecondary institutions, and one by the high schools. The overlapped offerings were heavily concentrated in two areas--trade and industry and office skills. The former registered 41,944 students or 40 percent of the total in occupational training; the latter 22,389 or 21.4 percent. There were eight programs which fell into the duplicated category by reason of a small number of trainees from one level being added to a large number of enrollees reported by another. These eight were: charter boat licensed operator, computer operator and programmer, health occupations, hospital admitting, locksmith, mail and postal clerk, operating room technician, and medical office assistant.

Not shown in either Table 4 or 7 is the duplication of offerings between the regular high school vocational programs and the ROP secondary program. Using Table 2 to compute this overlap, we find that of 107 vocational offerings available at the high schools and the ROP, 27 were offered at both institutions with a significant number of students enrolled: 26,213 or 62.5 percent of high school registrants; 1,586 or 57 percent of ROP students.
Programs Compared with the Local Labor Market

A cursory look at the surplus and shortage occupations in the Los Angeles area (as identified by the State Department of Human Resources) along with the number of persons being trained in each of these occupations (Tables B-1 and B-2) suggests that skill training programs in the city are not closely related to local labor market needs. As can be seen in Table B-2, less than 12 percent of the total occupational enrollment was being trained in shortage occupations and more than 50 percent were preparing for office jobs.

Eight of the 12 shortage occupations were in the health area. Yet health enrollments constituted only 1.6 percent of the secondary enrollments, eight percent of the postsecondary, and eight percent of the Federal manpower training program enrollments. Training in five of the shortage occupations was available at more than one level.

Sixteen of 28 surplus occupations were offered at more than one level accounting for 85 percent of the enrollment in these areas. Overall, approximately 32 percent of the trainees in institutional programs in Los Angeles were being prepared for surplus jobs. Office positions and trade and industry occupations made up the bulk of these enrollments.
Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Merchandising</td>
<td>746</td>
<td>0.7%</td>
</tr>
<tr>
<td>Mid-Management</td>
<td>120</td>
<td>0.1</td>
</tr>
<tr>
<td>Retail Cashiering</td>
<td>189</td>
<td>0.2</td>
</tr>
<tr>
<td>Dental Assistants</td>
<td>130</td>
<td>0.1</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>1,165</td>
<td>1.1</td>
</tr>
<tr>
<td>Community Service Aide</td>
<td>947</td>
<td>0.5</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>1,853</td>
<td>1.7</td>
</tr>
<tr>
<td>Drafting</td>
<td>8,916</td>
<td>8.0</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1,935</td>
<td>1.8</td>
</tr>
<tr>
<td>Clerk/typist</td>
<td>3,305</td>
<td>3.0</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td>5,266</td>
<td>4.8</td>
</tr>
<tr>
<td>Information Communications</td>
<td>871</td>
<td>0.8</td>
</tr>
<tr>
<td>Supervisory and Administrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>2,682</td>
<td>2.4</td>
</tr>
<tr>
<td>Office Procedures</td>
<td>167</td>
<td>0.2</td>
</tr>
<tr>
<td>General Office Clerks</td>
<td>2,738</td>
<td>2.5</td>
</tr>
<tr>
<td>Cook/Chef</td>
<td>260</td>
<td>0.2</td>
</tr>
<tr>
<td>Construction and Maintenance</td>
<td>288</td>
<td>0.3</td>
</tr>
<tr>
<td>Electronics Occupations</td>
<td>4,563</td>
<td>4.1</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>1,621</td>
<td>1.5</td>
</tr>
<tr>
<td>Machine Tool Operation</td>
<td>211</td>
<td>0.2</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Heavy Duty Truck Driving</td>
<td>558</td>
<td>0.5</td>
</tr>
<tr>
<td>Welding and Cutting</td>
<td>1,006</td>
<td>1.0</td>
</tr>
<tr>
<td>Tool and Die</td>
<td>168</td>
<td>0.2</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>877</td>
<td>0.8</td>
</tr>
<tr>
<td>Aircraft Maintenance</td>
<td>585</td>
<td>0.5</td>
</tr>
<tr>
<td>Airframe</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Dressmaking</td>
<td>135</td>
<td>0.1</td>
</tr>
<tr>
<td>Total</td>
<td>39,435</td>
<td>35.8</td>
</tr>
</tbody>
</table>
Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number of Students Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>50</td>
<td>0.4%</td>
</tr>
<tr>
<td>Dieticians</td>
<td>194</td>
<td>0.2</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>20</td>
<td>---</td>
</tr>
<tr>
<td>Licensed Practical Nursing</td>
<td>1,294</td>
<td>1.2</td>
</tr>
<tr>
<td>Registered Nursing</td>
<td>1,393</td>
<td>1.4</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>82</td>
<td>0.1</td>
</tr>
<tr>
<td>Radiological Technology</td>
<td>129</td>
<td>0.1</td>
</tr>
<tr>
<td>Secretarial</td>
<td>2,152</td>
<td>1.9</td>
</tr>
<tr>
<td>Stenography</td>
<td>5,565</td>
<td>5.0</td>
</tr>
<tr>
<td>Police Science</td>
<td>1,178</td>
<td>1.1</td>
</tr>
<tr>
<td>Diesel Engine Mechanics</td>
<td>64</td>
<td>0.1</td>
</tr>
<tr>
<td>Paramedical cluster</td>
<td>217</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12,338</strong></td>
<td><strong>11.2</strong></td>
</tr>
</tbody>
</table>

Programs Compared with Population Groups

Table C shows the number of residents from Los Angeles, by target group, who received skill training.

Using unpublished 1970 Census data, it is possible to estimate the Spanish surname population. If the Spanish population is separated from the white population, the white youth (16 to 18 years of age) population drops to 76,356, with an occupational enrollment rate of 27.8 percent. The Spanish surname youth population is estimated at 28,249, with an occupational enrollment rate of 37.5 percent. The adult white population becomes 579,845, with an enrollment rate of 4.6 percent. The adult Spanish surname population is estimated at 203,067 with an enrollment rate of 4.4 percent.

It appears that the population least affected by the Federal manpower training programs was the white poor. The low percentage of individuals served for all target groups suggests a low level of resources relative to the need for occupational training.

The participation rate for women relative to men, in Los Angeles Federal manpower programs tended to be lower than that in other cities surveyed. This followed from a generally observed relationship between unemployment rate and the participation rate for women. Most Federal manpower program administrators placed a recruiting priority on male heads of
COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

LOS ANGELES

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age 16 to 18</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>137,509</td>
<td>42,026</td>
<td>30.6%</td>
</tr>
<tr>
<td>White</td>
<td>104,605</td>
<td>18,632</td>
<td>17.8</td>
</tr>
<tr>
<td>Black</td>
<td>26,268</td>
<td>10,963</td>
<td>41.7</td>
</tr>
<tr>
<td>Male</td>
<td>68,491</td>
<td>26,185</td>
<td>38.2</td>
</tr>
<tr>
<td>Female</td>
<td>69,018</td>
<td>15,841</td>
<td>22.9</td>
</tr>
<tr>
<td><strong>Age 19-44</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,029,680</td>
<td>58,907</td>
<td>5.7</td>
</tr>
<tr>
<td>White</td>
<td>782,912</td>
<td>31,963</td>
<td>4.1</td>
</tr>
<tr>
<td>Black</td>
<td>246,039</td>
<td>11,209</td>
<td>6.1</td>
</tr>
<tr>
<td>Male</td>
<td>506,571</td>
<td>33,230</td>
<td>6.6</td>
</tr>
<tr>
<td>Female</td>
<td>523,109</td>
<td>25,677</td>
<td>4.9</td>
</tr>
</tbody>
</table>

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e., American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

In cities with low unemployment rates, i.e., Charlotte, Jackson-ville, Washington, D.C., males are generally able to find menial jobs to provide sufficient "bread" money. Program administrators usually find a plethora of female applicants, but must search the pool halls and street corners for men. In cities with high unemployment, i.e., Sacramento, Los Angeles, Kansas City, Detroit, employment for men becomes much more difficult. As the unemployed men find their way into the manpower programs, given the limited slots of the programs, the women are forced out.
IV. Management, Administration and Coordination

With a Standard Metropolitan Statistical Area (SMSA) that includes 77 municipalities and 600 governmental jurisdictions, Los Angeles' sheer size is a major roadblock in the path of comprehensive manpower planning. The massive size of a school system with more than 137,000 high school students, a community college system with more than 61,000 day students alone, over 103,000 if evening students are included, and a WDN program with more than 11,000 enrollees, all contribute to a tendency to operate in "one's own kingdom." In the smaller cities of the 20 surveyed, i.e. Allentown, Charlotte, Rochester, program administrators knew each other personally, and had a rough idea of the occupational training available. In Los Angeles, many program administrators appeared unaware of the existence of other programs.

Through the office of the Mayor, the Manpower Area Planning Council (MAPC) and its technical assistance unit have received a grant to outline duplication and gaps in the manpower area. The technical unit stresses the lack of "clout" of the CAMPS (or MAPC) mechanism. The plan itself tends to be a collection of last year's proposals. Given the vertical funding nature of the Federal categorical programs, it is quite logical that the CAMPS "plan" becomes an information piece rather than a planning document. Community groups are often able to secure "national contracts" through their congressmen, thereby bypassing the CAMPS mechanism.

Members of the technical assistance unit of the MAPC felt that there was general discrimination against poor whites in the poverty programs. Unrepresented in the community action agency, living in pockets rather than in concentrated areas, it was claimed that the white poor look at the manpower programs as Black and Brown programs. It was generally felt that the community action agency showed favoritism to certain Black subcontracting agencies, despite evaluations indicating poor performance on their behalf.

V. Summary

In conclusion, vocational education is Los Angeles seemed to leave considerable room for improvement in a number of areas, the most significant being closer relationships to local labor market needs. The most effective programs appeared to be at the secondary level where students could receive training not only at their regular high schools but through the ROP. The ROP provided flexibility in scheduling and enabled students to train in a number of areas which could not be easily taught in an ordinary high school setting.

At the postsecondary level, neither the Regional Occupational Centers nor the Community Colleges were operating at full capacity. The ROCS did enroll a more disadvantaged population whereas there was a large four-year feeder college population in the colleges. With the exception of Los Angeles Trade and Technical College, all of the other colleges surveyed reported difficulty in attracting students into career programs and maintaining the interest of the students who did enroll. This was
particularly the case with students from minority groups. In general, the colleges tended to function as four-year feeder institutions, while the ROC centers, exclusively career oriented, tended to enroll a more disadvantaged population.

The Federal manpower training programs operating in the city had a number of problems. The most frequently mentioned was the fact that the programs were so large and the administrative hierarchies so involved (e.g. one of the NYC II programs was operated by six subcontracting agencies), that policy makers were remote from the needs of participants. Policy makers were frequently unaware of resources in the community and often did not know what other programs were operating in the community. Further complicating the matter, was the absence of any contractual obligations for linkages between programs. According to MAFC administrators, Federal manpower training programs were spending too much time and money on supportive services and not enough on "hustling" jobs.

While there were five skill centers in operation, these were criticized for training persons for obsolete jobs and using outdated methods and techniques of instruction.

Although 70 percent of the occupational programs in the city were offered by more than one agency, this did not seem to be a matter of serious concern given the sheer size of the city, both in terms of population and geographic area. What did seem to be a matter of concern, however, was the large percentage of training being concentrated in surplus areas and the small percentage in shortage areas. Clearly labor market data was not being utilized in program planning.

Regarding various population groups, there seemed to be a general consensus among Federal manpower administrators in Los Angeles that programs in the city were Black oriented. Poor whites between 19 and 44 years of age were underserved relative to their concentration in the population and Spanish surname persons claimed that they were the last to know about programs. Finally, women in the city appeared to be somewhat underserved.
<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING</th>
<th>NUMBER FROM CITY, IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles Unified District</td>
<td>137,739</td>
<td>123,965</td>
<td>41,987</td>
<td>37,788</td>
</tr>
<tr>
<td>Regional Occupation Centers (Secondary)</td>
<td>2,773</td>
<td>2,634</td>
<td>2,773</td>
<td>2,634</td>
</tr>
<tr>
<td>Regional Occupation Centers (Postsecondary and Adult)</td>
<td>17,742</td>
<td>16,855</td>
<td>17,742</td>
<td>16,855</td>
</tr>
<tr>
<td>Los Angeles Community College District (Day) (8 Colleges)</td>
<td>49,020</td>
<td>29,955</td>
<td>31,974</td>
<td>19,470</td>
</tr>
<tr>
<td>Santa Monica Community College</td>
<td>12,500</td>
<td>9,125</td>
<td>2,968</td>
<td>2,166</td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>4,406</td>
<td>3,304</td>
<td>4,406</td>
<td>3,304</td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>2,555</td>
<td>2,555</td>
<td>1,466</td>
<td>1,466</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>11,819</td>
<td>7,919</td>
<td>4,576</td>
<td>3,066</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II (Economic and Youth Opportunities Agency)</td>
<td>1,921</td>
<td>1,479</td>
<td>1,921</td>
<td>1,479</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II (Watts)</td>
<td>165</td>
<td>165</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Job Corps For Women</td>
<td>926</td>
<td>270</td>
<td>430</td>
<td>125</td>
</tr>
<tr>
<td>New Careers (Mexican-American Opportunity Foundation)</td>
<td>232</td>
<td>76</td>
<td>232</td>
<td>76</td>
</tr>
<tr>
<td>Manpower Development and Training Act - On-The-Job Training (2)</td>
<td>1,000</td>
<td>600</td>
<td>1,000</td>
<td>600</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>535</td>
<td>321</td>
<td>535</td>
<td>321</td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>2,459</td>
<td>2,459</td>
<td>2,459</td>
<td>2,459</td>
</tr>
<tr>
<td>Urban League-On-The-Job Training</td>
<td>643</td>
<td>611</td>
<td>643</td>
<td>611</td>
</tr>
</tbody>
</table>

(1) According to the District Coordinator for Occupational Education of the Los Angeles Community College District, it was impossible to report the percentage of students who were residents of Los Angeles City. These figures are rough estimates.

(2) Figures for the MDTA-OJT Program were obtained from the Los Angeles Comprehensive Manpower Plan, Fiscal Year 1971. No interview was conducted.
Table 1
(Continued)

Los Angeles

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles Unified School</td>
<td>87,656</td>
<td>78,890</td>
<td>25,990</td>
<td>23,391</td>
</tr>
<tr>
<td>District - Adult</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los Angeles Community College</td>
<td>42,194</td>
<td>29,638</td>
<td>39,323</td>
<td>26,563</td>
</tr>
<tr>
<td>District - Adult</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(3) According to the District Coordinator for Occupational Education of the Los Angeles Community College District, it was impossible to report the percentage of students who were residents of Los Angeles City. These figures are rough estimates.
<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Laboratory Technician</td>
<td>42</td>
</tr>
<tr>
<td>Automobile Body and Fender Repair</td>
<td>245</td>
</tr>
<tr>
<td>Automobile Upholstery</td>
<td>5</td>
</tr>
<tr>
<td>Office Machine Repair</td>
<td>2</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>1,023</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>716</td>
</tr>
<tr>
<td>Welding</td>
<td>9</td>
</tr>
<tr>
<td>Stenography</td>
<td>2,637</td>
</tr>
<tr>
<td>Typing</td>
<td>4,419</td>
</tr>
<tr>
<td>Agriculture Production</td>
<td>379</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>852</td>
</tr>
<tr>
<td>Radio-Telephone Operator</td>
<td>49</td>
</tr>
<tr>
<td>Warehouse &amp; Forklift Truck Operator</td>
<td>10</td>
</tr>
<tr>
<td>General Merchandising</td>
<td>276</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>790</td>
</tr>
<tr>
<td>Peripheral Equipment Operator</td>
<td>22</td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>104</td>
</tr>
<tr>
<td>Childhood Education Aide</td>
<td>341</td>
</tr>
<tr>
<td>Commercial Sewing</td>
<td>257</td>
</tr>
<tr>
<td>Dietary Aide</td>
<td>54</td>
</tr>
<tr>
<td>Food Services</td>
<td>98</td>
</tr>
<tr>
<td>Housekeeper Aide</td>
<td>11</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>471</td>
</tr>
<tr>
<td>Upholstery</td>
<td>453</td>
</tr>
<tr>
<td>Woodworking</td>
<td>5,073</td>
</tr>
<tr>
<td>Automobile Painting</td>
<td>2</td>
</tr>
<tr>
<td>Automobile Technician/Mechanic</td>
<td>161</td>
</tr>
<tr>
<td>Foreign Car Repair</td>
<td>10</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>8</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>20</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>5,463</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>1</td>
</tr>
<tr>
<td>Locksmith</td>
<td>3</td>
</tr>
<tr>
<td>Furniture Making</td>
<td>44</td>
</tr>
<tr>
<td>Concrete Carpentry and Construction</td>
<td>29</td>
</tr>
<tr>
<td>Photography</td>
<td>96</td>
</tr>
<tr>
<td>Drafting</td>
<td>6,994</td>
</tr>
<tr>
<td>Electronics</td>
<td>3,171</td>
</tr>
<tr>
<td>Radio and Television Service</td>
<td>37</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>4,006</td>
</tr>
<tr>
<td>Bookbinding</td>
<td>100</td>
</tr>
<tr>
<td>Metal Trades</td>
<td>2,717</td>
</tr>
<tr>
<td>Plastics</td>
<td>2,717</td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>18</td>
</tr>
<tr>
<td>Power Sewing</td>
<td>15</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>506</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41,987</strong></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Air Testing and Balancing</td>
<td>15</td>
</tr>
<tr>
<td>Heating and Ventilation</td>
<td>16</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>311</td>
</tr>
<tr>
<td>Steam Plant Operator</td>
<td>119</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>33</td>
</tr>
<tr>
<td>Automobile Body and Fender Repair</td>
<td>356</td>
</tr>
<tr>
<td>Automobile Transmission</td>
<td>120</td>
</tr>
<tr>
<td>Automobile Electricity</td>
<td>25</td>
</tr>
<tr>
<td>Automobile Upholstery</td>
<td>25</td>
</tr>
<tr>
<td>Brakes and Front End</td>
<td>69</td>
</tr>
<tr>
<td>Blue Print Reading</td>
<td>85</td>
</tr>
<tr>
<td>Office Machine Repair</td>
<td>203</td>
</tr>
<tr>
<td>Acoustical Tile</td>
<td>33</td>
</tr>
<tr>
<td>Construction Equipment Operator</td>
<td>212</td>
</tr>
<tr>
<td>Heavy Equipment Operator</td>
<td>41</td>
</tr>
<tr>
<td>Motor Sweeper Operator</td>
<td>27</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>167</td>
</tr>
<tr>
<td>Wallpaper Hanging</td>
<td>83</td>
</tr>
<tr>
<td>Plumbing</td>
<td>24</td>
</tr>
<tr>
<td>Drywall Installation</td>
<td>149</td>
</tr>
<tr>
<td>Roofing</td>
<td>53</td>
</tr>
<tr>
<td>Concrete Masonry</td>
<td>437</td>
</tr>
<tr>
<td>Floor Covering</td>
<td>84</td>
</tr>
<tr>
<td>Motion Picture Property Craftsmen</td>
<td>20</td>
</tr>
<tr>
<td>Process Instrumentation</td>
<td>60</td>
</tr>
<tr>
<td>Clock Repair</td>
<td>59</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>334</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>335</td>
</tr>
<tr>
<td>Welding Arc</td>
<td>76</td>
</tr>
<tr>
<td>Welding Sculpture</td>
<td>21</td>
</tr>
<tr>
<td>Welding</td>
<td>787</td>
</tr>
<tr>
<td>Tool and Die</td>
<td>124</td>
</tr>
<tr>
<td>Die Sinking</td>
<td>24</td>
</tr>
<tr>
<td>Precision Inspection</td>
<td>19</td>
</tr>
<tr>
<td>Plastic Technology</td>
<td>150</td>
</tr>
<tr>
<td>Barbering</td>
<td>17</td>
</tr>
<tr>
<td>Meat Cutting</td>
<td>211</td>
</tr>
<tr>
<td>Water Distributing Systems Practices</td>
<td>59</td>
</tr>
<tr>
<td>Upholstery</td>
<td>220</td>
</tr>
<tr>
<td>Cabinetmaking and Millwork</td>
<td>106</td>
</tr>
<tr>
<td>Commercial Pool Service</td>
<td>107</td>
</tr>
<tr>
<td>Surveying</td>
<td>269</td>
</tr>
<tr>
<td>Advanced Road Surveying</td>
<td>18</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>22</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>130</td>
</tr>
<tr>
<td>Automobile Air Conditioning</td>
<td>54</td>
</tr>
<tr>
<td>Stenographer, Secretary</td>
<td>1,850</td>
</tr>
<tr>
<td>Management</td>
<td>1,817</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td>5,262</td>
</tr>
<tr>
<td>Occupational Offerings</td>
<td>Number of Students Enrolled</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Landscaping</td>
<td>73</td>
</tr>
<tr>
<td>Nurseryman</td>
<td>50</td>
</tr>
<tr>
<td>General Merchandising</td>
<td>445</td>
</tr>
<tr>
<td>Real Estate</td>
<td>330</td>
</tr>
<tr>
<td>Bookkeepers</td>
<td>1,836</td>
</tr>
<tr>
<td>Peripheral Equipment Operator</td>
<td>575</td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>85</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>20</td>
</tr>
<tr>
<td>Licensed Vocational Nurse</td>
<td>43</td>
</tr>
<tr>
<td>Licensed Vocational Nurse Refresher</td>
<td>15</td>
</tr>
<tr>
<td>Practical Nurse</td>
<td>597</td>
</tr>
<tr>
<td>Operating Room Technician</td>
<td>82</td>
</tr>
<tr>
<td>Home Health Aide</td>
<td>40</td>
</tr>
<tr>
<td>Physical Therapy Aide</td>
<td>17</td>
</tr>
<tr>
<td>X-Ray Technician</td>
<td>57</td>
</tr>
<tr>
<td>Inhalation Therapist</td>
<td>15</td>
</tr>
<tr>
<td>Ward Clerk</td>
<td>57</td>
</tr>
<tr>
<td>Registered Nurse Refresher</td>
<td>75</td>
</tr>
<tr>
<td>Commercial Sewing</td>
<td>368</td>
</tr>
<tr>
<td>Dietary Aide</td>
<td>49</td>
</tr>
<tr>
<td>Food Services</td>
<td>132</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>104</td>
</tr>
<tr>
<td>Automobile Painting</td>
<td>25</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>1,063</td>
</tr>
<tr>
<td>Automobile Tune-up</td>
<td>587</td>
</tr>
<tr>
<td>Foreign Car Repair</td>
<td>45</td>
</tr>
<tr>
<td>Front End Alignment</td>
<td>91</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>30</td>
</tr>
<tr>
<td>Publication Art</td>
<td>22</td>
</tr>
<tr>
<td>Sign Painting</td>
<td>36</td>
</tr>
<tr>
<td>Technical Illustration</td>
<td>13</td>
</tr>
<tr>
<td>Technical Writing</td>
<td>15</td>
</tr>
<tr>
<td>Photography</td>
<td>848</td>
</tr>
<tr>
<td>Photography Equipment Repair</td>
<td>34</td>
</tr>
<tr>
<td>Contractor License Preparation</td>
<td>128</td>
</tr>
<tr>
<td>Building Construction Estimating</td>
<td>80</td>
</tr>
<tr>
<td>Locksmith</td>
<td>68</td>
</tr>
<tr>
<td>Property Maintenance</td>
<td>42</td>
</tr>
<tr>
<td>Carpentry</td>
<td>476</td>
</tr>
<tr>
<td>Iron Working</td>
<td>288</td>
</tr>
<tr>
<td>Pressure Vessel Code</td>
<td>31</td>
</tr>
<tr>
<td>Diesel Engine Repair</td>
<td>108</td>
</tr>
<tr>
<td>Drafting</td>
<td>560</td>
</tr>
<tr>
<td>Cadastral Mapping</td>
<td>33</td>
</tr>
<tr>
<td>Electro-Mechanical Drafting</td>
<td>22</td>
</tr>
<tr>
<td>Petro-Chemical Pipe Drafting</td>
<td>51</td>
</tr>
</tbody>
</table>
Table 2  
(Continued)

Los Angeles

**OCCUPATIONAL OFFERINGS**

Los Angeles City Unified School District - Adult (Cont'd)

<table>
<thead>
<tr>
<th>Course</th>
<th>Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tool Design</td>
<td>20</td>
</tr>
<tr>
<td>Electrical Estimating</td>
<td>18</td>
</tr>
<tr>
<td>Basic Electricity</td>
<td>81</td>
</tr>
<tr>
<td>Electrical Wiring and Code</td>
<td>96</td>
</tr>
<tr>
<td>Electric Power Generation and Distribution</td>
<td>25</td>
</tr>
<tr>
<td>Traffic Signal Circuitry</td>
<td>34</td>
</tr>
<tr>
<td>Basic Electronics</td>
<td>260</td>
</tr>
<tr>
<td>Electronic Assembly</td>
<td>128</td>
</tr>
<tr>
<td>Electronic Wiring</td>
<td>153</td>
</tr>
<tr>
<td>Transistors</td>
<td>17</td>
</tr>
<tr>
<td>F.C.C. Radio</td>
<td>27</td>
</tr>
<tr>
<td>Electronic Equipment Repair</td>
<td>30</td>
</tr>
<tr>
<td>Radio and Television Service</td>
<td>972</td>
</tr>
<tr>
<td>Industrial Supervision</td>
<td>53</td>
</tr>
<tr>
<td>Upholstery Plant Management</td>
<td>25</td>
</tr>
<tr>
<td>Printing</td>
<td>288</td>
</tr>
<tr>
<td>Fingerprint Classifier</td>
<td>26</td>
</tr>
<tr>
<td>Municipal Building Maintenance</td>
<td>303</td>
</tr>
<tr>
<td>Communication for Municipal Employees</td>
<td>142</td>
</tr>
<tr>
<td>Office Procedure for Municipal Employees</td>
<td>79</td>
</tr>
<tr>
<td>Technical Refresher for Municipal Employees</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>25,990</strong></td>
</tr>
</tbody>
</table>

Los Angeles Unified School District Regional Occupational Centers - High School

<table>
<thead>
<tr>
<th>Course</th>
<th>Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Machine Repair</td>
<td>71</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>67</td>
</tr>
<tr>
<td>Charter Boat Licensed Operator</td>
<td>3</td>
</tr>
<tr>
<td>Tool and Die</td>
<td>94</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>15</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>43</td>
</tr>
<tr>
<td>Welding</td>
<td>48</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>238</td>
</tr>
<tr>
<td>Food and Restaurant Service</td>
<td>30</td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>24</td>
</tr>
<tr>
<td>Apparel Design and Patternmaking</td>
<td>30</td>
</tr>
<tr>
<td>Upholstery</td>
<td>10</td>
</tr>
<tr>
<td>Plastic Occupations</td>
<td>38</td>
</tr>
<tr>
<td>Carpentry</td>
<td>49</td>
</tr>
<tr>
<td>Construction Equipment Operator</td>
<td>10</td>
</tr>
<tr>
<td>Brick Masonry</td>
<td>5</td>
</tr>
<tr>
<td>Automobile Technician/Mechanic</td>
<td>244</td>
</tr>
<tr>
<td>Automobile Parts Counterman</td>
<td>10</td>
</tr>
<tr>
<td>Aeronautics Airplane and Engine Machine</td>
<td>40</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>40</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>38</td>
</tr>
<tr>
<td>Occupational Offerings</td>
<td>Number of Students Enrolled</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Hospital Services, Handicapped</td>
<td>10</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>12</td>
</tr>
<tr>
<td>Plant Operations</td>
<td>1</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>32</td>
</tr>
<tr>
<td>Automobile Upholstery</td>
<td>41</td>
</tr>
<tr>
<td>Furniture Making and Refinishing</td>
<td>9</td>
</tr>
<tr>
<td>Locksmith</td>
<td>5</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td>130</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>149</td>
</tr>
<tr>
<td>Electronic Services</td>
<td>49</td>
</tr>
<tr>
<td>Radio and Television</td>
<td>56</td>
</tr>
<tr>
<td>Electrical Products Technician</td>
<td>11</td>
</tr>
<tr>
<td>Floor Covering</td>
<td>29</td>
</tr>
<tr>
<td>Custodial Engineering</td>
<td>19</td>
</tr>
<tr>
<td>Operating Room Technician</td>
<td>2</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>7</td>
</tr>
<tr>
<td>Health Occupation Education</td>
<td>3</td>
</tr>
<tr>
<td>Medical Diet Aide</td>
<td>20</td>
</tr>
<tr>
<td>Child Care</td>
<td>10</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>62</td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>92</td>
</tr>
<tr>
<td>Computer Operator Program</td>
<td>5</td>
</tr>
<tr>
<td>Ward Clerk</td>
<td>20</td>
</tr>
<tr>
<td>Office Procedures</td>
<td>74</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>42</td>
</tr>
<tr>
<td>Telephone Operator</td>
<td>49</td>
</tr>
<tr>
<td>Mail and Postal Clerk</td>
<td>10</td>
</tr>
<tr>
<td>Hospital Admitting</td>
<td>5</td>
</tr>
<tr>
<td>Secretarial</td>
<td>103</td>
</tr>
<tr>
<td>Stenographer</td>
<td>60</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>182</td>
</tr>
<tr>
<td>Drafting</td>
<td>108</td>
</tr>
<tr>
<td>Piping Design</td>
<td>18</td>
</tr>
<tr>
<td>Retail Cashiering</td>
<td>43</td>
</tr>
<tr>
<td>Sales and Management</td>
<td>18</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>4</td>
</tr>
<tr>
<td>Floristry</td>
<td>28</td>
</tr>
<tr>
<td>Landscape Gardening</td>
<td>32</td>
</tr>
<tr>
<td>Forests and Natural Resources Occupations</td>
<td>58</td>
</tr>
<tr>
<td>Health Services</td>
<td>58</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,773</strong></td>
</tr>
<tr>
<td>Occupational Offerings</td>
<td>Number of Students Enrolled</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Office Machine Repair</td>
<td>178</td>
</tr>
<tr>
<td>Paint Technology</td>
<td>78</td>
</tr>
<tr>
<td>Printing/Graphic Arts</td>
<td>366</td>
</tr>
<tr>
<td>Charter Boat Licensed Operator</td>
<td>45</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>92</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>61</td>
</tr>
<tr>
<td>Air Testing and Balancing</td>
<td>14</td>
</tr>
<tr>
<td>Tool and Die</td>
<td>114</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>167</td>
</tr>
<tr>
<td>Food and Restaurant Service</td>
<td>95</td>
</tr>
<tr>
<td>Textile Production and Fabrication</td>
<td>46</td>
</tr>
<tr>
<td>Apparel Design and Patternmaking</td>
<td>105</td>
</tr>
<tr>
<td>Welding</td>
<td>503</td>
</tr>
<tr>
<td>Plastic Occupations</td>
<td>133</td>
</tr>
<tr>
<td>Carpenter</td>
<td>316</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>385</td>
</tr>
<tr>
<td>Construction Equipment Operator</td>
<td>104</td>
</tr>
<tr>
<td>Acoustical Tile</td>
<td>51</td>
</tr>
<tr>
<td>Masonry</td>
<td>28</td>
</tr>
<tr>
<td>Airframe</td>
<td>27</td>
</tr>
<tr>
<td>Power Plant</td>
<td>38</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>156</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>172</td>
</tr>
<tr>
<td>Automotive Technician/Technician</td>
<td>1,122</td>
</tr>
<tr>
<td>Refrigeration/Air Conditioning</td>
<td>145</td>
</tr>
<tr>
<td>Heating, Ventilation and Refrigeration</td>
<td>178</td>
</tr>
<tr>
<td>Steam Plant Operations</td>
<td>159</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>39</td>
</tr>
<tr>
<td>Automobile Upholstery</td>
<td>30</td>
</tr>
<tr>
<td>Locksmith</td>
<td>78</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>3,156</td>
</tr>
<tr>
<td>Typing I, II, III, IV</td>
<td>717</td>
</tr>
<tr>
<td>Magnetic Tape/Selective Typewriter</td>
<td>30</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>18</td>
</tr>
<tr>
<td>Process Instrumentation</td>
<td>56</td>
</tr>
<tr>
<td>Electronic Services</td>
<td>247</td>
</tr>
<tr>
<td>Radio and Television</td>
<td>152</td>
</tr>
<tr>
<td>Electrical Products Technician</td>
<td>15</td>
</tr>
<tr>
<td>Fireplace Construction</td>
<td>24</td>
</tr>
<tr>
<td>Drywall</td>
<td>178</td>
</tr>
<tr>
<td>Floor Covering</td>
<td>73</td>
</tr>
<tr>
<td>Diesel Engine Repair</td>
<td>64</td>
</tr>
<tr>
<td>Operating Room Technician</td>
<td>40</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>371</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>155</td>
</tr>
<tr>
<td>Health Occupation Education</td>
<td>214</td>
</tr>
</tbody>
</table>
### Los Angeles Regional Occupational Centers - Postsecondary and Adult (Cont'd)

<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Diet Aide</td>
<td>120</td>
</tr>
<tr>
<td>Child Care</td>
<td>155</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>1,081</td>
</tr>
<tr>
<td>Keypunch</td>
<td>255</td>
</tr>
<tr>
<td>Computer Operator and Programmer</td>
<td>290</td>
</tr>
<tr>
<td>Ward Clerk</td>
<td>140</td>
</tr>
<tr>
<td>Business Machines</td>
<td>239</td>
</tr>
<tr>
<td>Office Procedures</td>
<td>93</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>281</td>
</tr>
<tr>
<td>Mail and Postal Clerk</td>
<td>102</td>
</tr>
<tr>
<td>Hospital Admitting</td>
<td>120</td>
</tr>
<tr>
<td>Secretarial</td>
<td>1,452</td>
</tr>
<tr>
<td>Stenographer</td>
<td>241</td>
</tr>
<tr>
<td>Public Service Occupations</td>
<td>50</td>
</tr>
<tr>
<td>Drafting</td>
<td>282</td>
</tr>
<tr>
<td>Retail Cashiering</td>
<td>143</td>
</tr>
<tr>
<td>Grocery Checking</td>
<td>125</td>
</tr>
<tr>
<td>Sales and Management</td>
<td>475</td>
</tr>
<tr>
<td>School Bus Driver</td>
<td>52</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>31</td>
</tr>
<tr>
<td>Meat Cutting</td>
<td>78</td>
</tr>
<tr>
<td>Landscape Gardening</td>
<td>135</td>
</tr>
<tr>
<td>Apparel Accessories</td>
<td>33</td>
</tr>
<tr>
<td>Upholstery</td>
<td>118</td>
</tr>
<tr>
<td>Clerical</td>
<td>549</td>
</tr>
<tr>
<td>Electrical Power</td>
<td>50</td>
</tr>
<tr>
<td>Filing/Office Machines</td>
<td>76</td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>95</td>
</tr>
<tr>
<td>Retail Merchandising</td>
<td>46</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17,742</td>
</tr>
</tbody>
</table>

### Los Angeles Community College District - Postsecondary

<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>24</td>
</tr>
<tr>
<td>Animal Husbandry</td>
<td>225</td>
</tr>
<tr>
<td>Dairy Husbandry</td>
<td>13</td>
</tr>
<tr>
<td>Fruit Crops</td>
<td>13</td>
</tr>
<tr>
<td>Agriculture Business</td>
<td>14</td>
</tr>
<tr>
<td>Agriculture Engineering</td>
<td>23</td>
</tr>
<tr>
<td>Floristry Horticulture</td>
<td>67</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>128</td>
</tr>
<tr>
<td>Natural Resources Management</td>
<td>104</td>
</tr>
<tr>
<td>Advertising Services</td>
<td>23</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>67</td>
</tr>
<tr>
<td>General Merchandising</td>
<td>344</td>
</tr>
<tr>
<td>Home Furnishings</td>
<td>14</td>
</tr>
</tbody>
</table>
### Table 2
(Continued)

Los Angeles

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real Estate</td>
<td>111</td>
</tr>
<tr>
<td>Recreation and Tourism</td>
<td>61</td>
</tr>
<tr>
<td>Transportation</td>
<td>108</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>99</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>50</td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>115</td>
</tr>
<tr>
<td>Nursing</td>
<td>1,301</td>
</tr>
<tr>
<td>Nursing Vocational</td>
<td>318</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>65</td>
</tr>
<tr>
<td>Operating Room Technician</td>
<td>48</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>82</td>
</tr>
<tr>
<td>Prosthetics</td>
<td>12</td>
</tr>
<tr>
<td>Radiologic Technician</td>
<td>119</td>
</tr>
<tr>
<td>Psychiatric Aide</td>
<td>120</td>
</tr>
<tr>
<td>Nuclear Medical Technician</td>
<td>20</td>
</tr>
<tr>
<td>Medical Records Science</td>
<td>22</td>
</tr>
<tr>
<td>Home Economics</td>
<td>352</td>
</tr>
<tr>
<td>Clothing and Textiles</td>
<td>12</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>8</td>
</tr>
<tr>
<td>Family Health</td>
<td>8</td>
</tr>
<tr>
<td>Family Relations</td>
<td>6</td>
</tr>
<tr>
<td>Housing and Home Furnishings</td>
<td>6</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>515</td>
</tr>
<tr>
<td>Accounting</td>
<td>2,214</td>
</tr>
<tr>
<td>Bookkeepers</td>
<td>62</td>
</tr>
<tr>
<td>Business Data Processing</td>
<td>2,097</td>
</tr>
<tr>
<td>Programming</td>
<td>242</td>
</tr>
<tr>
<td>Filing and Office Machines</td>
<td>1,068</td>
</tr>
<tr>
<td>General Office Clerical</td>
<td>180</td>
</tr>
<tr>
<td>Information Communication Occupations</td>
<td>871</td>
</tr>
<tr>
<td>PBX</td>
<td>66</td>
</tr>
<tr>
<td>Journalism</td>
<td>921</td>
</tr>
<tr>
<td>Stenography, Secretarial and Related</td>
<td>2,627</td>
</tr>
<tr>
<td>Secretaries</td>
<td>597</td>
</tr>
<tr>
<td>Supervisory, Administrative Management</td>
<td>2,682</td>
</tr>
<tr>
<td>Public Relations</td>
<td>12</td>
</tr>
<tr>
<td>Engineering Related Technician</td>
<td>662</td>
</tr>
<tr>
<td>Architectural Technology</td>
<td>18</td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>75</td>
</tr>
<tr>
<td>Civil Technology</td>
<td>56</td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>1,155</td>
</tr>
<tr>
<td>Electrical Motor Repair</td>
<td>125</td>
</tr>
<tr>
<td>Instrument Technology</td>
<td>8</td>
</tr>
<tr>
<td>Machine Engineering (Mechanic)</td>
<td>175</td>
</tr>
<tr>
<td>Urban Planning</td>
<td>80</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>469</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>292</td>
</tr>
<tr>
<td>Auto Body and Fender</td>
<td>104</td>
</tr>
<tr>
<td>Auto Service Technician</td>
<td>924</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Los Angeles Community College District - Postsecondary (Cont'd)</td>
<td>Los Angeles Community College District - Adult</td>
</tr>
<tr>
<td>Aircraft Maintenance</td>
<td>585</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>1,656</td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>466</td>
</tr>
<tr>
<td>Construction and Maintenance</td>
<td>48</td>
</tr>
<tr>
<td>Carpentry</td>
<td>112</td>
</tr>
<tr>
<td>Plastering</td>
<td>27</td>
</tr>
<tr>
<td>Electricity</td>
<td>477</td>
</tr>
<tr>
<td>Diesel Electricity</td>
<td>70</td>
</tr>
<tr>
<td>Drafting</td>
<td>1,333</td>
</tr>
<tr>
<td>Radio and Television</td>
<td>158</td>
</tr>
<tr>
<td>Electronics Occupation</td>
<td>1,090</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>592</td>
</tr>
<tr>
<td>Work Experience Vocational</td>
<td>121</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>308</td>
</tr>
<tr>
<td>Machine Tools</td>
<td>211</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>57</td>
</tr>
<tr>
<td>Welding</td>
<td>283</td>
</tr>
<tr>
<td>Metallurgy</td>
<td>55</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>209</td>
</tr>
<tr>
<td>Plastics</td>
<td>91</td>
</tr>
<tr>
<td>Social Services</td>
<td>47</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>260</td>
</tr>
<tr>
<td>Food and Restaurant</td>
<td>210</td>
</tr>
<tr>
<td>Millwork</td>
<td>156</td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>262</td>
</tr>
<tr>
<td>Textile Fabrication</td>
<td>590</td>
</tr>
<tr>
<td>Commercial Music</td>
<td>91</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31,974</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Los Angeles Community College District - Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
</tr>
<tr>
<td>Animal Husbandry</td>
</tr>
<tr>
<td>Dairy Husbandry</td>
</tr>
<tr>
<td>Agricultural Engineering</td>
</tr>
<tr>
<td>Floristry Horticulture</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
</tr>
<tr>
<td>Natural Resources Management</td>
</tr>
<tr>
<td>Advertising Services</td>
</tr>
<tr>
<td>Finance and Credit</td>
</tr>
<tr>
<td>General Merchandising</td>
</tr>
<tr>
<td>Home Furnishings</td>
</tr>
<tr>
<td>Insurance</td>
</tr>
<tr>
<td>Real Estate</td>
</tr>
<tr>
<td>Recreation and Tourism</td>
</tr>
<tr>
<td>Transportation</td>
</tr>
<tr>
<td>Retail Trade, Other</td>
</tr>
<tr>
<td>Dental Assistant</td>
</tr>
<tr>
<td>Laboratory Technician</td>
</tr>
<tr>
<td>Table 2</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>(Continued)</td>
</tr>
</tbody>
</table>

**Los Angeles**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Los Angeles Community College District - Adult (Cont'd)</strong></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>15</td>
</tr>
<tr>
<td>Nursing Vocational</td>
<td>174</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>40</td>
</tr>
<tr>
<td>Prosthetics</td>
<td>23</td>
</tr>
<tr>
<td>Radiologic Technician</td>
<td>51</td>
</tr>
<tr>
<td>Psychiatric Aide</td>
<td>21</td>
</tr>
<tr>
<td>Nuclear Medical Technician</td>
<td>20</td>
</tr>
<tr>
<td>Medical Records Science</td>
<td>99</td>
</tr>
<tr>
<td>Home Economics</td>
<td>282</td>
</tr>
<tr>
<td>Clothing and Textiles</td>
<td>12</td>
</tr>
<tr>
<td>Family Health</td>
<td>2</td>
</tr>
<tr>
<td>Foods and Nutrition</td>
<td>11</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>540</td>
</tr>
<tr>
<td>Food Management Production</td>
<td>5</td>
</tr>
<tr>
<td>Accounting</td>
<td>2,828</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>12</td>
</tr>
<tr>
<td>Business Data Processing</td>
<td>3,434</td>
</tr>
<tr>
<td>Programming</td>
<td>240</td>
</tr>
<tr>
<td>Filing and Office Machine</td>
<td>376</td>
</tr>
<tr>
<td>General Office Clerical</td>
<td>170</td>
</tr>
<tr>
<td>Information Communication Occupations</td>
<td>918</td>
</tr>
<tr>
<td>PBX</td>
<td>70</td>
</tr>
<tr>
<td>Journalism</td>
<td>262</td>
</tr>
<tr>
<td>Quality Control</td>
<td>55</td>
</tr>
<tr>
<td>Stenography</td>
<td>4,094</td>
</tr>
<tr>
<td>Secretarial</td>
<td>273</td>
</tr>
<tr>
<td>Stenography, Secretarial, Other</td>
<td>89</td>
</tr>
<tr>
<td>Supervisory, Administrative, Management</td>
<td>1,775</td>
</tr>
<tr>
<td>Office Management</td>
<td>18</td>
</tr>
<tr>
<td>Supervisory, Management, Other</td>
<td>1,656</td>
</tr>
<tr>
<td>Clerk Typists</td>
<td>31</td>
</tr>
<tr>
<td>Public Relations</td>
<td>21</td>
</tr>
<tr>
<td>Engineer and Related Technicians</td>
<td>562</td>
</tr>
<tr>
<td>Architectural Technology</td>
<td>132</td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>102</td>
</tr>
<tr>
<td>Civil Technology</td>
<td>104</td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>957</td>
</tr>
<tr>
<td>Electrical Motor Repair</td>
<td>26</td>
</tr>
<tr>
<td>Instrument Technology</td>
<td>10</td>
</tr>
<tr>
<td>Machine Engine (Mechanic)</td>
<td>109</td>
</tr>
<tr>
<td>Urban Planning</td>
<td>46</td>
</tr>
<tr>
<td>Engineering, Related Technology, Other</td>
<td>60</td>
</tr>
<tr>
<td>Police Community Relations</td>
<td>500</td>
</tr>
<tr>
<td>Police Science</td>
<td>1,266</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>189</td>
</tr>
<tr>
<td>Automotive Service Technician</td>
<td>123</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>94</td>
</tr>
<tr>
<td>Mechanics</td>
<td>524</td>
</tr>
<tr>
<td>Aviation Occupations</td>
<td>23</td>
</tr>
<tr>
<td>Aircraft Maintenance</td>
<td>678</td>
</tr>
<tr>
<td>Occupational Offerings</td>
<td>Number of Students Enrolled</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Aviation Occupations, Others</td>
<td>126</td>
</tr>
<tr>
<td>Commercial Art Occupation</td>
<td>709</td>
</tr>
<tr>
<td>Product Design</td>
<td>23</td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>312</td>
</tr>
<tr>
<td>Photographic, Still</td>
<td>35</td>
</tr>
<tr>
<td>Cinematography</td>
<td>37</td>
</tr>
<tr>
<td>Carpentry</td>
<td>148</td>
</tr>
<tr>
<td>Electricity</td>
<td>875</td>
</tr>
<tr>
<td>Masonry</td>
<td>118</td>
</tr>
<tr>
<td>Painting and Decorating</td>
<td>304</td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>898</td>
</tr>
<tr>
<td>Glazing</td>
<td>58</td>
</tr>
<tr>
<td>Construction Management and Other</td>
<td>540</td>
</tr>
<tr>
<td>Drafting</td>
<td>680</td>
</tr>
<tr>
<td>Personal Services</td>
<td>6</td>
</tr>
<tr>
<td>Supervision Management</td>
<td>606</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>333</td>
</tr>
<tr>
<td>Linotype</td>
<td>105</td>
</tr>
<tr>
<td>Bindery</td>
<td>44</td>
</tr>
<tr>
<td>Numerical Control</td>
<td>469</td>
</tr>
<tr>
<td>Machine Tools Technology</td>
<td>59</td>
</tr>
<tr>
<td>Metal Trades</td>
<td>46</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>52</td>
</tr>
<tr>
<td>Welding</td>
<td>476</td>
</tr>
<tr>
<td>Personal Service Cosmetology</td>
<td>192</td>
</tr>
<tr>
<td>Fire Science</td>
<td>345</td>
</tr>
<tr>
<td>Police Science</td>
<td>219</td>
</tr>
<tr>
<td>Professional Baking</td>
<td>74</td>
</tr>
<tr>
<td>Restaurant Management</td>
<td>112</td>
</tr>
<tr>
<td>Refrigeration</td>
<td>738</td>
</tr>
<tr>
<td>Custodial Service</td>
<td>98</td>
</tr>
<tr>
<td>Tailoring</td>
<td>142</td>
</tr>
<tr>
<td>Textiles and Fabrics</td>
<td>592</td>
</tr>
<tr>
<td>Building and Grounds Management</td>
<td>272</td>
</tr>
<tr>
<td>Automotive Service, Other</td>
<td>570</td>
</tr>
<tr>
<td>Medical Records Science</td>
<td>99</td>
</tr>
<tr>
<td>Psychiatric Aide</td>
<td>21</td>
</tr>
<tr>
<td>Journalism</td>
<td>44</td>
</tr>
<tr>
<td>Commercial Music</td>
<td>60</td>
</tr>
<tr>
<td>Secretarial, Medical</td>
<td>39</td>
</tr>
<tr>
<td>Secretarial, Legal</td>
<td>50</td>
</tr>
<tr>
<td>Paint Technician</td>
<td>30</td>
</tr>
<tr>
<td>Architectural Drafting</td>
<td>72</td>
</tr>
<tr>
<td>Engineering Drawing</td>
<td>90</td>
</tr>
<tr>
<td>Electrical Occupations</td>
<td>876</td>
</tr>
<tr>
<td>Electronics Occupations</td>
<td>964</td>
</tr>
<tr>
<td>Communications</td>
<td>60</td>
</tr>
<tr>
<td>Commercial Electronics</td>
<td>26</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39,323</td>
</tr>
</tbody>
</table>
Table 2  
(Continued)  

Los Angeles  

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Santa Monica Community College (Los Angeles)</strong></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>85</td>
</tr>
<tr>
<td>Photography</td>
<td>164</td>
</tr>
<tr>
<td>Plumbing</td>
<td>60</td>
</tr>
<tr>
<td>Drafting, Architectural</td>
<td>133</td>
</tr>
<tr>
<td>Drafting, Mechanic</td>
<td>66</td>
</tr>
<tr>
<td>Electricity</td>
<td>404</td>
</tr>
<tr>
<td>Foremanship</td>
<td>39</td>
</tr>
<tr>
<td>Printing</td>
<td>50</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>88</td>
</tr>
<tr>
<td>Jig and Fixture</td>
<td>51</td>
</tr>
<tr>
<td>Welding</td>
<td>68</td>
</tr>
<tr>
<td>Patternmaking</td>
<td>26</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>44</td>
</tr>
<tr>
<td>Meat Cutter</td>
<td>30</td>
</tr>
<tr>
<td>Power Sewing</td>
<td>33</td>
</tr>
<tr>
<td>Mid-Management</td>
<td>120</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>80</td>
</tr>
<tr>
<td>Advertising</td>
<td>75</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>60</td>
</tr>
<tr>
<td>Real Estate</td>
<td>180</td>
</tr>
<tr>
<td>Insurance</td>
<td>30</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>92</td>
</tr>
<tr>
<td>Licensed Vocational Nurse</td>
<td>43</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>45</td>
</tr>
<tr>
<td>Radiological Technician</td>
<td>10</td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>15</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>184</td>
</tr>
<tr>
<td>Construction Technician</td>
<td>96</td>
</tr>
<tr>
<td>Electro-Mechanical Technology</td>
<td>71</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>50</td>
</tr>
<tr>
<td>Fire Science</td>
<td>73</td>
</tr>
<tr>
<td>Police Science</td>
<td>349</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>54</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,968</strong></td>
</tr>
</tbody>
</table>
Table 3

Los Angeles

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS:
BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower Development and Training Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landscape Installation</td>
<td>41</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Nursery Worker</td>
<td>20</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Veterinary Hospital Attendant</td>
<td>70</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Food Service</td>
<td>240</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Paramedical</td>
<td>503</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Multi-Clerical</td>
<td>915</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>315</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>380</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Automobile and Truck Repair</td>
<td>219</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Heavy Duty Truck Driving</td>
<td>558</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Metal Machining</td>
<td>95</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Multi-Industrial Fabrication</td>
<td>514</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Packaging Machine Adjustor</td>
<td>39</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Welding</td>
<td>135</td>
<td>Skill Centers</td>
</tr>
<tr>
<td>Individual Referrals</td>
<td>362</td>
<td>Various Public and Private Agencies</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,406</td>
<td></td>
</tr>
</tbody>
</table>

Concentrated Employment Program

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation Workers</td>
<td>239</td>
<td>Community Service Organization</td>
</tr>
<tr>
<td>Clerical</td>
<td>232</td>
<td>Skills Training Employment Program, Los Angeles County Schools, University of California, Los Angeles</td>
</tr>
<tr>
<td>Community Service Aide</td>
<td>374</td>
<td>State of California, Dept. of Corrections, County of Los Angeles, City of Los Angeles</td>
</tr>
<tr>
<td>Construction and Maintenance</td>
<td>240</td>
<td>United Community Efforts, Inc. County of Los Angeles</td>
</tr>
<tr>
<td>Electricians</td>
<td>203</td>
<td>City of Los Angeles</td>
</tr>
<tr>
<td>Guards and Watchmen</td>
<td>178</td>
<td>Watts Labor Community Action Committee</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,466</td>
<td></td>
</tr>
</tbody>
</table>

Work Incentive Program

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Gardener</td>
<td></td>
</tr>
<tr>
<td>Food Checker</td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td></td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td></td>
</tr>
<tr>
<td>Inhalation Therapist</td>
<td></td>
</tr>
<tr>
<td>Licensed Vocational Nurse</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Work Incentive Program (cont'd)</td>
<td></td>
</tr>
<tr>
<td>Medical Insurance Technician</td>
<td></td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td></td>
</tr>
<tr>
<td>Medical Transcriber</td>
<td></td>
</tr>
<tr>
<td>Accounting Clerks</td>
<td></td>
</tr>
<tr>
<td>Accountants (Junior)</td>
<td></td>
</tr>
<tr>
<td>Bookkeeper</td>
<td></td>
</tr>
<tr>
<td>Clerical, General</td>
<td></td>
</tr>
<tr>
<td>Clerk Typists</td>
<td></td>
</tr>
<tr>
<td>Secretaries</td>
<td></td>
</tr>
<tr>
<td>Stenographers</td>
<td></td>
</tr>
<tr>
<td>Transcribing Machine Operators</td>
<td></td>
</tr>
<tr>
<td>Social Work Aide</td>
<td></td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td></td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td></td>
</tr>
<tr>
<td>Brake and Front End Repair</td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td></td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td></td>
</tr>
<tr>
<td>Foreign Car Mechanic</td>
<td></td>
</tr>
<tr>
<td>Heavy Duty Truck Driver</td>
<td></td>
</tr>
<tr>
<td>Household Appliance Repair</td>
<td></td>
</tr>
<tr>
<td>Motorcycle Repair</td>
<td></td>
</tr>
<tr>
<td>Machinist</td>
<td></td>
</tr>
<tr>
<td>Office Machine Repair</td>
<td></td>
</tr>
<tr>
<td>Offset Press</td>
<td></td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td></td>
</tr>
<tr>
<td>Upholstery</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,576(1)</td>
</tr>
</tbody>
</table>

Neighborhood Youth Corps II
(Economic and Youth Opportunities Agency)

| Health Occupations                   | 109                  |
| Clerical                              | 682                  |
| Library Aide                          | 42                   |
| Education Aide                        | 399                  |
| Recreation Aide                       | 25                   |
| Craftsmen                             | 274                  |

(1) Number of persons enrolled in each occupational area was not available, according to Work Incentive Program Manager for Los Angeles.

