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O.M.A.T. PROJECT MDS 36-64

SIX MONTHS' REPORT  
6-26-64 thru 12-31-64

211 - 5th Ave.  
DES MOINES, IOWA

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TO OFFICE OF MANPOWER, AUTOMATION AND TRAINING,  
U.S. DEPARTMENT OF LABOR  
WASHINGTON, D.C. 20210

ATTENTION: MISS AUGUSTA CLAWSON  
DIVISION OF SPECIAL PROGRAMS

FROM O.M.A.T. PROJECT CONTRACT NO. MDS 36-64  
211 - 5th Street  
Des Moines, Iowa  
Alice Whipple, Project Director

SUBJECT SIX MONTHS PROJECT REPORT - 6-26-64 to 12-31-64

I. PURPOSE OF PROJECT

To demonstrate successful methods of retraining and placing in employment 100 local youths, 17-22 years, now unemployable or working at short term, dead end jobs because of education and skill lacks arising from:

Lack of motivation;  
Lack of income;  
Lack of personal equipment for city employment;  
Reading difficulties.

II. SERVICES

Coordination OMAT Project with:

Director, I.S.E.S.,  
Director, School Training Program,  
Director, OMAT Project;

Recruitment and referral of trainees to Iowa State Employment Service;

Case work services to trainees with financial and training problems;

Coordination services with Project worker at I.S.E.S.; Supervisor, School Training Program; and Counselors, School Training Program.

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III

STATISTICS 6-26-64 thru 12-31-64

TABLE I TOTAL YOUTHS CONTACTED

TOTAL YOUTHS CONTACTED	IN TRAINING 12-31-64	DROPPED FROM TRAINING	CASES NOT IN TRAINING		CONTACTS ONLY	
			ACTIVE	CLOSED	THRU LETTER	THRU REFERRALS
702	80	53	12	117	384	56

Names of 702 youths (male) who had dropped from school a year earlier, were developed in recruitment, from Schools and Agency lists. Des Moines Public Schools lists were secured thru Iowa State Employment Service to whom Des Moines Public Schools refers all drop-outs. Polk County Schools list was not available until Schools opened in September. Letters were sent to youths explaining the program and asking them to get in touch with OMAT office. With 440 youths this was only OMAT contact. 56 of these youths were from agency lists but some of them were no longer in contact with agency and not at addresses given. 384 were from Schools lists.

262 youths, 37% of the total, were followed up by interviews with youths, their relatives, agencies, other collaterals.

129 of these cases, 49.9%, were not eligible for training because of age, full time employment, military service, lack of interest, return to regular school, handicap. Referrals were made to appropriate agencies where some service was indicated. 12 of these cases are still open pending appropriate referrals.

133 youths, 51% of these cases, and 19% of the Recruitment total, were definitely enrolled in the program thru: (1) Interviews with youths, their relatives, registered agencies; (2) Securing of School records, preparation of ISES Form, referral to ISES for enrollment on appointment basis; (3) Preparation Form 101. Case and group services records, including contacts with school counselor and teacher, attendance follow up, have been maintained on these youths.

80 youths, 60% of youths enrolled in training, were still in training, 12-31-64 at the end of the 29th week of training.

53 youths, 40% of those enrolled, had terminated training by 12-31-64.

TABLE II TOTAL TRAINEES ENROLLED ARRANGED ACCORDING TO AGE AND RACE.

Age Group	Total	% Total	White	% Total	Negro	% Total	Mexican	% Total
Total	133	100	109	82	22	16.5	2	1.5
				% Race Total		% Race Total		% Race Total
17 years	20	15	18	16.5	2	9		
In Training	(10)		(10)		(-)		--	
Dropped	(10)		(8)		(2)			
18 years	26	19.5	24	22	2	9		
In Training	(13)		(11)		(2)		--	
Dropped	(13)		(13)		(-)			
19 Years	30	22.6	25	22.9	5	22.7		
In Training	(19)		(16)		(3)		--	
Dropped	(11)		(9)		(2)			
20 Years	30	22.6	21	19.3	8	36.5	1	50
In Training	(21)		(13)		(7)		(1)	
Dropped	(9)		(8)		(1)		(-)	
21 Years	27	20.3	21	19.3	5	22.8	1	50
In Training	(17)		(11)		(5)		(1)	
Dropped	(10)		(10)		(-)		(-)	

109, 82% of youths enrolled were white. Negro population is 3.9% of total Polk County population; Mexican is about .3% of total Polk County population, so both Negro and Mexican proportions of total enrollment are high.

The distribution in age groups is not marked; the largest span between numbers in 5 groups is 10. The greatest number of youths were 19 and 20 years, 30 in each age group.