(2) The particular agency or agencies providing training in each of the various occupational areas was also unavailable. Generally, training agencies included the Los Angeles City Schools, community colleges and private schools.
Table 3  
(Continued)

Los Angeles

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
</table>

Neighborhood Youth Corps II  
(Economic and Youth Opportunities Agency)  
(cont'd)

| Custodians | 30 |
| Maintenance Workers | 90 |
| Other | 270 |
| TOTAL | 1,921 |

Job Corps Center for Women

| Floral, Designer | 1 |
| Food Service | 8 |
| Licensed Practical Nurse | 52 |
| Nurse's Aide | 114 |
| Health Occupations, Other | 24 |
| Clerical | 180 |
| Academic and Paraprofessionals | 20 |
| Cosmetology | 25 |
| Electronics Assemblers | 6 |
| TOTAL | 430 |

New Careers  
(Mexican American Opportunity Foundation)

| Medical Aide | 7 |
| Mental Health Worker | 9 |
| Nurse's Aide | 5 |
| Child Care Aide | 15 |
| Library Clerk | 3 |
| Community Service Aide | 173 |
| Editorial Aide | 2 |
| Teacher Aide | 18 |
| TOTAL | 232 |

(3) EYOA is actually an umbrella organization which funnels trainees into other agencies which do all the training. These agencies are as follows: Los Angeles County, Los Angeles City, United Way, United Community Effort, Skills Training and Employment Project, and the State of California.
Table 4

Los Angeles

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Husbandry</td>
<td>225</td>
<td>225</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>403</td>
<td>379</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Agriculture Business</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Animal Lab Technician</td>
<td>42</td>
<td></td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Agriculture Engineering</td>
<td>23</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Dairy Husbandry</td>
<td>13</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Forestry and Natural Resources</td>
<td>162</td>
<td>58</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Landscape Gardening</td>
<td>208</td>
<td>32</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>980</td>
<td>852</td>
<td>128</td>
<td></td>
</tr>
<tr>
<td>Fruit Crops</td>
<td>13</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Veterinary Hospital Attendant</td>
<td>70</td>
<td></td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>98</td>
<td></td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>Apparel and Accessories</td>
<td>33</td>
<td></td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Automobile Parts Counterman</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Grocery Checking</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>127</td>
<td>127</td>
<td>127</td>
<td></td>
</tr>
<tr>
<td>Retail Merchandising</td>
<td>746</td>
<td>276</td>
<td>470</td>
<td></td>
</tr>
<tr>
<td>Sales and Management</td>
<td>493</td>
<td>18</td>
<td>475</td>
<td></td>
</tr>
<tr>
<td>School Bus Driver</td>
<td>52</td>
<td></td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Real Estate</td>
<td>291</td>
<td></td>
<td>291</td>
<td></td>
</tr>
<tr>
<td>Recreation and Tourism</td>
<td>86</td>
<td>61</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Warehouse and Forklift Operator</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>347</td>
<td>108</td>
<td>239</td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>30</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Dental Health Worker</td>
<td>9</td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>130</td>
<td></td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Health Occupations/Education</td>
<td>217</td>
<td>3</td>
<td>214</td>
<td></td>
</tr>
<tr>
<td>Hospital Admitting</td>
<td>125</td>
<td>5</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>1,294</td>
<td>510</td>
<td>732</td>
<td></td>
</tr>
<tr>
<td>Medical Diet Aide</td>
<td>194</td>
<td>74</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>162</td>
<td>7</td>
<td>155</td>
<td></td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>323</td>
<td>42</td>
<td>281</td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>614</td>
<td></td>
<td>495</td>
<td></td>
</tr>
<tr>
<td>Operating Room Technician</td>
<td>90</td>
<td>2</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Card Clerk</td>
<td>140</td>
<td></td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>Hospital Services, Handicapped Services</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Health Services</td>
<td>701</td>
<td>58</td>
<td>643</td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>50</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Dental Lab Technician</td>
<td>115</td>
<td></td>
<td>115</td>
<td></td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>1,393</td>
<td>1,393</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>82</td>
<td></td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Prosthetics</td>
<td>12</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Radiologic Technician</td>
<td>129</td>
<td></td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>Psychiatric Aide</td>
<td>120</td>
<td></td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>X-ray Technician</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
<td>POSTSECONDARY</td>
<td>DEPARTMENT OF LABOR</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------</td>
<td>------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Medical Records</td>
<td>22</td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>725</td>
<td>10</td>
<td>700</td>
<td>15</td>
</tr>
<tr>
<td>Childhood Education Aide</td>
<td>924</td>
<td>341</td>
<td>184</td>
<td>399</td>
</tr>
<tr>
<td>Clothing and Textiles</td>
<td>12</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Consumer Education</td>
<td>8</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Family Health</td>
<td>8</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Family Relations</td>
<td>6</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Housekeeper Aide</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td>372</td>
<td></td>
<td>372</td>
<td></td>
</tr>
<tr>
<td>Community Service Aide</td>
<td>547</td>
<td></td>
<td>547</td>
<td></td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>1,995</td>
<td>852</td>
<td>1,143</td>
<td></td>
</tr>
<tr>
<td>Business Machines</td>
<td>239</td>
<td></td>
<td>239</td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>2,738</td>
<td></td>
<td>729</td>
<td>2,009</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>3,305</td>
<td>149</td>
<td>3,156</td>
<td></td>
</tr>
<tr>
<td>Computer Operator and Programmer</td>
<td>537</td>
<td>5</td>
<td>532</td>
<td></td>
</tr>
<tr>
<td>Filing/Office Machines</td>
<td>1,144</td>
<td></td>
<td>1,144</td>
<td></td>
</tr>
<tr>
<td>Keypunch</td>
<td>451</td>
<td>196</td>
<td>255</td>
<td></td>
</tr>
<tr>
<td>Magnetic Tape/Selectric Typewriter</td>
<td>30</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Mail and Postal Clerk</td>
<td>112</td>
<td>10</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>Office Procedures</td>
<td>167</td>
<td>74</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Retail Cashiering</td>
<td>183</td>
<td>43</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>Radio and Telephone Operator</td>
<td>49</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial</td>
<td>2,152</td>
<td>103</td>
<td>2,049</td>
<td></td>
</tr>
<tr>
<td>Stenographer</td>
<td>5,565</td>
<td>2,697</td>
<td>2,868</td>
<td></td>
</tr>
<tr>
<td>Typing</td>
<td>5,266</td>
<td>4,549</td>
<td>717</td>
<td></td>
</tr>
<tr>
<td>Record Clerk</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Telephone Operator</td>
<td>115</td>
<td>49</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>2,214</td>
<td></td>
<td>2,214</td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>2,097</td>
<td></td>
<td>2,097</td>
<td></td>
</tr>
<tr>
<td>Information Communication</td>
<td>871</td>
<td></td>
<td>871</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>921</td>
<td></td>
<td>921</td>
<td></td>
</tr>
<tr>
<td>Public Relations</td>
<td>12</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Supervisory Administrative Mgt</td>
<td>2,682</td>
<td></td>
<td>2,682</td>
<td></td>
</tr>
<tr>
<td>Middle Management</td>
<td>180</td>
<td></td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Paint Technology</td>
<td>78</td>
<td></td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Library Aide</td>
<td>15</td>
<td></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Paraprofessionals (not specified)</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Fire Science</td>
<td>73</td>
<td></td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>1,165</td>
<td></td>
<td>1,165</td>
<td></td>
</tr>
<tr>
<td>Civil Technology</td>
<td>56</td>
<td></td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>18</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>75</td>
<td></td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Charter Boat License</td>
<td>48</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Diving Technology</td>
<td>660</td>
<td>660</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>660</td>
<td></td>
<td>660</td>
<td></td>
</tr>
<tr>
<td>OCCUPLATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
<td>POSTSECONDARY</td>
<td>DEPARTMENT OF LABOR</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Instrumentation Technology</td>
<td>64</td>
<td>64</td>
<td>182</td>
<td>818</td>
</tr>
<tr>
<td>Police Science</td>
<td>1,178</td>
<td>1,178</td>
<td>182</td>
<td>818</td>
</tr>
<tr>
<td>Construction Technician</td>
<td>96</td>
<td>96</td>
<td>182</td>
<td>818</td>
</tr>
<tr>
<td>Electro Mechanical Technology</td>
<td>71</td>
<td>71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Engineering</td>
<td>175</td>
<td>175</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Planning</td>
<td>80</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acoustical Tile Installation</td>
<td>51</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Frame</td>
<td>27</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Testing and Balancing</td>
<td>14</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apparel Design and Pattern Making</td>
<td>135</td>
<td>135</td>
<td>30</td>
<td>105</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>91</td>
<td>91</td>
<td>52</td>
<td>39</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>928</td>
<td>928</td>
<td>233</td>
<td>330</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>8,679</td>
<td>8,679</td>
<td>5,868</td>
<td>2,811</td>
</tr>
<tr>
<td>Automobile Upholstery</td>
<td>76</td>
<td>76</td>
<td>46</td>
<td>30</td>
</tr>
<tr>
<td>Aeronautics</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Painting</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aircraft Maintenance</td>
<td>585</td>
<td>585</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile and Truck Repair</td>
<td>219</td>
<td>219</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brick Masonry</td>
<td>33</td>
<td>33</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>Bookbinding</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>401</td>
<td>401</td>
<td>19</td>
<td>262</td>
</tr>
<tr>
<td>Carpentry</td>
<td>477</td>
<td>477</td>
<td>49</td>
<td>128</td>
</tr>
<tr>
<td>Commercial Art &amp; Illustration</td>
<td>1,853</td>
<td>1,853</td>
<td>41</td>
<td>1,812</td>
</tr>
<tr>
<td>Commercial Music</td>
<td>91</td>
<td>91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>821</td>
<td>821</td>
<td>96</td>
<td>725</td>
</tr>
<tr>
<td>Commercial Sewing</td>
<td>305</td>
<td>305</td>
<td>272</td>
<td>33</td>
</tr>
<tr>
<td>Concrete Carpentry and Construction</td>
<td>29</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Maintenance</td>
<td>288</td>
<td>288</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Equipment Operator</td>
<td>114</td>
<td>114</td>
<td>10</td>
<td>104</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>1,154</td>
<td>1,154</td>
<td>709</td>
<td>420</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>260</td>
<td>260</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diesel Engine Repair</td>
<td>64</td>
<td>64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>8,916</td>
<td>8,916</td>
<td>7,102</td>
<td>1,814</td>
</tr>
<tr>
<td>Drywall</td>
<td>178</td>
<td>178</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diesel Electric</td>
<td>70</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>1,157</td>
<td>1,157</td>
<td>11</td>
<td>946</td>
</tr>
<tr>
<td>Electronics</td>
<td>4,563</td>
<td>4,563</td>
<td>3,220</td>
<td>1,337</td>
</tr>
<tr>
<td>Electrical Motor Repair</td>
<td>125</td>
<td>125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fireplace Construction</td>
<td>24</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Car Repair</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floristry</td>
<td>116</td>
<td>116</td>
<td>28</td>
<td>67</td>
</tr>
<tr>
<td>Floor Covering Installation</td>
<td>102</td>
<td>102</td>
<td>29</td>
<td>73</td>
</tr>
<tr>
<td>Furniture Making and Refinishing</td>
<td>53</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heating/Ventilation and Refrigeration</td>
<td>178</td>
<td>178</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavy Duty Truck Driving</td>
<td>558</td>
<td>558</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lincoln</td>
<td>86</td>
<td>86</td>
<td>8</td>
<td>78</td>
</tr>
</tbody>
</table>

Table 4
(continued)

Los Angeles
Table 4
(continued)

Los Angeles

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jig and Fixture</td>
<td>51</td>
<td>51</td>
<td></td>
<td>95</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>1,621</td>
<td>1,038</td>
<td>488</td>
<td>1,081</td>
</tr>
<tr>
<td>Meat Cutting</td>
<td>108</td>
<td></td>
<td></td>
<td>108</td>
</tr>
<tr>
<td>Metal Trades</td>
<td>2,717</td>
<td>2,717</td>
<td></td>
<td>55</td>
</tr>
<tr>
<td>Metallurgy</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Tools Operation</td>
<td>211</td>
<td></td>
<td>211</td>
<td></td>
</tr>
<tr>
<td>Millwork</td>
<td>156</td>
<td></td>
<td>156</td>
<td></td>
</tr>
<tr>
<td>Multi Industrial Fabrication</td>
<td>514</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Machine Repair</td>
<td>251</td>
<td></td>
<td>178</td>
<td></td>
</tr>
<tr>
<td>Piping Design</td>
<td>18</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plant Operations</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plastics</td>
<td>510</td>
<td>286</td>
<td>224</td>
<td></td>
</tr>
<tr>
<td>Power Plant</td>
<td>38</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing/Graphic Arts</td>
<td>5,051</td>
<td>4,073</td>
<td>978</td>
<td></td>
</tr>
<tr>
<td>Public Service Occupations</td>
<td>50</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Peripheral Equipment Operator</td>
<td>22</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plastering</td>
<td>27</td>
<td></td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Plumbing</td>
<td>60</td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Pattern Making</td>
<td>26</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Packaging Machine Adjustor</td>
<td>39</td>
<td></td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Quantity Foods</td>
<td>681</td>
<td>128</td>
<td>305</td>
<td>248</td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>403</td>
<td>93</td>
<td>310</td>
<td></td>
</tr>
<tr>
<td>Refrigeration/Air Conditioning</td>
<td>457</td>
<td>20</td>
<td>437</td>
<td></td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>877</td>
<td>759</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>Steam Plant Operation</td>
<td>159</td>
<td></td>
<td>159</td>
<td></td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>42</td>
<td></td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Textile Production and Fabrication</td>
<td>636</td>
<td></td>
<td>636</td>
<td></td>
</tr>
<tr>
<td>Tool and Die</td>
<td>168</td>
<td>54</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>Upholstery</td>
<td>581</td>
<td>463</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>1,646</td>
<td>57</td>
<td>854</td>
<td>135</td>
</tr>
<tr>
<td>Woodworking</td>
<td>5,073</td>
<td>5,073</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Service Occupations</td>
<td>45</td>
<td></td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Forensianship</td>
<td>39</td>
<td></td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Work Experience, Vocational</td>
<td>121</td>
<td></td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>Occupational Training -- Note(1)</td>
<td>906</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>105,899</td>
<td>44,760</td>
<td>52,684</td>
<td>8,455 (2)</td>
</tr>
</tbody>
</table>

Note: As information on training sites in Los Angeles was insufficient to determine specific numbers of Department of Labor enrollees being trained at and included in the totals of postsecondary institutions, no numbers have been put in parentheses in column 4. Indications were that there was not much double counting.

(1) These were listed as Individual Referrals, Other, and Craftsmen, without breakdown.

(2) This figure does not include the 1,576 Work Incentive Program enrollees who were in occupational training as no breakdown by occupational area was available from Los Angeles Work Incentive Program Manager.
Table 11A

Los Angeles

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>3.0%</td>
<td>1.3%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>0.7%</td>
<td>3.6%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Health</td>
<td>1.6%</td>
<td>8.4%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Home Economics (Gainful)</td>
<td>0.8%</td>
<td>2.5%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Business and Office</td>
<td>19.7%</td>
<td>42.1%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Technical Education</td>
<td>0.4%</td>
<td>6.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>73.8%</td>
<td>35.2%</td>
<td>36.9%</td>
</tr>
<tr>
<td>Work Experience</td>
<td>--</td>
<td>0.2%</td>
<td>--</td>
</tr>
<tr>
<td>Unspecified (^1)</td>
<td>--</td>
<td>0.2%</td>
<td>--</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

\(^1\) See explanation Table 4, footnote 1
<table>
<thead>
<tr>
<th>AGENCY/INSTITUTION</th>
<th>VOTING TANDEM</th>
<th>COUNSELING</th>
<th>ADULT BASIC EDUC.</th>
<th>ENGLISH AS A SECOND LANGUAGE</th>
<th>LEGAL AID</th>
<th>CHILD DAY CARE</th>
<th>TRANSPORTATION</th>
<th>HEALTH SERVICES</th>
<th>JOB DEVELOPMENT AND PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles Unified School District</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Regional Occupation Center</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>(Secondary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Los Angeles Community College District</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Santa Monica Community College</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Regional Occupational Centers</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MDTA - Institutional</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>GEP</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MDC</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NYC II (FYOA)</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>*</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NYC III (WATTS LABOR COUNCIL)</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MDTA-OJT</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Urban League OJT</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>JOF</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>New Careers (NAOF)</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Homans Job Corps Center</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

I = Provided by Program
X = Available by Referral
* = Insufficient Information
<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles Public Schools</td>
<td>100%</td>
<td>26%</td>
<td>45%</td>
<td>24%</td>
<td>5%</td>
</tr>
<tr>
<td>Male</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>38%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Occupational Centers</td>
<td>100%</td>
<td>17</td>
<td>50</td>
<td>26</td>
<td>7%</td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los Angeles Community College District</td>
<td>100%</td>
<td>16</td>
<td>62</td>
<td>15</td>
<td>7%</td>
</tr>
<tr>
<td>Male</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Monica Community College</td>
<td>100%</td>
<td>4</td>
<td>82</td>
<td>8</td>
<td>6%</td>
</tr>
<tr>
<td>Male</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act - Institutional</td>
<td>100%</td>
<td>41</td>
<td>22</td>
<td>35</td>
<td>2%</td>
</tr>
<tr>
<td>Male</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>100%</td>
<td>57</td>
<td>3</td>
<td>39</td>
<td>1%</td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100%</td>
<td>31</td>
<td>38</td>
<td>26</td>
<td>5%</td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps - II</td>
<td>100%</td>
<td>42</td>
<td>17</td>
<td>39</td>
<td>2%</td>
</tr>
<tr>
<td>(Economic and Youth Opportunities Agency)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps - II (Watts)</td>
<td>100%</td>
<td>88</td>
<td>1</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Corps</td>
<td>100%</td>
<td>56</td>
<td>8</td>
<td>34</td>
<td>2%</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7

Los Angeles

<table>
<thead>
<tr>
<th>Occupation Offering</th>
<th>Number of Students Enrolled</th>
<th>Percentage of Total Number of Students Enrolled in All Occupational Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>403</td>
<td>.38</td>
</tr>
<tr>
<td>Forestry and Natural Resources</td>
<td>162</td>
<td>.15</td>
</tr>
<tr>
<td>Landscape Gardening</td>
<td>208</td>
<td>.20</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>980</td>
<td>.93</td>
</tr>
<tr>
<td>Retail Merchandising</td>
<td>746</td>
<td>.70</td>
</tr>
<tr>
<td>Sales and Management</td>
<td>493</td>
<td>.47</td>
</tr>
<tr>
<td>Recreation and Tourism</td>
<td>86</td>
<td>.08</td>
</tr>
<tr>
<td>Transportation</td>
<td>347</td>
<td>.33</td>
</tr>
<tr>
<td>Health Occupations Education</td>
<td>217</td>
<td>.21</td>
</tr>
<tr>
<td>Hospital Admitting</td>
<td>125</td>
<td>.12</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>1,294</td>
<td>1.20</td>
</tr>
<tr>
<td>Medical Diet Aide</td>
<td>194</td>
<td>.18</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>162</td>
<td>.15</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>323</td>
<td>.31</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>614</td>
<td>.58</td>
</tr>
<tr>
<td>Operating Room Technician</td>
<td>90</td>
<td>.08</td>
</tr>
<tr>
<td>Health Services, Other</td>
<td>701</td>
<td>.66</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>725</td>
<td>.68</td>
</tr>
<tr>
<td>Childhood Education Aide</td>
<td>924</td>
<td>1.00</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>1,995</td>
<td>1.90</td>
</tr>
<tr>
<td>Clerical</td>
<td>2,738</td>
<td>2.60</td>
</tr>
<tr>
<td>Clerk-Typist</td>
<td>3,305</td>
<td>3.10</td>
</tr>
<tr>
<td>Computer Operator and Programmer</td>
<td>537</td>
<td>.43</td>
</tr>
<tr>
<td>Keypunch</td>
<td>451</td>
<td>.10</td>
</tr>
<tr>
<td>Mail and Postal Clerk</td>
<td>112</td>
<td>.16</td>
</tr>
<tr>
<td>Office Procedures</td>
<td>167</td>
<td>.17</td>
</tr>
<tr>
<td>Retail Cashiering</td>
<td>186</td>
<td>.20</td>
</tr>
<tr>
<td>Secretarial</td>
<td>2,152</td>
<td>2.00</td>
</tr>
<tr>
<td>Stenographer</td>
<td>5,555</td>
<td>5.30</td>
</tr>
<tr>
<td>Typing</td>
<td>5,266</td>
<td>5.00</td>
</tr>
<tr>
<td>Telephone Operator</td>
<td>115</td>
<td>.10</td>
</tr>
<tr>
<td>Charter Boat Licensed Operator</td>
<td>48</td>
<td>.04</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>1,178</td>
<td>1.10</td>
</tr>
<tr>
<td>Apparel Design and Pattern Making</td>
<td>135</td>
<td>.12</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>91</td>
<td>.09</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>928</td>
<td>.88</td>
</tr>
<tr>
<td>Automobile Technician/Mechanic</td>
<td>8,679</td>
<td>8.20</td>
</tr>
<tr>
<td>Occupation</td>
<td>Number of Students</td>
<td>Percentage of Total</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Upholstery</td>
<td>76</td>
<td>.07</td>
</tr>
<tr>
<td>Brick Masonry</td>
<td>33</td>
<td>.03</td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>401</td>
<td>.38</td>
</tr>
<tr>
<td>Carpentry</td>
<td>477</td>
<td>.45</td>
</tr>
<tr>
<td>Commercial Art and Illustration</td>
<td>1,853</td>
<td>1.70</td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>821</td>
<td>.78</td>
</tr>
<tr>
<td>Commercial Sewing</td>
<td>305</td>
<td>.29</td>
</tr>
<tr>
<td>Construction Equipment Operator</td>
<td>114</td>
<td>.11</td>
</tr>
<tr>
<td>Construction and Maintenance</td>
<td>288</td>
<td>.27</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>1,154</td>
<td>1.10</td>
</tr>
<tr>
<td>Drafting</td>
<td>8,916</td>
<td>8.40</td>
</tr>
<tr>
<td>Electricity</td>
<td>1,157</td>
<td>1.10</td>
</tr>
<tr>
<td>Electronics</td>
<td>4,563</td>
<td>4.30</td>
</tr>
<tr>
<td>Floor Covering Installation</td>
<td>102</td>
<td>.10</td>
</tr>
<tr>
<td>Floristry</td>
<td>116</td>
<td>0.1</td>
</tr>
<tr>
<td>Locksmith</td>
<td>86</td>
<td>.08</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>1,621</td>
<td>1.5</td>
</tr>
<tr>
<td>Office Machine Repair</td>
<td>251</td>
<td>.24</td>
</tr>
<tr>
<td>Plastics</td>
<td>510</td>
<td>.48</td>
</tr>
<tr>
<td>Printing/Graphic Arts</td>
<td>5,051</td>
<td>4.80</td>
</tr>
<tr>
<td>Quantity Foods</td>
<td>681</td>
<td>.64</td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>403</td>
<td>.38</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>457</td>
<td>.43</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>877</td>
<td>.83</td>
</tr>
<tr>
<td>Tool and Die</td>
<td>168</td>
<td>.16</td>
</tr>
<tr>
<td>Upholstery</td>
<td>581</td>
<td>.55</td>
</tr>
<tr>
<td>Welding</td>
<td>1,046</td>
<td>.99</td>
</tr>
<tr>
<td>TOTAL</td>
<td>74,450</td>
<td>70.3 %</td>
</tr>
</tbody>
</table>
Section 13

MEMPHIS

I. Introduction

Memphis, population 663,976, the seat of Shelby County, is the largest urban center on the Mississippi River between St. Louis, Missouri and New Orleans, Louisiana. As such, it functions as the business center of the agricultural south. Memphis is the largest spot cotton market in the world, a major feed manufacturing center, and the world's largest hardwood market.

Valuable to industrial Memphis is the Memphis Harbor Project, a 50 million dollar development that provides the city with a deep, current-free stillwater harbor and waterfront industrial sites. More than eight million tons of river cargo are handled annually by the Port of Memphis—the second largest port on the inland waterway system.

Memphis is also a major distribution center. It is the primary trade center of 105 counties of Tennessee, Mississippi, Arkansas, Missouri, Kentucky, and Alabama.

The Memphis Medical complex—comprised of Baptist Memorial Hospital, the world's largest private hospital, St. Jude Hospital, a major pediatric research institute, and the University of Tennessee Medical Unit—is the largest medical center in the South and the third largest in the nation.

Employment by major industries in Memphis during Fiscal Year 1971 included 20.9 percent for manufacturing, 25.2 percent in trade, 16.7 percent in service, 7.4 percent in transportation, 5.4 percent in finance and insurance, 18.7 percent in government, 4.8 percent in construction and 3.5 percent in agriculture. Manufacturing has declined somewhat in recent years while major growth areas include trade, finance, construction, insurance and real estate, service, and government. The unemployment rate in the city in the middle of FY 1971 was 3.5 percent of the total civilian labor force. Along with the expanding economy of the area, the population of the city of Memphis has been growing rapidly. Between 1960 and 1970 the population increased 33.5 percent while the population of the Standard Metropolitan Statistical Area increased only 13.7 percent. According to the 1970 Census, of the 663,976 people living in Memphis, 37 percent were Black, 62.7 percent were white, and 0.5 percent were Spanish surname.

Unpublished Census data indicate that 128,032 persons (19.3 percent of the city's total population) were living below the poverty level. The racial composition of the poverty population was as follows: 77.3 percent Black, three percent Spanish surname, 22.7 percent white. Of the total poverty population, 40.2 percent or 51,469 were of working age (between 18 and 64 years).
II. Occupational Education in Memphis

Secondary vocational education programs in Memphis were available in the 10th, 11th, and 12th grades at a number of comprehensive high schools. A student was restricted to the school in his district unless a course he wanted to take was not offered at that school. According to the city's Director of Vocational Education, enrollment in vocational programs in any particular school depended on the attitude of the principal and staff toward vocational education. During FY 1971, 5,232 or 16.4 percent of the total number of students in grades 10 through 12 were enrolled in vocational education. This figure included about 1,300 students enrolled in cooperative programs. The public schools also offered an adult vocational program which enrolled 6,253 persons during FY 1971.

Tennessee's postsecondary vocational system is patterned after that of the state of Connecticut. It is made up of community colleges specializing in health, business, and community services, area vocational schools which tend to be crafts and trades-oriented and technical institutes--designed to cover a wider area than a regional school and offering more expensive technical programs at more advanced levels. In Tennessee all three types of institutions are governed by the State Board of Education.

The two postsecondary institutions which offered vocational training in Memphis were the Memphis Area Vocational Technical School, a centrally-located tuition-free institution offering 23 open-ended occupational programs, and State Technical Institute at Memphis located 14 miles from the city, offering a two-year Associate Degree program in physical sciences, computer science and engineering, and a one-year certificate program in vocational-related remedial training. The purpose of the remedial program was to get 50 percent of the participants to enroll in the Associate Degree program. The State Technical Institute which charges a tuition of $55.00 per quarter was designed to serve one-third of the state. As can be seen from Table A, both institutions were 100 percent vocational.

The Area Vocational Technical School required that a student be at least 17 years of age. While certain programs have specific educational requirements, there was no general admission requirement of a high school diploma or general equivalency diploma. However, during FY 1971, 86 percent of the students enrolled in the Area Vocational Technical School had completed high school.

On the other hand, the State Technical Institute required either a high school or general equivalency diploma for admission. In addition, the school administered a technical aptitude test to all prospective students. Tuition at the school was $55.00 per quarter for county residents.

During FY 1971, Memphis Area Vocational Technical School served 1,875 residents of the city of Memphis, while Memphis State Technical Institute served 1,974.
As some indication of the universe of need for these two institutions, it should be noted that the Area Vocational Technical School had a waiting list averaging 900 persons per month and that the average use of every classroom and laboratory at State Technical Institute at Memphis (operating Monday through Friday from 8:00 a.m. to 10:30 p.m. and on Saturdays until 1:30 p.m.) was 50.8 hours per week.

Federal manpower training programs in Memphis included a sizeable Work Incentive (WIN) program, a Neighborhood Youth Corps II (NYC II) program, and Urban League On-the-Job Training (OJT) program, a small National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) program, and a Manpower Development and Training Act (MDTA) program which maintained a small but well-equipped skill center operated by the Memphis Board of Education. The skill center offered vocational training in eight areas: welding, production machine operation, automobile mechanics, automobile body, upholstery, sales, clerical, and cooking. There was a small Jobs Optional Program (JOP) which began in the Spring of 1971. It enrolled only about seven people, all trained in production-housing assembly. None completed training, as the contract ended in October, 1971.

Table A
NUMBER OF STUDENTS ENROLLED IN SKILL
IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memphis Public Schools (Grades 10-12)</td>
<td>31,847</td>
<td>5,232</td>
</tr>
<tr>
<td>State Technical Institute at Memphis</td>
<td>1,974</td>
<td>1,974</td>
</tr>
<tr>
<td>Memphis Area Vocational Technical School</td>
<td>1,875</td>
<td>1,875</td>
</tr>
<tr>
<td>MDTA</td>
<td>747</td>
<td>747</td>
</tr>
<tr>
<td>WIN II</td>
<td>974</td>
<td>437</td>
</tr>
<tr>
<td>NYC II</td>
<td>217</td>
<td>176</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>295</td>
<td>296</td>
</tr>
<tr>
<td>OJT</td>
<td>268</td>
<td>268</td>
</tr>
<tr>
<td>JOP</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

1/ One hundred and eighty-four enrollees in Federal manpower training programs have been trained at and included in the total of postsecondary institutions as well as in respective Federal manpower training programs.
Occupational Offerings

Of the total number of people in Memphis receiving preparatory vocational training during FY 1971, 50 percent were being trained at public high schools, 37 percent at the two postsecondary institutions, and 13.0 percent at Federal manpower related agencies.

Looking at Appendix Table 4 we see that occupational education in the secondary schools offered 65 distinct areas of training with the largest concentrations in filing and office machines (clerical), 13.7 percent; trade and industry, 9.6 percent; gainful home economics 7.6 percent; and cosmetology 6.7 percent.

On the postsecondary level, Memphis Area Vocational Technical School offered 23 courses with largest concentrations in office occupations, 30.7 percent and licensed practical nursing, 17.1 percent. The more technically oriented Memphis State Technical Institute offered 12 courses with highest concentration in business data processing, 35.0 percent and electronics, 12.5 percent.

Federal manpower programs, which totally enrolled only 13 percent of those in preparatory training, offered 56 occupational programs either through in-house training or individual referrals. Small numbers of enrollees are spread fairly randomly among these 56 areas. Largest concentrations are in clerical, 24.6 percent and day care work, 8.8 percent.

Appendix Table 4 A shows the relative concentration of each training level by occupational area. Given the technical and commercial nature of the area's economy, it is not surprising to find the heaviest areas of concentration for secondary and Federal manpower training programs in the trade and industry category.

There seemed to be considerable uniformity in other areas of concentration with business and office or distributive education ranking first for postsecondary and second for secondary and Federal manpower training programs. As might be expected, the high schools were doing less in the fairly technical health field, and the postsecondary schools were the only ones actively involved in technical education.

Selected Services

The range and extent of supportive services in Memphis were probably greater than that of many of the other cities. In addition to the traditional services of the public secondary schools, e.g. recruitment, counselling, etc., in Memphis transportation was provided to minority high school students who were going to other schools. 2/

2/ A Vocational student was allowed to attend another school when the program he wanted was not offered in his own school.
The State Technical Institute at Memphis, which is located about 1/4 miles from the central city, provided its own bus service to the end of the public transportation system.

Adult Basic Education was provided under contract to WIN, NYC II, and MDEA enrollees by the Memphis City Schools.

The community had a comprehensive legal aid service for the poor and this was available to most program enrollees.

While medical and dental services were available to some program enrollees, according to the Director of the Memphis Area Vocational Technical School these were minimal. It would seem that given the health resources in the city, these services could be greatly expanded.

While some child care facilities were available, according to the WIN Coordinator, there were not a sufficient number of accredited agencies to serve the thousand enrollees in her program. She pointed out that in order for Welfare to pay for child care for an enrollee, the child care facility must be accredited.

**Characteristics of Students**

Looking at Table 6, we see that 47 percent of all secondary vocational students were Black.

At the postsecondary level 48 percent of the Memphis Area Vocational Technical School was Black, while only 26 percent of the enrollment of the State Technical Institute was Black. The central location of the area school, its open-ended courses, and the absence of any tuition made this school very attractive to Blacks. The Director reported that 90 percent of his applicants were Black. Looking at State Technical Institute at Memphis, we find a small Black enrollment, not unusual for a fairly technical institute with a limited financial aid program located some distance from the city. The Director of the Institute expressed interest in attracting more Blacks.

By contrast, the Federal manpower training programs were overwhelmingly Black with the least percent being 87 in the MDEA program.

While the secondary schools and Memphis Area Vocational Technical Institute reported approximately equal numbers of males and females, State Technical Institute at Memphis reported only 14 percent of its enrollment was female. The Director of the school reported that it was difficult to interest women in acquiring training in technical areas which have traditionally been pre-empted by men.

The Federal manpower institutional programs and the OJT programs both reported problems placing women. While the institutional programs had considerably more women enrolled, it is significant that OJT programs which cannot enroll
a person unless he has been placed in an on-the-job training slot, had many fewer females.

WIN, whose typical enrollee is a 32 year-old female, Black, who functions at an eighth grade level, reported a need for more jobs for women with low skill levels.

MDTA, whose primary audience is Black females between 18 and 25 years, reported that it is not getting to the hard core uneducated women. The MDTA Skill Center Director pointed out that the Skill Center had only two programs to offer these women—cooking and upholstery. He pointed out that while there were jobs for these uneducated and unskilled women, i.e. dry-cleaning and domestic labor, since they were not subject to interstate commerce laws, these jobs generally paid less than the minimum wage. MDTA also reported that few whites applied to the program.

The Urban League OJT program, whose primary audience is Black males with a median age of 26 years, most of whom have had at least two years of high school, reported that they were unable to place many of their female applicants in training slots. The Training Director pointed out that the economy of the city, based on cotton and the distribution trade, has placed a premium on technical skills which have traditionally been acquired by men. He indicated an interest in trying to get women into training slots as surveyors and insurance adjusters.

The NAB-JOBS Coordinator noted that while he would like to get more females into his program, there were simply not many openings. He pointed out that factory employers were reluctant to hire females because they claimed their turnover was high. He pointed out that while there were plenty of openings for domestics, females were not interested in filling these.

Unofficial poverty characteristics for each of the three levels indicated that while 50 percent of the students in the secondary schools were poor the percentage dropped to about one-third for each of the postsecondary institutions. Most of the enrollees in Federal manpower programs were living below the poverty level.

As far as educational level is concerned, the WIN program reported that most of its enrollees had some high school with the average functioning level at the eighth grade or lower.

On the other hand, the MDTA program reported that 53 percent of its enrollees had completed high school, while an additional 40 percent had some high school. It is interesting to note that those MDTA enrollees who were trained at the Skill Center (approximately one-third of the total program enrollment) were at the lower range of the educational spectrum, 70 percent having completed eight or fewer grades, 15 percent having some high school, and 10 percent having completed high school. The NYC IT program reported that the average grade completed of enrollees in its program was 9.5 while the average functional grade level was 7.1.
The Urban League OJT program reported that 76 percent of its enrollees had some high school while the VAB-JOTS program reported 70 percent of its enrollees had some high school, with 35 percent having completed high school. The proportion of high school completers was reported to be significantly higher for males than for females.

The Area Vocational School estimated that during FY 1971 about 85 percent of its students were high school graduates. As the State Technical Institute required a high school or general equivalency diploma for admission, 100 percent of its students were high school graduates.

III. Overlap, Duplication, and Gaps

Of the 10,899 persons enrolled in preparatory programs in Memphis, 6,092 or 56.4 percent of the total were enrolled in skill training programs provided by more than one agency (see Table 7 of this section.) This is not surprising when one examines Table 4-A of this section which suggests that all three levels are concentrating in the same occupational areas.

Eight courses involving 20.1 percent of all enrollees in preparatory training were offered by all three training levels. To the extent that only one of the courses—drafting, involving a total of 118 enrollees—was not related to current shortage occupations in Memphis, this duplication did not seem wasteful, although some arguments could be made for consolidation of training facilities.

In addition to the above, five courses involving 5.5 percent of total preparatory enrollment were being offered by the postsecondary institutions and Department of Labor. To the extent that these agencies were training different populations for different entry levels, duplication did not appear to be serious. The same applies to the six courses involving 15.1 percent of the enrollment being offered simultaneously by the public schools and the postsecondary schools.

In addition, there were eight courses involving 15.2 percent of the total enrollment which were being offered both by the high schools and Federal manpower programs—presumably at the same entrance level. Subtracting food service and stenography which are shortage occupations (3.7 percent), 11.6 percent of this training was in non-shortage occupations. The wisdom of two agencies training medical assistants, commercial artists, cosmetologists, upholsterers, and general trade and industry for entry level jobs when none of these jobs are shortage, may be questioned, and indeed this may constitute an undesirable duplication. Clearly, placement data would be needed before such a pronouncement could be made.

Programs Compared with the Local Labor Market

Examination of local labor market data for the Memphis area indicated that 1,394 persons or 13.6 percent of the total enrollment in preparatory training were being trained in shortage areas.
Table B-2
NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

MEMPHIS

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number of Students Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountants</td>
<td>244</td>
<td>2.3%</td>
</tr>
<tr>
<td>Dental Technicians</td>
<td>11</td>
<td>0.1</td>
</tr>
<tr>
<td>Keypunch Operators</td>
<td>16</td>
<td>0.2</td>
</tr>
<tr>
<td>Data Processing</td>
<td>125</td>
<td>1.2</td>
</tr>
<tr>
<td>Secretaries and Stenographers</td>
<td>305</td>
<td>2.8</td>
</tr>
<tr>
<td>Typists</td>
<td>106</td>
<td>1.0</td>
</tr>
<tr>
<td>Clerks</td>
<td>289</td>
<td>2.7</td>
</tr>
<tr>
<td>Repairmen</td>
<td>127</td>
<td>1.2</td>
</tr>
<tr>
<td>Building Trades</td>
<td>54</td>
<td>0.5</td>
</tr>
<tr>
<td>Hotel and Motel Service Workers</td>
<td>14</td>
<td>0.1</td>
</tr>
<tr>
<td>Food Service</td>
<td>95</td>
<td>0.9</td>
</tr>
<tr>
<td>Transportation Workers</td>
<td>7</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,394</strong></td>
<td><strong>13.6</strong></td>
</tr>
</tbody>
</table>

We could conclude from Table B-2 that more people could be trained as dental technicians, keypunch operators, and hotel and motel service workers. In addition to the 12 areas listed on Table B-2, there were two other occupational shortage areas in Memphis in which no training was currently being offered. These areas were medical technology and social welfare. Conceivably, training courses might be initiated in these areas.

Unfortunately, there were no surplus occupational data available for Memphis, so it was impossible to determine the percentage and kinds of training which were undertaken in surplus areas.

Programs Compared with Population Groups

The Memphis Public Schools enrolled 5,232 secondary students in skill training programs. If we add the 176 being trained by NYC II, we find that a total of 5,408 persons or 14.7 percent of the total number of people between 16 and 18 were enrolled in skill training programs (see Table C).

Examination of the NYC II target group—the 2,242 persons who dropped out of high school in FY 1971—shows that the program was reaching 7.9 percent of its target group. Using the NYC II program Director's backlog of 600 applicants as an indication of interest in the program, it can be
### Table C
**COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING**

**MEMPHIS**

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16 to 18</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>36,792</td>
<td>5,408</td>
<td>14.7%</td>
</tr>
<tr>
<td>White</td>
<td>20,497</td>
<td>2,782</td>
<td>13.6%</td>
</tr>
<tr>
<td>Black</td>
<td>16,204</td>
<td>2,626</td>
<td>16.2%</td>
</tr>
<tr>
<td>Male</td>
<td>17,882</td>
<td>2,660</td>
<td>14.9%</td>
</tr>
<tr>
<td>Female</td>
<td>18,910</td>
<td>2,748</td>
<td>14.5%</td>
</tr>
<tr>
<td><strong>19 to 44</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>214,169</td>
<td>5,033</td>
<td>2.4%</td>
</tr>
<tr>
<td>White</td>
<td>140,885</td>
<td>2,537</td>
<td>1.8%</td>
</tr>
<tr>
<td>Black</td>
<td>72,479</td>
<td>2,496</td>
<td>3.4%</td>
</tr>
<tr>
<td>Male</td>
<td>98,777</td>
<td>2,905</td>
<td>2.9%</td>
</tr>
<tr>
<td>Female</td>
<td>115,392</td>
<td>2,128</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

**Note:** In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental residing in the city. Totals of whites include persons of Spanish surname.

Assumed that an additional 26.8 percent of the target population was interested in this program, and would be enrolled if slots were available.

Comparing racial characteristics of total populations in this age group with those persons enrolled in skill training programs, we find that 13.6 percent of the whites and 16.2 percent of the Blacks were enrolled. By sex, we find that 14.9 percent of the males and 14.5 percent of the females were enrolled. Of all the Blacks in this age group receiving training, 93.6 percent received their training at the secondary schools with the remaining 6.3 percent receiving training at Federal manpower related agencies. Of all the whites receiving training, 99.7 percent received their training at the public schools with only 0.3 percent receiving training at Federal manpower related agencies.
Postsecondary and Federal manpower programs enrolled approximately 5,033 persons of 2.4 percent of the age group 19 to 44. If we add on-the-job training programs and adult vocational education, the percentage rises to 5.5 percent of a total of 11,857 served in publicly funded skill training programs. Examining the characteristics of the 2.4 percent of the 19 to 44 year-old age groups enrolled in preparatory skill training programs, we see that 1.8 percent of the whites and 3.4 percent of the Blacks, and 2.9 percent of the males and 1.8 percent of the females in this age group were being served by skill training programs. Of all the Blacks being trained in preparatory programs, 56.6 percent were receiving their training either at the postsecondary institutions or the Adult Education Center, while the other 43.4 percent were receiving their training at Federal manpower related agencies. For the whites being trained in preparatory programs, the percentages were 96 percent and 47 percent respectively.

IV. Management, Administration and Coordination

There appeared to be a good deal of communication and coordination among the various skill training agencies in Memphis. The vocational department within the public schools worked closely with the postsecondary institutions and the Urban League as well. During FY 1971 the Public School system was under contract to provide Adult Basic Education to WIN, NYC II, and MDTA enrollees. Public School counselors frequently referred people to the MDTA program. The State Technical Institute at Memphis worked closely with the Area Vocational School and also ran computer programs for the Memphis Public Schools.

Among the Federal manpower programs there was good communication and many referrals. WIN sent people to MDTA for training as cooks, cosmetologists, and machine operators. MDTA also received referrals from NYC II and the Urban League.

V. Summary

In conclusion, Memphis appeared to have a fairly extensive skill training program which was moderately geared to shortage occupational areas. Given the expanding economy of the city and its rapidly growing population, however, it would seem that skill training at each of the three levels could be expanded. In view of the duplication noted previously, it would seem that more specialization might be warranted. Given the communication existing between agencies this should not be too difficult to effect.

Barriers to expansion noted by practically all program people included lack of space and funds for new facilities, equipment, staff and curriculum development. There were also other barriers. The Director of State Technical Institute alluded to the difficulty of getting state approval for new programs. Unions were mentioned often as a barrier to training the disadvantaged as electricians, plumbers, boilermakers, lathe operators, glazers, and tool and die makers. The Director of the MDTA Skill Center pointed out that if it were not for unions, he could train a number of women with little formal education as sewing machine operators.
Disadvantaged women are still difficult to place and more efforts need to be made to provide them with both occupational and basic educational skills. A concerted campaign to try to persuade employers in the private sector to hire and train women would probably be useful as well as an effort to induce women to enter technical occupations which have traditionally been dominated by men.

Another need according to the MDTA Coordinator and the Skill Center Director in Memphis was for a pre-vocational program phase to which all MDTA enrollees could be sent for the first two or three weeks they are enrolled in the program.

Another idea was a facility somewhat like a skill center where people could brush up on rusty skills until they were job ready.
Table 1

Memphis

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS EnROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING (1)</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memphis Public Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 10-12</td>
<td>31,847</td>
<td>31,847</td>
<td>5,232</td>
<td>5,232</td>
</tr>
<tr>
<td>State Technical Institute at Memphis</td>
<td>2,468</td>
<td>1,974</td>
<td>2,468</td>
<td>1,974</td>
</tr>
<tr>
<td>Memphis Area Vocational Technical School</td>
<td>1,933</td>
<td>1,875</td>
<td>1,933</td>
<td>1,875</td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>755</td>
<td>747</td>
<td>755</td>
<td>747</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>1,047</td>
<td>974</td>
<td>470</td>
<td>437</td>
</tr>
<tr>
<td>Neighborhood Youth Corps - II</td>
<td>220</td>
<td>217</td>
<td>180</td>
<td>176</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>National Alliance of Businessmen - Job Opportunities in the Business Sector</td>
<td>302</td>
<td>296</td>
<td>302</td>
<td>296</td>
</tr>
<tr>
<td>Urban League - On-The-Job Training</td>
<td>335</td>
<td>268</td>
<td>335</td>
<td>268</td>
</tr>
<tr>
<td>Memphis Public Schools - Adult</td>
<td>8,956</td>
<td>8,956</td>
<td>6,253</td>
<td>6,253</td>
</tr>
</tbody>
</table>

(1) One hundred and eighty-four enrollees in Department of Labor training programs trained at postsecondary institutions have been included in the total of postsecondary institutions as well as in the respective Department of Labor programs.
Table 2

Memphis

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Type and Enrollment</td>
<td></td>
</tr>
</tbody>
</table>

Memphis Public Schools - Secondary

<table>
<thead>
<tr>
<th>Occupational Offerings</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ornamental Horticulture</td>
<td>18</td>
</tr>
<tr>
<td>Advertising Service</td>
<td>8</td>
</tr>
<tr>
<td>Apparel and Accessories</td>
<td>139</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>40</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>3</td>
</tr>
<tr>
<td>Floristry</td>
<td>2</td>
</tr>
<tr>
<td>Food Distribution</td>
<td>127</td>
</tr>
<tr>
<td>Food Services</td>
<td>104</td>
</tr>
<tr>
<td>General Merchandise</td>
<td>255</td>
</tr>
<tr>
<td>Hardware and Building</td>
<td>26</td>
</tr>
<tr>
<td>Home Furnishings</td>
<td>14</td>
</tr>
<tr>
<td>Hotel and Lodging</td>
<td>14</td>
</tr>
<tr>
<td>Industrial Marketing</td>
<td>1</td>
</tr>
<tr>
<td>Insurance</td>
<td>2</td>
</tr>
<tr>
<td>International Trade</td>
<td>1</td>
</tr>
<tr>
<td>Personal Services</td>
<td>26</td>
</tr>
<tr>
<td>Petroleum</td>
<td>9</td>
</tr>
<tr>
<td>Real Estate</td>
<td>4</td>
</tr>
<tr>
<td>Recreation and Tourism</td>
<td>10</td>
</tr>
<tr>
<td>Transportation</td>
<td>6</td>
</tr>
<tr>
<td>Other Distribution</td>
<td>135</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>14</td>
</tr>
<tr>
<td>Other Health</td>
<td>223</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>91</td>
</tr>
<tr>
<td>Gainful Home Economics and Other</td>
<td>396</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>3</td>
</tr>
<tr>
<td>Business Data Processing Systems</td>
<td>60</td>
</tr>
<tr>
<td>Filing and Office Machines</td>
<td>716</td>
</tr>
<tr>
<td>Information Communications Occupations</td>
<td>4</td>
</tr>
<tr>
<td>Material, Supply and Transportation</td>
<td>1</td>
</tr>
<tr>
<td>Stenography, Secretarial and Related</td>
<td>285</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td>98</td>
</tr>
<tr>
<td>Other Office Occupations</td>
<td>16</td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>15</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>15</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>2</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>48</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>112</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>255</td>
</tr>
<tr>
<td>Commercial Art Occupation</td>
<td>35</td>
</tr>
<tr>
<td>Commercial Fishery Occupation</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>1</td>
</tr>
<tr>
<td>Carpentry</td>
<td>3</td>
</tr>
<tr>
<td>Masonry</td>
<td>25</td>
</tr>
</tbody>
</table>
# Table 2 (continued)

## Memphis Public Schools - Secondary (cont'd)

<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plumbing and Pipefitting</td>
<td>1</td>
</tr>
<tr>
<td>Other Construction and Maintenance</td>
<td>36</td>
</tr>
<tr>
<td>Custodial Service</td>
<td>16</td>
</tr>
<tr>
<td>Drafting Occupation</td>
<td>51</td>
</tr>
<tr>
<td>Electrical Occupation</td>
<td>38</td>
</tr>
<tr>
<td>Electronics</td>
<td>185</td>
</tr>
<tr>
<td>Fabric Maintenance Service</td>
<td>3</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>164</td>
</tr>
<tr>
<td>Instrument Maintenance and Repair</td>
<td>2</td>
</tr>
<tr>
<td>Metalworking Occupations</td>
<td>133</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>353</td>
</tr>
<tr>
<td>Plastics Occupation</td>
<td>3</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>51</td>
</tr>
<tr>
<td>Quantity Food</td>
<td>42</td>
</tr>
<tr>
<td>Textile Production and Fabrication</td>
<td>41</td>
</tr>
<tr>
<td>Leatherworking</td>
<td>43</td>
</tr>
<tr>
<td>Upholstery</td>
<td>92</td>
</tr>
<tr>
<td>Woodworking</td>
<td>89</td>
</tr>
<tr>
<td>Other Trade and Industry</td>
<td>504</td>
</tr>
<tr>
<td>Clothing Management Production and Service</td>
<td>37</td>
</tr>
<tr>
<td>Food Management Production and Service</td>
<td>47</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5,232</strong></td>
</tr>
</tbody>
</table>

## Memphis State Technical Institute

<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>241</td>
</tr>
<tr>
<td>Architecture</td>
<td>208</td>
</tr>
<tr>
<td>Chemical</td>
<td>39</td>
</tr>
<tr>
<td>Civil</td>
<td>66</td>
</tr>
<tr>
<td>Data Processing Business</td>
<td>865</td>
</tr>
<tr>
<td>Data Processing Scientific</td>
<td>125</td>
</tr>
<tr>
<td>Electrical</td>
<td>111</td>
</tr>
<tr>
<td>Electronic</td>
<td>309</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>44</td>
</tr>
<tr>
<td>Mechanical</td>
<td>135</td>
</tr>
<tr>
<td>Other</td>
<td>124</td>
</tr>
<tr>
<td>Special Students Continuing Education</td>
<td>201</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,468</strong></td>
</tr>
</tbody>
</table>

## Memphis Area Vocational-Technical School

<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation Mechanic</td>
<td>88</td>
</tr>
<tr>
<td>Office Occupations</td>
<td>593</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>41</td>
</tr>
</tbody>
</table>
### Table 2
(continued)

#### Memphis

<table>
<thead>
<tr>
<th>Occupational Offerings</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Memphis Area Vocational-Technical School (cont'd)</strong></td>
<td></td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>11</td>
</tr>
<tr>
<td>Inhalation Therapy Technician</td>
<td>9</td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>63</td>
</tr>
<tr>
<td>Practical Nurse</td>
<td>331</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>75</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>51</td>
</tr>
<tr>
<td>Gasoline Engine Repair</td>
<td>40</td>
</tr>
<tr>
<td>Radio and Television</td>
<td>34</td>
</tr>
<tr>
<td>Instrumentation Mechanic</td>
<td>31</td>
</tr>
<tr>
<td>Industrial Electricity</td>
<td>52</td>
</tr>
<tr>
<td>Cabinetmaking</td>
<td>38</td>
</tr>
<tr>
<td>Food Service</td>
<td>83</td>
</tr>
<tr>
<td>Commercial Graphics</td>
<td>70</td>
</tr>
<tr>
<td>Tool and Die</td>
<td>10</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>54</td>
</tr>
<tr>
<td>Welding</td>
<td>67</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>41</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>76</td>
</tr>
<tr>
<td>Office Machine Repair</td>
<td>33</td>
</tr>
<tr>
<td>Drafting</td>
<td>42</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,933</strong></td>
</tr>
</tbody>
</table>

#### Memphis Public Schools - Adult

<table>
<thead>
<tr>
<th>Occupational Offerings</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Merchandise</td>
<td>218</td>
</tr>
<tr>
<td>Transportation</td>
<td>102</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>144</td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>45</td>
</tr>
<tr>
<td>Practical Nurse</td>
<td>16</td>
</tr>
<tr>
<td>Clothing and Textiles</td>
<td>286</td>
</tr>
<tr>
<td>Food Management, Production &amp; Service</td>
<td>26</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>399</td>
</tr>
<tr>
<td>Business Data Processing Systems</td>
<td>480</td>
</tr>
<tr>
<td>Filing and Office Machines</td>
<td>50</td>
</tr>
<tr>
<td>Information Communications Occupations</td>
<td>20</td>
</tr>
<tr>
<td>Stenography, Secretarial and Related</td>
<td>534</td>
</tr>
<tr>
<td>Supervisory and Administrative Management</td>
<td>195</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td><strong>1,472</strong></td>
</tr>
<tr>
<td>Other Office Occupations</td>
<td>60</td>
</tr>
<tr>
<td>Architectural Technology</td>
<td>59</td>
</tr>
<tr>
<td>Clerical Technology</td>
<td>35</td>
</tr>
<tr>
<td>Civil Technology</td>
<td>32</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>98</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>156</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Memphis Public Schools - Adult (cont’d)</strong></td>
<td></td>
</tr>
<tr>
<td>Instrumental Technology</td>
<td>21</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>81</td>
</tr>
<tr>
<td>Air Pollution Technology</td>
<td>7</td>
</tr>
<tr>
<td>Water and Waste Technology</td>
<td>22</td>
</tr>
<tr>
<td>Technical, Other</td>
<td>13</td>
</tr>
<tr>
<td>Pre-technical</td>
<td>52</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>123</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>3</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>17</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>103</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Arts Occupations</td>
<td>29</td>
</tr>
<tr>
<td>Carpentry</td>
<td>159</td>
</tr>
<tr>
<td>Electricity</td>
<td>221</td>
</tr>
<tr>
<td>Masonry</td>
<td>48</td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>129</td>
</tr>
<tr>
<td>Other Construction and Maintenance</td>
<td>29</td>
</tr>
<tr>
<td>Custodial Service</td>
<td>10</td>
</tr>
<tr>
<td>Drafting</td>
<td>36</td>
</tr>
<tr>
<td>Electricity</td>
<td>16</td>
</tr>
<tr>
<td>Electronics</td>
<td>144</td>
</tr>
<tr>
<td>Fabric Maintenance Service</td>
<td>80</td>
</tr>
<tr>
<td>Foremanship Supervisory &amp; Management Development</td>
<td>106</td>
</tr>
<tr>
<td>Graphics Arts Occupation</td>
<td>16</td>
</tr>
<tr>
<td>Industrial Maintenance and Repair</td>
<td>1</td>
</tr>
<tr>
<td>Metal Working Occupations</td>
<td>242</td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>15</td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>42</td>
</tr>
<tr>
<td>Textile Production</td>
<td>28</td>
</tr>
<tr>
<td>Upholstery</td>
<td>84</td>
</tr>
<tr>
<td>Woodworking Occupations</td>
<td>7</td>
</tr>
<tr>
<td>Other Trades and Industry</td>
<td>21</td>
</tr>
<tr>
<td>Science Data Technology</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6,253</strong></td>
</tr>
</tbody>
</table>
### Table 3

Memphis

**OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manpower Development and Training Act</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>27</td>
<td>Various Schools, Skill Center</td>
</tr>
<tr>
<td>Certified Laboratory Assistant</td>
<td>4</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Clerk-Typist</td>
<td>8</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>21</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Stenographer</td>
<td>5</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>17</td>
<td>Various Schools, Area School</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>4</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>1</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Draftsman</td>
<td>25</td>
<td>Various Schools, Skill Center</td>
</tr>
<tr>
<td>Office Machine Repairman</td>
<td>1</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Welder</td>
<td>66</td>
<td>Various Schools, Skill Center</td>
</tr>
<tr>
<td>Operating Room Technician</td>
<td>2</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Air Conditioning Technician</td>
<td>4</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Lathe Operator</td>
<td>1</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Barber</td>
<td>2</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>11</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Secretary</td>
<td>15</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Clerk, General Office</td>
<td>187</td>
<td>Various Schools, Skill Center</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>4</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Art Layout</td>
<td>2</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Commercial Printing</td>
<td>1</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Radio and Television Repairman</td>
<td>3</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Automobile Service Mechanic</td>
<td>3</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Inhalation Therapist</td>
<td>1</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Business Programmer</td>
<td>2</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Keypunch and Junior Accountant</td>
<td>1</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Gas Engine Repairman</td>
<td>1</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>1</td>
<td>Various Schools</td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>10</td>
<td>Area School</td>
</tr>
<tr>
<td>Commercial Food Service</td>
<td>49</td>
<td>Skill Center</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>48</td>
<td>Skill Center</td>
</tr>
<tr>
<td>Produce Machine Operator</td>
<td>35</td>
<td>Skill Center</td>
</tr>
<tr>
<td>Upholstery</td>
<td>61</td>
<td>Skill Center</td>
</tr>
<tr>
<td>Sales</td>
<td>22</td>
<td>Skill Center</td>
</tr>
<tr>
<td>General Duty Nurse</td>
<td>7</td>
<td>Adult Education Center</td>
</tr>
<tr>
<td>Day Care Worker</td>
<td>103</td>
<td>Community Learning Laboratory</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>755</td>
<td></td>
</tr>
</tbody>
</table>
Table 3  (Continued)

Memphis

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Incentive Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>48</td>
<td>Board of Education, WIN</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>16</td>
<td>WIN, Area Vocational School, MDTA</td>
</tr>
<tr>
<td>Clerical</td>
<td>142</td>
<td>Private, WIN, MDTA, Area Voc. School</td>
</tr>
<tr>
<td>Food Service and Cooking</td>
<td>31</td>
<td>Area Voc. School, MDTA, Adult Education Center (AEC)</td>
</tr>
<tr>
<td>Tailoring</td>
<td>33</td>
<td>Board of Education, WIN</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>2</td>
<td>State Technical Institute</td>
</tr>
<tr>
<td>IBM Keypunch</td>
<td>14</td>
<td>Area Vocational School, Private</td>
</tr>
<tr>
<td>Hospital Housekeeper</td>
<td>22</td>
<td>Board of Education, Adult Education Center</td>
</tr>
<tr>
<td>Day Care Worker</td>
<td>35</td>
<td>MDTA</td>
</tr>
<tr>
<td>Barber</td>
<td>37</td>
<td>Private Agency</td>
</tr>
<tr>
<td>Sign Writer Machinist</td>
<td>1</td>
<td>Adult Education Center</td>
</tr>
<tr>
<td>Dry Cleaning</td>
<td>33</td>
<td>Adult Education Center</td>
</tr>
<tr>
<td>Cashier</td>
<td>11</td>
<td>Private Agency</td>
</tr>
<tr>
<td>Laborer, Stores</td>
<td>1</td>
<td>AEC, WIN</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>6</td>
<td>NAB-JOBS</td>
</tr>
<tr>
<td>Machine Operator</td>
<td>4</td>
<td>WIN</td>
</tr>
<tr>
<td>Psychiatric Aide</td>
<td>9</td>
<td>Adult Education Center</td>
</tr>
<tr>
<td>Orthoptist</td>
<td>7</td>
<td>Area Vocational School</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>1</td>
<td>MDTA, Adult Education Center</td>
</tr>
<tr>
<td>Upholsterer</td>
<td>10</td>
<td>Area Vocational School</td>
</tr>
<tr>
<td>Laboratory Assistant</td>
<td>1</td>
<td>Area Vocational School</td>
</tr>
<tr>
<td>Secretary (General)</td>
<td>1</td>
<td>Area Vocational School</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1</td>
<td>Area Vocational School</td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>1</td>
<td>Area Vocational School</td>
</tr>
<tr>
<td>Health Aide</td>
<td>1</td>
<td>Area Vocational School</td>
</tr>
<tr>
<td>Manicuring</td>
<td>1</td>
<td>Area Vocational School</td>
</tr>
<tr>
<td>Laboratory Technician</td>
<td>1</td>
<td>Private Agency</td>
</tr>
<tr>
<td>TOTAL</td>
<td>470</td>
<td>Area Vocational School</td>
</tr>
</tbody>
</table>

Neighborhood Youth Corps II

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptionist</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Office Occupations</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Computer Programmer</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Stock and Inventory</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Psychiatric Aide</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Pharmacy Assistant</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Clinical Aide</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Medical Records Librarian</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Small Appliance Repair</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Electrical Building Maintenance</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
<td>AGENCY PROVIDING TRAINING</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II (cont'd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio-Visual Assistants</td>
<td>4</td>
<td>Public Schools</td>
</tr>
<tr>
<td>Library Aide</td>
<td>6</td>
<td>Private Agency</td>
</tr>
<tr>
<td>Interview and Research Assistant</td>
<td>2</td>
<td>Private Agency</td>
</tr>
<tr>
<td>Child Care Assistant</td>
<td>4</td>
<td>Private Agency</td>
</tr>
<tr>
<td>Recreational Aide</td>
<td>12</td>
<td>Public Schools</td>
</tr>
<tr>
<td>TOTAL</td>
<td>180</td>
<td></td>
</tr>
</tbody>
</table>
### Table 4

**Memphis**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ornamental Horticulture</td>
<td>18</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Floristry</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Advertising Services</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Apparel and Accessories</td>
<td>139</td>
<td></td>
<td>139</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>40</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Food Distribution</td>
<td>127</td>
<td></td>
<td>127</td>
</tr>
<tr>
<td>General Merchandise</td>
<td>255</td>
<td></td>
<td>255</td>
</tr>
<tr>
<td>Hardware and Building</td>
<td>26</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Home Furnishings</td>
<td>14</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Hotel and Lodging</td>
<td>14</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Industrial Marketing</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Insurance</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>International Trade</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Personal Services</td>
<td>26</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Petroleum</td>
<td>9</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Real Estate</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Recreation and Tourism</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Transportation</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Other Distribution</td>
<td>135</td>
<td></td>
<td>135</td>
</tr>
<tr>
<td>Materials, Supply and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Sales</td>
<td>26</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Cashier</td>
<td>11</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Food Service</td>
<td>96</td>
<td>47</td>
<td>49</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>24</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Health Occupations General</td>
<td>223</td>
<td></td>
<td>223</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Lab Technician</td>
<td>11</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Inhalation Therapist</td>
<td>10</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>64</td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>352</td>
<td></td>
<td>331</td>
</tr>
<tr>
<td>Operating Room Technician</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Nurse (General Duty)</td>
<td>7</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>19</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Psychiatric Aide</td>
<td>12</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Orthotic Aide</td>
<td>7</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Health Aide</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Lab Technician</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Pharmacy Assistant</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Certified Laboratory Assistant</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Care and Guidance of Child</td>
<td>91</td>
<td></td>
<td>91</td>
</tr>
<tr>
<td>Gainful Home Economics</td>
<td>396</td>
<td></td>
<td>396</td>
</tr>
</tbody>
</table>

**OCCUPATIONAL OFFERINGS**

**TOTAL**

- Ornamental Horticulture: 18
- Floristry: 2
- Advertising Services: 8
- Apparel and Accessories: 139
- Automotive Services: 40
- Finance and Credit: 3
- Food Distribution: 127
- General Merchandise: 255
- Hardware and Building: 26
- Home Furnishings: 14
- Hotel and Lodging: 14
- Industrial Marketing: 1
- Insurance: 2
- International Trade: 1
- Personal Services: 26
- Petroleum: 9
- Real Estate: 4
- Recreation and Tourism: 10
- Transportation: 6
- Other Distribution: 135

**HIGH SCHOOL**

- Ornamental Horticulture: 18
- Floristry: 2
- Advertising Services: 8
- Apparel and Accessories: 139
- Automotive Services: 40
- Finance and Credit: 3
- Food Distribution: 127
- General Merchandise: 255
- Hardware and Building: 26
- Home Furnishings: 14
- Hotel and Lodging: 14
- Industrial Marketing: 1
- Insurance: 2
- International Trade: 1
- Personal Services: 26
- Petroleum: 9
- Real Estate: 4
- Recreation and Tourism: 10
- Transportation: 6
- Other Distribution: 135

**POSTSECONDARY**

- Ornamental Horticulture: 18
- Floristry: 2
- Advertising Services: 8
- Apparel and Accessories: 139
- Automotive Services: 40
- Finance and Credit: 3
- Food Distribution: 127
- General Merchandise: 255
- Hardware and Building: 26
- Home Furnishings: 14
- Hotel and Lodging: 14
- Industrial Marketing: 1
- Insurance: 2
- International Trade: 1
- Personal Services: 26
- Petroleum: 9
- Real Estate: 4
- Recreation and Tourism: 10
- Transportation: 6
- Other Distribution: 135
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care Worker</td>
<td>103</td>
<td></td>
<td></td>
<td>103</td>
</tr>
<tr>
<td>Recreational Aide</td>
<td>12</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Filing and Office Machines</td>
<td>716</td>
<td>716</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Communication</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stenography, Secretarial and Related</td>
<td>305</td>
<td>285</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Typing, Clerk-Typist</td>
<td>106</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Office Occupations</td>
<td>609</td>
<td></td>
<td>16</td>
<td>593</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Clerk, General Office</td>
<td>187</td>
<td></td>
<td></td>
<td>187</td>
</tr>
<tr>
<td>Clerical.</td>
<td>102</td>
<td></td>
<td></td>
<td>102</td>
</tr>
<tr>
<td>Receptionist</td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Stock and Inventory</td>
<td>8</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Assistant</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Keypunch</td>
<td>16</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>244</td>
<td>3</td>
<td></td>
<td>241</td>
</tr>
<tr>
<td>Business Data Processing System</td>
<td>927</td>
<td>60</td>
<td>865</td>
<td>2</td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>12</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Chemical Technician</td>
<td>54</td>
<td></td>
<td>15</td>
<td>39</td>
</tr>
<tr>
<td>Electronics Technician</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Architectural Technology</td>
<td>208</td>
<td></td>
<td></td>
<td>208</td>
</tr>
<tr>
<td>Civil Technology</td>
<td>66</td>
<td></td>
<td></td>
<td>66</td>
</tr>
<tr>
<td>Data Processing</td>
<td>125</td>
<td></td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>Instrumentation Technology</td>
<td>44</td>
<td></td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>135</td>
<td></td>
<td></td>
<td>135</td>
</tr>
<tr>
<td>Police Science Technology</td>
<td>51</td>
<td></td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Technical Occupations, Other</td>
<td>124</td>
<td></td>
<td></td>
<td>124</td>
</tr>
<tr>
<td>Audio-Visual Assistant</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Aide</td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Medical Records Librarian</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>82</td>
<td></td>
<td>2</td>
<td>76</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>93</td>
<td></td>
<td>48</td>
<td>41</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>211</td>
<td>112</td>
<td>51</td>
<td>48</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>361</td>
<td></td>
<td>255</td>
<td>75</td>
</tr>
<tr>
<td>Commercial Art Occupation</td>
<td>37</td>
<td></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Commercial Fishery Occupation</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Masonry</td>
<td>25</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Other Construction and Maintenance</td>
<td>36</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodial Services</td>
<td>16</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Drafting Occupation</td>
<td>118</td>
<td></td>
<td>51</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>
### Table 4
(continued)

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Occupation</td>
<td>201</td>
<td>38</td>
<td>163</td>
</tr>
<tr>
<td>Electronics</td>
<td>494</td>
<td>185</td>
<td>309</td>
</tr>
<tr>
<td>Fabric Maintenance &amp; Service</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>175</td>
<td>104</td>
<td>70</td>
</tr>
<tr>
<td>Instrument Maintenance &amp; Repair</td>
<td>33</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>Metalworking Occupation</td>
<td>133</td>
<td>133</td>
<td>60</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>413</td>
<td>353</td>
<td></td>
</tr>
<tr>
<td>Plastics Occupation</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Quantity Food Occupation</td>
<td>42</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Textile Production and Fabrication</td>
<td>41</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Leatherworking</td>
<td>43</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Upholstery</td>
<td>153</td>
<td>92</td>
<td>61</td>
</tr>
<tr>
<td>Woodworking Occupation</td>
<td>89</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>Trade &amp; Industries, Other</td>
<td>505</td>
<td>504</td>
<td>1</td>
</tr>
<tr>
<td>Clothing Production Service</td>
<td>37</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Aviation Mechanic</td>
<td>88</td>
<td></td>
<td>88</td>
</tr>
<tr>
<td>Gasoline Engine Repair</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Radio and Television</td>
<td>34</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Cabinetmaking</td>
<td>38</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Tool and Die</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Machine Shop</td>
<td>54</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>133</td>
<td>67</td>
<td>66</td>
</tr>
<tr>
<td>Office Machine Repair</td>
<td>34</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td>Lathe Operator</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Barber</td>
<td>39</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>Commercial Printing</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Automobile Service Mechanic</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Production Machine Operator</td>
<td>39</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>208</td>
<td>104</td>
<td>21</td>
</tr>
<tr>
<td>Tailoring</td>
<td>23</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Hospital Housekeeper</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Dry Cleaning</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Electrical Building Maintenance</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Not Specified</td>
<td>201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,809</td>
<td>5,232</td>
<td>4,401</td>
</tr>
</tbody>
</table>

*Department of Labor Programs enrolled an additional one-hundred and eighty four persons who were trained at and reported by postsecondary institutions. They are excluded from this total to prevent double counting.*
## DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>.4%</td>
<td>--%</td>
<td>--%</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>16.6%</td>
<td>--</td>
<td>7.3</td>
</tr>
<tr>
<td>Health</td>
<td>4.5</td>
<td>10.3</td>
<td>8.5</td>
</tr>
<tr>
<td>Home Economics(Gainful)</td>
<td>9.3</td>
<td>--</td>
<td>9.8</td>
</tr>
<tr>
<td>Business and Office</td>
<td>22.6</td>
<td>39.6</td>
<td>30.6</td>
</tr>
<tr>
<td>Technical Education</td>
<td>1.5</td>
<td>16.8</td>
<td>2.3</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>45.0</td>
<td>34.2</td>
<td>41.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
# TABLE 5
**SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM**

<table>
<thead>
<tr>
<th>AGENCY/INSTITUTION</th>
<th>VOCATIONAL GUIDANCE</th>
<th>COUNSELING</th>
<th>ADULT BASIC EDUCATION AND REMEDIAL EDUCATION</th>
<th>ENGLISH AS A SECOND LANGUAGE</th>
<th>LEGAL AID</th>
<th>CHILD DAY CARE</th>
<th>TRANSPORTATION</th>
<th>HEALTH SERVICES</th>
<th>JOB DEVELOPMENT AND PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memphis Public Schools</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>1</td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Memphis Area Vocational Tech. Sch.</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td>I</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Memphis State Technical Institute</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>*</td>
<td>1</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>MIFA Institutional</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>*</td>
<td>*</td>
<td>1</td>
<td>1</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>WIN</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>1</td>
<td>*</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>RSC II</td>
<td>*</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I, 1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>ABA-JOBS</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>1</td>
<td>1</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Urban League - CAJT</td>
<td>I</td>
<td>I</td>
<td></td>
<td>*</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>I</td>
</tr>
</tbody>
</table>

I = Provided by Program
X = Available by Referral
* = Insufficient Information

1. Child care is sometimes provided by NAB-JOBS contractors on a temporary basis.
2. Transportation is provided to enrollees only for the first 20 working days.
Table 6

Memphis

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memphis Public Schools</td>
<td>100%</td>
<td>47%</td>
<td>53%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memphis Area Vocational Technical School</td>
<td>100%</td>
<td>48%</td>
<td>52%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>49%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>51%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennessee State Technical Institute at Memphis</td>
<td>100%</td>
<td>26%</td>
<td>74%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>14%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Schools - Adult</td>
<td>100%</td>
<td>40%</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>45%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>100%</td>
<td>87%</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>38%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100%</td>
<td>99%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>99%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100%</td>
<td>95%</td>
<td>4.8%</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>100%</td>
<td>99%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban League-On-The-Job Training</td>
<td>100%</td>
<td>99%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 7

Memphis

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Data Processing System</td>
<td>927</td>
<td>8.58%</td>
</tr>
<tr>
<td>Food Service</td>
<td>96</td>
<td>.89</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>88</td>
<td>.81</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>50</td>
<td>.46</td>
</tr>
<tr>
<td>Inhalation Therapist</td>
<td>10</td>
<td>.09</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>352</td>
<td>3.26</td>
</tr>
<tr>
<td>Stenography, Secretarial &amp; Related</td>
<td>305</td>
<td>2.82</td>
</tr>
<tr>
<td>Typing, Clerk-Typist</td>
<td>106</td>
<td>.98</td>
</tr>
<tr>
<td>Office Occupations</td>
<td>609</td>
<td>5.63</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>244</td>
<td>2.26</td>
</tr>
<tr>
<td>Chemical Technician</td>
<td>54</td>
<td>.50</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>82</td>
<td>.76</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>93</td>
<td>.86</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>211</td>
<td>1.95</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>361</td>
<td>3.34</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>37</td>
<td>.34</td>
</tr>
<tr>
<td>Drafting</td>
<td>118</td>
<td>1.09</td>
</tr>
<tr>
<td>Electrical</td>
<td>201</td>
<td>1.66</td>
</tr>
<tr>
<td>Electronics</td>
<td>494</td>
<td>4.57</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>175</td>
<td>1.62</td>
</tr>
<tr>
<td>Instrument Maintenance and Repair</td>
<td>33</td>
<td>.31</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>413</td>
<td>3.82</td>
</tr>
<tr>
<td>Upholstery</td>
<td>153</td>
<td>1.42</td>
</tr>
<tr>
<td>Trade and Industry, Other</td>
<td>505</td>
<td>4.67</td>
</tr>
<tr>
<td>Welding</td>
<td>133</td>
<td>1.23</td>
</tr>
<tr>
<td>Office Machine Repair</td>
<td>34</td>
<td>.31</td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>208</td>
<td>1.92</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6,092</td>
<td>56.35%</td>
</tr>
</tbody>
</table>
I. Introduction

New Orleans, population 593,471, is situated on the east bank of the Mississippi River about 107 miles from its mouth. The boundaries of the parish (county) of Orleans and the city of New Orleans are the same, encompassing a land area of 193.8 square miles.

Among North American ports, New Orleans is second only to New York in most respects. It accommodates more than 80 steamship lines and more than 4,000 vessels enter the port annually. Located at the intersection of the Gulf Intracoastal Waterway and the Mississippi River it handles both internal river traffic and foreign trade. The limits of the port include a frontage of 51 miles on both sides of the river and 11 miles on the Industrial Canal, which connects the river with Lake Ponchartrain; 20 miles of publicly owned wharves, steel sheds, warehouses, grain elevators and similar facilities are maintained. The city's most significant economic development since World War II has been a great increase in industry along the entire lower river south of Baton Rouge. The boom was set off mainly by the discovery of great quantities of oil and sulfur on the Louisiana tidelands, petrochemicals being the most important of the new industries.

In addition to the above, New Orleans is well-known to tourists for its French Quarter and for the largest and most colorful Mardi Gras celebration in the United States.

During the decade between 1960 and 1970 the population of the New Orleans Standard Metropolitan Statistical Area (SMSA) increased 60.4 percent while the population of the city itself declined 6.7 percent. This demographic change was largely a result of the movement of whites, motivated by better highways and the rising cost of lands closer to the heart of New Orleans, to suburban and rural-urban areas. It was accompanied by movement of large numbers of non-whites to the central city.

Total employment for the New Orleans area increased almost 24 percent over 1960. Sectors of the economy primarily responsible for this increase were ship building and repair, food processing, petroleum production and medical services.

The unemployment rate for the city during Fiscal Year 1971 (FY 1971) was 5.7 percent, down slightly from the 1970 figure. This was viewed as a temporarily high index resulting from cutbacks in ordinance and construction problems in the petroleum industry which have occurred during the past two years. These events forced many workers, normally considered above the disadvantaged level into the ranks of those needing manpower services. Areas of the economy which expanded during 1971—government, services (hospital, motels and hotels), banking, transportation, and public utilities—were expected to continue their growth during 1972 providing a number of additional employment opportunities.
Of the total number of residents of New Orleans in 1970, 55 percent were white, 45 percent were Black and one percent were "other." Included in the percentage of whites, however, were a significant number of Spanish surname individuals mostly from Central America. The exact number of these persons is subject to considerable dispute. The 1970 Census estimate, based on household enumeration was only 26,408. In contrast, a special survey of the Spanish surname population of New Orleans conducted for the Louisiana State Employment Service, and based on estimates of Consulates of Latin American countries, a Spanish radio station, a Spanish newspaper and respondents to a questionnaire, came up with a figure of 89,931. The latter would seem more consistent than the Census figure with a general feeling among knowledgeable people in New Orleans that Spanish surname people constitute 10 to 15 percent of the total population.

Looking at poverty in the city, New Orleans with 156,776 persons or 19.1 percent of its residents living below the poverty level, ranks fifth highest in the nation. Of the total poor in New Orleans, 73.6 percent are Black as are 60.6 percent of all the poor of working age. Unfortunately no data were available on the Spanish surname poor.

II. Occupational Education in New Orleans

Looking at vocational education in the secondary schools in New Orleans it becomes apparent that vocational education has not been given the emphasis it deserves, either by the state or the city.

Vocational education in New Orleans is considered "enrichment." No teachers are assigned for vocational education unless a parish decides that it is necessary. During FY 1971 the only money coming to the city for vocational education was $100,000 for an exemplary licensed practical nursing program involving about 20 students.

During FY 1971 the existing vocational education program in the New Orleans public schools enrolled 3,712 students or 18.3 percent of the total secondary school population. The program had four major components: distributive education, business education, industrial education and cooperative education. The Director of secondary education (there was no overall director of vocational education) pointed out that the facilities and equipment in the industrial education program were not adequate to make the programs fully vocational. The cooperative education program was operated in conjunction with Delgado Junior College. On payment of a tuition fee of $100 per semester plus $54 for materials and supplies, a student could receive skill training at Delgado Junior College, in conjunction with his high school diploma. While 14 out of the 16 secondary schools had cooperative and business programs, only three out of the 16 schools offered industrial courses. The majority of industrial offerings were concentrated in one of the 16 schools. Students who did not live in the immediate area of this school were not able to enroll in these courses because of limited space and facilities.

1/ Excluding non-gainful home economics.
The public schools also ran an adult or continuing education program. During FY1971 the adult program enrolled 2,400 persons in supplementary occupational training.

At the postsecondary level vocational education was available at two institutions, Delgado Junior College and Orleans Area Technical School, with a combined occupational enrollment of 2,321. Delgado College, which started as a private school in 1921, offers the only two-year vocational program in the State of Louisiana. It is primarily a transfer institution offering 11 occupational areas with only 17 percent of its students enrolled in vocational programs. Tuition at Delgado College was $100 per semester for all programs except those in the trade and industry area which were only $25 per semester. No high school or General Equivalency Diploma was required for admission. Orleans Area Vocational Technical School, on the other hand, is 100 percent vocational with all of its 625 students enrolled in occupational programs. The school is tuition-free to all state residents. The minimum age for admission to the school is 16 years with educational requirements varying from completion of seventh grade for the commercial cooking program to a high school diploma and aptitude tests for some of the more technical programs. It was reported that 50 percent of the school's students were high school graduates.

There were four Federal Manpower institutional training programs in New Orleans. These included a small Manpower Development and Training Act (MDTA) program, a Neighborhood Youth Corps II (NYC II) program, a Work Incentive (WIN) program, and a Concentrated Employment Program (CEP). The CEP Skill Center offered training in the following areas: automobile body repair, automobile mechanics, clerk/typist, appliance service, gas engine repair, stenography, vending machine repair, and wood furniture repair. The WIN program was the only one of its kind operating in the State of Louisiana.

On-the-job training programs included a sizeable National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) program training people in more highly skilled occupations, ("We don't train people as gas pumpers or domestics") and a Jobs Optional Program (JOP) which really didn't get off the ground until FY1972. During FY1971 only three persons were enrolled in the New Orleans program, the bulk of the funds being allocated to rural areas of the State which had no other occupational resources.

The relative emphasis on occupational education of each of these agencies can be seen in Table A.

**Occupational Offerings**

Of the total number of people receiving preparatory vocational training during FY1971, 51.8 percent were receiving it at public high schools, 32.4 percent through postsecondary institutions and 15.8 percent through Federal Manpower programs. Looking at Table 4 we see that of the 16 occupational programs being offered in the secondary schools, 30.7 percent of the total number of persons enrolled were in two areas--office education (59.4 percent) and distributive education (20.9 percent).
Table A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING
IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

NEW ORLEANS

<table>
<thead>
<tr>
<th>Institution / Agency</th>
<th>Number Enrolled</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Orleans Public Schools</td>
<td>19,718</td>
<td>3,712</td>
</tr>
<tr>
<td>Orleans Area Vocational Technical School</td>
<td>562</td>
<td>562</td>
</tr>
<tr>
<td>Delgado Junior College</td>
<td>7,474</td>
<td>1,272</td>
</tr>
<tr>
<td>MDIA</td>
<td>134</td>
<td>134</td>
</tr>
<tr>
<td>CEP</td>
<td>1,430</td>
<td>578</td>
</tr>
<tr>
<td>WIN</td>
<td>891</td>
<td>198</td>
</tr>
<tr>
<td>NYC II</td>
<td>312</td>
<td>246</td>
</tr>
<tr>
<td>JOP</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>615</td>
<td>615</td>
</tr>
</tbody>
</table>

Note: Twenty-five persons enrolled in the WIN program received their training at Orleans Area Vocational Technical School and have been included in the totals of both agencies.

On the postsecondary level, of the 11 areas offered by Delgado Junior College, heaviest concentrations were in automotive (28.4 percent) and commercial art (13.9 percent). Orleans Area Vocational School shows its enrollees somewhat equally divided among its 17 occupational areas. The largest concentration in any one area was 9.8 percent in business training. Four other areas each had 7.5 percent. These were carpentry, child care, nurse's aide, and welding. Federal Manpower programs offering training in 22 areas showed the widest range of occupational programs. The largest concentration of people was being trained as clerical typists, 27.3 percent of the total enrollment. The next largest area was custodial, accounting for 7.6 percent of total enrollment, and then nurse's aide (6.5 percent).

Table 4-A shows the relative concentration of each training level by occupational area. It is significant to note that no training was being offered by any level in the technical education area, while postsecondary and Federal Manpower programs were concentrating most of their efforts in the lower level trade and industry. Only three of the occupational areas were being covered by all three levels. Federal Manpower programs seemed to be offering the most balanced program while more than half of the offerings of the secondary and postsecondary schools were restricted to one of the six areas. The occupational options available to the latter two populations were limited. In the words of the Director of the Secondary Schools, "We are not reaching kids who pass through high school but don't test for licensed practical nursing or take distributive education or cooperative education."
Selected Services

As we would expect from the limited offerings, the ancillary services in the public schools were also limited. No vocational guidance and no placement services were available. According to the Director of Secondary Schools, the high school population was akin to the Federal Manpower population, but the state had refused to provide placement services for the former.

NYC II, on the other hand, had a good placement service for this age group. They retained up-to-date files of former enrollees and the program continued to contact them when jobs came in.

Adult Basic Education was offered to most of the manpower enrollees through the city public school system. However, the Orleans Area Vocational Technical School reported a pressing need for a remedial education program. English as a Second Language was offered to W1A enrollees by Delgado Junior College. Delgado College also provided some instruction in Spanish. NYC II enrollees received instruction in English as a Second Language through the Community Action Agency. Child care in the city was limited, being only available to WIN enrollees through Welfare and to some NAB-JOBS enrollees on an individual contract basis. Medical care was limited too, being available only to WIN and CEP enrollees. While all the Federal Manpower programs were required to use the Employment Service for placement, there was a general feeling among Federal Manpower program directors that the Employment Service was somewhat less than effective in its screening process and that as result many large employers had turned to private agencies.

Characteristics of Students

As can be seen in Table 6, the population of the secondary schools in New Orleans is 60 percent male and 60 percent Black, although the population of the city is only 35 percent Black. This difference is partially attributed to the fact that many whites who live in the city send their children to private or parochial schools. According to the Director of Secondary Education for New Orleans, schools in the city are 99 percent white or 100 percent Black.

At the postsecondary level the Area School reported almost an even breakdown between males and females and an average age range of 20 to 25 years. The Area School also reported that approximately 50 percent of its students have completed high school.

Delgado Junior College reported 82 percent males, a slightly older population averaging between 25 and 30, and 40 percent Black. They estimated that 90 percent of their students have completed high school.

From Table 6 we can see that the Department of Labor programs were overwhelmingly Black with only two-W1A (57 percent) and JOP (60 percent) having a percentage of Blacks which was less than 90 percent. The directors of NYC II and CEP reported difficulty in attracting whites to the program. NYC II said that the Employment Service didn't seem to be referring
whites to the program "perhaps because of a Black image." CEP contended that whites didn't apply for the program "because of a pride thing about poverty." CEP also pointed out that it didn't enroll any Spanish surname individuals because it would take too long to raise them to a level where they would be employable. None of the Department of Labor programs enrolled a significant number of Spanish surname persons. As these individuals constitute 10-15 percent of the total population of the city, this would appear to be a significant gap in services.

Regarding educational characteristics, MDTA reported that most of its enrollees had some high school. CEP reported that 41.4 percent of its enrollees had completed high school with another 40.7 percent having completed ninth grade. WIN reported that only 38 percent of its enrollees had completed high school. The IAB-JOES program reported that 27 percent of its enrollees had completed high school, another 57 percent having some high school with the remaining 16 percent having completed eight or fewer grades. Although no high school or General Equivalency Diploma was required for admission to Delgado Junior College, program administrators estimated that 90 percent of the student body had completed high school.

III. Overlap, Duplications and Gaps

Looking at Appendix Table 7 we see that 3,669 persons or 51.2 percent of the total number of people in New Orleans enrolled in preparatory training were enrolled in programs offered by more than one agency. For a city with a somewhat limited variety of occupational offerings this would not seem to reflect a very effective allocation of limited resources.

As a slightly mitigating factor, however, it should be noted that only one of these programs, automobile mechanics, was offered by all three agencies and that most overlap, 93.4 percent, occurred between high school and postsecondary, presumably training for different entrance levels.

Programs Compared with the Local Labor Market

Comparison of labor market data with Appendix Table 4 indicates that three programs enrolling 240 persons or 3.4 percent of total occupational enrollment were training in surplus occupations.

However, it should be noted that this figure is deceptively low for the following reason. Surplus areas identified by the Employment Service were in some instances more specific than occupational classifications listed by the training agency. In such cases it is impossible to identify the exact number of people being trained in a surplus occupation.

There were three such areas in New Orleans: managers, sales clerks, and clerks. Because numbers of people being trained in these areas could not be broken out from two broad categories listed in Table 4, general distributive education and office occupations, these occupations were not listed in Table B-1. However, to the extent that these two broad occupational areas combined enrolled 2,979 persons or 41.6 percent of the total of all
Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

NEW ORLEANS

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repairmen</td>
<td>100</td>
<td>1.4%</td>
</tr>
<tr>
<td>Nurse's Aides</td>
<td>120</td>
<td>1.7%</td>
</tr>
<tr>
<td>Machine Pressers</td>
<td>20</td>
<td>0.3%</td>
</tr>
<tr>
<td>Total</td>
<td>240</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

NEW ORLEANS

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Practical Nurses</td>
<td>131</td>
<td>1.8%</td>
</tr>
<tr>
<td>Machinists</td>
<td>153</td>
<td>2.1%</td>
</tr>
<tr>
<td>Total</td>
<td>284</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

persons being trained, it is likely that the actual percentage of persons being trained for surplus occupations is considerably higher than the 3.4 percent figure in Table B-1. Only two of the six possible courses in surplus occupations were being offered by more than one agency—nurse's aide by the Federal Manpower and the postsecondary institutions and office occupations offered by the high schools and the postsecondary institutions.

Turning to shortage occupations, we can see from Table B-2 that 284 persons or 3.9 percent of the total enrollments were in shortage areas. Licensed practical nurse training was offered both by the high schools and the postsecondary schools. Machinists were being trained only at the postsecondary level. Other current shortage areas for which no training was being offered were registered nurses, physicians assistants, kitchen helpers, and laundry workers. Conceivably more training should be done in the health area.
Programs Compared with Population Groups

The New Orleans Public Schools enrolled 3,712 persons in occupational programs during FY 1971. If we add the 246 enrolled in training by NYC II we find that 3,958 persons in the 16 to 18 age group were being served by occupational programs.

Looking at Table C we find that this represents only 11.5 percent of all persons in this age group--14 percent of the males, nine percent of the females, 61.9 percent of the whites, and 14.2 percent of the Blacks between ages 16 and 18. Of all the whites being served in this age group, 98.3 percent received their training at the public high schools, the other 1.7 percent receiving their training at Federal Manpower related agencies. For Blacks the percentage trained at Federal Manpower related agencies goes up to nine percent with the remaining 91 percent being trained at public high schools.

Looking at postsecondary and Federal Manpower program enrollment relative to total population between 19 and 44 years we find that only 1.8 percent of the total population in this group was being served by occupational training programs--2.1 percent of the males, 0.9 percent of the females, 0.8 percent of the whites, and 2.3 percent of the Blacks. Of all the Blacks in this age group, 59.5 percent received their training at secondary institutions while the remaining 40.6 percent were trained by Federal Manpower related agencies. Of all the whites, the percentage being trained at postsecondary institutions was 96.2 percent with the remaining 3.8 percent being trained at Federal Manpower related institutions.

IV. Management, Administration and Coordination

While there were a number of agencies in New Orleans which had established good working relationships with other agencies, there were also a number of conflicts. First, on the positive side; the city schools provided Adult Basic Education to WIN and CEP enrollees. Delgado College provided training to the public high schools through the Cooperative Program and also provided training to WIN and MDTA enrollees. Delgado also provided an English as a Second Language Program to NYC II enrollees. The Orleans Area Vocational Technical School also cooperated with the Department of Labor programs in making training available to MDTA, CEP, and WIN enrollees. WIN appeared to have a good relationship with a number of agencies. The Director had done a good job of utilizing community resources and was able to secure a large amount of free or partly subsidized training for enrollees from a number of private local schools and agencies. WIN also referred a number of enrollees to CEP for institutional training.

NAB-JOES seemed to have a couple of bone of contention with both CEP and MDTA. According to NAB-JOES, CEP, which has a 48-hour prior notice on all NAB-JOES openings did not do a very good job of screening applicants for openings. As a result, it was claimed that many people were sent for interviews who did the NAB-JOES program more harm than good. It was claimed
Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

NEW ORLEANS

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 16 to 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34,458</td>
<td>3,958</td>
<td>11.5%</td>
</tr>
<tr>
<td>White</td>
<td>17,056</td>
<td>1,510</td>
<td>8.9%</td>
</tr>
<tr>
<td>Black</td>
<td>17,257</td>
<td>2,148</td>
<td>14.2%</td>
</tr>
<tr>
<td>Male</td>
<td>17,006</td>
<td>2,345</td>
<td>14.0%</td>
</tr>
<tr>
<td>Female</td>
<td>17,452</td>
<td>1,613</td>
<td>9.0%</td>
</tr>
<tr>
<td>Age 19 to 44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>189,303</td>
<td>2,744</td>
<td>1.4%</td>
</tr>
<tr>
<td>Black</td>
<td>104,829</td>
<td>835</td>
<td>0.8%</td>
</tr>
<tr>
<td>White</td>
<td>83,333</td>
<td>1,909</td>
<td>2.3%</td>
</tr>
<tr>
<td>Male</td>
<td>87,134</td>
<td>1,809</td>
<td>2.1%</td>
</tr>
<tr>
<td>Female</td>
<td>102,174</td>
<td>935</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental residing in the city. Totals of whites include persons of Spanish surname.

by others that CEP felt strongly that it should have first preference in selecting people to be trained and the first crack at jobs in the area. NAB-JOBS also claimed that MTA tried to use NAB-JOBS contractors as a source of jobs for their graduates who it is claimed, were not adequately trained for placement.

Responsible for overall coordination of manpower programs in New Orleans is the Executive Director of the Manpower Area Planning Council (MAPC). In addition to being responsible for New Orleans parish he is responsible for six other parishes. He pointed out the need for more coordination of counseling, recruitment, Adult Basic Education, and remedial education. The most pressing need he pointed out was a need for a coordinated approach to job development. Since geographic boundaries of many of the programs overlapped, they were all trying for the same job opportunities.
The MAPC Secretary pointed out that one of his critical needs was for a good information system. He said that while he tried to get information from various programs, he didn't have the authority to compel it. He felt that while pieces of information were being kept on individual forms, data were not being compiled, totaled or analyzed. He felt that in seeking information, he was viewed as an "enemy" by program administrators.

V. Summary

In conclusion, it seems apparent that New Orleans has a number of needs in the area of vocational education.

The public high schools, lacking funds for instructors, facilities, and equipment were unable to offer an adequate vocational program. Somehow they must bring pressure to bear on the state to make more of a commitment to vocational education. The Director of Secondary Schools said that there was a great need for trade schools and possibly an area health vocational school. He also pointed out a need for additional Adult Basic Education classes. While the manpower programs were attempting to meet vocational needs by providing a broad spectrum of occupational offerings, they were only making a small dent in a city which has the fifth largest poverty population in the United States. During FY 1971, WIN served 20 percent of those Aid-to-Families with Dependent Children (AFDC) recipients requiring services, but was providing skill training to only four percent. The WIN program pointed out that it could handle more people than were currently being referred by Welfare.

The NYC II program, only able to serve 4.5 percent of the young people who dropped out of high school during FY 1971, reported a lengthy waiting list. MDTA reported three applicants to every one selected. The Area Vocational Technical School also reported a long waiting list.

Specific populations clearly underserved in New Orleans were Spanish surname and poor people living in areas adjacent to the target areas. One problem seemed to be that while poor people within the largest areas were eligible for multiple services, poor people living just outside boundaries weren't eligible for any services.

Unions presented some constraints to training, but the major problems seemed to be a lack of imagination on the part of the people planning and approving training areas, and lack of effective responses to anticipated economic development.
Table 1

New Orleans

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING (1)</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Orleans Public Schools</td>
<td>19,718</td>
<td>19,718</td>
<td>3,712</td>
<td>3,712</td>
</tr>
<tr>
<td>Orleans Area Vocational School</td>
<td>625</td>
<td>562</td>
<td>625</td>
<td>625</td>
</tr>
<tr>
<td>Delgado Junior College</td>
<td>9,966</td>
<td>7,474</td>
<td>1,696</td>
<td>1,272</td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>134</td>
<td>134</td>
<td>134</td>
<td>134</td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>1,430</td>
<td>1,430</td>
<td>578</td>
<td>578</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>891</td>
<td>891</td>
<td>198</td>
<td>198</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>312</td>
<td>312</td>
<td>246</td>
<td>246</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>647</td>
<td>615</td>
<td>647</td>
<td>615</td>
</tr>
<tr>
<td>New Orleans Public Schools - Adult</td>
<td>6,331</td>
<td>6,331</td>
<td>2,400</td>
<td>2,400</td>
</tr>
</tbody>
</table>

(1) Twenty-five persons enrolled in the wage incentive program were being trained at the Orleans Area Vocational School and were reported in the enrollments of both agencies.
<table>
<thead>
<tr>
<th>Occupational Offerings</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Orleans Public Schools - Secondary</td>
<td></td>
</tr>
<tr>
<td>Distributive Education</td>
<td>775</td>
</tr>
<tr>
<td>Agricultural Production</td>
<td>74</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>27</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>78</td>
</tr>
<tr>
<td>Commercial Art</td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>35</td>
</tr>
<tr>
<td>Masonry</td>
<td>72</td>
</tr>
<tr>
<td>Drafting</td>
<td>25</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>39</td>
</tr>
<tr>
<td>Offset Lithography</td>
<td>18</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>36</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>99</td>
</tr>
<tr>
<td>Shoe Repair</td>
<td>63</td>
</tr>
<tr>
<td>Clothing Services</td>
<td>31</td>
</tr>
<tr>
<td>Food Services</td>
<td>34</td>
</tr>
<tr>
<td>Office Education</td>
<td>2,171</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>104</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,712</td>
</tr>
<tr>
<td>Orleans Area Vocational Technical School</td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>34</td>
</tr>
<tr>
<td>Carpentry</td>
<td>47</td>
</tr>
<tr>
<td>Commercial Checking and Banking</td>
<td>40</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>40</td>
</tr>
<tr>
<td>Electronics</td>
<td>36</td>
</tr>
<tr>
<td>Office Occupations</td>
<td>33</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>38</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>27</td>
</tr>
<tr>
<td>Automobile Transmission</td>
<td>21</td>
</tr>
<tr>
<td>Business Training</td>
<td>61</td>
</tr>
<tr>
<td>Cosmetology, Advanced</td>
<td>17</td>
</tr>
<tr>
<td>Cement Masonry</td>
<td>29</td>
</tr>
<tr>
<td>Child Care</td>
<td>47</td>
</tr>
<tr>
<td>Drafting</td>
<td>24</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>47</td>
</tr>
<tr>
<td>Radio-Television</td>
<td>37</td>
</tr>
<tr>
<td>Welding</td>
<td>47</td>
</tr>
<tr>
<td>TOTAL</td>
<td>625</td>
</tr>
<tr>
<td>Del-ado Junior College</td>
<td></td>
</tr>
<tr>
<td>Graphic Art &amp; Printing Technicians</td>
<td>75</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>236</td>
</tr>
<tr>
<td>Carpentry</td>
<td>116</td>
</tr>
<tr>
<td>Cabinet Making</td>
<td>110</td>
</tr>
<tr>
<td>Interior Design</td>
<td>75</td>
</tr>
<tr>
<td>Electrical Construction</td>
<td>135</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>DELMARDO JUNIOR COLLEGE (Cont'd)</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Automotive</td>
<td>482</td>
</tr>
<tr>
<td>Welding</td>
<td>162</td>
</tr>
<tr>
<td>Plumbing</td>
<td>64</td>
</tr>
<tr>
<td>Machinist</td>
<td>153</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>88</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,696</td>
</tr>
<tr>
<td>PUBLIC SCHOOLS - ADULT</td>
<td></td>
</tr>
<tr>
<td>Distributive Education</td>
<td>2,180</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>194</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>26</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,400</td>
</tr>
</tbody>
</table>
New Orleans

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS:  
BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower Development and Training Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ward Clerk Hospital</td>
<td>10</td>
<td>Private Hospital</td>
</tr>
<tr>
<td>Inhalation Therapy Technician</td>
<td>12</td>
<td>Public Junior College</td>
</tr>
<tr>
<td>Machine Press Operator</td>
<td>20</td>
<td>State Dept. of Education</td>
</tr>
<tr>
<td>General Duty Nurse</td>
<td>21</td>
<td>Private Hospital</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>4</td>
<td>Private Business School</td>
</tr>
<tr>
<td>Waste Water Treatment Plant Operator</td>
<td>19</td>
<td>Public Junior College</td>
</tr>
<tr>
<td>Painter</td>
<td>29</td>
<td>Public Junior College</td>
</tr>
<tr>
<td>Millman</td>
<td>19</td>
<td>Public Junior College</td>
</tr>
<tr>
<td>TOTAL</td>
<td>134</td>
<td></td>
</tr>
</tbody>
</table>

Concentrated Employment Program

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobile Body Repair</td>
<td>50</td>
<td>Skill Center</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>20</td>
<td>Skill Center</td>
</tr>
<tr>
<td>Automobile Parts Sales</td>
<td>30</td>
<td>Skill Center</td>
</tr>
<tr>
<td>Clerical</td>
<td>100</td>
<td>Skill Center</td>
</tr>
<tr>
<td>Gasoline Engine Repair</td>
<td>20</td>
<td>Skill Center</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>50</td>
<td>Skill Center</td>
</tr>
<tr>
<td>Vending Machine Repair</td>
<td>50</td>
<td>Skill Center</td>
</tr>
<tr>
<td>Ward Clerk</td>
<td>20</td>
<td>Skill Center</td>
</tr>
<tr>
<td>Hotel and Motel Clerk</td>
<td>40</td>
<td>Skill Center</td>
</tr>
<tr>
<td>On-the-Job Training</td>
<td>46</td>
<td>Skill Center</td>
</tr>
<tr>
<td>Other</td>
<td>152</td>
<td>Skill Center</td>
</tr>
<tr>
<td>TOTAL</td>
<td>578</td>
<td></td>
</tr>
</tbody>
</table>

Work Incentive Program

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerk Typist</td>
<td>75</td>
<td>Public College, Private Business School</td>
</tr>
<tr>
<td>Stenographer</td>
<td>23</td>
<td>Adult Education Center</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>73</td>
<td>Hospital</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>24</td>
<td>Public School, Area Vocational School</td>
</tr>
<tr>
<td>Cosmetologist</td>
<td>2</td>
<td>Area Vocational School, Private</td>
</tr>
<tr>
<td>Orthopics</td>
<td>1</td>
<td>Public College</td>
</tr>
<tr>
<td>TOTAL</td>
<td>198</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
<td>AGENCY PROVIDING TRAINING</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>130</td>
<td>Southern Automation Business School</td>
</tr>
<tr>
<td>Maintenance Men</td>
<td>86</td>
<td>Housing Authority of New Orleans</td>
</tr>
<tr>
<td>Animal Keepers</td>
<td>30</td>
<td>Tulane Medical School</td>
</tr>
<tr>
<td>TOTAL</td>
<td>246</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>Animal Science</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Agricultural Production</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Distributive Education, General</td>
<td>775</td>
<td>775</td>
</tr>
<tr>
<td>Hotel and Motel Clerk</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Sales, Automobile Parts</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>131</td>
<td>104</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>120</td>
<td>47</td>
</tr>
<tr>
<td>Inhalation Therapist</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>General Duty Nurse</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Orthoptic Aide</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Office Occupations</td>
<td>2,204</td>
<td>2,171</td>
</tr>
<tr>
<td>General Business</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>Clerk Typists</td>
<td>309</td>
<td></td>
</tr>
<tr>
<td>Ward Clerk</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>132</td>
<td>78</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>267</td>
<td>31</td>
</tr>
<tr>
<td>Carpenter</td>
<td>198</td>
<td>35</td>
</tr>
<tr>
<td>Textiles</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Masonry</td>
<td>101</td>
<td>72</td>
</tr>
<tr>
<td>Drafting</td>
<td>49</td>
<td>25</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>132</td>
<td>57</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>74</td>
<td>36</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>157</td>
<td>99</td>
</tr>
<tr>
<td>Shoe Repair</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Cabinetmaking</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>Painting and Decorating</td>
<td>104</td>
<td>75</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Vending Machine Repair</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Stenographer</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Machine Press Operator</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Waste Water Treatment</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Millman</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>Automotive Service</td>
<td>482</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>209</td>
<td></td>
</tr>
<tr>
<td>Plumbing</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Machinist</td>
<td>153</td>
<td></td>
</tr>
<tr>
<td>Cook-Chef</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Electronics Communication</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>Automotive Transmission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Radio-Television</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Custodial</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Gas Engine Repair</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Not Specified</td>
<td>198</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>7,164</td>
<td>3,712</td>
</tr>
</tbody>
</table>

* In addition to this total, 25 enrollees in the Work Incentive Program were trained at the Orleans Area Vocational School. Since these enrollments were also reported by the Area School, they have been eliminated here to prevent duplicated counts.
Table 4A

New Orleans

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>2.7%</td>
<td>--</td>
<td>2.6%</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>20.9</td>
<td>--</td>
<td>6.2</td>
</tr>
<tr>
<td>Health</td>
<td>2.8</td>
<td>3.2</td>
<td>9.5</td>
</tr>
<tr>
<td>Home Economics(Gainful)</td>
<td>--</td>
<td>2.0</td>
<td>--</td>
</tr>
<tr>
<td>Business and Office</td>
<td>58.5</td>
<td>5.8</td>
<td>30.0</td>
</tr>
<tr>
<td>Technical Education</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>15.1</td>
<td>89.0</td>
<td>51.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
## TABLE 5

**SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM**

<table>
<thead>
<tr>
<th>AGENCY/INSTITUTION</th>
<th>VOCATIONAL GUIDANCE</th>
<th>COUNSELING</th>
<th>ADULT BASIC EDUCATION AND REMEDIAL EDUCATION</th>
<th>ENGLISH AS A SECOND LANGUAGE</th>
<th>LEGAL AID</th>
<th>CHILD DAY CARE</th>
<th>TRANSPORTATION</th>
<th>HEALTH SERVICES</th>
<th>JOB DEVELOPMENT AND PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Orleans Public Schools</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Orleans Area Vocational Tech. Schl.</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>*</td>
</tr>
<tr>
<td>Delgado Junior College</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>*</td>
<td>I</td>
</tr>
<tr>
<td>MTC Institutional</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>*</td>
</tr>
<tr>
<td>CCP</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>VHC</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NYC II</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>JOP</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>*</td>
</tr>
</tbody>
</table>

1 = Provided by Program
X = Available by Referral
* = Insufficient Information
! = Provided only on an emergency basis
Table 6

New Orleans

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND POPULATION GROUPS SERVED

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Schools</td>
<td>100%</td>
<td>60%</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delgado Junior College</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orleans Area Vocational Technical Schools</td>
<td>100</td>
<td>99</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>100</td>
<td>57</td>
<td>42</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>100</td>
<td>99</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100</td>
<td>99</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100</td>
<td>90</td>
<td>9</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>100</td>
<td>60</td>
<td>0</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>100</td>
<td>98</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</td>
<td>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>131</td>
<td>1.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>120</td>
<td>1.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Occupations</td>
<td>2,204</td>
<td>30.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>132</td>
<td>1.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td>267</td>
<td>3.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>198</td>
<td>2.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masonry</td>
<td>101</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>49</td>
<td>.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>132</td>
<td>1.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>74</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>157</td>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painting and Decorating</td>
<td>104</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3,669</strong></td>
<td><strong>51.2%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Introduction

The city of Portland, Oregon has a population of 382,619 according to the 1970 Census. While the metropolitan area had a growth rate of almost 26 percent during the last decade, the city of Portland grew only 2.8 percent during this same period.