46 of youths, 34.5%, were under 19 years, 7 less than an exactly even age group distribution would have provided. A higher proportion of the white youths were in this group, 38.5%. 18% of Negroes were 17 and 18 years; no Mexicans were in this younger group.

87 of youth, 65.5%, were 19 thru 21 years. 61.5% of white enrollees were of these ages. 82% of Negroes were in the older age groups; 100% Mexicans were older, 1, 20 years, 1, 21 years. It is not known whether white youths have dropped out of regular school earlier or whether Recruitment of white youths in younger age groups was more successful.

TABLE III Trainee Terminations Displayed According to Age and Race

Age Groupe	Total		White				Negro			
	Term's.	% Total Enrollees	Term's.	% Total Enrollees	% White Enrollees	% Total Term's.	Term's.	% Total Enrollees	% Negro Enrollees	% Total Term's.
Total	53	39.8	48	36.	44.	90.6	5	3.8	22.7	9.4
17 years	10	7.5	8	40.	44.	15.1	2	10.	100	
18 years	13	9.8	13	50.	54.	24.5	---	----	----	----
19 years	11	8.3	9	30.	36.	17.	2	6.6	40.	3.7
20 years	9	6.7	8	26.6	38.	15.	1	3.7	12.5	1.9
21 years	10	7.5	10	37.	48.	19.	---	---	----	---

Practically 40% of enrollees left the program. This per cent would have been higher if 33 additional trainees had not been slotted in as terminations developed. The per cent is still high but since 25 trainees terminated because they secured work (see Table IV) more accurate measure of program and trainees is secured as employment terminations are excluded and termination number is netted to 28, 21% of total trainees enrolled.

There is numerically little spread (4) in terminations between age groups but the termination per cents of 17 and 18 year enrollees, 50% in each instance, are considerably higher. Lowest termination per enrollee per cent is in 20 year group, 30%; this age group had highest enrollment.

The difference in terminations between white, Negro, Mexican enrollees is marked: White, 44% of white enrollees; Negro, 22.7% of Negro enrollees; Mexican, no terminations. While employment created 46% of white, and 6% of Negro terminations, terminations for other reasons than employment, 28, (see Table IV) provide even higher disproportion between white and Negro trainees: 26 white trainees, 24% of total white enrollees; 2 Negro trainees, 9% of total Negro enrollees.

TABLE IV Reasons for Termination According to Age and Race

TOTAL	Total	W	N	17 Years			18 Years			19 Years			20 Years			21 years		
				TOT.	W	N	TOT.	W	N	TOT.	W	N	TOT.	W	N	TOT.	W	N
				53	48	5	10	8	2	13	13	-	11	9	2	9	8	1
Work	25	22	3	3	2	1	6	6		5	4	1	7	6	1	4	4	
Full Time	23	21	2	3	2	1	5	5		4	4	-	7	6	1	4	4	
Part Time	2	1	1				1	1		1	-	1						
Trainee Attitude	12	11	1	3	2	1	3	3		2	2		-			4	4	
Poor Attend.	9	9	-	1	1		3	3		1	1					4	4	
Lack Interest	3	2	1	2	1	1				1	1							
Trainee Behavior	13	12	1	3	3	-	4	4		3	2	1	2	2		1	1	
School Offenses	8	8		3	3		3	3		1	1		1	1				
Imprisonment	3	3					1	1		-			1	1		1	1	
Personality	2	1	1							2	1	1						
Other	3	3	-	1	1					1	1		-			1	1	
Left Town	1	1								1	1							
Reading Problem	1															1	1	
Par. Opposed	1	1		1	1													

Securing Employment (25) occasioned 47% of terminations; 43% for full time employment; 4% for part time employment. 2 trainees terminating for part time work felt they could not carry both training and employment. Of the 25 jobs secured, 21 were permanent with varying advancement opportunities, some quite good. 4 jobs were poor; all 4 of these trainees are white.

Trainee Behavior problems (13) occasioned 25% of terminations. Violations of school rules (8, all white) accounted for 15%; imprisonment (3, all white) 6%; personality disorders (2, 1 white, 1 Negro) 4%. 1 Negro boy was terminated on psychiatric advice because his long standing personality disturbance was aggravated by training. The white trainee left town.

Trainee Attitudes (12) occasioned 23% of terminations, 9 cases of poor attendance accounted for 17%, and 3 cases of lack of interest for 6%. Repeated case work contacts with trainees and their families did not produce improved participation in the program. 11 trainees were white, 1 Negro.

Other terminations (3) occasioned 5% of terminations. All are white. 1 Cuban went to California where relatives reside. 1 21 year old trainee felt so seriously handicapped by poor reading ability that he could not be encouraged to continue. Functional reading instituted in the orientation period might have prevented this termination. 1 father's opposition to his 17 year old son's training could not be modified.