Five percent of Portland's population is Black and less than one percent is Spanish surname. Approximately 10 percent of the population have incomes under the poverty level.

The lumber industry, which has traditionally been associated with the city, is in a state of decline. During the sixties, manufacturing employment gains were reported in the durable goods sector, while non-durable manufacturing employment declined. Wholesale and retail trade provides 21 percent of total employment in the city with the government sector providing 16 percent each. These three areas had the highest growth rates during the last decade. Manufacturing accounts for less than 20 percent of total employment.

In studies made by the State of Oregon Employment Service, it was indicated that lack of education and skill experience prevents some 54 percent of the disadvantaged population from finding productive employment. These studies also revealed that the same barrier existed for many individuals who are not classified as disadvantaged but who registered with the Employment Service.

Within the city of Portland, transportation is fairly good, however, there is some difficulty in reaching the suburban or outlying areas where much of the new industry and other employers are locating.

Historically unemployment Portland runs slightly above the national average. The Portland labor market took a sharp downturn during the 1970-71 national recession. Unemployment rose for the SBSA from 3.5 percent in 1969 to 5.6 percent in 1970, and 6.1 percent in 1971. Surveys of Census tracts with the highest unemployment rates, the CEP target area, indicate unemployment rates almost double that for the SBSA.

II. Occupational Education in Portland

Vocational education is available to eleventh and twelfth grade students in the Portland Public Schools. The schools also operate vocational villages, an exemplary vocational program for dropouts. The Residential Manpower Center (Job Corps) is under the joint sponsorship of the Public Schools and the Employment Service.

Three Community Colleges served Portland residents during Fiscal Year 1971. Clackamas Community College, located in suburban Clackamas County, and Mt. Hood Community College, located in the northern tip of Multnomah County, served together approximately 500 Portland students. Portland
Community College, operating from 7:00 am to 11:00 pm, offers a large number of vocational programs. The college offers programs in many different areas of the city. Recently, the school was designated as the Manpower Development Training Center.

There are no academic requirements for entrance into the Portland Community College, however, there is a minimum age of 16. Tuition is $83.00 per quarter.

Portland Community College operated a large apprenticeship program enrolling individuals from the entire metropolitan area. Slightly more than 500 were enrolled from the city of Portland. Adult programs conducted by Mt. Hood Community College enrolled 270 Portland residents.

Nine Manpower training programs were in operation during Fiscal Year 1971. These are listed in Table A. It was reported that a long waiting list faces potential enrollees for CEP, WIN, AND NYC II programs.

Table A lists total city enrollments and total occupational enrollments by agency. These totals are not additive in that enrollees in Federal manpower programs who receive skill training at Community Colleges are counted by both agencies.

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled From City</th>
<th>Number From City In Skill Train.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORTLAND PUBLIC SCHOOLS</td>
<td>16,694</td>
<td>3,834</td>
</tr>
<tr>
<td>PORTLAND COMMUNITY COLLEGE</td>
<td>16,271</td>
<td>4,849</td>
</tr>
<tr>
<td>MT. HOOD COMMUNITY COLLEGE</td>
<td>1,540</td>
<td>123</td>
</tr>
<tr>
<td>CLACKAMUS COMMUNITY COLLEGE</td>
<td>(1)</td>
<td>16</td>
</tr>
<tr>
<td>MDTA</td>
<td>687</td>
<td>687</td>
</tr>
<tr>
<td>CEP</td>
<td>1,056</td>
<td>264</td>
</tr>
<tr>
<td>WIN</td>
<td>959</td>
<td>496</td>
</tr>
<tr>
<td>NYC II</td>
<td>102</td>
<td>74</td>
</tr>
<tr>
<td>OIC</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>MDTA-OJT</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>JOP</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>NAB JOBS</td>
<td>161</td>
<td>161</td>
</tr>
<tr>
<td>RESIDENTIAL MANPOWER CENTER (JOB CORPS)</td>
<td>338</td>
<td>338</td>
</tr>
<tr>
<td>PORTLAND COMMUNITY COLLEGE-APPRENTICESSHIP</td>
<td>512</td>
<td>512</td>
</tr>
<tr>
<td>MOUNT HOOD COMMUNITY COLLEGE-ADULT</td>
<td>270</td>
<td>270</td>
</tr>
</tbody>
</table>

NOTE: 587 enrollees in Federal manpower programs were trained by the community college and also reported in their totals.

Data not available.
The bulk of skill training takes place at the post-secondary level. Portland Community College enrollments include both day and evening students. WIN and MDTA are the two DOL programs with the largest occupational enrollments from the city.

Occupational Offerings:

The widest choice of occupational offerings is available at the post-secondary level, where 66 different offerings were available. Federal manpower program enrollees were enrolled in 38 different occupational offerings. Secondary students had 27 available offerings.

Table 4A shows areas of concentration for each of the three levels by the seven occupational areas.

<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1.9%</td>
<td>0.7%</td>
<td>2.6</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>8.3</td>
<td>3.6</td>
<td>3.8</td>
</tr>
<tr>
<td>Health</td>
<td>3.7</td>
<td>16.8</td>
<td>5.1</td>
</tr>
<tr>
<td>Home Economics (Gainful)</td>
<td>2.3</td>
<td>0.4</td>
<td>---</td>
</tr>
<tr>
<td>Business &amp; Office</td>
<td>54.9</td>
<td>34.8</td>
<td>26.3</td>
</tr>
<tr>
<td>Technologies</td>
<td>9.5</td>
<td>33.5</td>
<td>1.8</td>
</tr>
<tr>
<td>Trade &amp; Industry</td>
<td>19.4</td>
<td>10.2</td>
<td>42.0</td>
</tr>
<tr>
<td>Other</td>
<td>18.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
Secondary enrollments are concentrated in business and office with over two thousand enrolled in clerical courses and over two thousand enrolled in business administration. As can be seen in Table 4, almost 55 percent of the enrollments are in their area. The only other area of any significant size is trades and industry with slightly more than 19 percent of the enrollments. A large number of these are in electronics and auto mechanics.

Postsecondary enrollments are almost equal in business and office (34.8 percent) and technical (33.5 percent). Sizeable enrollments were also reported in health (16.8 percent) and trades and industry (10.2 percent).

Federal manpower program enrollments were concentrated in trades and industry (42 percent) with large enrollments in general mechanics, metalworking, and food service. Business and office courses enrolled 26.2 percent, mostly in clerical and general business courses. These percentages represent those enrollments where specified. In several of the programs, enrollments were reported for which there was no course offerings given. These totaled 335 for all the Federal manpower program.

Selected Services

The Oregon Employment Service is the subcontractor for manpower services for the Manpower training programs. These manpower services include recruitment, vocational guidance, certification, job development and job placement. The Community Colleges do their own placement and follow up, as do the Portland Public Schools.

All the institutional manpower programs allocate compensatory funds to their enrollees for transportation. Portland Community College operates a bus for handicapped students.

Portland was one of the few sampled cities to have child care facilities located at all the Community Colleges. Medical care services at the Residential Manpower Center were the most extensive of any of the programs we visited. Average medical expenses per enrollee approach $400 per man year.

Adult Basic or Remedial Education was available to all the institutional training programs. Most of the manpower programs utilized the remedial education program at Portland Community College. OIC, NYC II, and the Residential Manpower Center operate their own remedial education components.

Characteristics of Students

Enrollment in the Portland public schools is overwhelmingly white, reflecting the population of the city. In fact, the schools report an eight percent Black enrollment, while only five percent of the city’s residents are Black.

Portland Community College reports that 85 percent of their enrollments were white and 10 percent Black, with approximately one percent Spanish surnamed.
Of the Federal manpower programs, MDTA, WIN, NYC II, and the Residential Manpower Center all reported predominately white enrollments. CEP and OIC reported predominately Black enrollments. Racial and sex characteristics are reported in Table 6. These programs reported that enrollments of Spanish surnamed individuals ranged from two percent to eight percent of these totals.

The public schools enrolled slightly more females than males, 55 percent to 45 percent. Portland Community College enrolled slightly more males than females (51 percent to 49 percent), however, Mt. Hood enrolled 71 percent males to 29 percent females.

Federal manpower programs all enrolled a majority of males. Even WIN, which was predominately female in most of the cities surveyed, reported that 53 percent of its enrollment were male.

III. Overlap, Duplication and Caps

Thirty-two skill training courses or programs are available through more than one agency or institution in Portland. These programs account for slightly more than 67 percent of the total occupational enrollments in Portland. However, Portland Community College provides most of the training for MDTA and CEP in over half of WIN training. Most of the offerings reported by these programs are not overlaps, but actually examples of coordination and effective use of available resources.

The area where the most overlap occurs is business and office, particularly in clerical courses. The other overlapped courses are throughout all the occupational areas. Table 7 lists all the courses which were available at more than one agency or institution. Reference to Table 4 will indicate where the overlap occurred.

Programs Compared with the Labor Market

As can be seen in Table B-1 only 7.4 percent of the enrollments in Portland are in areas where there is a surplus of workers. However, of the five surplus occupations, four are offered by more than one agency or institution. Because of the relatively tight labor market in Portland this could cause some undesirable duplication of effort.

Table B-2 lists those courses or programs which are training in areas where there is a shortage of workers in the Portland area. These four areas enroll 3,476 or almost 18 percent of the total skill training enrollments in the city.
TABLE B-1

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

PORTLAND

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERING</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL SKILL TRAINING PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Drafting Technology</td>
<td>809</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>269</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>344</td>
<td></td>
</tr>
<tr>
<td>Construction Trades</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,541</strong></td>
<td><strong>7.4%</strong></td>
</tr>
</tbody>
</table>

TABLE B-2

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

PORTLAND

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERING</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL SKILL TRAINING PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Practical Nurse</td>
<td>260</td>
<td></td>
</tr>
<tr>
<td>Commercial Sewing</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Secretary/Stenography</td>
<td>996</td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>2,197</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3,476</strong></td>
<td><strong>17.9%</strong></td>
</tr>
</tbody>
</table>

Programs Compared with Population Groups

Table C compares occupational program enrollments for youths (16-18) and adults (19-44) with their target populations. Because data on the Spanish surnamed population does not follow the same age groups, it was not possible to give a separate Spanish surnamed breakdown. Therefore, Spanish surnamed individuals are included in the totals.
In the 16 to 18 age group there are more Blacks than whites enrolled in skill training programs. This reflects both the NYC II and the public schools' large enrollment of Blacks proportionately to their number in the population. Slightly more females than males are enrolled in this age group.

In the 19 to 44 age group about 5.3 percent of the population is enrolled in skill training. If we include OJT and adult programs, the percentage goes to 6.2 percent. Proportionately, Blacks have a higher participation rate, almost twice that of whites. In line with what we found in most cities, fewer females than males were enrolled in skill training programs in this age group.
IV. Management, Administration and Co-ordination

Linkage between Federal manpower programs and public postsecondary programs was very good in Portland. As the designated MDTA Skill Center, over 90 percent of all GSP and MDTA training is done at Portland Community Colleges. About 70 percent of WII training is done at public agencies, largely Portland Community College and Mt. Hood. The public schools run the residential Manpower Center. The Residential Manpower Center was recently accredited as a high school, and now offers a diploma. Moreover, there was an eagerness for manpower programs on behalf of the Community Colleges to provide training.

The Manpower Area Planning Council (MAPC) is funded through the Mayor's Office. The Secretary of MAPC feels that the current CAMPS plan is not a plan, but a collection of proposals. If a true plan were to be drawn up, the MAPC would require evaluative data that it currently does not have the power to gather. In addition, the public vocational schools need to be included under the MAPC umbrella.

Both MAPC and the Employment Service contend that better coordination of job development is necessary. Too many of the same employers are being swamped by job developers from competing agencies. Most manpower administrators were not too aware of what was being done by public vocational programs, except for those they had direct contact with through contracts.

V. Summary

Most of the skill training available in Portland is provided by the post-secondary institutions, particularly Portland Community College. This institution was one of the most unique institutions we visited. Subscribing to the theory that postsecondary education should be like a supermarket, with individuals able to shop for what they needed, the main campus is set up much like a shopping center. In addition, programs are provided anywhere in the city there is a need. This institution also had a truly open door policy providing education resources for individuals from basic education up through two-year degree granting programs. The fact that this institution provided so much of the training for Federal manpower programs largely prevented any undesirable duplication. The fact that many of the programs offered were in shortage areas also tended to prevent undesirable duplication.

The only serious duplication might be in the business and office area. Even though some of the occupations in this area were on the shortage area, the large enrollments at all levels might potentially cause problems.

It was the consensus of most administrators that the most serious problems were the gaps, the lack of training available for many who needed and desired it. This was particularly true of the manpower programs, which often had waiting lists. The public school program had a new director who was anxious to expand and improve offerings at that level.
Table 1

Portland

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING(1)</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland Public Schools</td>
<td>16,694</td>
<td>16,694</td>
<td>3,834</td>
<td>3,834</td>
</tr>
<tr>
<td>Portland Community College</td>
<td>34,620</td>
<td>16,271</td>
<td>10,725</td>
<td>4,849</td>
</tr>
<tr>
<td>Mount Hood Community College</td>
<td>13,713</td>
<td>1,540</td>
<td>1,036</td>
<td>123</td>
</tr>
<tr>
<td>Clackamus Community College</td>
<td>(2)</td>
<td>(2)</td>
<td>795</td>
<td>16</td>
</tr>
</tbody>
</table>

(1) Manpower Development and Training Act

Concentrated Employment Program 723

Work Incentive Program 1,056

Neighborhood Youth Corps II 1,279

Opportunities Industrial Center 100

Residential Manpower Center (Job Corps) 676

Manpower Development and Training Act-On-The-Job Training 13

Jobs Optional Program 88

National Alliance of Businessmen-Job Opportunities in the Business Sector 230

Portland Community College-
Apprenticeships 1,583

Mount Hood Adult 2,459

(1) Five-hundred and eighty-seven Department of Labor enrollees were trained by the Community Colleges and also reported in their totals.

(2) Data not available.
### Portland Public Schools

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace</td>
<td>55</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>51</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>258</td>
</tr>
<tr>
<td>Drafting Mechanics</td>
<td>22</td>
</tr>
<tr>
<td>Industrial Mechanics</td>
<td>17</td>
</tr>
<tr>
<td>Machine Technology</td>
<td>100</td>
</tr>
<tr>
<td>Clerical</td>
<td>21</td>
</tr>
<tr>
<td>Hospital Worker</td>
<td>57</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>13</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>26</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>25</td>
</tr>
<tr>
<td>Foundry</td>
<td>19</td>
</tr>
<tr>
<td>Metal Fabrication</td>
<td>53</td>
</tr>
<tr>
<td>Patternmaking</td>
<td>8</td>
</tr>
<tr>
<td>Electrician</td>
<td>240</td>
</tr>
<tr>
<td>Industrial Electronics</td>
<td>75</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>26</td>
</tr>
<tr>
<td>Child Care</td>
<td>23</td>
</tr>
<tr>
<td>Building Construction</td>
<td>56</td>
</tr>
<tr>
<td>Drafting</td>
<td>57</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>43</td>
</tr>
<tr>
<td>Secretarial/Stenographer</td>
<td>753</td>
</tr>
<tr>
<td>Clerical, General</td>
<td>912</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>441</td>
</tr>
<tr>
<td>Marketing</td>
<td>320</td>
</tr>
<tr>
<td>Foods</td>
<td>66</td>
</tr>
<tr>
<td>Commercial Sewing</td>
<td>23</td>
</tr>
<tr>
<td>Wood Products</td>
<td>2</td>
</tr>
<tr>
<td>Agriculture</td>
<td>72</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,834</td>
</tr>
</tbody>
</table>

### Clackamas Community College

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>16</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>42</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>56</td>
</tr>
<tr>
<td>Automobile Partsman</td>
<td>12</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>5</td>
</tr>
<tr>
<td>Bookkeeping, Clerical</td>
<td>29</td>
</tr>
<tr>
<td>Child Care Education Specialists</td>
<td>10</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>20</td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>28</td>
</tr>
<tr>
<td>Educational Aide</td>
<td>13</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>68</td>
</tr>
</tbody>
</table>
### Clackamas Community College (cont'd)

<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wastewater Treatment Plant Operation</td>
<td>10</td>
</tr>
<tr>
<td>Water Quality and Sanitation Technology</td>
<td>25</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>27</td>
</tr>
<tr>
<td>Drafting Technology</td>
<td>32</td>
</tr>
<tr>
<td>Electronics Technician</td>
<td>6</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>13</td>
</tr>
<tr>
<td>Industrial Mechanics</td>
<td></td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>20</td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>5</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>10</td>
</tr>
<tr>
<td>Merchandising Midmanagement</td>
<td>24</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>26</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>45</td>
</tr>
<tr>
<td>Secretarial</td>
<td></td>
</tr>
<tr>
<td>Video Technology</td>
<td>18</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>16</td>
</tr>
<tr>
<td>Child Care Education</td>
<td>37</td>
</tr>
<tr>
<td>TOTAL</td>
<td>795</td>
</tr>
</tbody>
</table>

### Portland Community College

<table>
<thead>
<tr>
<th>Instructional Materials</th>
<th>74</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Processing</td>
<td>580</td>
</tr>
<tr>
<td>Food Services</td>
<td>130</td>
</tr>
<tr>
<td>Graphics</td>
<td>219</td>
</tr>
<tr>
<td>Radio and Television</td>
<td>130</td>
</tr>
<tr>
<td>Photography</td>
<td>32</td>
</tr>
<tr>
<td>Health</td>
<td>397</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>55</td>
</tr>
<tr>
<td>Medical Records Technology</td>
<td>35</td>
</tr>
<tr>
<td>Dental Technology</td>
<td>506</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>205</td>
</tr>
<tr>
<td>Associate Degree Nurse</td>
<td>434</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>189</td>
</tr>
<tr>
<td>Business Administration</td>
<td>1,257</td>
</tr>
<tr>
<td>General Business</td>
<td>547</td>
</tr>
<tr>
<td>Clerical</td>
<td>1,041</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>1,208</td>
</tr>
<tr>
<td>Fire Protection</td>
<td>313</td>
</tr>
<tr>
<td>Air Transportation</td>
<td>251</td>
</tr>
<tr>
<td>Automobile Technology</td>
<td>306</td>
</tr>
<tr>
<td>Machine Technology</td>
<td>99</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>323</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>318</td>
</tr>
<tr>
<td>Drafting Technology</td>
<td>720</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>513</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>349</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,231</td>
</tr>
</tbody>
</table>
Table 2
(continued)

Portland

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Hood Community College</td>
<td></td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>15</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>61</td>
</tr>
<tr>
<td>Mechanics, Other</td>
<td>15</td>
</tr>
<tr>
<td>Aviation Occupations</td>
<td>60</td>
</tr>
<tr>
<td>Drafting Occupations</td>
<td>18</td>
</tr>
<tr>
<td>Electronic Occupations</td>
<td>18</td>
</tr>
<tr>
<td>Foremanship, Supervision and Management Development</td>
<td>46</td>
</tr>
<tr>
<td>Metalworking Occupations</td>
<td>35</td>
</tr>
<tr>
<td>Commercial Pilot Training</td>
<td>120</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>45</td>
</tr>
<tr>
<td>Information, Communications Occupations</td>
<td>49</td>
</tr>
<tr>
<td>Stenography, Secretarial and Related</td>
<td>60</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td>15</td>
</tr>
<tr>
<td>Civil Technology</td>
<td>32</td>
</tr>
<tr>
<td>Practical Nurse, Vocational</td>
<td>26</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>15</td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>13</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>11</td>
</tr>
<tr>
<td>Physical Therapy Assistant</td>
<td>40</td>
</tr>
<tr>
<td>Inhalation Therapy Technology</td>
<td>40</td>
</tr>
<tr>
<td>Mortuary Science</td>
<td>40</td>
</tr>
<tr>
<td>Food Management, Production and Service</td>
<td>28</td>
</tr>
<tr>
<td>Forestry</td>
<td>48</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>10</td>
</tr>
<tr>
<td>Real Estate</td>
<td>9</td>
</tr>
<tr>
<td>Transportation</td>
<td>50</td>
</tr>
<tr>
<td>Retail Trade, Other</td>
<td>45</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>37</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,036</td>
</tr>
</tbody>
</table>

Mount Hood Community College-Adult

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ornamental Horticulture</td>
<td>23</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>289</td>
</tr>
<tr>
<td>Mechanics, Other</td>
<td>194</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>17</td>
</tr>
<tr>
<td>Drafting Occupations</td>
<td>23</td>
</tr>
<tr>
<td>Electronics Occupations</td>
<td>22</td>
</tr>
<tr>
<td>Metalworking Occupations</td>
<td>115</td>
</tr>
<tr>
<td>Fireman Training</td>
<td>50</td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>116</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>59</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>156</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>183</td>
</tr>
<tr>
<td>Information, Communications Occupations</td>
<td>142</td>
</tr>
<tr>
<td>Stenographic, Secretarial, and Related</td>
<td>433</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td>238</td>
</tr>
</tbody>
</table>
Table 2  
(continued)  

Portland  

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Hood Community College - Adult (cont'd)</td>
<td></td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>33</td>
</tr>
<tr>
<td>Real Estate</td>
<td>97</td>
</tr>
<tr>
<td>Transportation</td>
<td>12</td>
</tr>
<tr>
<td>Retail Trade, Other</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,302</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Food Preparation and Service</td>
<td>54</td>
</tr>
<tr>
<td>Clerical</td>
<td>159</td>
</tr>
<tr>
<td>Welders, Frame Cutters and Related Metalworking Occupations</td>
<td>151</td>
</tr>
<tr>
<td>Aircraft and Engine Mechanic</td>
<td>74</td>
</tr>
<tr>
<td>Policewomen</td>
<td>1</td>
</tr>
<tr>
<td>Community Organization Workers</td>
<td>11</td>
</tr>
<tr>
<td>Television Service</td>
<td>4</td>
</tr>
<tr>
<td>Draftsmen</td>
<td>4</td>
</tr>
<tr>
<td>Associate Degree Nurse</td>
<td>5</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>46</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>1</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>23</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>3</td>
</tr>
<tr>
<td>Programmer</td>
<td>5</td>
</tr>
<tr>
<td>Child Care</td>
<td>1</td>
</tr>
<tr>
<td>Air Frame and Power Plant Mechanic</td>
<td>1</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>4</td>
</tr>
<tr>
<td>Freight Rate Clerk</td>
<td>2</td>
</tr>
<tr>
<td>Community Organization Worker</td>
<td>1</td>
</tr>
<tr>
<td>Draftsmen</td>
<td>17</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>25</td>
</tr>
<tr>
<td>Manager Trainee</td>
<td>4</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>6</td>
</tr>
<tr>
<td>Accounting</td>
<td>1</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>26</td>
</tr>
<tr>
<td>Sales</td>
<td>9</td>
</tr>
<tr>
<td>Truck Driver</td>
<td>4</td>
</tr>
<tr>
<td>Barber</td>
<td>10</td>
</tr>
<tr>
<td>Computer Operator</td>
<td>3</td>
</tr>
<tr>
<td>Floral Design</td>
<td>1</td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>3</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Cook</td>
<td>1</td>
</tr>
<tr>
<td>Clerical</td>
<td>2</td>
</tr>
<tr>
<td>Welder</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: The table lists various occupational offerings and the number of students enrolled in each, along with the agencies providing training.
Table 3 (continued)

Portland

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower Development and Training Act (cont'd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Decorator</td>
<td>1</td>
<td>Private</td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>7</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Laboratory Tester</td>
<td>1</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Reproduction Technology</td>
<td>1</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Medical Records Technology</td>
<td>1</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Recreational Therapist</td>
<td>1</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Oceanographic Aide</td>
<td>1</td>
<td>Clatsop Community College</td>
</tr>
<tr>
<td>Cook</td>
<td>3</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Engineering Aide</td>
<td>1</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Illustrator</td>
<td>1</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Associate Degree Nurse</td>
<td>5</td>
<td>Lower Columbia C. C.</td>
</tr>
<tr>
<td>Programmer</td>
<td>4</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>2</td>
<td>Western Business Institute</td>
</tr>
<tr>
<td>Occupational Training, Not Specified</td>
<td>2</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>TOTAL</td>
<td>699</td>
<td></td>
</tr>
</tbody>
</table>

Concentrated Employment Program

| Food Preparation                                           | 6                           | Portland Community College |
| Clerical Bookkeeping                                       | 40                          | Portland Community College |
| Welders                                                    | 8                           | Portland Community College |
| Machine Operators                                          | 4                           | Portland Community College |
| Sales Merchandise                                          | 15                          | Portland Community College |
| Health, Nurse's Aide                                       | 20                          | Portland Community College |
| Individual Referral                                        | 23                          | Portland Community College |
| Occupational Training, Not Specified                       | 148                         | Portland Community College |
| TOTAL                                                      | 264                         |                          |

Work Incentive Program

<p>| Typing, Clerical and Machine Operator                      | 7                           | Portland Community College |
| Typing, Clerical and Machine Operator                      | 1                           | Mount Hood Community College |
| Typing, Clerical and Machine Operator                      | 1                           | Private Schools             |
| Typing, Clerical and Machine Operator                      | 56                          | Portland Community College |
| Receptionist and Stenographer, Secretarial                 | 14                          | Portland Community College |</p>
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Incentive Program (cont'd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receptionist and Stenographer, Secretary</td>
<td>5</td>
<td>Mount Hood Community College</td>
</tr>
<tr>
<td>Receptionist and Stenographer, Secretary</td>
<td>74</td>
<td>Private</td>
</tr>
<tr>
<td>Beauty Operator, Barber</td>
<td>54</td>
<td>Private</td>
</tr>
<tr>
<td>Mechanics, Automobile Body, Aircraft</td>
<td>53</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Mechanics, Automobile Body, Aircraft</td>
<td>10</td>
<td>Mount Hood Community College</td>
</tr>
<tr>
<td>Mechanics, Automobile Body, Aircraft</td>
<td>7</td>
<td>Clackamas Community College</td>
</tr>
<tr>
<td>Mechanics, Automobile Body, Aircraft</td>
<td>14</td>
<td>Private</td>
</tr>
<tr>
<td>Electronics</td>
<td>5</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Electronics</td>
<td>2</td>
<td>Mount Hood Community College</td>
</tr>
<tr>
<td>Electronics</td>
<td>1</td>
<td>Clackamas Community College</td>
</tr>
<tr>
<td>Accounting and Bookkeeping</td>
<td>13</td>
<td>Private</td>
</tr>
<tr>
<td>Accounting and Bookkeeping</td>
<td>4</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Accounting and Bookkeeping</td>
<td>1</td>
<td>Mount Hood Community College</td>
</tr>
<tr>
<td>Accounting and Bookkeeping</td>
<td>18</td>
<td>Clackamas Community College</td>
</tr>
<tr>
<td>Data Processing</td>
<td>11</td>
<td>Private</td>
</tr>
<tr>
<td>Data Processing</td>
<td>3</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Draftsman</td>
<td>14</td>
<td>Private</td>
</tr>
<tr>
<td>Draftsman</td>
<td>1</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Draftsman</td>
<td>2</td>
<td>Mount Hood Community College</td>
</tr>
<tr>
<td>Draftsman</td>
<td>3</td>
<td>Portland State College</td>
</tr>
<tr>
<td>Heavy Equipment Operators</td>
<td>6</td>
<td>Private</td>
</tr>
<tr>
<td>Dental Technology</td>
<td>7</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Dental Technology</td>
<td>3</td>
<td>Private</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>9</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Industrial Materials Aide</td>
<td>3</td>
<td>Private</td>
</tr>
<tr>
<td>Technical Illustrator</td>
<td>2</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Technical Illustrator</td>
<td>1</td>
<td>Private</td>
</tr>
<tr>
<td>Laboratory Technician</td>
<td>7</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Truck Driver</td>
<td>6</td>
<td>Private</td>
</tr>
<tr>
<td>Upholstery</td>
<td>7</td>
<td>Private</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>5</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>3</td>
<td>Portland State College</td>
</tr>
<tr>
<td>Welding</td>
<td>6</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Welding</td>
<td>1</td>
<td>Mount Hood Community College</td>
</tr>
<tr>
<td>Welding</td>
<td>1</td>
<td>Clackamas Community College</td>
</tr>
<tr>
<td>Community Aide</td>
<td>7</td>
<td>Private</td>
</tr>
<tr>
<td>Community Aide</td>
<td>1</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Cook</td>
<td>2</td>
<td>Mount Hood Community College</td>
</tr>
<tr>
<td>Driver Training</td>
<td>11</td>
<td>Private</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>3</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Air Frame and Power Plant Repair</td>
<td>4</td>
<td>Private</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>3</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>3</td>
<td>Private</td>
</tr>
<tr>
<td>Machinist</td>
<td>2</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Machinist</td>
<td>2</td>
<td>Private</td>
</tr>
<tr>
<td>Advertising Illustrator</td>
<td>3</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Miscellaneous - Transportation Specified</td>
<td>49</td>
<td>Community College</td>
</tr>
<tr>
<td>Engineering Aides</td>
<td>3</td>
<td>Mount Hood Community College</td>
</tr>
<tr>
<td>Engineering Aides</td>
<td>3</td>
<td>Private</td>
</tr>
<tr>
<td>Occupational Training, Not Specified</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>661</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Neighborhood Youth Corps II

<table>
<thead>
<tr>
<th>Field</th>
<th>Number</th>
<th>Agency Providing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>19</td>
<td>Non-Profit Agencies</td>
</tr>
<tr>
<td>Domestic Service</td>
<td>12</td>
<td>Community Colleges, Vocational Villages</td>
</tr>
<tr>
<td>Forestry</td>
<td>49</td>
<td>Non-Profit Agencies, Community Colleges, Vocational Villages</td>
</tr>
<tr>
<td>Machine Trades</td>
<td>18</td>
<td>Community Colleges, Vocational Villages</td>
</tr>
<tr>
<td>Bench Work Occupations</td>
<td>8</td>
<td>Non-Profit Agencies, Community Colleges, Vocational Villages</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>106</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Residential Manpower Center

<table>
<thead>
<tr>
<th>Field</th>
<th>Number</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics</td>
<td>230</td>
<td>In-House</td>
</tr>
<tr>
<td>Business Occupations</td>
<td>122</td>
<td>In-House</td>
</tr>
<tr>
<td>Health Occupations</td>
<td>88</td>
<td>In-House</td>
</tr>
<tr>
<td>Metals</td>
<td>61</td>
<td>In-House</td>
</tr>
<tr>
<td>Food Service</td>
<td>101</td>
<td>In-House</td>
</tr>
<tr>
<td>Other</td>
<td>74</td>
<td>In-House</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>676</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Portland

**Summary of Occupational Offerings and Number of Students Served by Secondary, Postsecondary, and Department of Labor Programs**

<table>
<thead>
<tr>
<th>Occupational Offerings</th>
<th>Total</th>
<th>High School</th>
<th>Postsecondary</th>
<th>Department of Labor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ornamental Horticulture</td>
<td>41</td>
<td></td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Forestry</td>
<td>96</td>
<td></td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>Agriculture, General</td>
<td>72</td>
<td>72</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Real Estate</td>
<td>9</td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>361</td>
<td>301</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Retail Trade</td>
<td>374</td>
<td>320</td>
<td>45</td>
<td>9</td>
</tr>
<tr>
<td>Automobile Parts</td>
<td>12</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Merchandising, Mid-Management</td>
<td>24</td>
<td></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Food Management, Production and Service</td>
<td>28</td>
<td></td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>27</td>
<td></td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>63</td>
<td>13</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>260</td>
<td></td>
<td>260</td>
<td></td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>13</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>11</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy Assistant</td>
<td>41</td>
<td></td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>40</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Mortuary Science</td>
<td>40</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>47</td>
<td>26</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>56</td>
<td></td>
<td>55</td>
<td>1</td>
</tr>
<tr>
<td>Medical Records Technician</td>
<td>56</td>
<td>21</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Dental Technician</td>
<td>509</td>
<td></td>
<td>506</td>
<td>3</td>
</tr>
<tr>
<td>Radiological Technician</td>
<td>205</td>
<td></td>
<td>205</td>
<td></td>
</tr>
<tr>
<td>Associate Degree Nurse</td>
<td>434</td>
<td></td>
<td>434</td>
<td></td>
</tr>
<tr>
<td>Health Occupations, General</td>
<td>542</td>
<td>57</td>
<td>397</td>
<td>88</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>25</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Food Management Production</td>
<td>66</td>
<td></td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Care &amp; Guidance of Children</td>
<td>70</td>
<td>23</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>80</td>
<td></td>
<td>61</td>
<td>19</td>
</tr>
<tr>
<td>Information Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stenography, Secretarial</td>
<td>996</td>
<td>753</td>
<td>169</td>
<td>74</td>
</tr>
<tr>
<td>Typing</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>481</td>
<td>441</td>
<td>29</td>
<td>11</td>
</tr>
<tr>
<td>Keypunch</td>
<td>28</td>
<td></td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Computer Programming</td>
<td>23</td>
<td></td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Materials Support</td>
<td>74</td>
<td></td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>580</td>
<td></td>
<td>580</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>1,257</td>
<td></td>
<td>1,257</td>
<td></td>
</tr>
<tr>
<td>General Business</td>
<td>669</td>
<td></td>
<td>547</td>
<td>122</td>
</tr>
<tr>
<td>Clerical</td>
<td>2,197</td>
<td>912</td>
<td>-1,041</td>
<td>244</td>
</tr>
<tr>
<td>Supervisory Development</td>
<td>494</td>
<td></td>
<td>494</td>
<td></td>
</tr>
<tr>
<td>Manager Trainee</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
<td>POSTSECONDARY</td>
<td>DEPARTMENT OF LABOR</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Civil Engineering Technology</td>
<td>350</td>
<td>350</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>693</td>
<td>618</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waste Water Technology</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Quality &amp; Sanitation</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Communications Technician</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Science</td>
<td>1,273</td>
<td>1,270</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td>204</td>
<td>104</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Technician</td>
<td>18</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Service &amp; Safety</td>
<td>313</td>
<td>313</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>306</td>
<td>306</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting Technology</td>
<td>809</td>
<td>752</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering Technician</td>
<td>349</td>
<td>349</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Aide</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Aide</td>
<td>13</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oceanographic Technology</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Aide</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Body &amp; Fender</td>
<td>93</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metalworking</td>
<td>215</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>375</td>
<td>117</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics, General</td>
<td>346</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation Occupation</td>
<td>237</td>
<td>180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>63</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>269</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foremanship &amp; Supervision</td>
<td>46</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive Services</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>275</td>
<td>232</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Mechanic</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio &amp; Television Repair</td>
<td>130</td>
<td>130</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>32</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>103</td>
<td>77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Trades</td>
<td>56</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Sewing</td>
<td>23</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodworking</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truck Driver</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barber</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cook/Chef</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Decorator</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bench Work Occupations</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavy Equipment Operator</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upholstery</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodial</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>344</td>
<td>339</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Illustrator</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Services</td>
<td>291</td>
<td>130</td>
<td>161</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>335</td>
<td>335</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>18,209</td>
<td>3,834</td>
<td>12,556</td>
<td>1,819*</td>
</tr>
</tbody>
</table>

*Department of Labor programs enrolled an additional 537 persons who were trained at and reportedly postsecondary institutions. They are excluded from this total to prevent double counting.
Table 4A

Portland

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1.9%</td>
<td>0.7%</td>
<td>2.6</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>8.3</td>
<td>3.6</td>
<td>3.8</td>
</tr>
<tr>
<td>Health</td>
<td>3.7</td>
<td>16.8</td>
<td>5.1</td>
</tr>
<tr>
<td>Home Economics (Gainful)</td>
<td>2.3</td>
<td>0.4</td>
<td>---</td>
</tr>
<tr>
<td>Business &amp; Office</td>
<td>54.9</td>
<td>34.8</td>
<td>26.2</td>
</tr>
<tr>
<td>Technologies</td>
<td>9.5</td>
<td>33.5</td>
<td>7.3</td>
</tr>
<tr>
<td>Trade &amp; Industry</td>
<td>19.4</td>
<td>10.2</td>
<td>36.6</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>18.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
<tr>
<td>AGENCY/INSTITUTION</td>
<td>VOCATIONAL GUIDANCE</td>
<td>COUNSELING</td>
<td>ADULT BASIC EDUCATION AND REMEDIATION</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------</td>
<td>------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Portland Public Schools</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Clackamas Community College</td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Mount Hood Community College</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Portland Community College</td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>MDTA - Institutional</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>CEP</td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>WIN</td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NYC II</td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>OIC</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>MDTA-OJT</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>JOP</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Residential Job Corps Center</td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

I = Provided by Program
X = Available by Referral
* = Insufficient Information
### Table 6

#### Portland

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland Public Schools</td>
<td>100%</td>
<td>8%</td>
<td>90%</td>
<td>N.A.</td>
<td>2%</td>
</tr>
<tr>
<td>Male</td>
<td>45%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portland Community College</td>
<td>100</td>
<td>10</td>
<td>85</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Male</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mount Hood Community College</td>
<td>100</td>
<td>2</td>
<td>98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>100</td>
<td>7</td>
<td>88</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>100</td>
<td>75</td>
<td>23</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100</td>
<td>25</td>
<td>67</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Male</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100</td>
<td>24</td>
<td>66</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Male</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities Industrial Center</td>
<td>100</td>
<td>70</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act-On-The-Job Training</td>
<td>100</td>
<td>24</td>
<td>68</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>100</td>
<td>35</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>100</td>
<td>11</td>
<td>72</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>93</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residential Manpower Center</td>
<td>100</td>
<td>19</td>
<td>74</td>
<td>Included in 7</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td></td>
<td></td>
<td>White Total</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7

Portland

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forestry</td>
<td>96</td>
<td>0.5%</td>
</tr>
<tr>
<td>Transportation</td>
<td>361</td>
<td>2.0</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>374</td>
<td>2.0</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>63</td>
<td>0.3</td>
</tr>
<tr>
<td>Physical Therapy Assistant</td>
<td>41</td>
<td>0.2</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>47</td>
<td>0.3</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>56</td>
<td>0.3</td>
</tr>
<tr>
<td>Medical Records Technician</td>
<td>56</td>
<td>0.3</td>
</tr>
<tr>
<td>Dental Technician</td>
<td>509</td>
<td>2.8</td>
</tr>
<tr>
<td>Health Occupations General</td>
<td>542</td>
<td>3.0</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>70</td>
<td>0.4</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>80</td>
<td>0.4</td>
</tr>
<tr>
<td>Stenography, Secretarial</td>
<td>996</td>
<td>5.5</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>481</td>
<td>2.6</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>23</td>
<td>0.1</td>
</tr>
<tr>
<td>General Business</td>
<td>669</td>
<td>3.7</td>
</tr>
<tr>
<td>Clerical</td>
<td>2197</td>
<td>12.1</td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>693</td>
<td>3.8</td>
</tr>
<tr>
<td>Police Science</td>
<td>1273</td>
<td>7.0</td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td>204</td>
<td>1.1</td>
</tr>
<tr>
<td>Drafting Technology</td>
<td>809</td>
<td>4.4</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>93</td>
<td>0.5</td>
</tr>
<tr>
<td>Metalworking</td>
<td>215</td>
<td>1.2</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>375</td>
<td>2.1</td>
</tr>
<tr>
<td>Mechanics General</td>
<td>346</td>
<td>1.9</td>
</tr>
<tr>
<td>Aviation Occupation</td>
<td>237</td>
<td>1.3</td>
</tr>
<tr>
<td>Drafting</td>
<td>63</td>
<td>0.3</td>
</tr>
<tr>
<td>Electronics</td>
<td>269</td>
<td>1.5</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>275</td>
<td>1.5</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>103</td>
<td>0.6</td>
</tr>
<tr>
<td>Welding</td>
<td>344</td>
<td>1.9</td>
</tr>
<tr>
<td>Food Services</td>
<td>291</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12251</strong></td>
<td><strong>67.3</strong></td>
</tr>
</tbody>
</table>
I. Introduction

The Rochester Standard Metropolitan Statistical Area (SMSA) includes four counties, Monroe, Livingston, Orleans, and Wayne, with Monroe the hub of the area and Rochester its center. The area has a diversified economy but the city is chiefly known for the production of photographic supplies, optical goods and scientific instruments, which together absorb almost 53 percent of the industrial workers in the labor force. Other important items of manufacture include automobile parts, dental and communications equipment, plastic and paper containers, furniture, packing material, machinery, fabricated metal products, toys, textiles and chemicals. Within reach is one of the nation's major fruit belts, hence, agriculture and the products of agricultural processing also contribute to the economy. An internationally known conservatory, The Eastman School of Music, is located there.

With the mid-1950's, significant changes began occurring in the character of Rochester's economic activity that had an effect on the personality of the city which was coincidentally undergoing a transformation for other reasons as well. Where once most industries were of home origin and frequently family owned, many of the companies merged into outside corporations, with a resultant diminution of local influence. While Xerox was an outstanding example of a small company which developed into an important factor in the national picture, giant national concerns were developing major operations in the area, among them, General Motors, General Dynamics, Burroughs, American Can, Singer, and 3M. Consequently, there was less communication between the industrial and business sectors and the cultural, philanthropic and religious organizations of the city which in former years had coordinated their community goals and responsibilities. The new character of the economic activity had its effect on the labor market because it required of the work force more skilled and technically competent personnel and had low need for unskilled labor. The situation was aggravated by the large number of new Blacks who had moved into the area from the South, many of whom came with little schooling and with neither training nor experience for the kinds of jobs that were available. The story was not new for many Northern cities during the decade of the 60's, but the sudden and rapid change for a city the size of Rochester created justifiable concern. While for years there was a surplus of jobs for the specially trained and well-qualified, there was not sufficient work of the kind that would employ the newcomers. Hence, more and more families moved into crowded and deteriorating areas of the city, drop-out rates soared in the schools, crime increased, and matters came to a head with a riot.
in 1964. It was then that responsible community leaders got together to
to examine the causes of unrest and start on the long road to find ways to
counteract them. Increased emphasis on vocational education, training
programs for the unemployed and those out of work, community respons-
siveness to the social needs of poor families through projects and
programs undertaken by a variety of organizations were some of the
measures undertaken.

Nevertheless, because of the industrial and agricultural mix,
Monroe County fared better than the rest of the state (and nation)
during the economic slowdown of recent years, but the effect of
general recessive influences which occasioned substantial layoffs,
plus strikes, plus the moving out of business to other areas has,
to quote an official report released in January 1971, depicted
"a dismal image" for Rochester's economy, an image not markedly
brightened when the city was visited for this survey a year later.
Unemployment then was rated at 3.8 percent. As an illustration, the
R.T. French Company, a Rochester concern since 1883, moving to
Springfield, Missouri, had begun to phase out the 800 jobs in its
food processing operations. The Company stated that its facilities
were outmoded, did not lend themselves to modernization and geo-
graphically were not well located in relationship to the area they
serve. Cutbacks at General Dynamics had thrown around 5,000 persons out
of work, among them men of long professional and highly technological
experience. Among the gleans on the economic horizon were the negoti-
ations to manufacture modular housing in East Rochester on the site
where the Penn Central Railroad manufactured freight cars for many
years. Manufacture of freight cars was discontinued early in 1970.

The 1970 Census placed the population of Rochester at 296,233
and revealed an interesting 10.5 percent of foreign born, and also the
fact that 18.2 percent of the native population were of foreign born or
mixed parentage. During the 1960-1970 decade, the city lost almost eight
percent in the outflow to the suburbs, but among the new immigrants there
was a "disproportionate" share of nonwhite citizens. Blacks at 49,591, or
almost double the Black residency in 1960, now constituted 18 percent of
the population; residents of Spanish origin or descent, chiefly Puerto
Ricans, totaled 5,456 or 1.8 percent. Of persons 25 years of age or older,
43.2 percent had completed four years of high school or more. Since, in
the 18-24 age group, 65.9 percent were so reported, and since 91.8 percent
of adolescents between 14 and 17 years of age were in school, there was
clear indication that the education level is improving. In its January,
1972 report, the New York State Department of Labor noted that the 15-24
age group not only increased 70 percent over the decade, but now represents
almost one quarter of the total population over 15 years of age.

In the Black population of those over 25 years of age, 32 percent had
completed four years or more of high school, the women registering higher
than the men, 33.6 against 31 percent. It was noted, too, that while 88
percent of Black juveniles between 14 and 17 were attending school, there was a precipitate drop between the 14-15 and the 16-17 year categories; 97 percent of the former were in school but only 80.1 percent of the latter. For the general population, 94.7 percent of the 14-15 age group were in school and the percentage dropped only six points for the older group.

Only 1.5 percent of the Spanish community was reported as having had four years of high school or more. Of the adolescent group, 84.3 percent of the 14-15 year olds were in school; the percentage dropped to 52.4 for the 16-17 age group.

Of those between 16 and 64 in the labor force, 26.5 percent had received some form of vocational training.

In the general population, 6.7 percent of the 71,299 families were on the welfare rolls. The ratio was higher for Black and Spanish surname families, 19.4 percent for the former and 21 percent for the latter. About half the families (2,514) who were receiving public assistance, were neither Black nor members of the Spanish community.

II. Occupational Education in Rochester

About 18 percent of Rochester's secondary pupils, or 3,264, were in vocational education; additionally there were 477 post graduates. This number did not include several thousand students taking home economics and industrial arts courses. Monroe Community College, offering associate degrees to students who complete two year career programs, registered 1,563 Rochester students. The number represented 39 percent of the 4,000 Rochester residents who were listed in all departments of Monroe Community College, including students who aimed to transfer to four year institutions, Rochester Institute of Technology (RIT), a four year institution, which only in recent years began offering shorter career training in its College for Continuing Education, enrolled another 150 Rochester students for associate degrees. RIT, in existence since 1829, recently moved out of the center of Rochester where it had maintained its campus since 1891, and is now located about 10 miles outside of the city, a factor which tends to keep Rochester inner-city enrollment low. In addition to an associate degree for two-year programs, it also offers diplomas for courses that take less time, usually up to a year. Students must complete any required remedial education (without credit) before proceeding with the course. A downtown center is still maintained for a limited number of occupational courses. Many of the Rochester RIT students are sent by their employers for the training they receive and the tuition of $50.00 per credit hour is paid by their companies. Courses leading to the Associate degree or diploma are held at night. Officials interviewed indicated they would like to enroll more inner city young people, both Black and white.

A third postsecondary institution is the Urban College Center, a unit of State University of New York and funded by New York State. Although under
the administration of Monroe Community College, it is an autonomous body. Urban Center is close to the central city and for that reason has attracted inner city residents for whom the longer distance to Monroe is inconvenient. A high school diploma or its equivalency are required for Monroe Community College, another factor which makes Urban College Center more attractive to students with less education. Moreover, instruction is free, whereas tuition at Monroe is $17.00 per credit hour. Since it received no federal funding it was not included in the survey but is mentioned because of its service to inner-city residents.

While Monroe aims to turn out a student with enough background skills to qualify for a job quite above the ordinary level, more and more students have been motivated to pursue skill training beyond the associate degree level. During FY 1971, the year under survey, Monroe had three graduating groups, in August 1970, January 1971 and June 1971. Responses to a questionnaire the following September (85 percent response) revealed that of the 575 career graduates, 58 percent found employment in their chosen fields, 22 percent went on for further education and five percent entered the armed forces or moved from the vicinity. Placement was highest for graduates in health occupations, optical technology and secretarial science.

Except for the Concentrated Employment Program (CEP), Federal manpower training programs drew part of their enrollment from outside Rochester, although the majority were city residents. The Manpower Development and Training Act (MDTA)- Institutional registered 574 students in skill training, which included 264 from CEP. There was no enrollment separation between the two groups and no skill breakdown for CEP. Since total city enrollment for the two agencies was 2,037, some 28 percent were in training for the labor market, most of them at the entry level. Another 118 residents were under contract for on-the-job training, 18 via MDTA/On-the-Job Training (OJT) and 100 through National Alliance of Businessmen (NAB)- Job Opportunities in the Business Sector (JOBS). Neighborhood Youth Corp (NYC) II did not start skill training until August 1971. CEP supervisors described their program as job oriented, and only as much pre-vocational instruction was given as was needed to enable enrollees to enter skill training. They admitted to flexibility in recruitment by accepting New York State definitions of "disadvantaged" which are "less rigid" than federal guidelines. While CEP representatives were assigned to seek out the unemployed in CEP neighborhoods reaching the city limits, most of the enrollees were referred by community agencies or came in on their own. There was little screening to enable applicants to enter the program, but those chosen for on-the-job and for skill training were selected as being the best qualified for the jobs sought. During the FY 1971 CEP enrolled 1,627 trainees. Eighty-five were transferred to NAB-JOBS and 264 were assigned for training at the MDTA Skill Center. Skill training stressed preparation for employment in the business sector and public agencies. Veterans were given preference for both on-the-job and skill training.

Rochester Jobs, Inc., an association composed of business and community leaders was formed in 1967 as an answer to public demand for more working
opportunities for the unemployed and the underemployed. It has taken an active role together with the State Employment Service in sponsoring and supervising the various manpower training programs. One such activity is Operation Young Adults and is designed to restrain students from dropping out of school by helping them through work and study to develop their abilities and achieve self-realization. The program is funded by Federal manpower training programs with community support and public school cooperation. The program has three components i.e., fourteen and fifteen year olds learn to work in the school setting by repairing toys and school furniture and to develop skills in leather, ceramics and plastic crafts. Field trips to business and industrial establishments are taken to enable the young students to observe the work world. The second component permits older students to work at private companies and in public service for part-time work with school credit awarded for time spent on the job. In the third component students receive training in basic industrial skills by renovating houses which were purchased by Metropolitan Rochester Foundation. Thereafter, these houses are sold to lower income families. It is estimated that the renovation adds thirty years to the life of each house. The work is performed under the supervision of experienced craftsmen loaned by construction companies with union cooperation. In all three components, students must spend the required time in classes and may not draw pay for their work unless they comply with the class hour requirements. The program was started under the sponsorship of Rochester Jobs, Inc. in 1970 as a demonstration project and is funded until August 1972. There were ten work programs in various areas which served 366 students during FY 1971 (See Table A, p. 16-6).

Occupational Offerings

In the secondary school system, there are three annexes, two offering a variety of occupational courses and one emphasizing automotive skills. This is in addition to Edison Technical High School's all day program of concentrated vocational training to boys (co-education started in 1971 with the admission of one girl). Boys and girls from the 10th-12th grades are chosen by their counselors and divide their time between their regular schools and the annexes. The cooperative program enrolled only 138 students offering them an average wage of $2.03 per hour. Twenty-eight career programs were offered through the secondary school system exclusive of ten students served by Operation Young Adults. Practically one-third of the pupils were taking general office and stenography which together with eight other programs (cosmetology, data processing, printing, automotive mechanics, electricity, machinist, accounting and bookkeeping, and distributive education) absorbed 2,716 pupils or 83 percent of the 3,264 who were preparing for jobs. All but 10 of the 477 high school graduates were also pursuing programs in business.

Monroe County Community College offered 23 separate programs, but half of the students were enrolled in six courses that were related to business
Table A

NUMBER OF STUDENTS ENROLLED IN SKILL IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled from City</th>
<th>Number From City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rochester Public School District</td>
<td>18,469</td>
<td>3,264</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>477</td>
<td>477</td>
</tr>
<tr>
<td>Monroe County</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community College</td>
<td>4,000</td>
<td>1,563</td>
</tr>
<tr>
<td>Rochester Institute of Technology</td>
<td>2,073</td>
<td>1,450</td>
</tr>
<tr>
<td>MDTA-Institutional</td>
<td>410</td>
<td>246</td>
</tr>
<tr>
<td>CEP</td>
<td>1,627</td>
<td>284</td>
</tr>
<tr>
<td>WIN</td>
<td>215</td>
<td>69</td>
</tr>
<tr>
<td>NYC II</td>
<td>163</td>
<td>Skill Training Started</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August 1971</td>
</tr>
<tr>
<td>Operation Young Adults</td>
<td>532</td>
<td>366</td>
</tr>
<tr>
<td>MDTA</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>NAB/JOBS</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Public School Adult</td>
<td>7,879</td>
<td>2,207</td>
</tr>
</tbody>
</table>

Note: Unlike most cities under survey none of the enrollees in Federal manpower training programs were being trained at postsecondary institutions. MDTA and CEP students were trained at the Skill Center and WIN trainees at various private schools and some public service agencies. See Table 3 also.

1/Source: Table 1

2/Enrollment does not include home economics, industrial arts or exploratory business courses.
needs (including marketing and retailing). Health occupations accounted for 18 percent of the enrollment and six technological programs absorbed 12 percent. On the other hand, the offerings at Rochester Institute of Technology were on a more sophisticated level and were directly related to industrial needs. The largest group of 331 students (26% of the vocational students) was enrolled in industrial supervision, for example. Only 48 were taking business courses, and 36 of these students were enrolled in secretarial science.

Federal manpower training programs offered 24 separate courses but more than half of their trainees were in business and office oriented programs; one-fifth were training in licensed practical nursing, auto service and machine occupations. The rest were in cosmetology programs. The other training programs combined attracted little more than one percent of the total enrollment and were provided via contract practically on an individual basis. (See Tables 2 and 3. In addition Table 4A shows the distribution of enrollments by level and area.)

Selected Services

No program offered a full range of ancillary services such as residential facilities, child care, transportation, job placement, etc., at one time. For example, the only agency providing residential facilities was the Residential Manpower Center, which was not included for analysis since it did not start until after this survey was concluded or until summer of 1971. In another instance, English as a Second Language was offered at the public schools and Monroe Community College. It was included as a prevocational and complementary part of WIN, CEP, and NYC II training and trainees received instruction at the public schools or when necessary, at private institutions. Child care was made available to enrollees in CEP, NYC II, and NAB/JOBS by contracting with other agencies. For CEP, the service was provided by Action For a Better Community and paid for by CEP. A repeated criticism, nevertheless, was that day care was inadequate and that many women desiring training were prevented from enrolling. Others having enrolled, had to abandon job preparation because provision for child care was undependable. The availability of transportation was also restricted. For example, if the enrollee needed to place a child in a day care center, she was entitled to transportation which did not include travel from home to the CEP or WIN training facility or job site. Operation Young Adults did provide students with transportation as did Monroe Community College on a limited basis. All institutions and agencies offered vocational guidance, counseling, and remedial education. (RIT also had set up a remedial education course particularly for enrollees whose tuition was paid for by their employers.) At Monroe Community College where remedial education is an elective, one administrator remarked, "More need it than take it. Lack of it contributes to attrition." About one third of the time of NYC II students was given to remedial education or attaining
a General Equivalency Diploma. All programs, except the public schools, had job development and placement officers. Neither the public schools nor RIT provided health care on a regularly available basis, and it varied in extent at the other institutions and agencies. Monroe College had a health center on campus. NYC II had unusually broad health services. Birth control instruction was freely available. The agency had health care centers in three target areas "but you have to push people to use them," said one administrator. NYC II students were given medical and dental examinations at a hospital clinic. Legal aid was limited to CEP, NYC II, WIN, and the Residential Manpower Center, the latter two via referral. (See Table 5 at the end of this Section).

Characteristics of Students

About 70 percent of the secondary vocational pupils were white, the remainder Black with a small number of Spanish surname students. Whites also were predominant at Monroe County Community College and at Rochester Institute of Technology, only a small number of Blacks being registered at the latter, and none from the Spanish community at either. Operation Young Adults also registered a majority of white students, 53.4 percent. Federal manpower training programs, by contrast, were largely Black with Neighborhood Youth Corps enrolling 80 percent. For enrollees in the Federal manpower training programs, the education attainment was recorded as ninth grade on the average, but the performance level was between the sixth and seventh grades, and lower for the Puerto Ricans. About 40 percent of the female enrollees were listed as heads of households, and 60 percent of both men and women claimed dependents, although not always living with them. About one quarter of the trainees had arrest records.

Monroe Community College divided its enrollment equally between men and women. Rochester Institute of Technology was 85 percent male and the secondary schools 59 percent male. NAB-JOBS enrollees were also predominantly male; however, MDTA and NYC II were predominantly female. CEP was about equally divided. There was no sex breakdown for WIN and no data on other characteristics for the secondary school post graduates and the adult program enrollees.

III. Overlap, Duplications and Gaps

Of the 9,129 individuals enrolled in occupational programs, approximately 4,264, or 46.2 percent were in 22 courses of training which were offered by more than one institution or agency. More than half of the overlap occurred in three office and business occupations—stenography, accounting and bookkeeping, and data processing. Stenography was the only one which involved training at all three levels, with MDTA providing it for 129 of its enrollees. About 10 percent of the overlap occurred in construction trades and eight percent in nursing. Licensed practical nursing, which was a favorite occupation for Federal manpower programs students in all cities visited, added 114 trainees to the 22 being prepared at the secondary schools; but with the exception of one Federal manpower program student who caused the overlap, all other nurses were being trained at Monroe County Community College.
Five other courses contributed to the overlap list due to five or fewer Federal manpower programs enrollees being added to the number who were trained elsewhere. These five courses were: dental assistants, automobile mechanics, carpentry, and welding at the high schools, and tool and die making at Rochester Institute of Technology.

In addition to those mentioned above, the following courses were offered by the high school and the postsecondary institutions, indicating that in some instances different levels of skill were involved as well as more intensive understanding of the career chosen: food service, transportation, mechanical technology, cosmetology, interior decorating, machine occupations and printing.

Programs Compared with the Local Labor Market

As was stated earlier, no real survey of local labor market needs has been made in Rochester for some years, but from semi-official information it was ascertained that four occupations which enrolled 21.5 percent of current trainees were at least temporarily over supplied, and eight others which enrolled 25 percent were continuously in need of qualified personnel with the expectation of more openings when economic conditions improve. These appear in Tables B-1 and B-2.

Table B-1

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number of Students Enrolled in All Skill Training Programs</td>
</tr>
<tr>
<td>Electronics</td>
<td>45</td>
<td>0.4%</td>
</tr>
<tr>
<td>Clerk/Typist</td>
<td>87</td>
<td>1.0</td>
</tr>
<tr>
<td>Drafting</td>
<td>104</td>
<td>1.1</td>
</tr>
<tr>
<td>Stenography</td>
<td>1,729</td>
<td>19.0</td>
</tr>
<tr>
<td>Total</td>
<td>1,965</td>
<td>21.5</td>
</tr>
</tbody>
</table>

Nineteen percent of students enrolled in training for surplus occupations were in stenography, which was offered by the high schools (including the postgraduate program) and by WED. Drafting, enrolling the next largest number of persons, was offered by the high schools, Operation Young Adults, and WED.
Table B-2
NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>604</td>
<td>6.6%</td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>7</td>
<td>less than 0.1</td>
</tr>
<tr>
<td>Food Services</td>
<td>113</td>
<td>1.2</td>
</tr>
<tr>
<td>Bus and Tractor Trailer Driving</td>
<td>4</td>
<td>less than 0.1</td>
</tr>
<tr>
<td>Health Occupations</td>
<td>782</td>
<td>8.5</td>
</tr>
<tr>
<td>Machinist Trades</td>
<td>192</td>
<td>2.1</td>
</tr>
<tr>
<td>Sales</td>
<td>270</td>
<td>3.0</td>
</tr>
<tr>
<td>Service Trades</td>
<td>...23</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>1,995</td>
<td>21.8</td>
</tr>
</tbody>
</table>

Accounting, health occupations and sales enrolled the largest number of students of all shortage occupations. Aside from 68 machinists in Federal manpower training programs, other training in shortage areas was available at both the high school and postsecondary levels. There was indication also that in the immediate future there would be more demand for airplane pilots, airline stewardesses, cashiers, appliance repairmen, computer programmers, office machine operators, bus, trailer, and tractor drivers, and personnel for the service trades. With the exception of service trades and drivers, there was no training for any of these occupations. The gaps in occupational training were confirmed by the statements of program supervisors who expressed the desire to expand their programs to and in these areas. Also, on the postsecondary level it was stressed that paraprofessionals should be prepared for a variety of occupations in criminal justice and social services, which while not currently shortage occupations, will probably offer increasing job opportunities in the near future.

Programs Compared with Population Groups

Rochester Public Schools enrolled 3,261 persons in skill training. NYC II did not start skill training until August, 1971, but if we add the 326 adolescents with Operation Young Adults, there was a total of 3,530 or 25.5 percent of the city's 16 to 18 year olds in vocational training during FY 1971.

Postsecondary programs, including the post-graduate courses at the high schools, plus MTTA and WIN programs, enrolled about 3,020 Rochester residents,
or about three percent of the 19 to 44 age group in the city. If we add on-the-job training programs and adult vocational education, the figure rises to 5,315, or 5.4 percent of the older age group who are being served in publicly funded skill training programs.

While Black youth constituted only about one-third of the enrollees, their number represented 46 percent of the young Black population. About 20 percent of the white youth were in vocational training. More males than females were enrolled, 32 percent for the former and 19.6 percent for the latter, probably due to some remaining resistance to vocational training for females and the school emphasis on such training for males.

Racially, the enrollment in programs for the 19 to 44 age category was about even, 3.2 percent for whites and three percent for Blacks. It should be noted that about 95 percent of the students at Monroe County Community College were white and 99 percent at Rochester Institute of Technology were white. Major Black enrollment in adult offerings, as in other cities, occurred in the Federal manpower training programs. In Rochester a higher percentage of whites were enrolled in these programs than was usually found to be the case in other cities. Male enrollment was 3.4 percent compared to 2.7 percent for females.

The proportion of older Blacks enrolled in training programs was fairly close to the proportion in the general 19 to 44 age group. The 1970 Census reported that there were 80,319 white individuals to 18,349 Blacks in the general population, the Blacks comprising about 18.4 percent of the total. The five adult training programs enrolled 474 Blacks to 2,546 whites, about 15.6 percent of the total.

Numbers of persons enrolled in occupational training by race and sex are shown in Table C and compared with the total numbers of persons in the city.

IV. Management, Administration and Coordination

Because of the involvement of Rochester Jobs, Inc. and the New York State Employment Service, there appeared to be a meaningful degree of coordination. Undoubtedly the several efforts to enlist the active support of sectors of the community, not only in programs that provide skill training but also in projects that serve human needs of the target population, are due to that cooperation.

There was considerable linkage between all Federal manpower training programs, the New York State Employment Service, Rochester Jobs, Inc., and the various community groups. Rochester Jobs, Inc., for example, was the agency for the NAE-JOSS program. Representatives of the Employment Service and Rochester Jobs, Inc. had prominent responsibilities in the referral of enrollees for training and in the supervision and administration of manpower programs, whether institutional or sub-contracted, including the provision of supportive services. The Urban League and the Ibero-American Action League took on the responsibility of orienting their recruits to the world.
## Table C
### COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

#### ROCHESTER

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 16 to 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14,153</td>
<td>3,630</td>
<td>25.6%</td>
</tr>
<tr>
<td>White</td>
<td>11,358</td>
<td>2,390</td>
<td>20.0%</td>
</tr>
<tr>
<td>Black</td>
<td>2,683</td>
<td>1,240</td>
<td>46.0%</td>
</tr>
<tr>
<td>Male</td>
<td>6,856</td>
<td>2,193</td>
<td>32.0%</td>
</tr>
<tr>
<td>Female</td>
<td>7,297</td>
<td>1,457</td>
<td>19.6%</td>
</tr>
<tr>
<td>Age 19 to 44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>99,857</td>
<td>3,020</td>
<td>3.0%</td>
</tr>
<tr>
<td>White</td>
<td>80,319</td>
<td>2,546</td>
<td>3.2%</td>
</tr>
<tr>
<td>Black</td>
<td>18,349</td>
<td>474</td>
<td>3.0%</td>
</tr>
<tr>
<td>Male</td>
<td>47,940</td>
<td>1,641</td>
<td>3.4%</td>
</tr>
<tr>
<td>Female</td>
<td>51,917</td>
<td>1,379</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental residing in the city. Totals of whites include persons of Spanish surname, who registered comparatively high in Rochester Federal manpower programs: 8.6 percent in OYA, nine percent in MDTA, and 9.5 percent in WBIT. Also, but not included, was a 20 percent enrollment in NAB-JOBS.

V. Summary

Most Federal Manpower program supervisors and administrators frankly acknowledged the problems that hampered the effectiveness of their efforts. In particular these included personal problems and family disorders of the disadvantaged target population. While concern was expressed that the city's
youth be helped to avoid the occupational and other problems experienced by the older members of their families, it was also felt that prime consideration be given older applicants (white and non-white) who were unemployed, heads of households with declared dependents, had no occupational skills, and insufficient education for employment security in a city accommodating itself to the technological age. The problem was heightened by the large influx of newcomers to the Black and Spanish surname communities whose personal limitations for the labor market were even more pronounced than their neighbors who were more acclimated to Rochester. The Spanish surname group had the additional problem of the language barrier.

While compared to other cities surveyed, the number of white enrollees in Federal manpower training programs in this city was larger than the Black or Spanish surname trainee groups; administrative staff were largely drawn from Employment Service personnel and did not seem to match the proportion of Black or Spanish surname trainees. In this report, CEP was an example. Fifty percent of its staff were white, but only two percent of the enrollees were white. Despite the number of whites on the staff, the program was regarded as directed to the Black and Spanish surname population groups. That, plus the facility's location in a Black area, was given as the primary reason for the small white enrollment. The NYC II Coordinator voiced anxiety that her program was looked upon as a haven for young Black criminals, and that one reason for its late start in skill training following the phasing out of NYC I was the problem of overcoming an unfavorable image. She felt the program had much to offer the large number of school dropouts in the white and Spanish surname sectors of the city, too few of whom were being reached for developing productive skills.

Training to enable poor whites (half the families on Welfare) to enter the labor market was acknowledged as essential, but of the four Federal manpower training programs only MTA was able to recruit slightly more than one third of its enrollment from the white community which was scattered in pockets throughout the city. Re-training for white collar workers who had recently joined the ranks of the unemployed was also recognized as a first priority if they were to re-enter the labor market, either for available jobs or expected job openings.

Since there was a paucity of job opportunities for women in the business and industrial sectors of Rochester's economy, it was felt that more women should be recruited to train for community service and government, two areas of employment expected to expand in the not too distant future.

Not only was the fact that Federal manpower training programs were unattractive to whites in the target population criticized. Vocational educators concerned with secondary school curricula also felt that public school education needed new approaches. According to several officials, parental and community attitudes which regard vocational education as a "dumping ground" hamper public policy in this area. It was felt that more students should be guided to skill training to which was added such academic courses as would reinforce the skills they sought. "A commercial art student must have math and English...All youngsters should be exposed to work experience." It
was pointed out that the drop-out rate, which averages 100 per month, is much lower at Edison Technical High School and the annexes that offer part-time intensive vocational education. Yet, repeated appeals for better equipment and buildings for vocational education are repeatedly shelved. Shortly before Rochester was visited for this survey "another splendid elementary building" was approved, while Edison continues in the quarters it has occupied for several decades and the annexes are in rented buildings that are hardly more conducive to attract any but the most motivated student.

Such vocal complaints were borne out in a memo to the Supervisor of Secondary School Vocational Education, reporting on FY 1971 and dated July 19, 1971, which criticized Rochester high schools as failing "to understand that occupational education is an integral part of a secondary level student's program" and recommended that "the State Legislature should mandate an occupational education program sequence for every youth in New York State." Moreover, the report pointed that "many city school district counselors lack the information, training, and/or time to provide adequate guidance and counseling to youth regarding career education....The need exists for an occupational education counselor/specialist(s) in each of the secondary schools....The community still appears to be bent on sending all youth to college without preparing students for a career at the secondary level which can lead to a job entry position...."

The Child Labor Laws were criticized as being less meaningful today when one-half the population is under 30. "Why train a 16 to 17 year-old when he can't get a job until he is older?" "These kids who come to us for help know more at 16 than their parents did at 25. They've been around.... Poverty kids that age need money more than anything else. A program designed for them should give them enough of a skill to get them into some type of job and let them earn some money and try to improve their educational attitude. Kids at 16 and 17 are too young to be embarked on some specific vocational plan."

An administrative point, voiced occasionally in other cities, carried another complaint: that funding of Federal manpower training programs needed more than one year. Officials found it hard to plan ahead or accomplish their objectives in one year. "By August you have to begin planning for next year when you haven't gotten underway for the current year. Four months of work time, at least, is given to working out proposals for next year. A social program attempts to combat personal problems of 'broken people' and that can't be done in a short time. We're not miracle workers....Take business. Business never operates on a one year plan."
Table 1

Rochester

TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rochester Public Schools</td>
<td>18,469</td>
<td>18,469</td>
<td>3,264</td>
<td>3,264</td>
</tr>
<tr>
<td>Rochester Public Schools - Postsecondary</td>
<td>477</td>
<td>477</td>
<td>477</td>
<td>477</td>
</tr>
<tr>
<td>Monroe County Community College</td>
<td>7,977</td>
<td>4,000</td>
<td>3,126</td>
<td>1,563</td>
</tr>
<tr>
<td>Rochester Institute of Technology(1)</td>
<td>5,919</td>
<td>2,073</td>
<td>1,253</td>
<td>450</td>
</tr>
</tbody>
</table>

Manpower Development and Training
- Institutional Training 483 410 (290) 574(2) 246
- Concentrated Employment Program 1,627 1,627 (284) 284
- Work Incentive Program 223 215 69 69
- Neighborhood Youth Corps - II 192 163 Skill Training Started August 1971
- Operation Young Adults 532 532 366 366
- Manpower Development and Training Act - On-The-Job Training 18 18 18 18
- National Alliance of Businessmen - Job Opportunities in the Business Sector 117 100 117 100

Rochester Public Schools - Adult 7,879 7,879 2,207 2,207

(1) Rochester Institute of Technology is largely a four-year institution.
(2) Table 3 reveals a total of 574 enrollees at Manpower Development Training Act Skills Center. That figure includes 284 Concentrated Employment Program Trainees. There was no enrollment separation between the two groups and no breakdown for Concentrated Employment Program.
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rochester City High School Post Graduate</strong></td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td>1</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>5</td>
</tr>
<tr>
<td>Interior Decorating</td>
<td>2</td>
</tr>
<tr>
<td>Offset Printing</td>
<td>1</td>
</tr>
<tr>
<td>Air Transportation</td>
<td>1</td>
</tr>
<tr>
<td>Business, General Office and Stenography</td>
<td>467</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>577</td>
</tr>
<tr>
<td><strong>Monroe County Community College</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>215</td>
</tr>
<tr>
<td>Business Administration</td>
<td>582</td>
</tr>
<tr>
<td>Marketing</td>
<td>139</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>314</td>
</tr>
<tr>
<td>Food Service Administration</td>
<td>75</td>
</tr>
<tr>
<td>Audio-Visual Technician</td>
<td>73</td>
</tr>
<tr>
<td>Civil Technology</td>
<td>55</td>
</tr>
<tr>
<td>Data Processing</td>
<td>228</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>131</td>
</tr>
<tr>
<td>Engineering Science</td>
<td>58</td>
</tr>
<tr>
<td>Industrial Instrumentation Technology</td>
<td>21</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>126</td>
</tr>
<tr>
<td>Optical Technology</td>
<td>45</td>
</tr>
<tr>
<td>Bio-Medical Engineering Technology</td>
<td>15</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>110</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>52</td>
</tr>
<tr>
<td>Medical Records Technician</td>
<td>49</td>
</tr>
<tr>
<td>Nursing</td>
<td>275</td>
</tr>
<tr>
<td>X-Ray Technology</td>
<td>30</td>
</tr>
<tr>
<td>Police Science</td>
<td>296</td>
</tr>
<tr>
<td>Recreation Supervision</td>
<td>153</td>
</tr>
<tr>
<td>Personal Services</td>
<td>23</td>
</tr>
<tr>
<td>Retailing</td>
<td>61</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3,126</td>
</tr>
<tr>
<td><strong>Rochester Institute of Technology</strong></td>
<td></td>
</tr>
<tr>
<td>Fine and Applied Arts</td>
<td>67</td>
</tr>
<tr>
<td>Photography</td>
<td>31</td>
</tr>
<tr>
<td>Printing</td>
<td>24</td>
</tr>
<tr>
<td>Architecture</td>
<td>11</td>
</tr>
<tr>
<td>Construction Skills</td>
<td>102</td>
</tr>
<tr>
<td>Occupational Offerings</td>
<td>Number of Students Enrolled</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Rochester Institute of Technology (cont'd)</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>7</td>
</tr>
<tr>
<td>Electronics</td>
<td>45</td>
</tr>
<tr>
<td>Machine Design</td>
<td>13</td>
</tr>
<tr>
<td>Tool Design</td>
<td>16</td>
</tr>
<tr>
<td>Tool Engineering</td>
<td>20</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>89</td>
</tr>
<tr>
<td>Instrument Making</td>
<td>11</td>
</tr>
<tr>
<td>Tool and Die Making</td>
<td>60</td>
</tr>
<tr>
<td>Bar and Chucking Machine</td>
<td>20</td>
</tr>
<tr>
<td>Accounting</td>
<td>5</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>36</td>
</tr>
<tr>
<td>Retailing</td>
<td>5</td>
</tr>
<tr>
<td>Industrial Supervision</td>
<td>331</td>
</tr>
<tr>
<td>Office Supervision</td>
<td>44</td>
</tr>
<tr>
<td>Sales Training</td>
<td>2</td>
</tr>
<tr>
<td>Materials Handling and Packaging</td>
<td>20</td>
</tr>
<tr>
<td>Motion and Time Economy</td>
<td>11</td>
</tr>
<tr>
<td>Transportation and Traffic Management</td>
<td>13</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>85</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>52</td>
</tr>
<tr>
<td>Electro-Mechanical</td>
<td>73</td>
</tr>
<tr>
<td>Money and Finance</td>
<td>3</td>
</tr>
<tr>
<td>Health Institutions Management</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,253</td>
</tr>
</tbody>
</table>

<p>| Rochester City High School District     |                             |
| Commercial Art                          | 68                          |
| Cosmetology                             | 153                         |
| Data Processing                         | 221                         |
| Dental Assistant                        | 14                          |
| Drafting                                | 85                          |
| Food Service and Baking                 | 38                          |
| Interior Decorating                     | 10                          |
| Nurse's Aide                            | 35                          |
| Printing                                | 107                         |
| Practical Nursing                       | 22                          |
| Service Station Attendant               | 13                          |
| Air Transportation                      | 37                          |
| Automobile Body                         | 36                          |
| Automobile Mechanics                    | 202                         |
| Carpentry                               | 23                          |
| Heating                                 | 0                           |
| Masonry                                 | 5                           |
| Plumbing                                | 10                          |
| Sheet Metal                             | 13                          |
| Electricity                             | 182                         |
| Plumbing                               | 104                         |</p>
<table>
<thead>
<tr>
<th>Occupational Offerings</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rochester City High School District (cont'd)</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>33</td>
</tr>
<tr>
<td>Accounting and Bookkeeping</td>
<td>384</td>
</tr>
<tr>
<td>General Office and Stenography</td>
<td>1,093</td>
</tr>
<tr>
<td>Pattern Making</td>
<td>24</td>
</tr>
<tr>
<td>Advanced Textile Fabrication</td>
<td>20</td>
</tr>
<tr>
<td>Technical Mechanical</td>
<td>27</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>270</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,264</td>
</tr>
</tbody>
</table>
### Table 3

**OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS**

**BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower Development and Training Act - Institutional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>98</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Cook</td>
<td>22</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Drafting</td>
<td>18</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Machine Occupations</td>
<td>67</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Automobile Service</td>
<td>84</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Typist and Stenographer</td>
<td>169</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>38</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>Clerical, General</td>
<td>78</td>
<td>MDTA Skill Center</td>
</tr>
<tr>
<td>TOTAL (1)</td>
<td>574</td>
<td></td>
</tr>
</tbody>
</table>

| Concentrated Employment Program | | |
| No Breakdown | | |
| TOTAL | 284 | MDTA Skill Center |

| Work Incentive Program | | Various (mostly individual contracts) |
| Radio and Television Repair | 1 | |
| Air Conditioning and Heating | 1 | |
| Automobile Mechanic | 5 | |
| Tool and Die | 1 | |
| Welding | 1 | |
| Carpenter | 2 | |
| Pre-Apprentice Machinist | 1 | |
| Pre-Apprentice Tool Maker | 1 | |
| Cosmetology | 11 | |
| Barber | 2 | |
| Dental Assistant | 2 | |
| Clerical | 9 | |
| Tractor Trailer Driver | 4 | |
| Drafting | 1 | |
| Licensed Practical Nurse | 16 | |
| Registered Nurse | 1 | |
| Other | 10 | |
| TOTAL | 69 | |

(1) Includes 284 Concentrated Employment Program Enrollees
### Table 3 (continued)

#### Operation Young Adults

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td>No Breakdown Given</td>
<td>Rochester Jobs Inc.</td>
</tr>
<tr>
<td>Masonry</td>
<td></td>
<td>Rochester Jobs Inc.</td>
</tr>
<tr>
<td>Electricity</td>
<td></td>
<td>Rochester Jobs Inc.</td>
</tr>
<tr>
<td>Plumbing</td>
<td></td>
<td>Rochester Jobs Inc.</td>
</tr>
<tr>
<td>Painting</td>
<td></td>
<td>Rochester Jobs Inc.</td>
</tr>
<tr>
<td>Drafting</td>
<td></td>
<td>Rochester Jobs Inc.</td>
</tr>
<tr>
<td>Mercantile Trades</td>
<td></td>
<td>Rochester Jobs Inc.</td>
</tr>
<tr>
<td>Service Areas (including Hospitals)</td>
<td></td>
<td>Rochester Jobs Inc.</td>
</tr>
<tr>
<td>Industrial Production</td>
<td></td>
<td>Rochester Jobs Inc.</td>
</tr>
<tr>
<td>Clerical</td>
<td></td>
<td>Rochester Jobs Inc.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>366</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Table 4**

### Rochester

**SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributive Education</td>
<td>270</td>
<td>270</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Food Services</td>
<td>113</td>
<td>38</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>139</td>
<td>139</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Money and Finance</td>
<td>3</td>
<td>3</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Personal Services</td>
<td>23</td>
<td>23</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Recreation Leadership</td>
<td>153</td>
<td>153</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Retailing</td>
<td>68</td>
<td>68</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>51</td>
<td>37</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Bio-Medical, Engineering Technology</td>
<td>15</td>
<td>15</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>16</td>
<td>14</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>110</td>
<td>110</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Health Institutions Management</td>
<td>18</td>
<td>18</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory</td>
<td>52</td>
<td>52</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Medical Records</td>
<td>49</td>
<td>49</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>35</td>
<td>35</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Licensed practical nurse</td>
<td>156</td>
<td>14</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>276</td>
<td>227</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Optical Technology</td>
<td>45</td>
<td>45</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>X-Ray Technician</td>
<td>30</td>
<td>30</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Accounting and Bookkeeping</td>
<td>604</td>
<td>384</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>582</td>
<td>582</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Clerical and Typing</td>
<td>87</td>
<td>87</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>449</td>
<td>221</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Industrial Supervision</td>
<td>331</td>
<td>331</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Materials Handling and Packaging</td>
<td>20</td>
<td>20</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Office Supervision</td>
<td>44</td>
<td>44</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Secretarial</td>
<td>350</td>
<td>350</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Service Station Management</td>
<td>27</td>
<td>27</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Stenographer</td>
<td>1,729</td>
<td>1,093</td>
<td>467</td>
<td></td>
</tr>
<tr>
<td>Audio-Visual Technician</td>
<td>73</td>
<td>73</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>7</td>
<td>7</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Civil Technology</td>
<td>55</td>
<td>55</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>58</td>
<td>58</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Industrial Instrumentation</td>
<td>32</td>
<td>32</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>244</td>
<td>27</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Motion and Time Economy</td>
<td>11</td>
<td>11</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Police Science</td>
<td>296</td>
<td>296</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration</td>
<td>1</td>
<td>1</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>11</td>
<td>11</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Automobile Body</td>
<td>36</td>
<td>36</td>
<td>75</td>
<td></td>
</tr>
</tbody>
</table>
### Table 4 (Continued)

**Rochester**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobile Mechanic</td>
<td>207</td>
<td>202</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Automotive Service Attendant</td>
<td>97</td>
<td>13</td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>Barber</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Carpentry</td>
<td>25</td>
<td>23</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>69</td>
<td>68</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Construction Skills (Masonry)</td>
<td>107</td>
<td>5</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>Cook</td>
<td>22</td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>207</td>
<td>153</td>
<td>5</td>
<td>49</td>
</tr>
<tr>
<td>Drafting</td>
<td>104</td>
<td>85</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Electricity</td>
<td>393</td>
<td>182</td>
<td>216</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electro-Mechanical</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine and Applied Arts</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heating</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Decorating</td>
<td>12</td>
<td>10</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Machine Design</td>
<td>13</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>89</td>
<td></td>
<td></td>
<td>89</td>
</tr>
<tr>
<td>Machinist</td>
<td>192</td>
<td>104</td>
<td>20</td>
<td>68</td>
</tr>
<tr>
<td>Pattern Maker</td>
<td>24</td>
<td></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>31</td>
<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Plumbing</td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Printing</td>
<td>132</td>
<td>107</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>13</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textile Fabrication</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tool and Die Making</td>
<td>62</td>
<td></td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>Tool Design</td>
<td>16</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Tool Engineering</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Tractor Trailer Driver</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Welding</td>
<td>34</td>
<td>33</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Various (Operation Young Adults)</td>
<td>366</td>
<td></td>
<td></td>
<td>366</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>9,129</td>
<td>3,264</td>
<td>4,856</td>
<td>1,009</td>
</tr>
</tbody>
</table>
**Rochester**

**DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA**

<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributive Education</td>
<td>10.6%</td>
<td>9.8%</td>
<td>--</td>
</tr>
<tr>
<td>Health</td>
<td>2.2</td>
<td>12.2</td>
<td>11.6</td>
</tr>
<tr>
<td>Business Office</td>
<td>52.8</td>
<td>46.2</td>
<td>25.4</td>
</tr>
<tr>
<td>Technical Education</td>
<td>0.8</td>
<td>15.4</td>
<td>--</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>33.6</td>
<td>16.4</td>
<td>62.0</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>--</td>
<td>1.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### Table 5

**Summary of Selected Services Available by Program**

<table>
<thead>
<tr>
<th>Agency/Institution</th>
<th>Vocational Guidance</th>
<th>Counseling</th>
<th>Adult Basic Education</th>
<th>English as a Second Language</th>
<th>Legal Aid</th>
<th>Child Day Care</th>
<th>Transportation</th>
<th>Health Services</th>
<th>Job Development and Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rochester Public Schools</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Monroe Community College</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Rochester Institute of Technology</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td>I</td>
<td>X</td>
</tr>
<tr>
<td>MOTA - Institutional</td>
<td></td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>CEP</td>
<td></td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
</tr>
<tr>
<td>WIN</td>
<td></td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NYC II</td>
<td></td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>X</td>
</tr>
<tr>
<td>MOTA - OJT</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td>I</td>
<td>X</td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td></td>
<td>I</td>
<td>X</td>
<td></td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Residential Manpower Center</td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Operation Young Adults</td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

I = Provided by Program
X = Available by Referral

* Insufficient Information
<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rochester Public Schools</td>
<td>100%</td>
<td>29.6%</td>
<td>70.3%</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>59%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>41%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monroe County Community College</td>
<td>100</td>
<td>5.0</td>
<td>95.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rochester Institute of Technology</td>
<td>100</td>
<td>1.0</td>
<td>99.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>85.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>15.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>100</td>
<td>53.2</td>
<td>37.8</td>
<td>9.0</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>33.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>67.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>100</td>
<td>64.0</td>
<td>2.0</td>
<td>33.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Male</td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100</td>
<td>53.2</td>
<td>37.3</td>
<td>9.5</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Not available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Not available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100</td>
<td>80.0</td>
<td>19.0</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>20.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>80.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>100</td>
<td>63.0</td>
<td>17.0</td>
<td>20.0</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>81.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>19.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation Young Adults</td>
<td>100</td>
<td>38.0</td>
<td>53.4</td>
<td>8.6</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>73.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>27.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 7

**Rochester**

**NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Services</td>
<td>113</td>
<td>.012%</td>
</tr>
<tr>
<td>Transportation</td>
<td>51</td>
<td>.05</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>16</td>
<td>--</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>136</td>
<td>1.40</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>276</td>
<td>3.00</td>
</tr>
<tr>
<td>Accounting and Bookkeeping</td>
<td>604</td>
<td>6.60</td>
</tr>
<tr>
<td>Data Processing</td>
<td>449</td>
<td>4.90</td>
</tr>
<tr>
<td>Stenographer</td>
<td>1,729</td>
<td>19.00</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>244</td>
<td>2.60</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>207</td>
<td>2.20</td>
</tr>
<tr>
<td>Automobile Service Attendant</td>
<td>97</td>
<td>1.20</td>
</tr>
<tr>
<td>Carpentry</td>
<td>25</td>
<td>--</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>69</td>
<td>.075</td>
</tr>
<tr>
<td>Construction Skills</td>
<td>107</td>
<td>1.10</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>207</td>
<td>2.20</td>
</tr>
<tr>
<td>Drafting</td>
<td>104</td>
<td>1.10</td>
</tr>
<tr>
<td>Electricity</td>
<td>398</td>
<td>4.30</td>
</tr>
<tr>
<td>Interior Decorating</td>
<td>12</td>
<td>--</td>
</tr>
<tr>
<td>Machinist</td>
<td>192</td>
<td>2.10</td>
</tr>
<tr>
<td>Printing</td>
<td>132</td>
<td>1.40</td>
</tr>
<tr>
<td>Tool and Die</td>
<td>62</td>
<td>.037</td>
</tr>
<tr>
<td>Welding</td>
<td>34</td>
<td>.037</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4,964</strong></td>
<td><strong>54.20%</strong></td>
</tr>
</tbody>
</table>
I. Introduction

Sacramento, located about 75 miles northeast of San Francisco at the confluence of the American and Sacramento Rivers, is the seat of Sacramento County, as well as the capital of the State of California. Rapid growth of suburban communities in the Sacramento vicinity (county population increased 81.4 percent between 1950 and 1960) has made Sacramento the center of a Standard Metropolitan Statistical Area (SMSA) which presently covers 3,441 square miles. The economy of the city is agriculturally based. Because of the surrounding region's high agricultural productivity, canning and food processing are the principal manufacturing activities with more than 100 plants. Associated with agricultural processing are flour millers, bean and rice cleaners and polishers, olive-packing plants and one of the world's largest almond-shelling plants.

Barge service along the Sacramento River connects the city with the port of San Francisco and is used extensively in transporting agricultural and petroleum products.

Other large industrial establishments include manufacturers of jet propellants, furniture, and mining equipment. There are also large railroad shops (Sacramento being on the main line of two trans-continental railroads and connecting with a third), and three military installations which maintain and repair aircraft. Sacramento is also the center of an extensive wholesale and retail trade.

By far the largest employer in Sacramento is the government, employing anywhere from 40 to 60 percent of the total civilian labor force. According to the 1970 Census, the population of Sacramento was 254,413. The racial composition of this population was 81.5 percent white and 10.7 percent Black and 7.8 percent American Indian and Oriental. According to unpublished Census data, there were 32,944 persons with Spanish surnames in 1970. While these are included in the 81.5 percent white, if we break them out we find they constitute 12.9 percent of the city's population.

Examining Census poverty data, we find that in 1970, 36,118 persons, or 14.2 percent of Sacramento's population was living below the poverty level. The racial composition of the poverty population was as follows: 22.4 percent Black, 10.9 percent Spanish surname, and the remaining 58.7 percent white. Breaking out from the total poverty population those people of working age, we find that 46.3 percent of the total poor was of working age. The racial composition of those poor of working age was as follows: Black, 19.9 percent; Spanish surname, 15.9 percent; and white and other, 65.2 percent.
During October, 1971, the seasonally adjusted unemployment rate for
the city of Sacramento was 6.3 percent. Included in this percentage were
3,000 aerospace engineers who had been laid off as a result of cut-backs
in the aerospace industry which had occurred all over the State of California.

II. Occupational Education in Sacramento

Sacramento, for many years in the atmosphere of governmental activities,
has been primarily a provincial city with a static-college-oriented curric-
ulum. In past years there had been little emphasis on vocational education
to serve the needs of training for industrial production and manufacturing.

During the past 10 years growth in the areas of building, service trades,
manufacturing and industry have accentuated the need for improved vocational
education training programs. In addition, the pressures of minority groups
and de facto segregation within the city have emphasized the need for voca-
tional education to serve minority groups.

There were two programs providing vocational education at the secondary
level in Sacramento: First, is the Sacramento Unified School District
(one of seven secondary school districts in the county) which offered voca-
tional programs to residents of Sacramento city in grades 10 through 12.
These programs were open to all interested students with the "ability to
profit from the program." Second, is the Regional Occupational Program,
a cooperative venture of the County Office of Education and the seven school
districts within the county, which offered vocational programs to selected
interested students from the city of Sacramento enrolled in grade 12.

During Fiscal Year 1971 (FY 1971), 2,487 students, or 24.7 percent of
all students in grades 10 through 12 in the Sacramento Unified School Dis-
trict, were enrolled in vocational programs. An additional 156 students from
grade 12 were enrolled in the Regional Occupation Program.

As can be seen in Table A, the Sacramento Unified School District also
offered an adult vocational program which during FY 1971 enrolled 4,368
persons.

Vocational education at the postsecondary level in Sacramento was pro-
vided to varying extents by the three colleges which make up the Los Rios
Community College District, a tuition-free institution which was organized
in 1955. The colleges are: American River College--65 percent vocational,
Sacramento City College--43.5 percent vocational, and Consumnes River College
(opened only in 1970)--21 percent vocational. During FY 1971 these three
institutions had a combined total of 15,330 students in both their day and
evening programs. Approximately 77.3 percent of the total was enrolled at
Sacramento City College, the oldest institution of higher learning in
Sacramento, founded in 1915, as a Department of Sacramento High School. Only
3,679 or 23.9 percent of the total enrolled in the three colleges were
residents of the city of Sacramento.

1/ Employment in the area is somewhat seasonal due to the influence of
agriculture and lumbering.
Table A

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

SACRAMENTO

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled from City</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento Unified School District (Secondary)</td>
<td>10,052</td>
<td>2,487</td>
</tr>
<tr>
<td>Sacramento County Regional Occupation Program</td>
<td>156</td>
<td>156</td>
</tr>
<tr>
<td>Los Rios Community College District</td>
<td>685</td>
<td>453</td>
</tr>
<tr>
<td>American River College</td>
<td>717</td>
<td>358</td>
</tr>
<tr>
<td>Consumnes River College</td>
<td>6,564</td>
<td>2,868</td>
</tr>
<tr>
<td>MDTA</td>
<td>126</td>
<td>126</td>
</tr>
<tr>
<td>WIN</td>
<td>232</td>
<td>232</td>
</tr>
<tr>
<td>NYC II</td>
<td>111</td>
<td>111</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>124</td>
<td>124</td>
</tr>
<tr>
<td>OJT - U.S. Employment</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>OJT - Sacramento Economic Opportunity Corporation</td>
<td>107</td>
<td>107</td>
</tr>
<tr>
<td>OJT - West Coast Building Materials Dealers Association</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Sacramento Unified School District (Adult)</td>
<td>8,590</td>
<td>4,368</td>
</tr>
</tbody>
</table>

1/ Enrollments for the three colleges in the Los Rios Community District include both day and evening students. For a breakdown of day and evening students, see Table 1 at the end of the Section.

In order to enroll in any of the three colleges, a student had to be either 18 years of age or a high school graduate and indicate some ability to profit from instruction.

There were only three Federal Manpower programs which provided institutional training in Sacramento during FY 1971. These were the Neighborhood Youth Corps II (NYC II), the Work Incentive (WIN) program, and the Manpower Development and Training Act (MDTA) program. The MDTA had its own skill center which was run in conjunction with the American Legion School for Adults, a newly organized full-day vocational program for adults, run by the Sacramento Unified School District and funded under MDTA and the Vocational Education Act (VEA). Arrangements were such that if MDTA dropped a program for any reason, it could still be carried by the
In addition to the institutional programs there was a National Alliance of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) program and three On-the-Job Training (OJT) programs—one operated by the Employment Service, another by the Sacramento Economic Opportunity Corporation, and a specialized program operated by the West Coast Building Materials Dealers Association. Together these four OJT programs enrolled about 299 persons during FY 1971.

Clearly, a grand total of 768 recipients of vocational training from Federal Manpower programs indicates a minimal local commitment to bringing the disadvantaged into the mainstream of society. As the state Cooperative Area Manpower Planning System (CAPPS) director phrased it, "There is a general complacency about the problems of poor people here."

Occupational Offerings

Occupational education offered by the Sacramento Unified School District consisted of 16 programs excluding work experience. Largest concentrations (excluding work experience, which accounted for 26.9 percent of the total enrollment) were clerk/typist—25.6 percent, bookkeeping and accounting—12.3 percent, secretarial—10.5 percent, and calculating machine operators—9.8 percent. The remaining students were dispersed in small numbers among the 12 other occupational areas.

As the Director of Vocational Education of the secondary schools put it, "Many courses are just not available to most students." No doubt one of the primary reasons for the limited offerings by the school district is the absence of any funds from the state. Funds for vocational education in the Sacramento Unified School District must come from local taxes as well as from the Federal government. In FY 1971, 37 percent of the funds for vocational education came from a local tax levy to which there had been considerable resistance.

The Regional Occupation Program which offered on-site classroom training (at hospitals, private businesses and government agencies) in combination with work experience to high school seniors who were interested in an occupation and showed some vocational and technical aptitude, offered 10 programs, all in the trade and industry area (see Table 2 at the end of the section). None duplicated the meager offerings of the high schools.

At the postsecondary level, the Los Rios Community College Districts offered 47 distinct occupational programs. Consumnes River College, the newest of the three colleges, offered only nine courses with largest concentrations in automobile mechanics, 21.5 percent and drafting, 17.9 percent. (see Table 2).

It should be noted that in Sacramento, all Federal Manpower programs covered an area which was larger than the city. This area ranged from one county, the jurisdiction of the WIN program to 19 counties encompassed by the NAB-JOBS program. As no programs had precise data on number of enrollees from the city, administrators were asked to esti-
American River College, offering 27 programs, showed largest concentrations in business—18 percent, accounting—8.8 percent, data processing—7.7 percent, and management—7.4 percent.

At Sacramento City College, which offered the most varied programs, students were well-dispersed among the various occupational areas. Largest concentrations were in data processing—7.9 percent, police science—7.2 percent, aeronautics—5.8 percent and inhalation therapy 4.6 percent. Sacramento City College was also heavier in the technologies than the other schools.

The Director of Research and Development for the Los Rios Community College District pointed out that funds (45 percent of which were from local sources) were distributed to the three colleges according to labor market needs and available students. He did point out that the colleges could initiate programs by themselves and apply to the state and VEA for funds.

The Federal Manpower programs offered about 30 programs with largest concentrations in clerical—15.6 percent, radio and television repair—10.6 percent, and custodial—11 percent.

The relative emphasis of each of the three levels—secondary, postsecondary, and Federal Manpower—are shown in Table 4-A at the end of the section.

The large concentration in office occupations at the secondary and postsecondary levels and the relatively small concentration in trade and industry (except for Federal Manpower Training) support the point made earlier that Sacramento still considers itself primarily a seat of government and that vocational education has not made a concerted effort to keep pace with the area's growth in trade and industry.

Selected Services

The Sacramento Unified School District offered few ancillary services to vocational students. The attitude of the staff toward vocational education tended to be negative and this affected counseling, job development, placement, etc. The Director of Vocational Education pointed out that better counseling was needed to motivate students toward vocational education. He said the problem was one of overcoming the reluctance of students to enroll in training that involved working with their hands.

On the other hand, the Regional Occupational Program, a small, more specialized vocational program, had a good career counseling program. It

mate the percentage of enrolles from the city. Program totals used in this profile were based on these estimates.

3/ This includes day and evening offerings. At both American River and Sacramento City College there were about two or three courses which were offered in the evening but were not offered during the day. For the remainder of this profile, unless otherwise specified remarks pertaining to any of the colleges will include both day and evening programs.
also provided bus service for three cents per mile to all enrollees who spent a half day at their regular high school and a half day at their classroom work sites.

Each of the colleges in the Los Rios District had its own supportive services as well as its own particular needs. Inaccessibility to public transportation was mentioned by all three schools as a serious problem, and the need for some sort of a bus system to the central city was articulated. Each school pointed out that adequate transportation services would greatly increase the access of the disadvantaged to the school.

American River College provided English as a Second Language and Basic Education to the disadvantaged. Administrators noted that in addition to transportation services they needed better placement services. Sacramento City College had a tutorial program for remedial education and an English as a Second Language program as well. It also had a limited amount of financial aid. While the college had some day care facilities, administrators felt that these were inadequate to the needs of their students. Officials also pointed out the need to improve their job development and placement with a placement officer who would "knock on doors." Sacramento City College also pointed out a need for medical services.

Consume College, the newest of the three, expressed the need for an expanded counseling service. At the time of the interview, a work attitudes and orientation course was being contemplated. Because the school is so new, it had not yet developed a formal placement service. Placement was informal and currently being done by faculty members.

The Federal Manpower institutional programs offered the traditional range of ancillary services. Since the programs were small, they seemed to be able to provide everything that was needed.

The WIN program was somewhat unusual to the extent that it offered transportation in the form of mileage, car payments, or car repair. WIN also provided "some basic education" and "a little English as a Second Language."

Free legal services were available to most of the manpower program enrollees from law students at the University of California at Davis.

As far as OJT programs were concerned, the NAB-JOBS program has claimed to be relatively successful in writing transportation and child care services into contracts. They also reported that when English as a Second Language was needed they prevailed upon an employer to give a trainee time off to take the course at the public schools.

While OJT programs are not funded for counseling and orientation, the OJT program run by the West Coast Building Material Dealers Association provided these services informally because the program director felt they were needed.
Characteristics of Students

Looking at Table 6 at the end of this Section, we see that the racial composition of the Sacramento Unified School District Population was 15 percent Black, 63 percent White, 12 percent Spanish surname, and 10 percent other. The director pointed out that among schools there was wide variance in racial composition depending on attitudes. He contended that at some schools, "Minorities won't enroll in vocational education and occupational courses attract fairly affluent students." He noted that the Blacks and Orientals tended to be concentrated in the largest cosmopolitan high school.

The Regional Occupation Program had a lower percentage of minorities with 11 percent Black, 60 percent White, five percent Spanish surname, and four percent other. The male-female ratios for the school district and the Regional Occupation Program were 36 percent male, 64 percent female and 60 percent male and 50 percent female respectively.

Looking at Table 6 again, we see that of all the colleges in the Los Ríos District, Consumnes River, the smallest and newest, enrolled the percentage of minorities--46 percent. While each of these colleges was open to all residents of the district, without tuition and requiring only that a person be 18 years of age or have a high school diploma, it is likely that the lack of public transportation seriously inhibited the enrollment of minority group members.

Despite the small percentage of minorities, each school claimed to have a fairly large number of disadvantaged enrollees. American River College, 11 percent minorities claimed to have 12 percent enrollment of disadvantaged persons. Sacramento City College claimed to spend 18 percent of its budget on an unknown or undisclosed number of disadvantaged persons. Overall, the Los Ríos Community College District claimed that 27 percent of total enrollment was from low income families.

Most of the people in the low income bracket were probably in the day classes rather that the evening classes as all three colleges pointed out that enrollees in their evening classes were older and employed.

While the percentage of minorities enrolled in Federal Manpower programs was higher (i.e. MFAA, 47 percent; WII, 40 percent; WUC II, 95 percent), all programs admitted to "creaming" or taking the "top of the barrel." MFAA openly admitted preferences toward the technologically displaced, many of whom were still receiving Unemployment Insurance. According to the WII Coordinator the state policy reinforced creaming. She was not allowed to take anyone "with too many children, without transportation, or without skills." As a result the typical Sacramento WII enrollee was white, had completed 11th grade and had worked recently. One-third of them were veterans.

The WII Coordinator also pointed out that mandatory enrollments of males and youth on Aid-to-Families-with-Dependent-Children (AFDC) discrim-
inated against Black heads of families who were mostly women. Unlike many other cities where the majority of WIN enrollees were females, 90 percent of the WIN enrollees in Sacramento were male.

The NYC II program, on the other hand, serving the 16-to 18 year-old age group, reported a problem holding males because of the low stipends ($41.25 to $55.00 per week). The program administrator reported an enrollment of 65 percent female, saying that they deliberately recruited females because they were "more successful" with them.

Sacramento Economic Opportunity Corporation had the highest percentage of minority group members (67 percent) while the NAB-JOBS program had the most balanced composition, 37 percent Black, 32 percent white, 24 percent Spanish surname, and seven percent other. As in other cities the OJT programs were somewhat male-oriented due to the relative accessibility of male-oriented jobs.

With respect to the educational levels of participants of Federal manpower programs, it seems that as a whole, OJT programs tended to enroll persons with more formal education than did the institutional programs. The NAB-JOBS program reported that 53 percent of its enrollees had completed high school with an additional 24 percent having some high school. The program run by the Sacramento Economic Opportunity Corporation reported that between 30 and 45 percent of its enrollees had completed high school, with the bulk of the remainder having some high school. The Employment Service JOP reported that the average educational level of its enrollees was 11th grade as did the JOP run by the West Coast Building Materials Dealers Association. In addition, the latter program pointed out that 30 percent of its enrollees had completed high school, noting that this percentage was higher for Blacks.

Although a high school or General Equivalency Diploma was not required for admission to colleges in the Los Rios District, administrators at each of the colleges reported that the majority of the students were high school graduates. Of the institutional programs, WIN reported that the average educational level of its enrollees was 11th grade with 35 percent having completed high school. The program coordinator did note however, that the average functioning level was about eighth grade.

MDTA reported that 90 percent of its enrollees had completed 10th grade while NYC II reported that most of its enrollees had dropped out of school in grade nine or ten.

III. Overlap, Duplication and Gaps

Of the 19,743 persons enrolled in preparatory occupational training programs in Sacramento, 7,150 or 36.7 percent were enrolled in programs offered by more than one institution or agency.
Assuming that Department of Labor programs and the high schools are probably training at one level, and the postsecondary institutions at another level, there did not seem to be any serious instances of duplication. According to Table 4 at the end of this Section, overlap between the public schools and Federal Manpower programs occurred in only four areas involving 287 persons or 1.5 percent of the total preparatory enrollment. The four courses involved were: automobile mechanics, automotive services, automobile body and fender, and upholstery. Only one of the courses, automobile mechanics, was offered by all three agencies.

Programs Compared with the Local Labor Market

Examination of labor market data from the Sacramento Department of Human Resources indicated that five programs accounting for 17.5 percent of the total preparatory enrollment were in surplus occupations. These surplus occupations are shown in Table B-1. Two of the five offerings in surplus areas were being offered by more than one agency—drafting by the postsecondary institutions and Federal Manpower programs and welding by the postsecondary institutions and the high schools.

Table B-1

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draftsmen</td>
<td>302</td>
<td>1.6%</td>
</tr>
<tr>
<td>Computer Programmers and Operators</td>
<td>1,211/2</td>
<td>6.3%</td>
</tr>
<tr>
<td>Managers</td>
<td>963</td>
<td>5.0%</td>
</tr>
<tr>
<td>Clerks and Clerk/Typists</td>
<td>810</td>
<td>4.2%</td>
</tr>
<tr>
<td>Welders</td>
<td>125</td>
<td>0.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,441</strong></td>
<td><strong>17.8%</strong></td>
</tr>
</tbody>
</table>

1/ The postsecondary institutions which provided data processing did not break down this area by various sub-categories (i.e. computer programmers, operators, systems analysts, etc.). It is probable however, that practically all of the people being trained at the community colleges in data processing were being trained either as operators or programmers. For this reason the total figure reported for data processing was used in the Table.

In conclusion, it should be noted that the differences in the specificity of reporting between the agencies offering courses and the employment service reporting surplus and shortage occupations make it difficult to determine the precise amount of training in surplus or shortage occupations.
For example, two additional surplus occupations were mentioned for Sacramento: caseworkers and short order cooks. Looking at Table 4 we see that the postsecondary institutions and Manpower Training programs were training social service and community aides and that Manpower Training programs were also training cook-chefs. To the extent that the social service and community aides were being trained as caseworkers and the cook-chefs were being trained as short order cooks, the 17.8 percent figure could be higher.

Turning to shortage occupations (see Table B-2), we see that only one out of the total of 70 preparatory courses was being offered in an occupational shortage area. This is secretarial, which was being offered by both the high schools and the postsecondary institutions.

Table B-2

| Skill Training Program | Number of Students Enrolled | Percent of Total
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial</td>
<td>986</td>
<td>5.2%</td>
</tr>
<tr>
<td>Total</td>
<td>986</td>
<td>5.2</td>
</tr>
</tbody>
</table>

It should be pointed out, however, that there were additional shortage areas in which no training is being given. First, in the health area there were shortages reported for registered nurses and medical technicians. While according to Table 4, there were seven courses being given in the health area, none of these were directed at the two shortage areas. It might be further pointed out that the community colleges had a difficult time placing their licensed vocational nurses.

In addition to the two health occupations, there were three shortage occupations in the trade and industry area. These were electricians, painters, and plumbers and pipefitters. While there were a total of 25 course offerings in trade and industry, for some reason the above three were not included. Given the city's 6.3 percent unemployment rate, it would seem that there should be some training being undertaken in these shortage areas.

Programs Compared with Population Groups

During FY 1971, the Sacramento Unified School District enrolled 2,437 persons in vocational training. If we add the 156 persons at the Regional Occupational Program and 111 persons being trained by NYC II, we find that a total of 2,704 persons between 16 and 18 years of age were enrolled in
occupational programs in Sacramento. Looking at Table C we see that this constituted 20.4 percent of all residents of Sacramento in this age group.

Breaking down both population and program enrollment by race, we see that this represents 19.5 percent of the whites and 21.9 percent of the Blacks in this age group. Since no comparable Census data were available for people of Spanish surname, they have been included in the numbers and percentages for whites. Of all the whites who were being served in this age group, 97.3 percent were being trained in the secondary schools, while only 2.2 percent were being trained at Federal Manpower related agencies. Of the Blacks, 89.9 percent were being trained at secondary schools while the remaining 10.1 percent were being trained at Federal Manpower related agencies.

Looking at the 19 to 44 age bracket we find that only 4,067 persons or 4.8 percent of all persons in this age group were enrolled in programs offered by the postsecondary institutions or Federal Manpower programs. The percentage for whites was 4.9 and for Blacks, 4.7. Because precise data on training sites were unavailable for 75 percent of the Federal Manpower enrollees (including the entire WIN program), it is impossible to derive the percentage of Blacks and whites in this age group who were being trained by postsecondary institutions and those being trained by Federal Manpower programs.

IV. Management, Administration and Coordination

Generally there seemed to be fairly good coordination among the various agencies offering occupational training in Sacramento.

While the high schools pointed to a good informal relationship with the Los Rios Community College District, all formal contacts were usually initiated by the community colleges. American River College sent counselors to the high schools to recruit prospective students while Sacramento City College held preliminary classes in the spring in order to interest students in their program. Consumnes River College administrators pointed out a need for better coordination with vocational education in the high schools.

There is no real coordination between the public schools and the manpower programs, although there are some formal arrangements specifying the provision by the public school of basic education to IYC II, WIN, and MDTA enrollees, and special classes to WIN.

Within the Los Rios Community College District the three institutions meet monthly to coordinate plans and operations, although no formal mechanisms have been established for preventing duplication of offerings.

Los Rios Community College District allowed Federal Manpower students to enroll in programs without requiring reimbursement, although participation was limited by the distances of the colleges from the poverty areas and the fact that economic necessity and family pressures often dictated shorter
Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

SACRAMENTO

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 16 to 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13,482</td>
<td>2,754</td>
<td>20.4%</td>
</tr>
<tr>
<td>White</td>
<td>10,533</td>
<td>2,054</td>
<td>19.5</td>
</tr>
<tr>
<td>Black</td>
<td>1,746</td>
<td>434</td>
<td>24.9</td>
</tr>
<tr>
<td>Male</td>
<td>6,648</td>
<td>1,028</td>
<td>15.5</td>
</tr>
<tr>
<td>Female</td>
<td>6,834</td>
<td>1,726</td>
<td>25.3</td>
</tr>
<tr>
<td>18-44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>83,720</td>
<td>4,037</td>
<td>4.8</td>
</tr>
<tr>
<td>White</td>
<td>67,849</td>
<td>3,305</td>
<td>4.9</td>
</tr>
<tr>
<td>Black</td>
<td>8,651</td>
<td>404</td>
<td>4.7</td>
</tr>
<tr>
<td>Male</td>
<td>39,305</td>
<td>2,523</td>
<td>6.4</td>
</tr>
<tr>
<td>Female</td>
<td>44,415</td>
<td>1,514</td>
<td>3.4</td>
</tr>
</tbody>
</table>

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental residing in the city. Totals of whites include persons of Spanish surname.

periods of training for Federal Manpower enrollees.4/

Each of the three colleges provided training to WIN enrollees, Consumnes River providing them with counseling services as well. In addition to WIN enrollees, American River College enrolled META and NYC II enrollees. Sacramento City College offered supporting services—counseling, work attitudes, orientation—and introduction to psychology to WIN and NYC II enrollees. In addition, Sacramento City College had a regular representative to the Cooperative Area Manpower Planning System (CAMPs) Committee.

4/ According to the WIN Coordinator, the optimal training time for a disadvantaged male is six months.
Within the Federal Manpower programs there seemed to be more cooperation than conflict. For example, if the NAB-JOBS coordinator had an employer who needed action in less than the five to six weeks it took for a NAB-JOBS contract to be expedited, he turned the contract over to one of the JOP or WIN programs for negotiation. The Sacramento Economic Opportunity Corporation (SEOC) made referrals to MTA, WIN, and the West Coast Building Materials Dealer's Association programs. The SEOC and JOP enrollees received day care services from the community action agency as did the NYC II program.

It was claimed by some people that the SEOC and the Employment Service JOP competed with each other and also with the NAB-JOBS program.

V. Summary

In conclusion, Sacramento doesn't seem to be meeting the needs for vocational education. In the high schools the range of offerings was limited and students were not properly motivated toward vocational education. According to the director, in the secondary schools there is a pressing need for a trained vocational staff capable of developing and implementing programs. He also pointed out the need for better facilities.

While the postsecondary institutions were offering a greater range of courses, they all had long waiting lists, and pressing needs for expanded facilities, transportation services, better counseling and more financial aid.

The manpower programs were relatively small and not reaching the hard-core disadvantaged. All had waiting lists. NYC II, for example, reported 10 applicants for every opening.

Generally programs offered by all three levels did not seem to be closely attuned to local labor market needs. Perhaps one of the problems in this area was the fact that the areas of shortage occupations—electricians, and plumbers—were heavily unionized.
TOTAL NUMBER OF STUDENTS ENROLLED AND TOTAL NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento Unified Public School District</td>
<td>10,052</td>
<td>10,052</td>
<td>2,390</td>
<td>2,487</td>
</tr>
<tr>
<td>Sacramento County Department of Education: Regional Occupation Program</td>
<td>504</td>
<td>156</td>
<td>504</td>
<td>156</td>
</tr>
<tr>
<td>Los Rios Community College District</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American River College:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>16,000</td>
<td>685</td>
<td>10,334</td>
<td>453</td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
<td>6,664</td>
<td>3,670</td>
</tr>
<tr>
<td>Consumnes River College:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>2,146</td>
<td>717</td>
<td>1447</td>
<td>358</td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento City College:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>10,940</td>
<td>6,564</td>
<td>4,549</td>
<td>2,868</td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
<td>3,087</td>
<td>1,462</td>
</tr>
<tr>
<td>Manpower Development Training Act</td>
<td>140</td>
<td>126</td>
<td>140</td>
<td>126</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>1,859</td>
<td>232</td>
<td>638</td>
<td>232</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen - Job Opportunities in the Business Sector</td>
<td>342</td>
<td>124</td>
<td>342</td>
<td>124</td>
</tr>
<tr>
<td>Manpower Development Training Act - On-the-Job Training(1) U.S. Employment Service</td>
<td>58</td>
<td>39</td>
<td>58</td>
<td>39</td>
</tr>
<tr>
<td>MDTA-OJT - Sacramento Economic Opportunity Corporation</td>
<td>267</td>
<td>107</td>
<td>267</td>
<td>107</td>
</tr>
<tr>
<td>MDTA-OJT - West Coast Building Material Dealers Association</td>
<td>192</td>
<td>29</td>
<td>192</td>
<td>29</td>
</tr>
<tr>
<td>Sacramento Unified School District - Adult</td>
<td>8,990</td>
<td>8,990</td>
<td>4,368</td>
<td>4,368</td>
</tr>
</tbody>
</table>

(1) There are three On-the-Job Training programs in Sacramento.
Table 2

Sacramento

**OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS BY TYPE AND ENROLLMENT**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sacramento Public Schools</strong></td>
<td></td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>612</td>
</tr>
<tr>
<td>Typist</td>
<td>32</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>22</td>
</tr>
<tr>
<td>Welding</td>
<td>23</td>
</tr>
<tr>
<td>Small Gas Engine Repair</td>
<td></td>
</tr>
<tr>
<td>Mill Cabinet</td>
<td>17</td>
</tr>
<tr>
<td>Vocational Work Experience</td>
<td></td>
</tr>
<tr>
<td>General Work Experience</td>
<td>102</td>
</tr>
<tr>
<td>Merchandising</td>
<td>541</td>
</tr>
<tr>
<td>Child Care and Guidance Class Assistant</td>
<td></td>
</tr>
<tr>
<td>Food Services</td>
<td>72</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>19</td>
</tr>
<tr>
<td>Health Ancillary Training Service</td>
<td></td>
</tr>
<tr>
<td>Bookkeeping and Accounting</td>
<td>27</td>
</tr>
<tr>
<td>Calculating Machine Operator</td>
<td>294</td>
</tr>
<tr>
<td>Business Majors</td>
<td>234</td>
</tr>
<tr>
<td>Secretarial Training</td>
<td>251</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2,390</td>
</tr>
<tr>
<td><strong>Regional Occupation Program</strong></td>
<td></td>
</tr>
<tr>
<td>Furrier</td>
<td>30</td>
</tr>
<tr>
<td>Automobile Services</td>
<td>40</td>
</tr>
<tr>
<td>Automobile Body Fender</td>
<td>12</td>
</tr>
<tr>
<td>Mechanics</td>
<td>110</td>
</tr>
<tr>
<td>Aircraft Maintenance</td>
<td>165</td>
</tr>
<tr>
<td>Construction Trades</td>
<td>30</td>
</tr>
<tr>
<td>Industrial Electronics</td>
<td>40</td>
</tr>
<tr>
<td>Electronics Occupation</td>
<td>10</td>
</tr>
<tr>
<td>Plastics</td>
<td>32</td>
</tr>
<tr>
<td>Upholstery</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>504</td>
</tr>
<tr>
<td><strong>American River College - Day</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>486</td>
</tr>
<tr>
<td>Advertising</td>
<td>386</td>
</tr>
<tr>
<td>Business</td>
<td>1,256</td>
</tr>
<tr>
<td>Data Processing</td>
<td>405</td>
</tr>
<tr>
<td>Drafting</td>
<td>142</td>
</tr>
<tr>
<td>Electronics</td>
<td>465</td>
</tr>
</tbody>
</table>
## Table 2
### (Continued)

Sacramento

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American River College - Day (Cont'd)</strong></td>
<td></td>
</tr>
<tr>
<td>Environmental Resources</td>
<td>465</td>
</tr>
<tr>
<td>Fashion Careers</td>
<td>89</td>
</tr>
<tr>
<td>Food Service Management</td>
<td>131</td>
</tr>
<tr>
<td>Human Services</td>
<td>283</td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>72</td>
</tr>
<tr>
<td>Interior Design and Furnishing</td>
<td>59</td>
</tr>
<tr>
<td>Journalism</td>
<td>129</td>
</tr>
<tr>
<td>Library Technical Assistant</td>
<td>126</td>
</tr>
<tr>
<td>Management</td>
<td>220</td>
</tr>
<tr>
<td>Marketing</td>
<td>172</td>
</tr>
<tr>
<td>Mechanics, Auto Body, and Heavy Equipment</td>
<td>611</td>
</tr>
<tr>
<td>Medical Assistants</td>
<td>58</td>
</tr>
<tr>
<td>Nursery School</td>
<td>93</td>
</tr>
<tr>
<td>Nursing</td>
<td>194</td>
</tr>
<tr>
<td>Police Science</td>
<td>122</td>
</tr>
<tr>
<td>Recreation</td>
<td>260</td>
</tr>
<tr>
<td>Secretarial Practice</td>
<td>358</td>
</tr>
<tr>
<td>Welding</td>
<td>82</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td><strong>American River College - Evening</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>427</td>
</tr>
<tr>
<td>Advertising</td>
<td>73</td>
</tr>
<tr>
<td>Business</td>
<td>607</td>
</tr>
<tr>
<td>Construction Supervisors and Inspection</td>
<td>92</td>
</tr>
<tr>
<td>Data Processing</td>
<td>388</td>
</tr>
<tr>
<td>Drafting</td>
<td>21</td>
</tr>
<tr>
<td>Electronics</td>
<td>207</td>
</tr>
<tr>
<td>Fire Science</td>
<td>348</td>
</tr>
<tr>
<td>Library Technical Assistant</td>
<td>40</td>
</tr>
<tr>
<td>Management</td>
<td>541</td>
</tr>
<tr>
<td>Marketing</td>
<td>90</td>
</tr>
<tr>
<td>Automobile and Heavy Equipment Mechanics</td>
<td>23</td>
</tr>
<tr>
<td>Nursery School</td>
<td>51</td>
</tr>
<tr>
<td>Real Estate</td>
<td>630</td>
</tr>
<tr>
<td>Recreation</td>
<td>55</td>
</tr>
<tr>
<td>Secretarial Practice</td>
<td>57</td>
</tr>
<tr>
<td>Welding</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Consumnes River College</strong></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>96</td>
</tr>
<tr>
<td>Service Station Attendant</td>
<td>26</td>
</tr>
<tr>
<td>Small Engine</td>
<td>20</td>
</tr>
<tr>
<td>Drafting</td>
<td>80</td>
</tr>
<tr>
<td>Occupational Offerings</td>
<td>Number of Students Enrolled</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>Consumnes River College (Cont'd)</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>70</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>23</td>
</tr>
<tr>
<td>Data Processing</td>
<td>59</td>
</tr>
<tr>
<td>General Office</td>
<td>32</td>
</tr>
<tr>
<td>Secretary</td>
<td>41</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>447</strong></td>
</tr>
</tbody>
</table>

<p>| <strong>Sacramento City College - Day</strong> |                           |
| General Business          | 29                         |
| Accounting                | 20                         |
| Advertising               | 15                         |
| Bookkeeping               | 24                         |
| Business Management       | 93                         |
| Small Business Operation  | 20                         |
| Merchandising             | 16                         |
| Secretarial               | 138                        |
| Medical Secretary         | 32                         |
| Legal Secretary           | 66                         |
| Real Estate               | 11                         |
| Data Processing           | 236                        |
| Mechanical Engineering    | 1                          |
| Miscellaneous Engineering | 1                          |
| Graphic Arts              | 37                         |
| Drafting                  | 46                         |
| Electronics               | 97                         |
| Mechanical Technology     | 59                         |
| Metals Industry Technology| 10                         |
| Electronics Repair Technology | 18                    |
| Civil Engineering Technology| 11                       |
| Journalism                | 4                          |
| Library Technical Assistant| 16                        |
| Aeronautics               | 262                        |
| Automobile Mechanics      | 47                         |
| Vocational Nursing        | 32                         |
| Physical Education        | 1                          |
| Inhalation Therapy        | 191                        |
| Architectural Technology  | 12                         |
| Dental Assistants         | 79                         |
| Dental Hygiene            | 32                         |
| Cosmetology               | 79                         |
| Police Science            | 235                        |
| Home Economics, Gainful   | 16                         |
| Human Services            | 44                         |
| Community Service Aide    | 15                         |
| Medical Assistant         | 148                        |
| Occupational Training, Not Specified | 894       |
| <strong>TOTAL</strong>                 | <strong>3,057</strong>                  |</p>
<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>1</td>
</tr>
<tr>
<td>General Business</td>
<td>31</td>
</tr>
<tr>
<td>Accounting</td>
<td>40</td>
</tr>
<tr>
<td>Advertising</td>
<td>1</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>7</td>
</tr>
<tr>
<td>Business Management</td>
<td>86</td>
</tr>
<tr>
<td>Small Business Operation</td>
<td>3</td>
</tr>
<tr>
<td>Merchandising</td>
<td>7</td>
</tr>
<tr>
<td>Secretarial</td>
<td>32</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>2</td>
</tr>
<tr>
<td>Legal Secretary</td>
<td>9</td>
</tr>
<tr>
<td>Real Estate</td>
<td>41</td>
</tr>
<tr>
<td>Data Processing</td>
<td>123</td>
</tr>
<tr>
<td>Merchandising</td>
<td>7</td>
</tr>
<tr>
<td>Secretarial</td>
<td>32</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>2</td>
</tr>
<tr>
<td>Legal Secretary</td>
<td>9</td>
</tr>
<tr>
<td>Real Estate</td>
<td>41</td>
</tr>
<tr>
<td>Data Processing</td>
<td>123</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>2</td>
</tr>
<tr>
<td>Drafting</td>
<td>5</td>
</tr>
<tr>
<td>Electronics</td>
<td>16</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>22</td>
</tr>
<tr>
<td>Civil Engineering Technology</td>
<td>4</td>
</tr>
<tr>
<td>Journalism</td>
<td>1</td>
</tr>
<tr>
<td>Library Technical Assistant</td>
<td>17</td>
</tr>
<tr>
<td>Aeronautics</td>
<td>3</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>Nursing, Vocational</td>
<td>11</td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>18</td>
</tr>
<tr>
<td>Architecture</td>
<td>7</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>1</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>4</td>
</tr>
<tr>
<td>Police Science</td>
<td>93</td>
</tr>
<tr>
<td>Home Economics, Gainful</td>
<td>11</td>
</tr>
<tr>
<td>Human Services</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>2</td>
</tr>
<tr>
<td>Electronics Repair Technology</td>
<td>5</td>
</tr>
<tr>
<td>Occupational Training, Not Specified</td>
<td>846</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,462</td>
</tr>
</tbody>
</table>

**Public Schools - Adult**

<table>
<thead>
<tr>
<th>Occupational Offering</th>
<th>Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenographic and Court Reporter</td>
<td>343</td>
</tr>
<tr>
<td>Personnel Supervision</td>
<td>18</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>29</td>
</tr>
<tr>
<td>Typist</td>
<td>184</td>
</tr>
<tr>
<td>Refrigeration and Air Conditioning</td>
<td>36</td>
</tr>
<tr>
<td>Household Appliance Repair</td>
<td>99</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>63</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>117</td>
</tr>
</tbody>
</table>
Table 2
(Continued)
Sacramento

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automatic Transmissions</td>
<td>50</td>
</tr>
<tr>
<td>Office Machine Repair</td>
<td>66</td>
</tr>
<tr>
<td>Photography</td>
<td>13</td>
</tr>
<tr>
<td>Carpentry</td>
<td>139</td>
</tr>
<tr>
<td>Brick Laying Mason</td>
<td>33</td>
</tr>
<tr>
<td>Painting and Decorating</td>
<td>37</td>
</tr>
<tr>
<td>Plastering</td>
<td>20</td>
</tr>
<tr>
<td>Plumbing</td>
<td>45</td>
</tr>
<tr>
<td>Drywall</td>
<td>12</td>
</tr>
<tr>
<td>Glazing</td>
<td>11</td>
</tr>
<tr>
<td>Carpet, Linoleum, Soft Tile</td>
<td>33</td>
</tr>
<tr>
<td>Mill Wright</td>
<td>20</td>
</tr>
<tr>
<td>Electricity</td>
<td>62</td>
</tr>
<tr>
<td>Electronics</td>
<td>5</td>
</tr>
<tr>
<td>Color Television Repair</td>
<td>16</td>
</tr>
<tr>
<td>Photolithography</td>
<td>60</td>
</tr>
<tr>
<td>Combination Welding</td>
<td>34</td>
</tr>
<tr>
<td>Basic Refrigeration</td>
<td>36</td>
</tr>
<tr>
<td>Small Gas Engine Repair</td>
<td>72</td>
</tr>
<tr>
<td>Mill and Cabinet Work</td>
<td>17</td>
</tr>
<tr>
<td>Vocational Work Experience</td>
<td>35</td>
</tr>
<tr>
<td>Landscaping Groundskeeper</td>
<td>129</td>
</tr>
<tr>
<td>Grocery Checker</td>
<td>166</td>
</tr>
<tr>
<td>Merchandising</td>
<td>38</td>
</tr>
<tr>
<td>Insurance</td>
<td>72</td>
</tr>
<tr>
<td>Real Estate</td>
<td>28</td>
</tr>
<tr>
<td>Nurse's Aide (Convalescent)</td>
<td>114</td>
</tr>
<tr>
<td>Nurse's Aide (General)</td>
<td>121</td>
</tr>
<tr>
<td>Parent Pre-School</td>
<td>614</td>
</tr>
<tr>
<td>Parent Observation</td>
<td>304</td>
</tr>
<tr>
<td>Clothing</td>
<td>186</td>
</tr>
<tr>
<td>Interior Decoration</td>
<td>16</td>
</tr>
<tr>
<td>Bookkeeping and Accounting</td>
<td>243</td>
</tr>
<tr>
<td>Card Punch and Tab</td>
<td>25</td>
</tr>
<tr>
<td>Business Majors</td>
<td>387</td>
</tr>
<tr>
<td>Medical Transcription</td>
<td>79</td>
</tr>
<tr>
<td>Stenography</td>
<td>44</td>
</tr>
<tr>
<td>Upholstery</td>
<td>63</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,368</td>
</tr>
</tbody>
</table>
Table 3

Sacramento

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS:
BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower Development and Training Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cook (Special Diet)</td>
<td>27</td>
<td>Sacramento Skill Center</td>
</tr>
<tr>
<td>Clerical (Multi-Medical)</td>
<td>31</td>
<td>American Legion School for Adults</td>
</tr>
<tr>
<td>Household Appliance Repair</td>
<td>34</td>
<td>American Legion School for Adults</td>
</tr>
<tr>
<td>Color Television Repair</td>
<td>25</td>
<td>Not Available</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>23</td>
<td>Not Available</td>
</tr>
<tr>
<td>TOTAL</td>
<td>140</td>
<td></td>
</tr>
</tbody>
</table>

| Work Incentive Program |
|------------------------|-----------------------------|---------------------------|
| Automotive Mechanic | 96 | Training agencies include three |
| Automobile Body Repair | 32 | junior colleges, the state |
| Building Maintenance | 25 | college, the Sacramento Unified |
| Medical Aide | 38 | School District and a private |
| Social Service Aide | 38 | school. No breakdown by train- |
| Clerical Aide | 108 | ing agency is available. |
| Groundskeeping | 25 | |
| Color Television Repair | 83 | |
| Upholstery | 19 | |
| Moving and Storage | 33 | |
| Truck Driving | 32 | |
| Office Machine Repair | 20 | |
| Refrigeration and Appliance Repair | 19 | |
| Plant Maintenance | 70 | |
| TOTAL | 638 | |

<p>| Neighborhood Youth Corps - II |
|-----------------------------|-----------------------------|---------------------------|
| Clerical Aide | 10 | Sacramento Housing Authority |
| Maintenance Aide | 6 | Sacramento Housing Authority |
| Recreation Aide | 7 | Sacramento Recreation Department |
| Warehouseman Aide | 8 | Sacramento Army Department |
| Placement Aide | 6 | Youth Opportunity Center |
| Drafting Aide | 8 | Corps of Engineers |
| Equipment Repair Mechanic | 7 | Air Force Base |
| Engineering Aide | 6 | Corps of Engineers |
| Laboratory Aide | 13 | Air Force Base |
| Printing Aide | 5 | Air Force Base |
| Visual Communication Aide | 6 | Air Force Base |
| Clerical Aide | 6 | National Guard |
| Public Works Aide | 7 | County of Sacramento |
| Library Aide | 13 | County Library |
| Garage Attendants | 8 | County of Sacramento |
| Tab Operation Aide | 10 | Bureau of Beaches and Parks |
| Keypunch Operator | 6 | Department of Motor Vehicles |
| Clerk Aide | 3 | Department of Immigration |
| Y 0ading Aide | 1 | State Lands Commission |
| Room Aide | 7 | Air Force Base |
| TOTAL | 143 | |</p>
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscaping</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>475</td>
<td></td>
<td>475</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>48</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Merchandising</td>
<td>79</td>
<td>56</td>
<td>23</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>126</td>
<td>37</td>
<td>89</td>
</tr>
<tr>
<td>Real Estate</td>
<td>682</td>
<td></td>
<td>682</td>
</tr>
<tr>
<td>Food Service Management</td>
<td>150</td>
<td>19</td>
<td>131</td>
</tr>
<tr>
<td>General Merchandising</td>
<td>262</td>
<td></td>
<td>262</td>
</tr>
<tr>
<td>Transportation</td>
<td>73</td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>246</td>
<td></td>
<td>208</td>
</tr>
<tr>
<td>Nursing</td>
<td>237</td>
<td></td>
<td>237</td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>281</td>
<td></td>
<td>281</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>33</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>79</td>
<td></td>
<td>79</td>
</tr>
<tr>
<td>Laboratory Aide</td>
<td>13</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Allied Health Occupations</td>
<td>27</td>
<td>27</td>
<td>144</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>216</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Home Economics, Gainful</td>
<td>116</td>
<td></td>
<td>116</td>
</tr>
<tr>
<td>Accounting</td>
<td>1,043</td>
<td></td>
<td>1,043</td>
</tr>
<tr>
<td>Business</td>
<td>1,952</td>
<td>28</td>
<td>1,924</td>
</tr>
<tr>
<td>Data Processing</td>
<td>1,211</td>
<td></td>
<td>1,211</td>
</tr>
<tr>
<td>Supervisory and Administrative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>963</td>
<td></td>
<td>963</td>
</tr>
<tr>
<td>Secretarial</td>
<td>986</td>
<td>251</td>
<td>739</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>612</td>
<td>612</td>
<td></td>
</tr>
<tr>
<td>Typists</td>
<td>32</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>348</td>
<td>294</td>
<td>54</td>
</tr>
<tr>
<td>General Office</td>
<td>32</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Clerical</td>
<td>166</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Machines</td>
<td>234</td>
<td>234</td>
<td></td>
</tr>
<tr>
<td>Fire Science</td>
<td>348</td>
<td></td>
<td>348</td>
</tr>
<tr>
<td>Library Technical Assistant</td>
<td>199</td>
<td></td>
<td>199</td>
</tr>
<tr>
<td>Recreation Aide</td>
<td>322</td>
<td></td>
<td>315</td>
</tr>
<tr>
<td>Social Service and Community Aide</td>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Control</td>
<td>465</td>
<td></td>
<td>465</td>
</tr>
<tr>
<td>Journalism</td>
<td>134</td>
<td></td>
<td>134</td>
</tr>
<tr>
<td>Police Science</td>
<td>450</td>
<td></td>
<td>450</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>9</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>81</td>
<td></td>
<td>81</td>
</tr>
<tr>
<td>Civil Engineering Technology</td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Aeronautical Technology</td>
<td>265</td>
<td></td>
<td>265</td>
</tr>
<tr>
<td>Architectural Technology</td>
<td>19</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Electronics Repair Technology</td>
<td>23</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Mechanical Engineering Technology</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Metallurgical Technology</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Human Services Aide</td>
<td>330</td>
<td></td>
<td>330</td>
</tr>
<tr>
<td>Drafting</td>
<td>302</td>
<td></td>
<td>294</td>
</tr>
<tr>
<td>Book</td>
<td>744</td>
<td>110</td>
<td>634</td>
</tr>
<tr>
<td>Mechanical Body and Fender</td>
<td>67</td>
<td>12</td>
<td>55</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
<td>POSTSECONDARY</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Aircraft Maintenance</td>
<td>165</td>
<td>165</td>
<td></td>
</tr>
<tr>
<td>Construction Trades</td>
<td>122</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Industrial Electronics</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>839</td>
<td>54</td>
<td>785</td>
</tr>
<tr>
<td>Plastics</td>
<td>32</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Upholstery</td>
<td>54</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>262</td>
<td>22</td>
<td>144</td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Gas Engine Repair</td>
<td>26</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Millwork and Cabinetmaking</td>
<td>17</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>125</td>
<td>23</td>
<td>102</td>
</tr>
<tr>
<td>Office Machine Repair</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cook/Chef</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment Repair Mechanic</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodial</td>
<td>101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Communications Aide</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>48</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>83</td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>Automotive Services</td>
<td>26</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Furrier</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Design and Furnishing</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Specified</td>
<td>1,653</td>
<td></td>
<td>1,653</td>
</tr>
<tr>
<td>Work Experience</td>
<td>616</td>
<td>616</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>19,145</td>
<td>2,894</td>
<td>15,330</td>
</tr>
</tbody>
</table>
### Table 4A

Sacramento

**DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA**

<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>--%</td>
<td>--%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>5.3</td>
<td>10.8</td>
<td>8.8</td>
</tr>
<tr>
<td>Health</td>
<td>.9</td>
<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Home Economics (Gainful)</td>
<td>2.5</td>
<td>1.7</td>
<td>--</td>
</tr>
<tr>
<td>Office</td>
<td>50.1</td>
<td>38.9</td>
<td>18.0</td>
</tr>
<tr>
<td>Technical Education</td>
<td>--</td>
<td>15.3</td>
<td>8.4</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>19.9</td>
<td>17.0</td>
<td>56.6</td>
</tr>
<tr>
<td>Unspecified</td>
<td>21.3  /1</td>
<td>10.8 /2</td>
<td>--</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

/1 work experience  
/2 non-specified
### TABLE 5

**SUMMARY OF SELECTED SERVICES AVAILABLE BY PROGRAM**

<table>
<thead>
<tr>
<th>AGENCY/INSTITUTION</th>
<th>VOCATIONAL GUIDANCE</th>
<th>COUNSELING</th>
<th>ADULT BASIC EDUCATION AND REMEDIAL EDUCATION</th>
<th>ENGLISH AS A SECOND LANGUAGE</th>
<th>LEGAL AID</th>
<th>CHILD DAY CARE</th>
<th>TRANSPORTATION</th>
<th>HEALTH SERVICES</th>
<th>JOB DEVELOPMENT AND PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento Public Schools</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Sacramento Reg. Occupation Center</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los Rios Community College District</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>American River College</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
<td>*</td>
<td>I(2)</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Contra Costa River College</td>
<td>I</td>
<td>I</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Sacramento City College</td>
<td>I</td>
<td></td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>MDTA Institutional</td>
<td>I</td>
<td>I</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td>*</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>WIN</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NYC 11</td>
<td></td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>JOP Employment Service</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jop Sage</td>
<td>I</td>
<td></td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Jop West Coast Builders</td>
<td>I</td>
<td>I</td>
<td></td>
<td>X</td>
<td>X</td>
<td>*</td>
<td>I</td>
<td>X</td>
<td>I</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

I = Provided by Program
X = Available by Referral
* = Insufficient Information
<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH Surname</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento Public Schools</td>
<td>100%</td>
<td>15%</td>
<td>63%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Male</td>
<td>35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>64%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento Regional Occupational Program</td>
<td>100</td>
<td>11</td>
<td>80</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American River College</td>
<td>100</td>
<td>3</td>
<td>89</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consumnes River College</td>
<td>100</td>
<td>23</td>
<td>54</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Male</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento City College</td>
<td>100</td>
<td>8</td>
<td>76</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>100</td>
<td>28</td>
<td>53</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100</td>
<td>19</td>
<td>60</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100</td>
<td>40</td>
<td>5</td>
<td>45</td>
<td>10</td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-the-Job Training (Sacramento Economic Opportunity Corp.)</td>
<td>100</td>
<td>25</td>
<td>33</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Male</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-the-Job Training (West Coast Building Material Dealers Association)</td>
<td>100</td>
<td>6</td>
<td>64</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>88</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>100</td>
<td>37</td>
<td>32</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>Male</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7

Sacramento

NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Services</td>
<td>48</td>
<td>.25%</td>
</tr>
<tr>
<td>Merchandising</td>
<td>79</td>
<td>.41</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>126</td>
<td>.66</td>
</tr>
<tr>
<td>Food Service Management</td>
<td>150</td>
<td>.78</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>216</td>
<td>1.28</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>216</td>
<td>1.13</td>
</tr>
<tr>
<td>Business</td>
<td>1,952</td>
<td>10.19</td>
</tr>
<tr>
<td>Secretarial</td>
<td>986</td>
<td>5.15</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>348</td>
<td>1.82</td>
</tr>
<tr>
<td>Recreation Aide</td>
<td>322</td>
<td>1.68</td>
</tr>
<tr>
<td>Social Service and Community Aide</td>
<td>79</td>
<td>.41</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>9</td>
<td>.05</td>
</tr>
<tr>
<td>Drafting</td>
<td>302</td>
<td>1.58</td>
</tr>
<tr>
<td>Mechanics</td>
<td>744</td>
<td>3.89</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>67</td>
<td>.35</td>
</tr>
<tr>
<td>Construction Trades</td>
<td>122</td>
<td>.64</td>
</tr>
<tr>
<td>Electronics</td>
<td>839</td>
<td>4.38</td>
</tr>
<tr>
<td>Upholstery</td>
<td>54</td>
<td>.28</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>262</td>
<td>1.37</td>
</tr>
<tr>
<td>Small Gas Engine Repair</td>
<td>26</td>
<td>.14</td>
</tr>
<tr>
<td>Welding</td>
<td>125</td>
<td>.65</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>48</td>
<td>.25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7,150</td>
<td>37.35%</td>
</tr>
</tbody>
</table>
I. Introduction

Toledo, located in northwestern Ohio at the mouth of the Maumee River, is an industrial city with a heavy emphasis on manufacturing which provides over 39 percent of the employment in the city. According to studies conducted by the Ohio Bureau of Employment Service, the areas of greatest growth over the next few years will be the construction industry and the service trades.

Although manufacturing is currently the largest area of employment, manpower needs over the next few years are projected to be much higher in non-manufacturing areas, due to a gradual decline and a large number of separations in the manufacturing industry. Significant declines have already occurred in the production of fabricated metals, transportation equipment and rubber goods and chemicals.

According to the 1970 Census, the population of Toledo was 383,818 with 52,915 or 14 percent Black and 1,835 or 0.5 percent other races. Of those persons 25 years or older, less than 50 percent have completed four years of high school or more. However, for the Black population only 33 percent have completed high school. In the age group 16 to 24, 69 percent have completed four years of high school or more. This would indicate that the educational attainment level is increasing, a conclusion which is substantiated by the fact that 96 percent of the age group 14 to 17 is currently in school.

The 1970 Census reported that of all persons in Toledo between the ages of 16 and 64 approximately 28 percent had received some type of vocational training.

Approximately eight percent (7,485) of the families in Toledo have incomes below the poverty level (mean family income $1,865.00). Of this number, approximately 32 percent are receiving public assistance income. Examining the data for Black families, we find that 24 percent of them received less than a poverty level income, with 49 percent of this group receiving public assistance payments.

II. Occupational Education in Toledo

Occupational education in the public schools of Toledo has experienced rapid growth over the last few years. Enrollments have grown from 916 students in 1965-66 to 4,500 in 1970-71. This included consumer and homemaking education, but did not include industrial arts or non-vocational business. Vocational education in the Toledo public schools is offered only
in the 11th and 12th grades. Generally, it is a two-year program, although the school system has instituted "crash" programs for seniors who suddenly decide they wish to learn a vocation. Excluding consumer and homemaking programs, 46 percent of all 11th and 12th grade students in the Toledo public schools were enrolled in vocational programs during Fiscal Year 1971.

Toledo has also introduced a career education program in several of its schools and plans to expand it to all high schools this year. Approximately 1,000 of its students are enrolled in cooperative programs and spend a half day in school and a half day working. The public schools also operated a large adult and apprenticeship program.

Postsecondary occupational education was available at the Community and Technical College, a part of the University of Toledo, and at the Michael J. Owens Technical College which is located just outside the city in Perrysburg. The Community and Technical College requires that an entering student be 18 years of age and not presently attending school. A high school diploma or General Equivalency Diploma (GED) is not required. Tuition at the college is $240.00 per quarter for a full-time student. Owens Technical Institute, on the other hand, requires a high school diploma or GED, except in very special cases. Tuition at this institution is only $160.00 per quarter for students living in the district.

In addition to the two postsecondary institutions there were also six Federal manpower programs offering skill training (see Table A).

The Manpower Development and Training Act (MDTA) program was operated on a contract basis, purchasing training from available sources as there was no designated Skills Center in the city. This arrangement has limited both the number of persons trained and the types of training available through this program. Even though the Community and Technical College and Owens Technical College have a variety of programs, most of these programs are over subscribed and it has been difficult for MDTA to buy slots.

The Concentrated Employment Program (CEP) was the largest Federal manpower program in Toledo but only 22 percent of its enrollees were enrolled in skill training. Toledo also had a Work Incentive program (WIN) and a Neighborhood Youth Corps II (NYC II) program. The NYC II program has been seriously hampered in providing occupational training because of a lack of training resources. There is also a small Jobs Optional Program (JOP) and a National Alliance of Businessmen-Job Opportunities in the Business Sector program (NAB-JOBS) project.

Occupational Offerings

Occupational education in the secondary schools offered 51 distinct vocational programs with largest concentrations in general merchandising and stenography, each of which enrolled almost 10 percent of all secondary vocational students.
TABLE A
NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

TOLEDO

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled from City</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toledo Public Schools(^1)</td>
<td>8,061</td>
<td>2,452</td>
</tr>
<tr>
<td>University of Toledo Community and Technical College</td>
<td>3,077</td>
<td>2,388</td>
</tr>
<tr>
<td>Michael J. Owens Technical College</td>
<td>239</td>
<td>239</td>
</tr>
<tr>
<td>MIDTA</td>
<td>107</td>
<td>107</td>
</tr>
<tr>
<td>CEP</td>
<td>1,107</td>
<td>246</td>
</tr>
<tr>
<td>WIN</td>
<td>1,493</td>
<td>141</td>
</tr>
<tr>
<td>NYC II</td>
<td>150</td>
<td>67</td>
</tr>
<tr>
<td>JOP</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>153</td>
<td>152</td>
</tr>
<tr>
<td>Toledo Public Schools/Adult</td>
<td>N.A.</td>
<td>2,393</td>
</tr>
<tr>
<td>Toledo Public Schools Apprenticeship Program</td>
<td>1,044</td>
<td>1,044</td>
</tr>
</tbody>
</table>

Note: Twenty-five of those in Federal Manpower programs are being trained in and included in the totals of University of Toledo Community and Technical or Michael J. Owens Technical College, as well as in the Federal Manpower totals.

\(^1\) Enrollment does not include consumer and homemaking, industrial arts or non-vocational business courses.

The University of Toledo Community and Technical College offered 19 separate vocational programs, 11 of which were technologically oriented. Largest concentrations were in law enforcement (15.4 percent), computer programming (10.9 percent), mid-management (10.6 percent) and mechanical engineering technology (9.8 percent).

While the postsecondary institutions which enrolled 55.4 percent of the total number of persons receiving vocational education in Toledo, offered only 28 occupational options, the Federal manpower programs which enrolled only 8.5 percent of the total, offered 34 distinct programs. Looking at Appendix Table 4 we see that almost one-third of the Federal manpower enrollees were in building trades with social service aides at 9.3 percent running a poor second. Appendix Table 4A indicates the relative emphasis of each of these levels by occupational area.
Selected Services

Of the nine ancillary services reviewed, (see Table 5) the public secondary schools offered six, including child day care services which were not offered by either of the postsecondary institutions and only by four of the Federal manpower programs in the city. The postsecondary schools offered six of the nine services while the six Federal Manpower programs offered eight of the services, either in-house or through referral. No program offered all nine of the services reviewed.

In Toledo, as in other cities, Federal manpower programs designed specifically for the disadvantaged provided a more extensive array of supportive services and offered these in more depth than did the secondary or postsecondary programs.

Reflecting their increasing enrollments of disadvantaged students, the postsecondary institutions have recently introduced a number of services specifically designed for the disadvantaged. The Technical and Community College offered a reading laboratory and remedial math for students who had academic problems. Both postsecondary institutions had a fairly extensive financial aid program. While counseling and vocational guidance were provided at both institutions, they were not of the range and intensity as these services in the Federal manpower programs. However, in some of the Federal manpower programs ancillary services were provided by the Employment Service. In a program such as WIN, it was evident that the supportive services played a significant role in helping enrollees achieve employment. A number of enrollees were placed directly in jobs after family, health, educational, and other problems were straightened out.

The secondary schools have provided a number of prevocational and orientation programs as well as some vocational counseling (only two vocational counselors in system). They have initiated some special programs for the disadvantaged. One program is in distributive education and involves work experiences and on-site classes. A special center for training handicapped students is just being opened.

It is evident that as the secondary schools and postsecondary institutions have expanded their programs and services for the disadvantaged, they are serving more of the individuals who formerly would have dropped out or left school unprepared to enter employment. This is especially evident in analyzing the population currently in the Federal Manpower training. Most of these individuals were in school approximately 10 years ago when there were limited vocational programs and practically none of the supportive services currently available. This is not to indicate that the schools are doing all that could be done, but there does seem to be considerable improvement in retention since 98.6 percent of all individuals 7 to 17 years of age are currently enrolled in school.

The ancillary services are particularly significant to those out-of-school individuals who for a variety of reasons, including education, health, economics, training, and family problems cannot find employment. These are particularly important to population groups, in this case Blacks primarily and Black women particularly, who have not been well served, both in terms of education and occupational training by public education in the past.
Characteristics of Students

About three-fourths of secondary, vocational students were white, the remainder being Black with a very small proportion of Spanish surname students. The public school adult program was 85 percent white and the apprenticeship program almost entirely white. The two public postsecondary schools were both about 80 percent white.

By contrast, the Federal Manpower Programs were mainly Black with CEP and NYC II almost entirely Black-oriented. These were also the two programs offering the most ancillary services.

The secondary and the adult programs were about one-third male compared with three-fourths male in the two postsecondary schools and 100 percent male in the apprenticeship program, excepting Jobs Optional Program (JOP) which was entirely male, and WIN which is 65 percent female, the Federal Manpower programs are 60 percent to 70 percent male. The racial and sex breakdowns of all programs are displayed in Appendix Table 6. Regarding educational characteristics of enrollees in Federal Manpower programs, MDEA reported that 50 percent of its enrollees had completed high school while the percentage for WIN was estimated at between 30 and 40 percent. CEP reported that only 30 percent of its enrollees had completed high school and noted that the percentage was higher for females than for males. NAB-JOBS reported that only 27 percent of its enrollees had completed high school. While a high school or General Equivalency Diploma was not required by the Community and Technical College administrators estimated that less than five percent of the student body had not completed high school. As a high school diploma or its equivalent was required by Owens Technical Institute, 100 percent of its student body had completed high school.

III. Overlap, Duplications, and Gaps

Of the 6,728 individuals in occupational programs in Toledo, approximately 2,309 or 34 percent were enrolled in occupational programs which were offered by more than one institution or agency. However, for many of these, the overlap is insignificant. For example, Federal Manpower programs may have one or two enrollees in an occupational program which is primarily offered at the secondary or postsecondary level. Moreover, while Federal Manpower Training Programs enrolled 574 individuals in skill training 150 or 54.7 percent of their enrollees were trained in public secondary and postsecondary institutions. Our interviews indicated this figure would have been much higher had spaces been available. Of the total output of all programs in the city, postsecondary institutions provided 57 percent and secondary 37.1 percent with the remainder being provided through contracts to private sources by Federal Manpower programs. Only six programs enrolled enough students to raise the question of possible duplication. These were food service management, medical assistant, accounting and computing, general office clerk, stenographer and secretary, and cosmetology. These enrolled 1,057 individuals or 15.7 percent of the total enrollments.
Both the high schools and the postsecondary institutions had courses in food service management, accounting and computing, and stenography and secretarial where there was a possibility that different skill levels were involved. Appendix Table 7 displays all the offerings where there was any overlap. Reference to Table 4 in the Appendix will show where the overlap occurred.

**Programs Compared with the Local Labor Market**

Examination of local labor market information furnished by the Ohio Bureau of Employment Service indicates that seven programs enrolling 623 students (9.3 percent of total enrollment) were in areas where there was a surplus of workers in the local labor market. In some occupations, especially the machine trades, there were opportunities in other areas of the state.

As in most of the cities surveyed, most of the surpluses were in the low or unskilled areas, such as general clerical and sales, machine trades, and service areas such as maids, nurse aides, truck drivers, porters, and store laborers. While skilled individuals have been unemployed as a result of the general decline in the economy, there has been difficulty in placing them because they do not have the skills currently in demand.

**TABLE B-1**

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SURPLUS OF WORKERS

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number of Students Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Office</td>
<td>84</td>
<td>1.2</td>
</tr>
<tr>
<td>General Office Clerk</td>
<td>103</td>
<td>1.6</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>121</td>
<td>1.8</td>
</tr>
<tr>
<td>Machine Tool</td>
<td>34</td>
<td>0.5</td>
</tr>
<tr>
<td>Apparel</td>
<td>39</td>
<td>0.6</td>
</tr>
<tr>
<td>General Merchandise</td>
<td>233</td>
<td>3.5</td>
</tr>
<tr>
<td>Nurse Aide</td>
<td>9</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>623</strong></td>
<td><strong>9.3</strong></td>
</tr>
</tbody>
</table>

Of the seven programs in surplus areas, only two, general office and general office clerk are offered at more than one level. These two programs are offered both by the secondary schools and by some of the Federal Manpower programs, with the bulk of the enrollment being in the secondary schools.
In almost all the surplus areas, jobs were available in allied occupations at higher skill levels. While there was a surplus of general clerks, there was a demand for secretaries, bookkeepers, and accountants. Also, while there was a surplus of machine operators and shop workers, there was a demand for metallurgical technicians and tool-and-die makers.

Approximately 18 occupational programs enrolling 1,828 individuals or 27.2 percent of the total enrollment were in areas where there were shortages of workers. Three of these programs were offered at more than one level (i.e. secondary, postsecondary, and Federal Manpower.)

TABLE B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

TOLEDO

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number of Students Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horticulture (Landscaping)</td>
<td>64</td>
<td>1.0</td>
</tr>
<tr>
<td>Civil Engineering (Structural Design)</td>
<td>83</td>
<td>1.2</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>94</td>
<td>1.3</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>86</td>
<td>1.3</td>
</tr>
<tr>
<td>Mechanical Design</td>
<td>9</td>
<td>0.1</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>354</td>
<td>5.3</td>
</tr>
<tr>
<td>Electricity</td>
<td>38</td>
<td>0.6</td>
</tr>
<tr>
<td>Industrial Electronics</td>
<td>34</td>
<td>0.5</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>8</td>
<td>0.1</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>105</td>
<td>1.6</td>
</tr>
<tr>
<td>Stenographers and Secretaries</td>
<td>477</td>
<td>7.1</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1</td>
<td>0.01</td>
</tr>
<tr>
<td>Electronic Engineering Technology</td>
<td>198</td>
<td>2.9</td>
</tr>
<tr>
<td>Mechanics</td>
<td>38</td>
<td>0.6</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>51</td>
<td>0.8</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>39</td>
<td>0.6</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>87</td>
<td>1.3</td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>62</td>
<td>0.9</td>
</tr>
<tr>
<td>Total</td>
<td>1,828</td>
<td>27.2</td>
</tr>
</tbody>
</table>

Examination of an occupational outlook survey made for the metropolitan area indicated several areas where there was a strong demand for workers and where there was little or no training being conducted by the programs.
surveyed. Some of these were automobile mechanics, automobile service station attendants, bookkeepers, carpenters, cashiers, cooks, inspector/testers, licensed practical nurses, registered nurses, computer analysts, structural draftsmen, production machine operators, and salesmen. There were several other occupations in which there were significant openings but the low rate of pay and the uncertainty of steady employment did not encourage training programs.

In conclusion, there seemed to be only minor overlaps in skill training programs in Toledo. Since so few of the programs were in surplus areas, and since a large percentage of the programs were in shortage areas, duplication of programs did not appear to be a major issue in this city. Better program planning and closer coordination between programs could easily remove the overlaps that might potentially cause problems such as in the general clerical area.

The significant issue seemed to be the gaps in programs, particularly at the postsecondary level. The two postsecondary institutions in Toledo were operating at full capacity with more applications than training spaces. This holds true even though one of the postsecondary institutions, the Community and Technical College, charged a rather high tuition of $240.00 per quarter. The other postsecondary institution, Owens Technical College, charged only $160.00 per quarter.

Labor market data indicated that these institutions could expand into several new occupational areas where there is a demand for workers. Our interviews indicated that the administrators of these programs were aware of some of these opportunities but were hampered, both by the lack of facilities and funds for new programs. The Community and Technical College received very little in state and federal funds for occupational programs. This is apparently true because the state has concentrated its funds for postsecondary education on the area schools such as Owens and because the programs of the former do not always meet state criteria for reimbursement.

Almost all of the administrators of Federal Manpower Training programs expressed the need for additional training resources in the city. With only three percent of the age group 19 to 44 involved in publicly funded preparatory skill training, it is evident that a significant gap exists in skill training in Toledo.

At the secondary level, significant progress has been made in expanding occupational education opportunities. Not only was the current status above average for the cities surveyed, but future plans indicated further expansion in line with student needs and desires, and local labor market opportunities. While there are still a number of students who will neither go on to college nor be enrolled in occupational programs, the local director has plans to provide for these students as resources become available.

Programs Compared with Population Groups

The Toledo public schools enrolled 2,452 students in occupational programs during FY 1971. If we add the 67 enrolled and trained by NYC II, we
find that 2,519 or 12.1 percent of the 16 to 18 age group was enrolled in
skill training programs during that year.

Postsecondary and Federal Manpower programs enrolled 3,121 individuals
or 2.6 percent of the age group 19 to 44. If we add on-the-job training
programs, adult vocational education, and apprenticeship programs run by
public institutions, we find that this number rises to 6,720 or a total of
5.5 percent served in publicly funded skill training programs.

While 12.1 percent of the age group 16 to 18 were enrolled in
skill training, this percentage was approximately 10.6 percent for whites
and 20.2 percent for Blacks. Excluding consumer and homemaking enrollments,
15 percent of the females and 9.3 percent of the males in this age group
were enrolled in skill training. The public secondary schools served
96.7 percent of all Blacks and an even larger percentage of whites (99.8)
in skill training in the 16 to 18 age group.

Examining the 19 to 44 age group, we find that 2.6 percent of the total
age group was enrolled in occupational offerings. Broken into racial
groups, 2.2 percent of the whites and 4.4 percent of the Blacks participated
in skill training. Males comprised approximately four percent and females
1.3 percent of the total. More Blacks, however, were in skill training
at the postsecondary level than in all Federal Manpower Programs in
Toledo. Although some of the postsecondary enrollees were referred and paid
for by Federal Manpower programs, in the case of whites the emphasis on
postsecondary occupational education was even more extreme with only about six
percent of the white trainees in Federal Manpower programs.

IV. Management, Administration and Coordination

The consensus of opinion in Toledo was that while there was some commu-
nication between various program administrators, there was not a great
deal of coordination among programs. Most contracts were on a need basis,
such as when META contracted for training with one of the postsecondary
institutions. The Cooperative Area Manpower Planning System (CAMPS) did
not seem to play a major role in coordination since most of the program
administrators were not represented and did not attend meetings.

The need for pre-service and in-service training which is both timely
and relevant was stressed both for teachers and administrators at the post-
secondary institutions.

All of the program administrators felt that improved data and manage-
ment information were needed. It was evident from our interviews that most
of the program administrators needed technical assistance in dealing with
population data, labor market data, and in planning programs based on this
type of information. Even the director of vocational education for the
secondary schools who was especially knowledgeable in the area of planning
and management, expressed a need for help in designing and restructuring the
curriculum.
TABLE C
COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

TOLEDO

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age 16 to 18</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20,751</td>
<td>2,519</td>
<td>12.1</td>
</tr>
<tr>
<td>White</td>
<td>17,361</td>
<td>1,846</td>
<td>10.6</td>
</tr>
<tr>
<td>Black</td>
<td>3,325</td>
<td>673</td>
<td>20.2</td>
</tr>
<tr>
<td>Male</td>
<td>10,239</td>
<td>947</td>
<td>9.3</td>
</tr>
<tr>
<td>Female</td>
<td>10,512</td>
<td>1,572</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Age 19 to 44</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>121,496</td>
<td>3,321</td>
<td>2.6</td>
</tr>
<tr>
<td>White</td>
<td>103,580</td>
<td>2,273</td>
<td>2.2</td>
</tr>
<tr>
<td>Black</td>
<td>17,916</td>
<td>752</td>
<td>4.4</td>
</tr>
<tr>
<td>Male</td>
<td>58,166</td>
<td>2,293</td>
<td>3.9</td>
</tr>
<tr>
<td>Female</td>
<td>63,330</td>
<td>828</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e., American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

V. Summary

Toledo has a very impressive program of skill training at both the secondary and postsecondary levels. Federal Manpower training programs are very small and over subscribed. All of the programs surveyed reported that demand for training was far in excess of availability.

There appeared to be little or no duplication of programs. More than 25 percent of the enrollees were in programs that were in areas where there were shortages of workers. Only a very few (8.5 percent) were in areas where there was surplus of workers.

The major problem seemed to be the availability of resources to expand facilities and programs to meet the demand. For Federal Manpower
programs, the problem seemed to be additional slots to serve the disadvantaged and additional training resources to provide relevant occupational training.

The need for increased coordination is already evident in that many of the program administrators were not fully aware of programs run by other agencies or institutions. This is particularly true between the secondary schools and the postsecondary institutions and between the Federal Manpower training programs and the postsecondary institutions. This problem will become more critical if there is an increase in programs to fill the gap that currently exists at all levels.

There also seemed to be a need for some assistance to all the program administrators, particularly postsecondary and Federal Manpower program personnel in training and programming for the disadvantaged.
<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toledo Public Schools</td>
<td>8,061</td>
<td>8,061</td>
<td>2,452</td>
<td>2,452</td>
</tr>
<tr>
<td>University of Toledo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community &amp; Technical College</td>
<td>3,946</td>
<td>3,077</td>
<td>3,062</td>
<td>2,388</td>
</tr>
<tr>
<td>Michael J. Owens Technical College.</td>
<td>665</td>
<td>239</td>
<td>644</td>
<td>239</td>
</tr>
<tr>
<td>Manpower Development and Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act</td>
<td>107</td>
<td>107</td>
<td>107</td>
<td>107</td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>1,107</td>
<td>1,107</td>
<td>246</td>
<td>246</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>536</td>
<td>498</td>
<td>154</td>
<td>141</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>150</td>
<td>150</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>17</td>
<td>10</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>National Alliance of Businessmen - Job Opportunities in the Business Sector</td>
<td>161</td>
<td>153</td>
<td>161</td>
<td>152</td>
</tr>
<tr>
<td>Toledo Public Schools - Adult</td>
<td>N.A.</td>
<td>N.A.</td>
<td>3,191</td>
<td>2,393</td>
</tr>
<tr>
<td>Toledo Public Schools - Apprenticeship Program</td>
<td>N.A.</td>
<td>1,044</td>
<td>1,393</td>
<td>1,044</td>
</tr>
</tbody>
</table>

(1) Twenty-five of those in Department of Labor skill training programs are being trained in and included in the totals of University of Toledo Community and Technical or Michael J. Owens Technical College, as well as in the Department of Labor program totals.
Table 2

Toledo

OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS
BY TYPE AND ENROLLMENT

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horticulture</td>
<td>64</td>
</tr>
<tr>
<td>Apparel</td>
<td>39</td>
</tr>
<tr>
<td>Automotive</td>
<td>5</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>3</td>
</tr>
<tr>
<td>Floristry</td>
<td>5</td>
</tr>
<tr>
<td>Food Distribution</td>
<td>12</td>
</tr>
<tr>
<td>Food Service</td>
<td>51</td>
</tr>
<tr>
<td>General Merchandising</td>
<td>233</td>
</tr>
<tr>
<td>Hardware and Building Materials</td>
<td>4</td>
</tr>
<tr>
<td>Industrial Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Personal Service</td>
<td>20</td>
</tr>
<tr>
<td>Petroleum</td>
<td>8</td>
</tr>
<tr>
<td>Recreation and Tourism</td>
<td>3</td>
</tr>
<tr>
<td>Transportation</td>
<td>2</td>
</tr>
<tr>
<td>Food Management (Production &amp; Service)</td>
<td>43</td>
</tr>
<tr>
<td>Institution and Home Management</td>
<td>4</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>44</td>
</tr>
<tr>
<td>Business Data Processing Systems</td>
<td>46</td>
</tr>
<tr>
<td>Filing, General Office Clerk</td>
<td>76</td>
</tr>
<tr>
<td>Duplicating</td>
<td>1</td>
</tr>
<tr>
<td>General Office</td>
<td>80</td>
</tr>
<tr>
<td>Office Machine</td>
<td>10</td>
</tr>
<tr>
<td>Materials Support</td>
<td>15</td>
</tr>
<tr>
<td>Stenographer</td>
<td>267</td>
</tr>
<tr>
<td>Typing</td>
<td>80</td>
</tr>
<tr>
<td>Specialization, Health Occupation</td>
<td>98</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>42</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>24</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>38</td>
</tr>
<tr>
<td>Mechanic</td>
<td>38</td>
</tr>
<tr>
<td>Specialization, Trade and Industry</td>
<td>73</td>
</tr>
<tr>
<td>Aircraft Maintenance</td>
<td>25</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>68</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>23</td>
</tr>
<tr>
<td>Carpentry</td>
<td>66</td>
</tr>
<tr>
<td>Masonry</td>
<td>36</td>
</tr>
<tr>
<td>Electricity</td>
<td>38</td>
</tr>
<tr>
<td>Drafting</td>
<td>71</td>
</tr>
<tr>
<td>Construction and Maintenance</td>
<td>64</td>
</tr>
<tr>
<td>Industrial Electronics</td>
<td>34</td>
</tr>
<tr>
<td>Radio and Television</td>
<td>100</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>62</td>
</tr>
<tr>
<td>Metal Working</td>
<td>35</td>
</tr>
<tr>
<td>Foundry</td>
<td>48</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>121</td>
</tr>
</tbody>
</table>
### Toledo

#### OCCUPATIONAL OFFERINGS

<table>
<thead>
<tr>
<th></th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Schools - Secondary (cont'd)</strong></td>
<td></td>
</tr>
<tr>
<td>Machine Tool</td>
<td>34</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>20</td>
</tr>
<tr>
<td>Welding</td>
<td>23</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>66</td>
</tr>
<tr>
<td>Quantity Food</td>
<td>62</td>
</tr>
<tr>
<td>Cabinetmaker</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2,452</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Schools - Adult</strong></td>
<td></td>
</tr>
<tr>
<td>Horticulture</td>
<td>34</td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>64</td>
</tr>
<tr>
<td>Food Distribution</td>
<td>20</td>
</tr>
<tr>
<td>General Merchandising</td>
<td>1,611</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>19</td>
</tr>
<tr>
<td>Practical Nurse</td>
<td>118</td>
</tr>
<tr>
<td>Food Service Supply</td>
<td>18</td>
</tr>
<tr>
<td>Clothing and Textiles</td>
<td>224</td>
</tr>
<tr>
<td>Food and Nutrition</td>
<td>38</td>
</tr>
<tr>
<td>Housing</td>
<td>24</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>58</td>
</tr>
<tr>
<td>Business and Data Processing</td>
<td>53</td>
</tr>
<tr>
<td>Office Machines</td>
<td>79</td>
</tr>
<tr>
<td>Stenographer/Secretary</td>
<td>115</td>
</tr>
<tr>
<td>Typing and Related</td>
<td>177</td>
</tr>
<tr>
<td>Automotive Body and Fender</td>
<td>54</td>
</tr>
<tr>
<td>Mechanics</td>
<td>74</td>
</tr>
<tr>
<td>Aircraft Maintenance</td>
<td>31</td>
</tr>
<tr>
<td>Blueprint</td>
<td>46</td>
</tr>
<tr>
<td>Electricity</td>
<td>45</td>
</tr>
<tr>
<td>Drafting</td>
<td>29</td>
</tr>
<tr>
<td>Electrical Occupation</td>
<td>26</td>
</tr>
<tr>
<td>Industrial Electrical</td>
<td>15</td>
</tr>
<tr>
<td>Radio and Television</td>
<td>31</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>13</td>
</tr>
<tr>
<td>Welding</td>
<td>97</td>
</tr>
<tr>
<td>Refrigeration</td>
<td>18</td>
</tr>
<tr>
<td>Upholstering</td>
<td>27</td>
</tr>
<tr>
<td>Millwork and Cabinetmaking</td>
<td>33</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3,191</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Schools - Apprenticeship</strong></td>
<td></td>
</tr>
<tr>
<td>Automatic Heat and Electrical Repair</td>
<td>31</td>
</tr>
<tr>
<td>Major Appliances</td>
<td>6</td>
</tr>
<tr>
<td>Floorlayers</td>
<td>30</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>Public Schools - Apprenticeship (cont'd)</strong></td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>134</td>
</tr>
<tr>
<td>Electricians</td>
<td>202</td>
</tr>
<tr>
<td>Masonry</td>
<td>73</td>
</tr>
<tr>
<td>Painting and Decorating</td>
<td>27</td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>157</td>
</tr>
<tr>
<td>Glazing</td>
<td>8</td>
</tr>
<tr>
<td>Construction and Maintenance Trades</td>
<td>114</td>
</tr>
<tr>
<td>Metalworking Occupations</td>
<td>56</td>
</tr>
<tr>
<td>Foundry</td>
<td>18</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>369</td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>97</td>
</tr>
<tr>
<td>Millwork and Cabinetmaking</td>
<td>14</td>
</tr>
<tr>
<td>Industrial Electrician</td>
<td>57</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,393</strong></td>
</tr>
<tr>
<td><strong>University of Toledo Community and Technical College</strong></td>
<td></td>
</tr>
<tr>
<td>Computer Programming</td>
<td>333</td>
</tr>
<tr>
<td>Food Service</td>
<td>14</td>
</tr>
<tr>
<td>Legal Secretary</td>
<td>72</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>157</td>
</tr>
<tr>
<td>Mid-Management</td>
<td>326</td>
</tr>
<tr>
<td>Retail and Sales Manager</td>
<td>219</td>
</tr>
<tr>
<td>Secretarial</td>
<td>116</td>
</tr>
<tr>
<td>Architectural Technology</td>
<td>96</td>
</tr>
<tr>
<td>Chemistry</td>
<td>54</td>
</tr>
<tr>
<td>Drafting and Design Technology</td>
<td>69</td>
</tr>
<tr>
<td>Engineer Technology, Civil Building</td>
<td>73</td>
</tr>
<tr>
<td>Engineer Technology, Highway Design</td>
<td>40</td>
</tr>
<tr>
<td>Engineer Technology, Pollution Control</td>
<td>34</td>
</tr>
<tr>
<td>Engineer Technology, Electronics</td>
<td>198</td>
</tr>
<tr>
<td>Engineer Technology, Industrial</td>
<td>93</td>
</tr>
<tr>
<td>Engineer Technology, Mechanical</td>
<td>300</td>
</tr>
<tr>
<td>Law Enforcement Technology</td>
<td>473</td>
</tr>
<tr>
<td>Library Technology</td>
<td>41</td>
</tr>
<tr>
<td>Social Service Technology</td>
<td>324</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3,062</strong></td>
</tr>
<tr>
<td><strong>The Michael J. Owens Technical College</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>60</td>
</tr>
<tr>
<td>Agri-Business</td>
<td>46</td>
</tr>
<tr>
<td>Architectural Drafting</td>
<td>2</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>4</td>
</tr>
<tr>
<td>Child Development</td>
<td>83</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>10</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>97</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>The Michael J. Owens Technical College (cont'd)</td>
<td></td>
</tr>
<tr>
<td>Developmental Program, Occupational</td>
<td>5</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>1</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>86</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>8</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>11</td>
</tr>
<tr>
<td>Fire Science</td>
<td>41</td>
</tr>
<tr>
<td>Food Service Management</td>
<td>10</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Technical Design</td>
<td>9</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>54</td>
</tr>
<tr>
<td>Police Science</td>
<td>76</td>
</tr>
<tr>
<td>Retail Midmanagement</td>
<td>38</td>
</tr>
<tr>
<td>Supermarket Management</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>644</td>
</tr>
</tbody>
</table>
Table 3

Toledo

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS:
BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manpower Development and Training Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Conditioning Mechanic</td>
<td>18</td>
<td>Public Vocational Technical School</td>
</tr>
<tr>
<td>Clerk General Office</td>
<td>15</td>
<td>Public Vocational Technical School</td>
</tr>
<tr>
<td>Automobile Body Repairman</td>
<td>13</td>
<td>Public Vocational Technical School</td>
</tr>
<tr>
<td>Electrical Appliance Serviceman</td>
<td>15</td>
<td>Public Vocational Technical School</td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
<td>22</td>
<td>Medical School</td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>24</td>
<td>Hospital</td>
</tr>
<tr>
<td>TOTAL</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Trades - Pre-apprenticeship</td>
<td>168</td>
<td>CEP - Skills Center</td>
</tr>
<tr>
<td>Reading Laboratory Technician</td>
<td>4</td>
<td>Public College</td>
</tr>
<tr>
<td>Library/Medical Technician</td>
<td>2</td>
<td>Public College</td>
</tr>
<tr>
<td>Mathematics Aide</td>
<td>1</td>
<td>BVR, Model Cities</td>
</tr>
<tr>
<td>Counselor's Aide</td>
<td>7</td>
<td>OIES</td>
</tr>
<tr>
<td>Employment Service Technician</td>
<td>4</td>
<td>County Day Care Center</td>
</tr>
<tr>
<td>Community Worker</td>
<td>9</td>
<td>City Department of Health</td>
</tr>
<tr>
<td>Sanitary Aide</td>
<td>6</td>
<td>Toledo Mental Health Association</td>
</tr>
<tr>
<td>Management Maintenance</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Welfare Aide</td>
<td>16</td>
<td>County Welfare Department</td>
</tr>
<tr>
<td>Social Services Technician</td>
<td>4</td>
<td>Health Center</td>
</tr>
<tr>
<td>Medical Technician</td>
<td>1</td>
<td>Health Department</td>
</tr>
<tr>
<td>Field Representative</td>
<td>2</td>
<td>Chase Park Center, Grace Center</td>
</tr>
<tr>
<td>Social Worker Aide</td>
<td>4</td>
<td>Medical College, Methadone Maintenance Clinic</td>
</tr>
<tr>
<td>Residence Service Aide</td>
<td>4</td>
<td>Toledo Mental Health Association</td>
</tr>
<tr>
<td>Youth Advisor</td>
<td>2</td>
<td>WEPY - NYC</td>
</tr>
<tr>
<td>Community Resources Coordinator</td>
<td>2</td>
<td>Private</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>1</td>
<td>Planned Parenthood</td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>1</td>
<td>Day Care Center</td>
</tr>
<tr>
<td>Investigator</td>
<td>1</td>
<td>Private</td>
</tr>
<tr>
<td>Laboratory Technician</td>
<td>1</td>
<td>Public College</td>
</tr>
</tbody>
</table>
Table 3
(Continued)

Toledo

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concentrated Employment Program (Cont'd)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Manager Trainee</td>
<td>1</td>
<td>Boy Scouts</td>
</tr>
<tr>
<td>Biology Aide</td>
<td>1</td>
<td>Public College</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>246</td>
<td></td>
</tr>
</tbody>
</table>

| **Work Incentive Program**                 |                    |                                                |
| Barber                                     | 6                  | Private College                                |
| Stenographer                               | 11                 | Private College                                |
| General Office                             | 4                  | Private College                                |
| IKE Operations, Clerical                   | 3                  | Private College                                |
| Cosmetology                                | 15                 | Private College                                |
| Meat Cutter Apprentice                     | 1                  | Public Institution                             |
| Automobile Mechanic                        | 1                  | Private Institution                             |
| Child Development                          | 3                  | Private                                        |
| Radio Technologist                         | 1                  | Private                                        |
| Radio and Television Electronics           | 1                  | Public Schools                                 |
| Data Processing                            | 1                  | University of Toledo                           |
| Licensed Practical Nurse                   | 8                  | Community and Technical College and Owens      |
| Computer Programming                       | 4                  | Technical Institute                             |

| **Legal Secretary**                        | 2                  | University of Toledo                           |
| **Medical Assistant**                      | 3                  | Community and Technical College                |
| **Middle Management**                      | 1                  |                                                |
| **Law Enforcement**                        | 1                  |                                                |
| **Pollution Control**                      | 2                  |                                                |
| **Environmental Health**                   | 1                  |                                                |
| **Accounting**                             | 1                  |                                                |
| **Electronic Technician**                  | 1                  |                                                |
| **Architecture**                           | 1                  |                                                |
| **Retail Sales Management**                | 1                  |                                                |
| **Social Work Technician**                 | 8                  |                                                |
| **Radiological Technician**                | 1                  |                                                |
| **Other**                                  | 72                 |                                                |
| **TOTAL**                                  | 154                |                                                |

| **Neighborhood Youth Corps II**            |                    |                                                |
| Clerical                                   | 12                 | Private Business School                        |
| Food Service                               | 13                 | Goodwill Industries                            |
| Automobile Mechanics                       | 9                  | Public Schools - Evening                       |
| Nurse's Aide                               | 9                  | Public Schools - Evening                       |
| **Radio Television Repair, Machine Shop,** | 24                 | Public High School - Evening                   |
| **Building Maintenance**                   |                    | Occupational Center                            |
| **TOTAL**                                  | 67                 |                                                |
### Table 4

**Toledo**

**SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Business</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horticulture</td>
<td>64</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Apparel</td>
<td>39</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Automotive</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Finance and Credit</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Floristry</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Food Distribution</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Service, Management</td>
<td>105</td>
<td>51</td>
<td>54</td>
</tr>
<tr>
<td>General Merchandise</td>
<td>233</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardware, Building Material</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Industrial Marketing</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Personal Service</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Petroleum</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation and Tourism</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail Midmanagement</td>
<td>257</td>
<td></td>
<td>257</td>
</tr>
<tr>
<td>Supermarket Management</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Midmanagement</td>
<td>327</td>
<td></td>
<td>326</td>
</tr>
<tr>
<td>Health Occupations, General</td>
<td>98</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>199</td>
<td>42</td>
<td>157</td>
</tr>
<tr>
<td>Environmental Health Aide</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Technician</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Technician</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology Aide</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Library Technician</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radiological Technician</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Management, Home Economics</td>
<td>60</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Child Development</td>
<td>86</td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>105</td>
<td>44</td>
<td>60</td>
</tr>
<tr>
<td>Business Data Processing</td>
<td>47</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>General Office Clerk</td>
<td>103</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Duplicating</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Office</td>
<td>84</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Office Machine</td>
<td>13</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Materials Support</td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Stenographers and Secretaries</td>
<td>477</td>
<td>267</td>
<td>199</td>
</tr>
<tr>
<td>Typing</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Programming</td>
<td>430</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
<td>POSTSECONDARY</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Social Service Aide</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architectural Technology</td>
<td>98</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>83</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Educational Technology</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>86</td>
<td></td>
<td>86</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>94</td>
<td></td>
<td>94</td>
</tr>
<tr>
<td>Mechanical Design</td>
<td>9</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>354</td>
<td>354</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>54</td>
<td></td>
<td>54</td>
</tr>
<tr>
<td>Drafting and Design Technology</td>
<td>69</td>
<td></td>
<td>69</td>
</tr>
<tr>
<td>Highway Design</td>
<td>40</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Pollution Control</td>
<td>34</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Electronics Engineering Technology</td>
<td>198</td>
<td></td>
<td>198</td>
</tr>
<tr>
<td>Library Technology</td>
<td>41</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Social Service Technology</td>
<td>328</td>
<td>324</td>
<td></td>
</tr>
<tr>
<td>Radio Technologist</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Fire and Fire Safety Technology</td>
<td>41</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Police Science Technology</td>
<td>549</td>
<td></td>
<td>549</td>
</tr>
<tr>
<td>Sanitation Technology</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>39</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>51</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>38</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>Trade and Industry - General</td>
<td>97</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Aircraft Maintenance</td>
<td>25</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>68</td>
<td></td>
<td>68</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>66</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Masonry</td>
<td>36</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>38</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>71</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Construction Maintenance</td>
<td>64</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Industrial Electronics</td>
<td>34</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Radio and Television</td>
<td>101</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>62</td>
<td></td>
<td>62</td>
</tr>
<tr>
<td>Metal Working</td>
<td>35</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Foundry</td>
<td>48</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>Machine Shop</td>
<td>121</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>Machine Tool</td>
<td>34</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Sheet Metal</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>87</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Quantity Food</td>
<td>62</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Cabnetmaker</td>
<td>25</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Air Conditioning Mechanic</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Trades</td>
<td>168</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Toledo DEPARTMENT OF OCCUPATIONAL OFFERINGS

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Custodial</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meat Cutter</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonspecified</td>
<td>98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>6728</td>
<td>2452</td>
<td>3727</td>
</tr>
</tbody>
</table>

* An additional twenty-five Department of Labor program enrollees are being trained by postsecondary institutions and are reported in their totals; therefore, they have been excluded from this total to prevent double counting.*
### Distribution of Occupational Enrollments by Level and Area

<table>
<thead>
<tr>
<th>Area</th>
<th>Secondary</th>
<th>Postsecondary</th>
<th>Department of Labor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>2.6%</td>
<td>1.2%</td>
<td>-- %</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>15.8</td>
<td>17.2</td>
<td>12.6</td>
</tr>
<tr>
<td>Health</td>
<td>5.7</td>
<td>4.4</td>
<td>2.9</td>
</tr>
<tr>
<td>Home Economics (Gainful)</td>
<td>2.0</td>
<td>2.2</td>
<td>2.9</td>
</tr>
<tr>
<td>Business and Office</td>
<td>25.2</td>
<td>18.5</td>
<td>19.1</td>
</tr>
<tr>
<td>Technical Education</td>
<td>--</td>
<td>55.8</td>
<td>2.9</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>48.7</td>
<td>--</td>
<td>50.1</td>
</tr>
<tr>
<td>Unspecified</td>
<td>--</td>
<td>.7</td>
<td>13.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
<tr>
<td>AGENCY/INSTITUTION</td>
<td>VOCATIONAL GUIDANCE</td>
<td>COUNSELING</td>
<td>ADULT BASIC EDUCATION AND REMEDIAL EDUCATION</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------</td>
<td>------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Toledo Public Schools</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Univ. of Toledo Comm.&amp;Tech. Sch.</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Michael J. Oxon Technical College</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>METU Institutional</td>
<td>I</td>
<td>I</td>
<td>X</td>
</tr>
<tr>
<td>C &amp; P - New Careers</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>HII</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>ISO II</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>JDP</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MAR-JOBS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I = Provided by Program
X = Available by Referral
* Insufficient Information
Table 6

Toledo

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND
POPULATION GROUPS SERVED

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH Surname</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toledo Public Schools</td>
<td>100%</td>
<td>25%</td>
<td>73%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>37%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toledo Public Schools - Adult</td>
<td>100</td>
<td>15</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toledo Public Schools - Apprenticeship Program</td>
<td>100</td>
<td>2</td>
<td>98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Toledo - Community and Technical College</td>
<td>100</td>
<td>15</td>
<td>80</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Male</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael J. Owens Technical College</td>
<td>100</td>
<td>15</td>
<td>83</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act - Institutional</td>
<td>100</td>
<td>58</td>
<td>39</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>100</td>
<td>90</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100</td>
<td>53</td>
<td>44</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100</td>
<td>90</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs Optional Program - On-The-Job Training</td>
<td>100</td>
<td>55</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen - Job Opportunities in the Business Sector</td>
<td>100</td>
<td>77</td>
<td>8</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Male</td>
<td>69</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</td>
<td>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Management</td>
<td>327</td>
<td>4.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>199</td>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Service Management</td>
<td>105</td>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Management, Home Economics</td>
<td>60</td>
<td>.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Development</td>
<td>86</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>105</td>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Data Processing</td>
<td>47</td>
<td>.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Office Clerk</td>
<td>103</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Office</td>
<td>84</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Machines</td>
<td>13</td>
<td>.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stenographer and Secretary</td>
<td>477</td>
<td>7.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science Technology</td>
<td>328</td>
<td>4.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trades and Industry, General</td>
<td>97</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>87</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>39</td>
<td>.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autobody and Fender</td>
<td>51</td>
<td>.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio and Television</td>
<td>101</td>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,309</td>
<td>34.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 19

WASHINGTON, D.C.

I. Introduction

Washington, being the nation's capital, has a high concentration of government and government related jobs. Over half of Washington's employment is with the government, and 20 percent is in the service industry. While Washington's unemployment rate is below the national average, a fact which is primarily due to the high proportion of government employment, the District of Columbia has been affected by the recent recession. Unemployment rose from 3.0 percent of the labor force in 1969 to 4.9 percent in 1970. It declined to 3.7 percent during 1971.

According to the 1970 Census tabulation, the population of Washington was 756,510. Racial composition was put at 28 percent white, 71 percent black and 1 percent other races. Thirteen percent of Washington's population between the ages of 19 and 64 were classified as poor according to unpublished Census data. This represented over 56,000 persons. Seventy-seven percent of the poverty population aged 19 to 64 were black, 2 percent were Spanish surname and 21 percent were white and other races. Unpublished data does show that the median family income for the District was $9,588. The median for the entire Washington metropolitan area, however, was $12,930. More than half (55 percent) of the population 25 years old and over have completed high school, and almost 20 percent (17.8) have completed four years or more of college. The latter figure is considerably higher than that for other cities in this survey. The median school years completed for the over 25 age group was 12.2. One-third of the population ages 16-64, (with less than 15 years of school) had received prior vocational training.

II. Occupational Education in Washington, D.C.

Vocational education under the auspices of the District of Columbia school system includes training in the high schools at both the secondary and post secondary level, post secondary training at the Washington Technical Institute (WTI), and a large adult vocational training program and ten Federal Manpower programs. While instruction at the District of Columbia Skill Center is conducted by the District of Columbia school system, this program is more appropriately treated as a Federal Manpower program since the Skill Center trains most of the Federal Manpower enrollees who receive institutional training and because the center is funded by the Labor Department.

During Fiscal Year 1971. (FY 1971) 14.3 percent of all students in grades 10-12 in the District of Columbia were enrolled in vocational training programs in the city's public schools. In addition, 1,048 persons were enrolled in postsecondary programs run by the public school system and another 2,728 persons were enrolled in postsecondary programs at Washington Technical Institute. In order to enroll in programs at Washington Technical Institute a student had to be 18 years or over have a high school or General Equivalency Diploma. In addition, he had to pay tuition of $30.00 per semester. Along with the secondary and postsecondary programs, there were 3,688 persons enrolled in a special adult vocational training program run by the public school system. In total, 10,251 District of Columbia residents were enrolled in school-sponsored vocational training during Fiscal Year 1971.
The ten Federal Manpower programs trained 6,203 residents in Fiscal Year 1971. (See Table A.) Of these, almost 75 percent (4,632) were in institutional training, while the remainder, 1,571 were in on-the-job programs and were actually employed. The number of people actually "served" by Federal Manpower programs is much greater than the number who received vocational training. This is because many of the programs provided only minimal job training, but concentrated their resources on selective services (i.e., child care, job counseling, etc.) and on basic or remedial education skills. In all, 13,360 District of Columbia residents were served by the various Federal Manpower programs. Less than half of these (6,203 out of 13,360) actually received skill training. From the standpoint of total enrollments, the largest program was the Concentrated Employment Program (CEP), with 4,770 persons. However, the largest Federal Manpower Program providing skill training was in the Manpower Development Training Act (MDTA) program which trained 1,480 individuals. Only 13 percent of CEP enrollees received skill training. The principle on-the-job training program is the National Alliance of Businessmen Job Opportunities in the business sector (NAB/JOBS) program with 1,407 persons enrolled in programs trained a combined total of only 216 persons—MDTA-On-the-Job Training and Jobs Optional Program (JOP.)

Detailed enrollment data for the various training programs are presented in Table A below.

| TABLE A |

NUMBER OF STUDENTS ENROLLED IN SKILL TRAINING IN PUBLIC INSTITUTIONS AND FEDERAL MANPOWER PROGRAMS

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.C. Public Schools Secondary (10-12)</td>
<td>19,432</td>
<td>2,777</td>
</tr>
<tr>
<td>D.C. Public Schools Postsecondary</td>
<td>1,048</td>
<td>1,048</td>
</tr>
<tr>
<td>Washington Technical Institute</td>
<td>2,738</td>
<td>2,738</td>
</tr>
<tr>
<td>MDTA</td>
<td>1,480</td>
<td>1,480</td>
</tr>
<tr>
<td>CEP</td>
<td>4,770</td>
<td>610</td>
</tr>
<tr>
<td>WIN</td>
<td>2,939</td>
<td>700</td>
</tr>
<tr>
<td>NYC II</td>
<td>1,029</td>
<td>547</td>
</tr>
<tr>
<td>JOB CORPS</td>
<td>628</td>
<td>522</td>
</tr>
<tr>
<td>OTC</td>
<td>1,056</td>
<td>656</td>
</tr>
<tr>
<td>MDTA/OJT</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>JOP</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>1,407</td>
<td>1,407</td>
</tr>
<tr>
<td>New Careers</td>
<td>107</td>
<td>107</td>
</tr>
<tr>
<td>Public School/Adult</td>
<td>M.A.</td>
<td>3,688</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30,843</td>
<td>18,454</td>
</tr>
</tbody>
</table>

Of those in Federal Manpower Skill Training programs are being trained in and have been included in the totals of postsecondary institutions as well in the Federal Manpower Programs.
Occupational Offerings

Occupational offerings in the District of Columbia were considerably varied with the secondary schools offering 39 programs—the postsecondary schools 45 and the Federal Manpower programs 42. (See Table) Due to the fact that almost one-third of the programs were offered at more than one training level, there were only 83 different offerings.

About one-half (46 percent) of these offerings were in the trade and industry area followed by 18 percent in technical education and 15 percent in business and office procedures.

Distribution of enrollees in occupational education was 24.0 percent in secondary programs, 35.3 percent at the postsecondary level, and 40.7 percent in Federal Manpower programs. It should be noted that this high proportion of training by Federal Manpower programs is atypical of the other cities studied.

These overall percentages hide variations in the distribution of the enrollees within program areas. For example, postsecondary training was well dispersed, with 28.7 percent trained in business and office, 27 percent in technical education, 20 percent in trade, and 19.5 percent in health. On the other hand, 55.9 percent of the training in the high schools was for trade and industry and 26.6 percent for business and office. The next occupational group, gainful home economics, accounted for only 6.3 percent of enrollees. The distribution of each level of training among the seven major vocational technical areas is shown in Table A at the end of this section.

There appears to be a disparity between the types of occupations which enrollees are being trained for and the current distribution of employment of residents. While over one-third of all training was in trades and industry, only 16 percent of residents were employed as craftsmen, foremen, or operatives, according to unpublished Census data. While 6 percent of all training was in some type of automotive work, less than one percent of District of Columbia residents worked in that capacity.

Selected Services

Federal Manpower Training programs generally provided a wider range of supportive services to their enrollees than those programs supported by the school system. All but two of the Federal Manpower programs had provisions for child care and legal aid services either in-house or on a referral basis. Neither of these services was available through Washington Technical Institute or the school system. Seven Federal Manpower programs and the public schools provided transportation services. The standard services such as recruitment, guidance counseling, basic and remedial education, and job development were available through most programs.

Characteristics of Students

Both the Federal Manpower programs and the school system programs were predominately Black. Ten of the 14 program had an enrollment which was over 90 percent Black. MDTA institutional training, JOP, and NAB-JOBS had an enrollment which was 75 percent Black (approximately the same percentage of Blacks in the population of the city), while MDTA-OUT was split 50 percent Black and 50 percent white. The only program with a sizeable portion of Spanish surname individuals was MDTA institutional with 15 percent.
It is interesting that in both Federal Manpower training sponsored programs 52 percent of enrollees in skill training were male. As is generally the case, however, this aggregation hides differences among the various programs. For example, two-thirds of the enrollees in secondary school vocational training were female, however, at Washington Technical Institute the situation was reversed, with 68 percent of the enrollees being male. While CEP, NYC II, and New Careers balance between males and females (45% and 55% respectively), MDTA-OJT and Job Corps enrollees were three-fourths male, WIN and MDTA Institutional was three-fourths female.

There are probably two reasons for the overall balance between male and female enrollees. First, because the unemployment situation is not as bad as in most central cities, men who would otherwise be candidates for skill training, find employment more readily than in other cities. Second, because the government is an equal opportunity employer and because of the large number of clerical jobs in the District of Columbia which have better opportunities for employment than in other cities after the training period.

With respect to educational characteristics of enrollees, the vocational programs in Washington, D.C. ranked lower than many of the other cities. The highest percentage of high school graduates reported by any program was MDTA which reported 35 percent, with an average grade completed of ten, and an average reading level of eight. CEP reported an average grade completion of nine to eleven for 25 percent having completed high school. Both New Careers and NAB-JOBS reported that 95 percent of their enrollees had not completed high school with New Careers reporting an average of 10.5 grades completed and NAB-JOBS reporting an achievement level of eight grades. NYC II reported that while most of its enrollees had completed the average functional level was only grade 5. Job Corps reported that its average enrollee had completed seven to eight grades of school.

III. Overlap, Duplication and Gaps

Of the 11,590 persons enrolled in preparatory training, 8,037 or 69.3 percent were enrolled in courses offered by more than one agency. Of secondary school enrollees, 73.8 percent were in courses offered by other agencies while the corresponding figures for postsecondary and Federal Manpower Training Programs were 63.5 and 74.6 percent respectively. This is more of an overlap than has been noted in most of the other 19 cities surveyed. By way of illustration, of the 578 enrollees receiving training in stenography and secretarial skills, 226 were in secondary schools, while 166 were in postsecondary classes and 186 in Federal Manpower programs. Twelve programs enrolling 3,680 persons, or 45.7 percent of all persons participating in programs offered by more than one agency were offered by all three agencies.

To the extent that the high schools and postsecondary institutions are training for different entry levels, duplication between these two agencies is not a matter of serious concern. Moreover, to the extent that secondary and
Federal Manpower programs are turning out people at roughly the same skill levels, the real comparison should highlight duplication between these two levels. With this in mind, the fact that 51.1 percent of all those in preparatory training in the District of Columbia (58.9 percent of all those enrolled in secondary programs and 62.8 percent of all those enrolled in Federal Manpower programs) are enrolled in programs which were offered by both the Federal Manpower programs and the secondary schools potentially serious duplication.

Another aspect of duplication which does not come through in this analysis is the potential duplication within agency programs. This is particularly true of Federal Manpower programs because each program is separately funded. Under such circumstances it is possible that a WIN program, for example, may "contract out" to teach clerical skills while the Skill Center for MDTA institutional training is teaching the same course. While this has been the case in previous years (and in FY1971), the District of Columbia Manpower Administration has begun to examine this area and now requires programs to centralize their training courses in one location whenever possible.

Programs Compared with the Local Labor Market

Employment demand information is extremely limited. However, an analysis of unfilled job openings on file with the District of Columbia Manpower Administration and job orders placed in the Washington metropolitan area Job Bank indicated a high demand for service workers, clerical and sales personnel, and, to a lesser degree, for structural workers. These occupations can be designated as "shortage occupations." The specific service occupations in demand were primarily maids, waiters, busboys, charwomen, and the like; jobs for which there were no training programs. Table B-2 shows the specific clerical, sales, and structural occupations in demand and the number of persons being trained in these areas.

One-fourth of the enrollees were being trained in occupations for which there is a high demand, and presumably a shortage. However, over half of those being trained in the "shortage" occupations are clerk-typists, with another five percent being trained as secretaries. The remaining six occupations are training only six percent of the enrollees. It is interesting to note that health occupations, so often mentioned by other cities as a shortage occupation, was not cited in the job opening data, nor was it cited by many of the persons interviewed.

Information on occupations for which there was a surplus labor supply was not available.
Table B-2

NUMBER AND PERCENT OF STUDENTS ENROLLED IN TRAINING FOR OCCUPATIONS FOR WHICH THERE IS A SHORTAGE OF WORKERS

WASHINGTON, D.C.

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number of Students Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerk/Typists</td>
<td>1,549</td>
<td>13.4%</td>
</tr>
<tr>
<td>Stenography</td>
<td>578</td>
<td>5.0</td>
</tr>
<tr>
<td>Keypunch</td>
<td>118</td>
<td>1.0</td>
</tr>
<tr>
<td>Sheetmetal Work</td>
<td>103</td>
<td>0.9</td>
</tr>
<tr>
<td>Carpentry</td>
<td>98</td>
<td>0.8</td>
</tr>
<tr>
<td>Plumbing</td>
<td>21</td>
<td>0.2</td>
</tr>
<tr>
<td>Construction</td>
<td>419</td>
<td>3.6</td>
</tr>
<tr>
<td>Total</td>
<td>2,886</td>
<td>24.9</td>
</tr>
</tbody>
</table>

Programs Compared with Population Groups

The target population for secondary school vocational education is generally the group 16 to 18 years of age. The District of Columbia high schools enrolled 2,777 persons in vocational training in FY 1971 and this represented only 7.4 percent of the 16 to 18 population. When the 547 NYC II enrollees and 522 Job Corps enrollees are added, the percentage increases to 10.2 percent. This figure is considerably lower than that found in many of the other cities surveyed. Part of the reason is that a fairly substantial portion of students (15 percent) attend private schools where vocational training is not available. However, this is only a partial explanation. If we reduce the eligible population of 16 to 18 years-olds by the number of persons enrolled in private high schools (6,043), the percentage receiving vocational training would still be only 12.2 percent.

Comparing enrollments by sex, we find that 9.1 percent of males ages 16 to 18 were enrolled in skill training in the secondary schools, NYC II, and Job Corps, while 11.2 percent of the females ages 16 to 18 received training.

Enrollments by race are quite divergent with 12.5 percent of Blacks enrolled in training and only 1.6 percent of whites. Of all the Blacks being trained, 72.2 percent received their training in the public schools, the remaining 27.8 receiving their training through Federal manpower training programs. The same percentages held true for whites in this age group.
Looking at the postsecondary and Federal manpower training programs (excluding on-the-job training programs, Job Corps and NYC II), a total of 7,764 individuals were trained. This was 2.5 percent of the District of Columbia population ages 19 to 44, 2.2 percent of the males, 2.1 percent of the females, 0.7 percent of the whites and 3.3 percent of the Blacks. Of all whites receiving training, 33.6 percent received training through public school programs or Washington Technical Institute. The remaining 71.4 percent were trained by Federal manpower training programs. For Blacks the percentage was 57.9 trained by public schools and Washington Technical Institute. In most other cities the percentage of Blacks receiving training through the public schools and postsecondary institutions was considerably lower than that of whites.

Table C shows the total population and the percentages in skill training by age and sex. This table excludes special adult programs and Federal manpower training programs which provided on-the-job training. These programs provided training to an additional 5,259 persons. In all, these programs designed to train the adult population totaled 12,608 or 4.3 percent of the population between the ages of 19 and 44 years.

Table C

COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

WASHINGTON, D.C.

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Training Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age 16 to 18</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>37,635</td>
<td>3,847</td>
<td>10.2%</td>
</tr>
<tr>
<td>White</td>
<td>7,383</td>
<td>117</td>
<td>1.6%</td>
</tr>
<tr>
<td>Black</td>
<td>29,252</td>
<td>3,730</td>
<td>12.5</td>
</tr>
<tr>
<td>Male</td>
<td>17,028</td>
<td>1,627</td>
<td>9.1%</td>
</tr>
<tr>
<td>Female</td>
<td>19,807</td>
<td>2,219</td>
<td>11.2%</td>
</tr>
<tr>
<td><strong>Age 18 to 44</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>292,851</td>
<td>7,314</td>
<td>2.5%</td>
</tr>
<tr>
<td>White</td>
<td>83,892</td>
<td>606</td>
<td>0.7%</td>
</tr>
<tr>
<td>Black</td>
<td>204,037</td>
<td>6,743</td>
<td>3.3%</td>
</tr>
<tr>
<td>Male</td>
<td>137,467</td>
<td>2,984</td>
<td>2.2%</td>
</tr>
<tr>
<td>Female</td>
<td>155,334</td>
<td>3,317</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. White totals include persons of Spanish surname. In the 18 to 44 group, no sex breakdown was available for postsecondary public schools. Thus, the total males and females being trained excludes 1,043 enrollees of postsecondary public schools.
IV. Management, Administration and Coordination

The District of Columbia Manpower Administration oversees all of the Federal manpower training programs except the Job Corps which is run through the Philadelphia Regional Office. United Planning Organization, the District of Columbia anti-poverty agency, has the primary contracts from the Manpower Administration to run the NYC II, CEP, and New Careers program. NAB-JOES, of course, is the joint effort of the Federal manpower training programs and the National Alliance of Businessmen, with NAB soliciting jobs and the Manpower Administration writing the contracts. There is considerable cross-referral from one Federal manpower training program to another. The District of Columbia Manpower Administration is, therefore, in a position to influence policy and operation of the programs, and in fact is beginning to assert its authority.

One problem brought out by several project officers at the Manpower Administration was the lack of staff to visit the various training sites to see that the trainees were getting the training called for in the contract, and to spot problems before they became serious.

The local Skill Center, which performs much of the training for MDTA institutional training and also CEP and WIN, is a joint effort, with the school system doing the instruction and the Manpower Administration providing the enrollees. Washington Technical Institute is for the most part autonomous from both the school system and the District of Columbia Manpower Administration.

All vocational training in the school system (secondary, postsecondary, and adult) is coordinated through one office in the District of Columbia Department of Education.

V. Summary

In conclusion there seemed to be more vocational training opportunities available to residents of the District of Columbia than to residents of most of the other cities surveyed. The public schools offered a wide range of programs at both the secondary and postsecondary levels and the Federal manpower training programs were operating at a higher level of service than they were in many of the other cities.

More coordination between the public school system and the Federal manpower training programs could conceivably result in fewer overlapping programs and expansion into new areas of training, perhaps in shortage areas. In view of local labor market data, less concentration of training in trade and industry areas seems advisable while exploration of training opportunities in some of the semi-professional occupations appears warranted. Additional efforts to include more whites in training programs at all levels of training should also be considered.
<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. C. Public Schools</td>
<td>19,432</td>
<td>19,432</td>
<td>2,777</td>
<td>2,777</td>
</tr>
<tr>
<td>Public Schools - Postsecondary</td>
<td>1,048</td>
<td>1,048</td>
<td>1,048</td>
<td>1,048</td>
</tr>
<tr>
<td>Washington Technical Institute</td>
<td>3,042</td>
<td>2,738</td>
<td>3,040</td>
<td>2,738</td>
</tr>
<tr>
<td>Manpower Development and Training Act(1)</td>
<td>1,480</td>
<td>1,480</td>
<td>1,480</td>
<td>1,480</td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>4,770</td>
<td>4,770</td>
<td>610</td>
<td>610</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>2,939</td>
<td>2,939</td>
<td>700</td>
<td>700</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>1,181</td>
<td>1,039</td>
<td>620</td>
<td>547</td>
</tr>
<tr>
<td>Opportunities Industrial Center</td>
<td>1,154</td>
<td>1,096</td>
<td>701</td>
<td>666</td>
</tr>
<tr>
<td>Job Corps</td>
<td>628</td>
<td>628</td>
<td>522</td>
<td>522</td>
</tr>
<tr>
<td>New Careers</td>
<td>140</td>
<td>107</td>
<td>140</td>
<td>107</td>
</tr>
<tr>
<td>Manpower Development and Training Act-On-The-Job Training</td>
<td>200</td>
<td>160</td>
<td>200</td>
<td>160</td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>16</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>1,876</td>
<td>1,407</td>
<td>1,876</td>
<td>1,407</td>
</tr>
<tr>
<td>D. C. Public Schools-Adult</td>
<td>15,334</td>
<td></td>
<td>3,688</td>
<td>3,688</td>
</tr>
</tbody>
</table>

(1) Forty-eight of those in Department of Labor Skill training programs are being trained in and have been included in the totals of postsecondary institutions as well as in the Department of Labor programs.
### Table 2

**Washington, D.C.**

**OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS**
**BY TYPE AND ENROLLMENT**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Schools - Secondary</strong></td>
<td></td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>39</td>
</tr>
<tr>
<td>General Merchandise</td>
<td>160</td>
</tr>
<tr>
<td>Licensed Vocational Nurse</td>
<td>110</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>138</td>
</tr>
<tr>
<td>Institutional and Home Management Services</td>
<td>37</td>
</tr>
<tr>
<td>Business Data Processing Systems</td>
<td>56</td>
</tr>
<tr>
<td>Filing and Office Machines</td>
<td>130</td>
</tr>
<tr>
<td>Stenographer, Secretarial and Related</td>
<td>226</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td>311</td>
</tr>
<tr>
<td>Cooperative Office</td>
<td>17</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>22</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>46</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>114</td>
</tr>
<tr>
<td>Automotive, General</td>
<td>72</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>25</td>
</tr>
<tr>
<td>Commercial Art Occupations</td>
<td>17</td>
</tr>
<tr>
<td>Commercial Photography Occupations</td>
<td>21</td>
</tr>
<tr>
<td>Carpentry</td>
<td>38</td>
</tr>
<tr>
<td>Electricity</td>
<td>39</td>
</tr>
<tr>
<td>Masonry</td>
<td>33</td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>21</td>
</tr>
<tr>
<td>Construction and Maintenance</td>
<td>29</td>
</tr>
<tr>
<td>Custodial Service</td>
<td>18</td>
</tr>
<tr>
<td>Diesel Mechanic</td>
<td>23</td>
</tr>
<tr>
<td>Drafting</td>
<td>78</td>
</tr>
<tr>
<td>Electrical Occupations</td>
<td>21</td>
</tr>
<tr>
<td>Electronic Occupations</td>
<td>99</td>
</tr>
<tr>
<td>Fabric Maintenance Service</td>
<td>4</td>
</tr>
<tr>
<td>Graphic Arts Occupations</td>
<td>269</td>
</tr>
<tr>
<td>Instrument Maintenance and Repair</td>
<td>21</td>
</tr>
<tr>
<td>Metalworking Occupations</td>
<td>103</td>
</tr>
<tr>
<td>Barbering</td>
<td>42</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>157</td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>32</td>
</tr>
<tr>
<td>Refrigeration</td>
<td>13</td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>33</td>
</tr>
<tr>
<td>Textile Production and Fabrics</td>
<td>76</td>
</tr>
<tr>
<td>Leatherworking</td>
<td>27</td>
</tr>
<tr>
<td>Upholstery</td>
<td>26</td>
</tr>
<tr>
<td>Woodworking Occupations</td>
<td>34</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,777</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Public Schools - Postsecondary</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Records</td>
<td>50</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>64</td>
</tr>
<tr>
<td>Laboratory Technician</td>
<td>28</td>
</tr>
</tbody>
</table>
Table 2  
(Continued) 

Washington, D.C. 

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Vocational Nurse</td>
<td>249</td>
</tr>
<tr>
<td>Business Data Processing System</td>
<td>128</td>
</tr>
<tr>
<td>Textile Production and Fabrication</td>
<td>46</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>40</td>
</tr>
<tr>
<td>Automobile Body and Fender</td>
<td>29</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>106</td>
</tr>
<tr>
<td>Automotive</td>
<td>14</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>15</td>
</tr>
<tr>
<td>Electricity</td>
<td>51</td>
</tr>
<tr>
<td>Masonry</td>
<td>11</td>
</tr>
<tr>
<td>Drafting Occupations</td>
<td>35</td>
</tr>
<tr>
<td>Electronic Occupations</td>
<td>61</td>
</tr>
<tr>
<td>Graphic Arts Occupations</td>
<td>30</td>
</tr>
<tr>
<td>Barbering</td>
<td>43</td>
</tr>
<tr>
<td>Refrigeration</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,048</td>
</tr>
</tbody>
</table>

Public Schools - Postsecondary (cont'd)  

<table>
<thead>
<tr>
<th>Washington Technical Institute</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Frame and Power Plant</td>
<td>71</td>
</tr>
<tr>
<td>Air Traffic Control</td>
<td>25</td>
</tr>
<tr>
<td>Small Airport Management</td>
<td>2</td>
</tr>
<tr>
<td>Accounting</td>
<td>154</td>
</tr>
<tr>
<td>Business Management</td>
<td>262</td>
</tr>
<tr>
<td>Computer Operators</td>
<td>78</td>
</tr>
<tr>
<td>Keypunch Operators</td>
<td>23</td>
</tr>
<tr>
<td>Peripheral Equipment Operators</td>
<td>307</td>
</tr>
<tr>
<td>Information Management</td>
<td>28</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>166</td>
</tr>
<tr>
<td>Architectural Engineer</td>
<td>144</td>
</tr>
<tr>
<td>Civil Engineer</td>
<td>84</td>
</tr>
<tr>
<td>Urban Planning</td>
<td>34</td>
</tr>
<tr>
<td>Electrical Engineer</td>
<td>385</td>
</tr>
<tr>
<td>Mechanical Engineer</td>
<td>32</td>
</tr>
<tr>
<td>Advertising Design</td>
<td>116</td>
</tr>
<tr>
<td>Printing and Publishing</td>
<td>192</td>
</tr>
<tr>
<td>Water Pollution Technician</td>
<td>29</td>
</tr>
<tr>
<td>Marine Science Technician</td>
<td>16</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>160</td>
</tr>
<tr>
<td>Radiologist</td>
<td>87</td>
</tr>
<tr>
<td>Respiration Therapy</td>
<td>102</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>58</td>
</tr>
<tr>
<td>Chemical Technician</td>
<td>26</td>
</tr>
<tr>
<td>Corrections Administration</td>
<td>19</td>
</tr>
<tr>
<td>Criminology</td>
<td>49</td>
</tr>
<tr>
<td>Education Technician</td>
<td>101</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>NUMBER OF STUDENTS ENROLLED</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Washington Technical Institute (cont'd)</td>
<td></td>
</tr>
<tr>
<td>Fire Science</td>
<td>2</td>
</tr>
<tr>
<td>Police Science</td>
<td>51</td>
</tr>
<tr>
<td>Public Administration</td>
<td>27</td>
</tr>
<tr>
<td>Recreation Leadership</td>
<td>63</td>
</tr>
<tr>
<td>Social Welfare</td>
<td>132</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,040</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Schools - Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ornamental Horticulture</td>
</tr>
<tr>
<td>Food Distribution</td>
</tr>
<tr>
<td>Food Services</td>
</tr>
<tr>
<td>General Merchandise</td>
</tr>
<tr>
<td>Real Estate</td>
</tr>
<tr>
<td>Licensed Vocational Nurse</td>
</tr>
<tr>
<td>Nurse's Aide</td>
</tr>
<tr>
<td>Surgical Technician</td>
</tr>
<tr>
<td>Practical Nurse Upgrading</td>
</tr>
<tr>
<td>Hospital Food Supervisory</td>
</tr>
<tr>
<td>Clothing and Textiles</td>
</tr>
<tr>
<td>Food and Nutrition</td>
</tr>
<tr>
<td>Home Management</td>
</tr>
<tr>
<td>Homemaking</td>
</tr>
<tr>
<td>Stenographer, Secretarial and Related</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
</tr>
<tr>
<td>Other, Automotive</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
</tr>
<tr>
<td>Commercial Photography Occupation</td>
</tr>
<tr>
<td>Carpentry</td>
</tr>
<tr>
<td>Electricity</td>
</tr>
<tr>
<td>Masonry</td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
</tr>
<tr>
<td>Other Construction and Maintenance</td>
</tr>
<tr>
<td>Diesel Mechanics</td>
</tr>
<tr>
<td>Drafting Occupations</td>
</tr>
<tr>
<td>Electrical Occupations</td>
</tr>
<tr>
<td>Electronic Occupations</td>
</tr>
<tr>
<td>Fabric Maintenance Service</td>
</tr>
<tr>
<td>Foremanship Supervision and Management Development</td>
</tr>
<tr>
<td>Graphic Arts Occupation</td>
</tr>
<tr>
<td>Metalworking Occupation</td>
</tr>
<tr>
<td>Barbering</td>
</tr>
<tr>
<td>Cosmetology</td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
</tr>
<tr>
<td>Refrigeration</td>
</tr>
</tbody>
</table>
### Table 2 (Continued)

**Washington, D.C.**

**OCCUPATIONAL OFFERINGS**

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stationary Energy Sources Occupations</td>
<td>58</td>
</tr>
<tr>
<td>Textile Products and Fabrics</td>
<td>331</td>
</tr>
<tr>
<td>Upholstery</td>
<td>31</td>
</tr>
<tr>
<td>Woodworking Occupation</td>
<td>7</td>
</tr>
<tr>
<td>Home Furnishings</td>
<td>15</td>
</tr>
<tr>
<td>Hospital Food Supervisory</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3,688</strong></td>
</tr>
</tbody>
</table>
### Washington, D.C.

#### OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS:
**BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Practical Nurse</td>
<td>53</td>
<td>D.C. General Hospital, Burdick Voc. High School</td>
</tr>
<tr>
<td>Environmental Health Assistant</td>
<td>68</td>
<td>D.C. Health Department</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>601</td>
<td>D.C. Skill Center, Armstrong Adult Ed. Ctr., Lorton Reformatory, D.C. Public Schools</td>
</tr>
<tr>
<td>Clerk Stenographers</td>
<td>124</td>
<td>D.C. Skill Center, Armstrong Adult Ed. Ctr., Presbyterian Church</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>30</td>
<td>D.C. Junior Village Public Schools, Washington Hospital Center</td>
</tr>
<tr>
<td>Operating Room Technician</td>
<td>1</td>
<td>ITT Business Institute, Washington Hospital Center</td>
</tr>
<tr>
<td>Medical Secretary</td>
<td>2</td>
<td>ITT Business Institute, D.C. General Hospital</td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>26</td>
<td>D.C. Skill Center</td>
</tr>
<tr>
<td>Medical Records Technician</td>
<td>2</td>
<td>Strayer Junior College</td>
</tr>
<tr>
<td>Automobile Body Repair</td>
<td>66</td>
<td>Georgetwon University</td>
</tr>
<tr>
<td>Draftsman</td>
<td>174</td>
<td>Strayer Junior College</td>
</tr>
<tr>
<td>Managerial Assistant</td>
<td>37</td>
<td>Cashier Training Institute</td>
</tr>
<tr>
<td>Computer Programmer</td>
<td>9</td>
<td>Columbia Technical Institute</td>
</tr>
<tr>
<td>Accounting</td>
<td>2</td>
<td>Columbia Technical Institute</td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>2</td>
<td>Investigator Training Agency</td>
</tr>
<tr>
<td>Electronics</td>
<td>5</td>
<td>Investigator Training Agency</td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>6</td>
<td>Construction Equipment Institute</td>
</tr>
<tr>
<td>Detective</td>
<td>1</td>
<td>Lincoln Technical Institute</td>
</tr>
<tr>
<td>Investigator</td>
<td>1</td>
<td>ITT Business Institute, Private Schools</td>
</tr>
<tr>
<td>Heavy Equipment Operator</td>
<td>24</td>
<td>D.C. Beauty Academy, Control Data Institute</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>27</td>
<td>D.C. Skill Center</td>
</tr>
<tr>
<td>Data Processing</td>
<td>4</td>
<td>D.C. Skill Center</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>22</td>
<td>D.C. Barber Academy</td>
</tr>
<tr>
<td>Computer Operator</td>
<td>9</td>
<td>Va. Computer College, Control Data Institute</td>
</tr>
<tr>
<td>General Clerical</td>
<td>49</td>
<td>Control Data Institute</td>
</tr>
<tr>
<td>Stationary Engineer</td>
<td>61</td>
<td>Control Data Institute</td>
</tr>
<tr>
<td>Barber</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Computer Programmer</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Computer Technician</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Computer Repair</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,480</td>
<td></td>
</tr>
</tbody>
</table>
### Table 3
(Continued)

Washington, D.C.

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concentrated Employment Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>225</td>
<td>D.C. Skill Center</td>
</tr>
<tr>
<td>Building Trades</td>
<td>225</td>
<td>D.C. Skill Center</td>
</tr>
<tr>
<td>Clerk Typists</td>
<td>160</td>
<td>D.C. Skill Center</td>
</tr>
<tr>
<td>TOTAL</td>
<td>610</td>
<td></td>
</tr>
<tr>
<td><strong>Work Incentive Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>594</td>
<td>In-House</td>
</tr>
<tr>
<td>Other</td>
<td>106</td>
<td>Various Government Agencies, Private Companies, and Hospitals</td>
</tr>
<tr>
<td>TOTAL</td>
<td>700</td>
<td></td>
</tr>
<tr>
<td><strong>Neighborhood Youth Corps II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offset Printing</td>
<td>75</td>
<td>Y.M.C.A.</td>
</tr>
<tr>
<td>Clerk Typists</td>
<td>200</td>
<td>D.C. Government</td>
</tr>
<tr>
<td>Typing and Shorthand</td>
<td>60</td>
<td>UFO Delegate Agencies</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>35</td>
<td>UFO Delegate Agencies</td>
</tr>
<tr>
<td>Carpentry</td>
<td>60</td>
<td>UFO Delegate Agencies</td>
</tr>
<tr>
<td>Electrical Applications</td>
<td>40</td>
<td>UFO Delegate Agencies</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>75</td>
<td>UFO Delegate Agencies</td>
</tr>
<tr>
<td>Cashiering</td>
<td>75</td>
<td>UFO Delegate Agencies</td>
</tr>
<tr>
<td>TOTAL</td>
<td>620</td>
<td></td>
</tr>
<tr>
<td><strong>Opportunities Industrial Center</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>42</td>
<td>In-House</td>
</tr>
<tr>
<td>Business Machines</td>
<td>100</td>
<td>In-House</td>
</tr>
<tr>
<td>Construction</td>
<td>40</td>
<td>In-House</td>
</tr>
<tr>
<td>Cashiering</td>
<td>65</td>
<td>In-House</td>
</tr>
<tr>
<td>Clerk Typists</td>
<td>277</td>
<td>In-House</td>
</tr>
<tr>
<td>Business Machine Operator</td>
<td>15</td>
<td>In-House</td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>93</td>
<td>In-House</td>
</tr>
<tr>
<td>Offset Printing</td>
<td>42</td>
<td>In-House</td>
</tr>
<tr>
<td>Electronics Assembler</td>
<td>12</td>
<td>In-House</td>
</tr>
<tr>
<td>Computer Operator</td>
<td>15</td>
<td>In-House</td>
</tr>
<tr>
<td>TOTAL</td>
<td>701</td>
<td></td>
</tr>
<tr>
<td><strong>New Careers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Services</td>
<td>25</td>
<td>Washington Technical Institute, D.C. Libraries</td>
</tr>
<tr>
<td>Police Sciences</td>
<td>20</td>
<td>Washington Technical Institute, Police Department</td>
</tr>
</tbody>
</table>
Table 3
(Continued)

Washington, D.C.

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Careers (Cont'd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation Leader</td>
<td>5</td>
<td>Washington Technical Institute, D.C. Recreation Department</td>
</tr>
<tr>
<td>Fire Science</td>
<td>15</td>
<td>Washington Technical Institute, Fire Department</td>
</tr>
<tr>
<td>X-Ray Technology &amp; Respiratory Therapy</td>
<td>13</td>
<td>Washington Technical Institute, Local Hospital</td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>5</td>
<td>Washington Technical Institute, D.C. Public Schools</td>
</tr>
<tr>
<td>Community Mental Health Aide</td>
<td>10</td>
<td>Washington Technical Institute, Community Health Agency</td>
</tr>
<tr>
<td>Counselor's Aide</td>
<td>20</td>
<td>Narcotics Treatment Center</td>
</tr>
<tr>
<td>Social Service Aide</td>
<td>27</td>
<td>St. Elizabeth's Hospital</td>
</tr>
<tr>
<td>TOTAL</td>
<td>140</td>
<td></td>
</tr>
</tbody>
</table>

| Job Corps                                  |                             |                           |
| Clerical and Sales                         | 203                         | In-House                  |
| Automobile and Machinery Repair            | 116                         | In-House                  |
| Construction Trades                        | 125                         | In-House                  |
| Electrical Appliance and Repair            | 78                          | In-House                  |
| TOTAL                                      | 522                         |                           |
Table 4

Washington, D.C.

SUMMARY OF OCCUPATIONAL OFFERINGS AND NUMBER OF STUDENTS SERVED BY SECONDARY, POSTSECONDARY, AND DEPARTMENT OF LABOR PROGRAMS

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ornamental Horticulture</td>
<td>39</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Merchandise</td>
<td>260</td>
<td>160</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Advertising Services,Advertising Design</td>
<td>116</td>
<td>116</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation and Tourism</td>
<td>63</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Airport Management</td>
<td>77</td>
<td>2</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Cashiering</td>
<td>65</td>
<td></td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Licensed Vocational Nurse</td>
<td>572</td>
<td>110</td>
<td>409</td>
<td>53</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>64</td>
<td></td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>28</td>
<td></td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Medical Records Clerk</td>
<td>90</td>
<td></td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>Radiologist</td>
<td>87</td>
<td></td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>102</td>
<td></td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>Medical Technology</td>
<td>58</td>
<td></td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>30</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Operation Room Technician</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>26</td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Care and Guidance of Children</td>
<td>138</td>
<td></td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>Institutional and Home Management and Supporting Services</td>
<td>37</td>
<td></td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Business Data Processing Systems</td>
<td>188</td>
<td>56</td>
<td>128</td>
<td>4</td>
</tr>
<tr>
<td>Filing and Office Machines</td>
<td>130</td>
<td></td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Stenographer, Secretarial and Related Occupations</td>
<td>578</td>
<td>226</td>
<td>166</td>
<td>186</td>
</tr>
<tr>
<td>Typing and Related Occupations</td>
<td>1,549</td>
<td>311</td>
<td>1,238</td>
<td></td>
</tr>
<tr>
<td>Cooperative Office</td>
<td>17</td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>156</td>
<td>154</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Computer and Console Operator</td>
<td>122</td>
<td>78</td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Keypunch Operators</td>
<td>118</td>
<td>23</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Peripheral Equipment Operator</td>
<td>322</td>
<td>307</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Supervisory and Administrative Management Occupations</td>
<td>326</td>
<td>289</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Information Management</td>
<td>28</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>746</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Library Services Aide</td>
<td>25</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Chemical Technician</td>
<td>26</td>
<td></td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Environmental Control Technology</td>
<td>68</td>
<td></td>
<td></td>
<td>68</td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
<td>POSTSECONDARY</td>
<td>DEPARTMENT OF LABOR</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Water Pollution Technician</td>
<td>29</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marine Sciences Technician</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architectural Technology</td>
<td>144</td>
<td>144</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Technology</td>
<td>84</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>385</td>
<td>385</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>32</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Planning Aide</td>
<td>34</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Science</td>
<td>121</td>
<td>119</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Fire Science</td>
<td>17</td>
<td>2</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Educational Technology</td>
<td>101</td>
<td>101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Welfare Aide</td>
<td>179</td>
<td>132</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>140</td>
<td>22</td>
<td>40</td>
<td>78</td>
</tr>
<tr>
<td>Automobile and Fender Repair</td>
<td>141</td>
<td>46</td>
<td>29</td>
<td>66</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>589</td>
<td>114</td>
<td>106</td>
<td>369</td>
</tr>
<tr>
<td>Automotive, Other</td>
<td>66</td>
<td>72</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>140</td>
<td>25</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>17</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Photography</td>
<td>21</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>98</td>
<td>38</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Electricity</td>
<td>151</td>
<td>60</td>
<td>51</td>
<td>40</td>
</tr>
<tr>
<td>Masonry</td>
<td>109</td>
<td>33</td>
<td>41</td>
<td>35</td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>12</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction and Maintenance</td>
<td>419</td>
<td>29</td>
<td></td>
<td>390</td>
</tr>
<tr>
<td>Other</td>
<td>287</td>
<td>78</td>
<td>35</td>
<td>174</td>
</tr>
<tr>
<td>Drafting</td>
<td>177</td>
<td>99</td>
<td>61</td>
<td>17</td>
</tr>
<tr>
<td>Electronics</td>
<td>508</td>
<td>269</td>
<td>222</td>
<td>117</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>85</td>
<td>42</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Barbering</td>
<td>18</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodial Service</td>
<td>23</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diesel Mechanics</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fabric Maintenance Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrument Maintenance and Repair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metalworking Occupations</td>
<td>103</td>
<td>103</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>179</td>
<td>157</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>32</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refrigeration</td>
<td>31</td>
<td>13</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Small Engine Repair</td>
<td>33</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textile Production and Fabrics</td>
<td>122</td>
<td>76</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Leatherworking</td>
<td>27</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upholstery</td>
<td>26</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodworking</td>
<td>34</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Frame and Power Plant</td>
<td>71</td>
<td>71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ground Operations, Air Traffic Control</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile and Machinery Repair</td>
<td>116</td>
<td>116</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio and Television Repair</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavy Equipment Operator</td>
<td>24</td>
<td>24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4  
(continued)  

Washington, D.C.

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stationary Engineer</td>
<td>81</td>
<td></td>
<td></td>
<td>81</td>
</tr>
<tr>
<td>Barber</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Computer Technician</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Computer Repair</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>121</td>
<td>2,777</td>
<td>15</td>
<td>106</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11,590</td>
<td></td>
<td>4,088</td>
<td>4,725*</td>
</tr>
</tbody>
</table>

* Forty-eight enrollees from Department of Labor programs received their training at Washington Technical Institute. As these persons were counted by Washington Technical Institute they have not been included here.
<table>
<thead>
<tr>
<th>Course</th>
<th>High School</th>
<th>Postsecondary</th>
<th>Department of Labor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>1.4%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>5.8</td>
<td>4.4</td>
<td>5.2</td>
</tr>
<tr>
<td>Health</td>
<td>4.0</td>
<td>19.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Home Economics (gainful)</td>
<td>6.3</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Business &amp; Office</td>
<td>26.6</td>
<td>28.7</td>
<td>50.1</td>
</tr>
<tr>
<td>Technical Education</td>
<td>0.0</td>
<td>27.1</td>
<td>3.0</td>
</tr>
<tr>
<td>Trade &amp; Industry</td>
<td>55.9</td>
<td>20.3</td>
<td>38.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
### Table 5

**Summary of Selected Services Available by Program**

<table>
<thead>
<tr>
<th>AGENCY/INSTITUTION</th>
<th>Vocational Guidance</th>
<th>Counseling</th>
<th>Adult Basic Education and Remedial Education</th>
<th>English as a Second Language</th>
<th>Legal Aid</th>
<th>Child Day Care</th>
<th>Transportation</th>
<th>Health Services</th>
<th>Job Development and Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. C. Public Schools</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Washington Technical Institute</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>META Institutional</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>CEP</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MIN</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NYG II</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>OIG</td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>MDTA OJT</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>JOP</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>New Careers</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Job Corps</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

I = Provided by Program  
X = Available by Referral  
* Insufficient Information
Table 6

Washington, D.C.

PROGRAM ENROLLMENTS BY OFFERING AGENCY AND
POPULATION GROUPS SERVED

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURLNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.C. Public Schools - Secondary</td>
<td>100%</td>
<td>97%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>37%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.C. Public Schools - Postsecondary</td>
<td>100%</td>
<td>97%</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington Technical Institute</td>
<td>100%</td>
<td>95%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>68%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>32%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.C. Public Schools-Adult</td>
<td>100%</td>
<td>93%</td>
<td>4%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act-Institutional</td>
<td>100%</td>
<td>75%</td>
<td>10%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrated Employment Program</td>
<td>100%</td>
<td>93%</td>
<td>2%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>45%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100%</td>
<td>99%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100%</td>
<td>95%</td>
<td>4%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities Industrial Center</td>
<td>100%</td>
<td>99%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>38%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act-On-The-Job Training</td>
<td>100%</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs Optional Program</td>
<td>100%</td>
<td>75%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6  
(Continued)  

Washington, D.C.

<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>100%</td>
<td>74%</td>
<td>6%</td>
<td>3%</td>
<td>17%</td>
</tr>
<tr>
<td>Male</td>
<td>70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Careers</td>
<td>100</td>
<td>90</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Corps</td>
<td>100</td>
<td>99</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Merchandising</td>
<td>260</td>
<td>2.2%</td>
</tr>
<tr>
<td>Small Airport Management</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Licensed Vocational Nurse</td>
<td>572</td>
<td>4.9</td>
</tr>
<tr>
<td>Medical Records Clerk</td>
<td>90</td>
<td>0.8</td>
</tr>
<tr>
<td>Business Data Processing System</td>
<td>188</td>
<td>1.6</td>
</tr>
<tr>
<td>Stenographer, Secretarial &amp; Related</td>
<td>578</td>
<td>5.0</td>
</tr>
<tr>
<td>Typing &amp; Related</td>
<td>1,549</td>
<td>13.4</td>
</tr>
<tr>
<td>Accounting</td>
<td>156</td>
<td>1.3</td>
</tr>
<tr>
<td>Computer &amp; Console Operator</td>
<td>122</td>
<td>1.0</td>
</tr>
<tr>
<td>Keypunch Operators</td>
<td>118</td>
<td>1.0</td>
</tr>
<tr>
<td>Peripheral Equipment Operator</td>
<td>322</td>
<td>2.8</td>
</tr>
<tr>
<td>Supervisory &amp; Administrative Mgt.</td>
<td>326</td>
<td>2.8</td>
</tr>
<tr>
<td>Police Science</td>
<td>121</td>
<td>1.0</td>
</tr>
<tr>
<td>Fire Science</td>
<td>17</td>
<td>0.1</td>
</tr>
<tr>
<td>Social Welfare Aide</td>
<td>179</td>
<td>1.5</td>
</tr>
<tr>
<td>Applicant Repair</td>
<td>140</td>
<td>1.2</td>
</tr>
<tr>
<td>Automobile &amp; Fender Repair</td>
<td>141</td>
<td>1.2</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>589</td>
<td>5.0</td>
</tr>
<tr>
<td>Automotive Other</td>
<td>86</td>
<td>0.7</td>
</tr>
<tr>
<td>Business Machine Maintenance</td>
<td>140</td>
<td>1.2</td>
</tr>
<tr>
<td>Carpentry</td>
<td>98</td>
<td>0.8</td>
</tr>
<tr>
<td>Electricity</td>
<td>151</td>
<td>1.3</td>
</tr>
<tr>
<td>Masonry</td>
<td>109</td>
<td>1.6</td>
</tr>
<tr>
<td>Construction &amp; Maintenance, Other</td>
<td>419</td>
<td>3.6</td>
</tr>
<tr>
<td>Drafting</td>
<td>287</td>
<td>2.5</td>
</tr>
<tr>
<td>Electronics</td>
<td>177</td>
<td>1.5</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>608</td>
<td>5.2</td>
</tr>
<tr>
<td>Barbering</td>
<td>85</td>
<td>0.7</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>179</td>
<td>1.5</td>
</tr>
<tr>
<td>Refrigeration</td>
<td>31</td>
<td>0.3</td>
</tr>
<tr>
<td>Textile Production &amp; Fabrics</td>
<td>122</td>
<td>1.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8,037</td>
<td>69.3</td>
</tr>
</tbody>
</table>
I. Introduction

The economy of the nation's smallest state largely depends on the activity generated in and from its largest city, Wilmington, the heart of the nation's chemical industry. The situation may be altered in coming years since the relatively large amount of undeveloped and agricultural territory, and Delaware's prime geographic location on the Atlantic seaboard, are being eyed as probable sites for new industries. The economic decline in other states and regions had less effect in Delaware and, consequently, unemployment has been considerably below the national norm. Nevertheless, a deterioration in employment has occurred in recent months and, in fact, was becoming of some concern during FY 1971, the year of this survey.

Among the factors that have contributed to unemployment and underemployment of Wilmington residents was the tendency of industry to import skilled workers from other parts of the country rather than develop the resources among its own population. The result has been that less skilled long-time residents were denied working opportunities. Their numbers were increased by a large influx of more recent migrants who likewise found available job opportunities closed to them. The problem was most aggravated in the city of Wilmington, although it was felt also in the surrounding area. Efforts to deal with these problems are of recent date.

The reduction of the work force occurred as much by attrition as by lay-off, companies simply not filling positions that were vacated by death, illness, retirement or voluntary resignation. For instance, during the year 1970, the duPont Company, a major employer, which was then employing 33,800 in the Delaware-Southern New Jersey area, reduced its workforce by 2,100, 70 percent of it by attrition. Of these 2,100, about 1,000 were professionals, 800 were office personnel and technicians and the rest were hourly wage earners. Other companies followed the same pattern. Meanwhile, population had grown through natural increase and new migrants. At the same time, Wilmington was losing 16 percent of its population to other parts of New Castle County; the white population declined by 36 percent while the non-white rose by 41 percent.

The Wilmington SMSA includes all of New Castle County, Delaware, and portions of Salem County, New Jersey and Cecil County, Maryland. The 1970 Census reported an SMSA population of 494,297. Newcastle County accounted for 372,697; Wilmington alone, 76,442. Almost 46 percent of Wilmington's population was Black and 2.3 were Spanish surnamed. Of those persons 25 years or older, 40 percent of the general population had completed four years of high school or more with the percentage for women being a bit higher than the men. The percentage was lower for Blacks, 31 percent having completed four years of high school or more. Again the women, both in numbers and proportion, compiled more than the men. In the age group 18 to 24, 48.8 percent were reported as having completed four years of high school, and 3.2 percent as college graduates. This indicates that the educational level is increasing, especially since 91.3 percent of those between 14 and 17 were reported as attending school. The 1970 Census also revealed
that of all the individuals in Wilmington between 16 and 64, 29.5 percent had received some form of vocational education, the percentage for women being the same as for men.

Sixteen percent of all Wilmington families had incomes below the poverty level, and 12.2 percent were receiving public assistance. The ratio was higher for Black families, 27.5 percent of which were reported as having incomes below the poverty level and 22.1 percent as recipients of welfare. One-half of the 336 Spanish surnamed families were listed as having incomes below the poverty level, and 16.8 percent were receiving public assistance.

II. Occupational Education in Wilmington

Exclusive of industrial arts and home economics courses, about 70 percent of secondary school pupils were taking vocational education. Since over half the reported enrollments were in office occupations, it is likely that there was some double counting and the actual enrollment is likely somewhat smaller. During FY 1971, 506 were enrolled in cooperative programs. Three of the four high schools offered training in business and distributive education. The fourth, Howard High School, had a much wider variety including special pre-vocational orientation and training in trades and industry. The emphasis on business and distributive education was explained by Wilmington's being a commercial center as well as an industrial area. Efforts are underway to expand the offerings at all high schools.

With Project 70,001, the Wilmington schools have endeavored to encourage dropouts to resume their education. Students who enroll in the project obtain jobs in sales and distribution occupations and are then encouraged to resume classroom instruction in subjects that are relevant to their jobs and the nature of the companies that employed them. This experimental program varies from the customary approach to vocational education which first establishes a career objective and then provides classroom instruction based on that objective. Here the first step is employment with the hope, even expectation, that employment will bolster self-confidence and the student will return to school for instruction that will help him advance on his job. The students can attend classes whenever hours of work permit.

The concept that a younger who drops out of school needs a job first and then the persuasion to return to schooling in order to advance, rather than a set career goal at an age when he is too young to really know what he does want out of life had been voiced in other cities, notably in Rochester by an administrator who felt that administrator and instructor attitudes toward vocational education needed revision as much as the attitudes of young people who were having difficulty determining how they could fit into the world about them. The business community has been receptive to Project 70,001. During the first year the program was in effect, 30 students working full time with eight Wilmington concerns in a variety of clerical and merchandising capacities had also resumed their education in special classes, some of which were held at night or on weekends.

Delcastle Vo-Tech High School, just outside Wilmington, is a comprehensive vocational technical high school for 10th to 12th grade students providing full time career programs aimed at employment upon graduation. All students
take some vocational training, but not all are taking full programs. Academic courses support vocational education. Students are chosen from other high schools in Newcastle County. The distance from the city inhibits more Wilmington students from applying, although transportation is provided. The school has proven so popular, that facilities have been taxed to accommodate the numbers who have been accepted. The supervisors pointed with some pride to the low dropout rate and the high attendance (97 percent) compared with high schools in the city which report a 30 percent absentee rate. The 258 Wilmington students represent about one fourth of the vocational student body. There is also an active adult program.

Post-secondary occupational education is available at the Delaware Technical and Community College in Wilmington. About 40 percent of the enrollment is from Wilmington, and about 25 percent of them are in full time training for careers. Admission is open to applicants with high school diplomas or the equivalent, and to those who are at least 18 years of age and "able to benefit from advanced instruction." About 80 percent of the student body had completed high school. While tuition is $390 a year, or $130 a quarter, a financial aid program is liberal in aiding needy students. Also, a special "developmental" program provided courses in remedial reading and math for about 200 students during FY 1971. The college has been given the responsibility of coordinating secondary and post-secondary vocational programs in the Wilmington area.

MDTA, the largest Federal manpower program, during FY 1971 served 562 individuals. Most of its enrollees were trained at Delaware Technical and Community College, but were not carried on that institution's rolls. During the year under survey no training was carried on at the Skill Center which is now operated by the public school system. Delaware Opportunities Industrialization Center, enrolled 538 men and women and trained all of them. This agency, too, prides itself on the motivation of the enrollees who turn to it for help, and the retention rate of its trainees. Most of the training it provided in FY 1971 was in office occupations but it is now endeavoring to add training in the construction trades, auto mechanics, air conditioning/refrigeration and small appliance repair. OIC is also attempting to enroll youth of 17. WIN and NYC II also had training programs, the latter getting a late start since it was phasing out NYC I. The NYC II program is located in the YMCA which is its sponsor. Most of the enrollees are girls of age 16, and most of them have children. Of the 30 who were served during FY 1971 (not all went into skill training) ten were heads of households. WIN and NYC II both felt they could provide training for more enrollees were more slots available. WIN felt that the inadequacy of child care facilities hampered many mothers from enrolling. There was no CEP. Enrollments for each of these programs are displayed in Table A.

A small NAB/JOBS program had mild success but was stopped midway, and the remaining contract funds returned to the Department of Labor. Through a consortium eight trainees were hired, but resistance to employing more, "since older workers were being laid off by the same firms, called a halt to the project. A NAB/JOBS program has since been started again.
### Table A

**Number of Students Enrolled in Skill Training in Public Institutions and Federal Programs**

#### Wilmington

<table>
<thead>
<tr>
<th>Institution/Agency</th>
<th>Number Enrolled</th>
<th>Number from City in Skill Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilmington Public Schools</td>
<td>3,352</td>
<td>2,233</td>
</tr>
<tr>
<td>Delcastle Technical School</td>
<td>258</td>
<td>258</td>
</tr>
<tr>
<td>Delaware Technical &amp; Community College</td>
<td>1,370</td>
<td>314</td>
</tr>
<tr>
<td>MDTA</td>
<td>478</td>
<td>355</td>
</tr>
<tr>
<td>WIN</td>
<td>470</td>
<td>50</td>
</tr>
<tr>
<td>NYC II</td>
<td>60</td>
<td>28</td>
</tr>
<tr>
<td>OIC</td>
<td>539</td>
<td>539</td>
</tr>
<tr>
<td>MDTA-OJT</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>JOP (2)</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>NAB-JOBS</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Delcastle Technical School Adult</td>
<td>1,378</td>
<td>556</td>
</tr>
</tbody>
</table>

**Note:** A total of forty-two persons enrolled in WIN and NYC II received their training at OIC and have been included in the totals of both.

1. Full time enrollees only. Course enrollments not available for students in part time career education.
2. Program started May, 1971; supplanted MDTA-OJT which had about 45 enrollees - training data not available.

#### Occupational Offerings

The high schools enrolled 2,233 in 17 programs, but four courses in office occupations accounted for 1,692 or 70 percent: accounting/computing, filing/office machines, stenography/secretary, and typing. Forty percent of the enrollees were in stenography/secretarial. At Delcastle Technical School, 996 students were enrolled in 23 separate programs. The majority of the offerings were in trades and industry. Cosmetology enrolled the largest single group, 109, and metal occupations enrolled 96. Four construction skills -- electricity, carpentry, masonry, plumbing and pipefitting -- accounted for 214, slightly more than 21 percent of the career students, and health occupations attracted 107.

About 15 regular programs were offered to 784 career students by Delaware Technical and Community College, which included a group of 167 in "Pre-Technical" and "Specialized Occupations" without any breakdown. Of the rest, 291 were enrolled in office occupations. An unusually small number were training in the health field, 19 as dental assistants.

Federal manpower trainees accounted for 20 percent of the enrollees in Wilmington's occupational programs, and the four agencies provided training in
32 of the 52 offerings available. OIC accounted for more than half the enrollments and trained 48% of its 539 students in office skills. In the other programs, office skills, trade and industry and health attracted the majority of enrollees. Table 4A, shows the distribution of enrollments by level and area.

Selected Services

As is shown in Table 5, job development and placement was the only one of the nine ancillary services deemed helpful in furthering a student's progress that was provided by all institutions and agencies. WIN alone furnished all services, and OIC all but English as a Second Language. This service seemed the least essential since only the public schools and the college offered it as part of the program and WIN only on a referral basis. Counseling, health care, and adult basic and remedial education were offered by eight of the nine institutions and agencies. The college had one counselor for every hundred students, but the schools only one for every 800 pupils. All other services were given by at least seven. The secondary schools, in particular, had a strong health care program, continuing a custom established many years ago, and was one of the few school systems in the entire survey that provided day care for children. Delcastle Technical School, in addition provided free lunch for the disadvantaged, and when necessary referred students to a mental hygiene clinic.

Characteristics of Students

Less than half of the secondary students in Wilmington were white (45.3 percent). At Delcastle Technical School, however, 70 percent of the students were white, and at Delaware Technical and Community College, 80 percent. Only three percent of those in the adult program were Black. At all institutions a few students were of Spanish surname. By contrast, the Federal manpower registered by black majorities from 78 percent in WIN to 97 percent in OIC. Between ten and fifteen percent of MDTA enrollees were veterans.

Delcastle Technical School and Delaware Technical and Community College enrolled a majority of male students, but the high schools along with the Federal Manpower programs had female majorities ranging from 54 to 90 percent. The majority of college students were single and 80 percent worked part time.

III. Overlap, Duplications and Gaps

Of the 5,037 individuals enrolled in occupational training in Wilmington approximately 2,206, or 43.7 percent, were in 16 programs that were offered by more than one institution or agency. In four of these, Federal manpower agencies registered five or fewer students each. Five others were offered at both the secondary school and college level, indicating perhaps that different skill levels were being taught. A number of manpower program enrollees were receiving training at Delaware Technical and Community College but were not carried as regular students on the college rolls.

Of the total of 52 programs, 16 were offered only by the secondary schools, 9 only by Delaware Technical and Community College, and 11 only through Federal Manpower agencies. In view of the economic slowdown, the large enrollments in accounting, office machines, cosmetology and auto mechanics might cause some duplication concern, but the traditional nature of Wilmington's business
also might well absorb qualified trainees when the situation improves. In fact, typing, which accounted for the largest single overlap in any occupation, is listed as a shortage occupation.

Table 7 in the Appendix displays all the offerings where there was any overlap. Reference to Table 4 will show where the overlap occurred.

**Programs Compared with the Local Labor Market**

Despite the slowdown in the economy no official estimate of surplus workers in any given area was available. However, a substantial number, 2,028, representing 40.2 percent of occupational students in Wilmington, were being trained in six areas where there is a definite demand for workers: architecture, sales, health occupations, police science, stenography and typing. Official sources indicate that there will be greater demand for persons skilled in these areas in the future. (See Table B2. Table B1 which is used to denote occupations which have a surplus of workers is not included in this analysis.)

**TABLE B-2**

<table>
<thead>
<tr>
<th>Skill Training Programs</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total Number of Students Enrolled in All Skill Training Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>44</td>
<td>.87</td>
</tr>
<tr>
<td>Salespeople</td>
<td>173</td>
<td>3.4</td>
</tr>
<tr>
<td>Health Occupations</td>
<td>204</td>
<td>4.0</td>
</tr>
<tr>
<td>Police Science</td>
<td>56</td>
<td>1.1</td>
</tr>
<tr>
<td>Stenography</td>
<td>964</td>
<td>19.1</td>
</tr>
<tr>
<td>Typing</td>
<td>587</td>
<td>11.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,028</strong></td>
<td><strong>40.2</strong></td>
</tr>
</tbody>
</table>

Of these six programs, only the health occupations were available at all levels. Typing was offered at the high schools and through Federal manpower programs, sales and stenography only by the high schools, police science only at the college, and architecture at Delcastle Technical High School and at the college.

**Programs Compared with Population Groups**

The Wilmington public schools enrolled 2,333 students in vocational programs. If we add the 258 at Delcastle Technical School and 28 who were NYC II trainees, we find that 2,519, or 60 percent of the age group, 16-18, were in occupational training.

Post secondary and Federal manpower programs enrolled 1,258 individuals in full time career training, or 5.5 percent of the population segment that was between 19 and 44 years of age. The number increases to 1,875, or slightly under 9 percent if we add those who were training on-the-job and
enrolled in adult vocational education. In the 16 to 18 age group, 62.8 percent of the Blacks were enrolled in skill training with 57.5 of the whites enrolled. The ratio of males to females in this age group was about even.

In the 19 to 44 age group, a larger proportion of Blacks were enrolled than whites, 8.8 percent against 2.4 percent. There were more females (6.2 percent) than males (4.6 percent) enrolled.

TABLE C
COMPARISON OF POPULATION GROUPS IN CITY WITH NUMBERS OF THESE GROUPS IN SKILL TRAINING

WILMINGTON

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Total Number in City</th>
<th>Number of Students Enrolled in Skill Programs</th>
<th>Percent Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age 16 to 18</strong></td>
<td><strong>Race/Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>2,070</td>
<td>1,192</td>
<td>57.5</td>
</tr>
<tr>
<td>Black</td>
<td>2,110</td>
<td>1,327</td>
<td>62.8</td>
</tr>
<tr>
<td>Male</td>
<td>2,015</td>
<td>1,211</td>
<td>60.0</td>
</tr>
<tr>
<td>Female</td>
<td>2,183</td>
<td>1,308</td>
<td>59.9</td>
</tr>
<tr>
<td><strong>19 to 44</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>22,694</td>
<td>1,258</td>
<td>5.5</td>
</tr>
<tr>
<td>White</td>
<td>11,482</td>
<td>283</td>
<td>2.4</td>
</tr>
<tr>
<td>Black</td>
<td>11,063</td>
<td>975</td>
<td>8.8</td>
</tr>
<tr>
<td>Male</td>
<td>10,407</td>
<td>488</td>
<td>4.6</td>
</tr>
<tr>
<td>Female</td>
<td>12,287</td>
<td>770</td>
<td>6.2</td>
</tr>
</tbody>
</table>

Note: In each age group the total of Blacks and whites may be somewhat less than the grand total. This difference represents the number of persons of other races, i.e. American Indian, Oriental, residing in the city. Totals of whites include persons of Spanish surname.

IV. Management, Administration, and Coordination

By and large, administrators stressed the inadequacy of their programs as being too limited in scope and funds to reach the greater numbers of persons who needed assistance. For example, NYC II in Wilmington was allotted only 40 slots, whereas it was estimated that during FY 1971 there were as many as 3,500 school dropouts in the population, the majority of them in the disadvantaged group. School authorities emphasized the need for modifying
the secondary instructional curriculum as it pertained to job preparation and labor market needs, and felt that orientation to the world of work should be an integral part of the school schedule.

Despite the inability to provide training for larger numbers, Federal manpower program administrators urged that more information should be disseminated regarding manpower programs that were in existence. There appeared little concern that the present decline in labor market needs would not improve, and the emphasis of concern was that more people be prepared now to enter the labor market when conditions improve.

Since the city was relatively small, program administrators seemed to know and communicate with each other more effectively. The CAMPS committee has been very active and most administrators were either involved or aware of their activities. Many administrators, especially at the community college, expressed the need to coordinate programs over a much larger area than most cities. Since Wilmington is a small city, its economy is closely related to the suburban and outlying areas of the state. There are currently a number of efforts on the state level to achieve closer coordination and articulation of programs. Many of these efforts are through professional organizations such as the Delaware Vocational Association and the State Personnel and Guidance Association.

V. Summary.

Duplication does not seem to be a major problem in Wilmington. While there are overlaps in program offerings between different institutions, these often serve different population groups and are in occupations for which there is a current demand for workers. There was a concern, particularly in the public schools and the Federal manpower programs, that additional opportunities be provided for skill training. There was also concern that additional efforts needed to be made to adequately serve the disadvantaged in the public schools as well as those out-of-school.

The Opportunities Industrialization Center provided a large part of the training available for out-of-school disadvantaged individuals and was most anxious to do even more. Since they are a private, community based group, they seem to have less difficulty in designing programs for local needs than most Federal programs.
<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL ENROLLED</th>
<th>NUMBER ENROLLED FROM CITY</th>
<th>NUMBER IN OCCUPATIONAL TRAINING</th>
<th>NUMBER FROM CITY IN OCCUPATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilmington Public Schools</td>
<td>3,352</td>
<td>3,352</td>
<td>2,233</td>
<td></td>
</tr>
<tr>
<td>Delcastle Technical School-Secondary</td>
<td>1,219</td>
<td>258</td>
<td>996</td>
<td>258</td>
</tr>
<tr>
<td>Delaware Technical and Community College</td>
<td>3,425</td>
<td>1,370</td>
<td>784 (2)</td>
<td>314 (2)</td>
</tr>
<tr>
<td>Manpower Development and Training Act</td>
<td>562</td>
<td>1478</td>
<td>409</td>
<td>355</td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>470</td>
<td>470</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>60</td>
<td>60</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Opportunities Industrial Center</td>
<td>539</td>
<td>539</td>
<td>539</td>
<td>539</td>
</tr>
<tr>
<td>Manpower Development and Training Act-On-The-Job Training</td>
<td>50</td>
<td>45</td>
<td>50</td>
<td>45</td>
</tr>
<tr>
<td>Jobs Optional Program (3)</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>National Alliance of Businessmen-Job Opportunities in the Business Sector</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Delcastle Technical School-Adult</td>
<td>1,378</td>
<td>668</td>
<td>1,146</td>
<td>556</td>
</tr>
</tbody>
</table>

(1) There were forty-six persons in the WIN program who were trained by other Department of Labor programs. These persons were included in the totals of both enrolling and training agencies.

(2) Full time enrollees only. Ninety percent of the students were in occupational training. Course enrollments not available for 2,298 students in part time career education, which included 919 from Wilmington.

(3) Program started May, 1971; supplanted MDTA-OJT which had about 50 enrollees - training data not available.
Table 2

Wilmington

**OCCUPATIONAL OFFERINGS IN PUBLIC INSTITUTIONS**
**BY TYPE AND ENROLLMENT**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wilmington Public Schools</strong></td>
<td></td>
</tr>
<tr>
<td>Home Economics, Gainful</td>
<td>64</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>173</td>
</tr>
<tr>
<td>Health Occupations</td>
<td>10</td>
</tr>
<tr>
<td>Accounting and Computing</td>
<td>135</td>
</tr>
<tr>
<td>Filing and Office Machines</td>
<td>281</td>
</tr>
<tr>
<td>Stenography and Secretarial</td>
<td>964</td>
</tr>
<tr>
<td>Typing</td>
<td>312</td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>34</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>35</td>
</tr>
<tr>
<td>Automation</td>
<td>10</td>
</tr>
<tr>
<td>Carpentry</td>
<td>28</td>
</tr>
<tr>
<td>Electrical Occupations</td>
<td>12</td>
</tr>
<tr>
<td>Metal Working</td>
<td>47</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>60</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
</tr>
<tr>
<td>Barber</td>
<td>43</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,233</strong></td>
</tr>
<tr>
<td><strong>Delcastle Technical School</strong></td>
<td></td>
</tr>
<tr>
<td>Child Care and Guidance</td>
<td>40</td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>39</td>
</tr>
<tr>
<td>Automobile Body</td>
<td>35</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>73</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>109</td>
</tr>
<tr>
<td>Carpentry</td>
<td>57</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>50</td>
</tr>
<tr>
<td>Masonry</td>
<td>22</td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>61</td>
</tr>
<tr>
<td>Printing/Graphic Arts</td>
<td>33</td>
</tr>
<tr>
<td>Stationary Engineering</td>
<td>9</td>
</tr>
<tr>
<td>Health Occupations</td>
<td>24</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>26</td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>24</td>
</tr>
<tr>
<td>Practical Nurse</td>
<td>33</td>
</tr>
<tr>
<td>Electronics</td>
<td>27</td>
</tr>
<tr>
<td>Electricity</td>
<td>74</td>
</tr>
<tr>
<td>Metal Occupations</td>
<td>96</td>
</tr>
<tr>
<td>Library Aide</td>
<td>9</td>
</tr>
<tr>
<td>Aeronautics</td>
<td>12</td>
</tr>
<tr>
<td>Architecture</td>
<td>32</td>
</tr>
<tr>
<td>Chemical Laboratory Technician</td>
<td>22</td>
</tr>
<tr>
<td>Quantity Food Occupations</td>
<td>34</td>
</tr>
<tr>
<td>Other</td>
<td>55</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>996</strong></td>
</tr>
</tbody>
</table>
Table 2  
(Continued)

Wilmington

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware Technical and Community College - Northern Branch</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>85</td>
</tr>
<tr>
<td>Data Processing</td>
<td>75</td>
</tr>
<tr>
<td>Marketing/Management</td>
<td>65</td>
</tr>
<tr>
<td>Secretarial</td>
<td>50</td>
</tr>
<tr>
<td>Architectural</td>
<td>12</td>
</tr>
<tr>
<td>Chemistry Laboratory</td>
<td>19</td>
</tr>
<tr>
<td>Electronics</td>
<td>90</td>
</tr>
<tr>
<td>Drafting</td>
<td>60</td>
</tr>
<tr>
<td>Industrial</td>
<td>20</td>
</tr>
<tr>
<td>Mechanical</td>
<td>35</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>19</td>
</tr>
<tr>
<td>Police Science</td>
<td>56</td>
</tr>
<tr>
<td>Fire Science</td>
<td>15</td>
</tr>
<tr>
<td>Specialized Occupations</td>
<td>34</td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>16</td>
</tr>
<tr>
<td>Pre-Technical</td>
<td>133 (1)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>784</td>
</tr>
</tbody>
</table>

(1) Full time students only. An additional 2,298 were enrolled in career education part-time; course enrollments not available.
Table 3

Wilmington

OCCUPATIONAL OFFERINGS IN FEDERAL MANPOWER OR EDUCATIONAL PROGRAMS: 
BY TYPE, ENROLLMENT, AND AGENCY PROVIDING TRAINING

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kempor Development and Training Act</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Day Care</td>
<td>39</td>
<td>Delaware Tech. &amp; Community College</td>
</tr>
<tr>
<td>Carpenter</td>
<td>43</td>
<td>Delaware Tech. &amp; Community College</td>
</tr>
<tr>
<td>Welder</td>
<td>56</td>
<td>Delaware Tech. &amp; Community College</td>
</tr>
<tr>
<td>Clerical Cluster</td>
<td>78</td>
<td>Delaware Tech. &amp; Community College</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>38</td>
<td>Delaware Tech. &amp; Community College</td>
</tr>
<tr>
<td>Automobile Body</td>
<td>35</td>
<td>Delaware Tech. &amp; Community College</td>
</tr>
<tr>
<td>Home Attendant</td>
<td>20</td>
<td>Delaware Tech. &amp; Community College</td>
</tr>
<tr>
<td>Nurse's Aide Orderly</td>
<td>56</td>
<td>Delaware Tech. &amp; Community College</td>
</tr>
<tr>
<td>Various (Less than one class)</td>
<td>44</td>
<td>Various Private Schools</td>
</tr>
<tr>
<td>TOTAL</td>
<td>409</td>
<td></td>
</tr>
<tr>
<td><strong>Work Incentive Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>10</td>
<td>Opportunities Industrial Center, MDTA</td>
</tr>
<tr>
<td>Social Service Aide</td>
<td>1</td>
<td>Delaware Tech. &amp; Community College</td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>1</td>
<td>Delaware Tech. &amp; Community College</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>13</td>
<td>MDTA</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>4</td>
<td>Delaware Tech. &amp; Community College</td>
</tr>
<tr>
<td>Clerk Typist</td>
<td>8</td>
<td>OIC</td>
</tr>
<tr>
<td>Keypunch</td>
<td>3</td>
<td>OIC</td>
</tr>
<tr>
<td>Secretary</td>
<td>1</td>
<td>OIC</td>
</tr>
<tr>
<td>Secretary</td>
<td>1</td>
<td>Delaware Tech. &amp; Community College</td>
</tr>
<tr>
<td>Chemical Laboratory Assistant</td>
<td>5</td>
<td>OIC</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>3</td>
<td>Academy Beauty School</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>
### Table 3 (Continued)

#### Wilmington

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
<th>AGENCY PROVIDING TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neighborhood Youth Corps II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical Aide</td>
<td>15</td>
<td>Delaware OIC</td>
</tr>
<tr>
<td>Library Aide</td>
<td>5</td>
<td>Public Schools</td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>3</td>
<td>Public Schools</td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>2</td>
<td>Hospital</td>
</tr>
<tr>
<td>Automobile Mechanic</td>
<td>1</td>
<td>Skills Center</td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>2</td>
<td>Hospital</td>
</tr>
<tr>
<td>TOTAL</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

| Opportunities Industrial Center |
|-------------------------------|------------------|----------------|
| Chemical Laboratory Assistant | 30 | OIC |
| Keypunch | 50 | OIC |
| PBX | 25 | OIC |
| Filing | 150 | OIC |
| Clerk Typist | 250 | OIC |
| Duplicating Machines | 34 | OIC |
| TOTAL | 539 | |
### Table 4

**Wilmington**

<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS</th>
<th>TOTAL</th>
<th>HIGH SCHOOL</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributive Education</td>
<td>173</td>
<td>173</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Marketing Management</td>
<td>65</td>
<td></td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>45</td>
<td>26</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Health Occupations</td>
<td>34</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Laboratory Assistant</td>
<td>24</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Nurse</td>
<td>33</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse's Aide Orderly</td>
<td>56</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care and Guidance</td>
<td>79</td>
<td>40</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Consumer and Home Making</td>
<td>64</td>
<td>64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Services</td>
<td>34</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Attendant</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Teacher's Aide</td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>220</td>
<td>135</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Filing</td>
<td>150</td>
<td></td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>57</td>
<td></td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Keypunch</td>
<td>66</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Office Machines</td>
<td>315</td>
<td>281</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Library Aide</td>
<td>14</td>
<td>9</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Secretaryial</td>
<td>51</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Telephone Operator</td>
<td>25</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Stenographer</td>
<td>964</td>
<td>964</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typing</td>
<td>562</td>
<td>312</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>75</td>
<td></td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>44</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Chemical Laboratory Assistant</td>
<td>71</td>
<td></td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Fire Science</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Police Science</td>
<td>56</td>
<td></td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Pre-Technical</td>
<td>133</td>
<td></td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>Air Conditioning</td>
<td>39</td>
<td></td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Appliance Repair</td>
<td>34</td>
<td></td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Automobile Body</td>
<td>70</td>
<td></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>146</td>
<td>108</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Automotive Technician</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barber</td>
<td>43</td>
<td></td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>128</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>172</td>
<td>169</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>60</td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Electrical Occupations</td>
<td>86</td>
<td></td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>117</td>
<td>27</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Industrial Trades</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>12</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL OFFERINGS</td>
<td>TOTAL</td>
<td>HIGH SCHOOL</td>
<td>POSTSECONDARY</td>
<td>DEPARTMENT OF LABOR</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Masonry</td>
<td>57</td>
<td>22</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Metal Occupations</td>
<td>143</td>
<td>143</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plumbing and Pipefitting</td>
<td>61</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing/Graphic Arts</td>
<td>33</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Service Aide</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Stationary Engineering</td>
<td>9</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>56</td>
<td></td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Specialized Occupations</td>
<td>34</td>
<td></td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Various (Less than class)</td>
<td>44</td>
<td></td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>80</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,993</td>
<td>3,229</td>
<td>784</td>
<td>980*</td>
</tr>
</tbody>
</table>

There were 46 Department of Labor enrollees who were enrolled by one agency and trained by another agency. While these were reported by both agencies in Table 3's in order to avoid a duplicated count, they were included only once here.
Table 4A

Wilmington

DISTRIBUTION OF OCCUPATIONAL ENROLLMENTS BY LEVEL AND AREA

<table>
<thead>
<tr>
<th>AREA</th>
<th>SECONDARY</th>
<th>POSTSECONDARY</th>
<th>DEPARTMENT OF LABOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributive Education</td>
<td>5.4%</td>
<td>8.3%</td>
<td>--%</td>
</tr>
<tr>
<td>Health</td>
<td>3.6</td>
<td>2.4</td>
<td>6.9</td>
</tr>
<tr>
<td>Home Economics (Gainful)</td>
<td>4.2</td>
<td>--</td>
<td>6.4</td>
</tr>
<tr>
<td>Business and Office</td>
<td>52.7</td>
<td>28.8</td>
<td>60.9</td>
</tr>
<tr>
<td>Technical Education</td>
<td>1.7</td>
<td>30.0</td>
<td>3.1</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>29.9</td>
<td>30.5</td>
<td>22.7</td>
</tr>
<tr>
<td>Other</td>
<td>2.5</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### Table 5

**Summary of Selected Services Available by Program**

<table>
<thead>
<tr>
<th>AGENCY/INSTITUTION</th>
<th>Vocational Guidance</th>
<th>Counseling</th>
<th>Adult Basic Education and Remedial Education</th>
<th>English as a Second Language</th>
<th>Legal Aid</th>
<th>Child Day Care</th>
<th>Transportation</th>
<th>Health Services</th>
<th>Job Development and Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilmington Public Schools</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Delcastle Vocational Technical High School</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Delaware Technical &amp; Community College</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>NJTA - Institutional</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>WIN</td>
<td>I</td>
<td>I</td>
<td>X</td>
<td>X</td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NYC II</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>OIC</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>NJTA-OJT</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>NBJ-JOBS (I)</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

*I = Provided by Program*  
*X = Available by Referral*  
* = Insufficient Information*
<table>
<thead>
<tr>
<th>INSTITUTION/AGENCY</th>
<th>TOTAL</th>
<th>BLACK</th>
<th>WHITE</th>
<th>SPANISH SURNAME</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilmington Public Schools</td>
<td>100%</td>
<td>53.3%</td>
<td>45.3%</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delcastle Technical School (1)</td>
<td>100%</td>
<td>10%</td>
<td>88.4%</td>
<td>1.5%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Male</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delaware Technical and Community College</td>
<td>100%</td>
<td>20.4%</td>
<td>76.3%</td>
<td>1.2%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Male</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower Development and Training Act -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional</td>
<td>100%</td>
<td>90%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Incentive Program</td>
<td>100%</td>
<td>78%</td>
<td>16%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps II</td>
<td>100%</td>
<td>88.3%</td>
<td>6.6%</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities Industrial Center</td>
<td>100%</td>
<td>97%</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs Optional Program - On-The-Job Training</td>
<td>100%</td>
<td>11%</td>
<td>89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Not Available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Not Available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Alliance of Businessmen - Job Opportunities in the Business Sector</td>
<td>100%</td>
<td>75%</td>
<td>22%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delcastle Technical School - Adult Program</td>
<td>100%</td>
<td>3%</td>
<td>97%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on students from Wilmington. Black students comprise 9.9% of entire student body.
<table>
<thead>
<tr>
<th>OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>NUMBER OF STUDENTS ENROLLED IN OCCUPATIONAL OFFERINGS PROVIDED BY MORE THAN ONE AGENCY</th>
<th>PERCENTAGE OF TOTAL NUMBER OF STUDENTS ENROLLED IN ALL OCCUPATIONAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Assistant</td>
<td>45</td>
<td>0.8%</td>
</tr>
<tr>
<td>Child Care and Guidance</td>
<td>79</td>
<td>1.5</td>
</tr>
<tr>
<td>Accounting</td>
<td>235</td>
<td>4.6</td>
</tr>
<tr>
<td>Keypunch Operator</td>
<td>69</td>
<td>1.3</td>
</tr>
<tr>
<td>Office Machines</td>
<td>315</td>
<td>6.2</td>
</tr>
<tr>
<td>Library Aide</td>
<td>14</td>
<td>0.2</td>
</tr>
<tr>
<td>Secretarial</td>
<td>51</td>
<td>1.0</td>
</tr>
<tr>
<td>Typing</td>
<td>587</td>
<td>11.6</td>
</tr>
<tr>
<td>Architecture</td>
<td>44</td>
<td>0.8</td>
</tr>
<tr>
<td>Chemical Laboratory</td>
<td>76</td>
<td>1.5</td>
</tr>
<tr>
<td>Automobile Body</td>
<td>70</td>
<td>1.4</td>
</tr>
<tr>
<td>Automobile Mechanics</td>
<td>147</td>
<td>2.9</td>
</tr>
<tr>
<td>Carpentry</td>
<td>128</td>
<td>2.5</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>172</td>
<td>3.4</td>
</tr>
<tr>
<td>Electronics</td>
<td>117</td>
<td>2.3</td>
</tr>
<tr>
<td>Masonry</td>
<td>57</td>
<td>1.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,206</td>
<td>43.7</td>
</tr>
</tbody>
</table>