TABLE V Terminations Arranged According to Month of Termination, Reason, Age, Race

MONTH	TOTAL	Reason for Termination			
		Work	Behavior	Attitude	Other
TOTAL	53 (N5)	25 (N3)	13 (N1)	12 (N1)	3
September	11 (N1)	6	2	1	2
Age 17	3 (N1)	1		1 (N1)	1
18	4	3	1		
19	1				1
20	2	1	1		
21	1	1			
October	5 (N1)	4	1		
Age 17	1 (N1)	1 (N1)			
18	2	1	1		
19					
20	1	1			
21	1	1			
November	10 (N1)	8		2	
Age 17	1			1	
18	2	1		1	
19	2	2			
20	5 (N1)	5 (N1)			
21					
December	27* (N2)	7	10*	9	1
Age 17	5	1	3	1	
18	5	1	2	2	
19	8 (N2)	3 (N1)	3 (N1)	2	
20	1		1		
21	8	2	1	4	1

\*5 trainees had been terminated by School earlier: 4 in October, 1 in November. Cases were not closed until December after all possibilities for return to School or on-the-job training were explored.

TABLE V - Continued

September with 11 terminations, 21% of total, was second highest month for terminations. 55%, 6 trainees, developed from lack of adjustment to the program. 1 21 year old terminated for a poor job. 5 other trainees (45%) took good jobs. Had more case work service been available for trainees some boys might have been kept in the program. Casework staff at this time was heavily involved in recruitment.

October with 5 terminations (9%) was lowest month. 4 terminations, 80%, were for good jobs. 1, (20%), was for parole violation and return to prison.

November with 10 terminations (19%) had 8 trainees (80%) terminate for employment. All jobs were good. 2 trainees, (20%), one 17 years, one 18 years, could not be encouraged to continue nor could their families be interested in trainees' continuance.

December with 27 terminations, 51% was highest month of terminations. 10 trainees (37%) were terminated for behavior problems. 5 of these were earlier School terminations where re-enrollment could not be accomplished; 1 additional trainee with school problems could not be helped to adjust. 2 trainees had paroles revoked. 2 trainees were too unstable for the program. 9 trainees, 33%, were terminated after case work efforts failed to secure trainees' participation in the program. 7 trainees, 26%, terminated for employment. 4 jobs were good; 3 were poor and trainee terminations can be considered failures. 1 trainee, 4%, would probably have continued if functional reading had been instituted at the beginning of the Program.

IN SUMMARY 27, 51%, of the 53 terminations, 20% of all enrollees, might properly be rated as Program failures. Of the remaining 26 terminations, 21 for good jobs seem justifiable; 3 imprisonments for parole violations (sentences imposed before entry into the Program), unavoidable; 2 deep seated personality problems that made continued training unfeasible, also unavoidable. Highly intensive casework efforts with remaining trainees are now possible and are being provided. Problems arising in School Training Programs and Employment Service, contributory to trainee difficulties are being worked at. Orientation of existing Social agencies to services and financial assistance required by trainees and their families is being discussed.



TABLE VI Trainees arranged according to Age at Enrollment and Grade at School Drop Out

Age Groups	Total	W	N	Mex	7th Grade		8th Grade			9th Grade				10th Grade			11th Grade				12th Grade	
					Tot.	W	Tot.	W	N	Tot.	W	N	M	Tot.	W	N	Tot.	W	N	M	Tot.	W
Total	133	109	22	2	3	3	23	19	4	51	43	7	1	36	33	3	19	10	8	1	1	1
17 Years	20	18	2	*	1	1	8	6	2	7	7			4	4							
Trainees	10	10	-				4	4		4	4			2	2							
Term.	10	8	2		1	1	4	2	2	3	3			2	2							
18 Years	26	24	2		1	1	2	2		11	10	1		8	8		4	3	1			
Trainees	13	11	2				1	1		6	5	1		3	3		3	2	1			
Term.	13	13	-		1	1	1	1		5	5			5	5		1	1				
19 Years	30	25	5		1	1	5	5		6	5	1		12	11	1	5	2	3			
Trainees	19	16	3		1	1	3	3		3	2	1		9	8	1	2	1	1		1	1
Term.	11	9	2				2	2		3	3			3	3		3	1	2			
20 Years	30	21	8	1			5	4	1	12	9	3		6	5	1	7	3	3	1		
Trainees	21	13	7	1			4	3	1	8	6	2		4	3	1	5	1	3	1		
Term.	9	8	1				1	1		4	3	1		2	2		2	2				
21 Years	27	21	5	1			3	2	1	15	12	2	1	6	5	1	3	2	1			
Trainees	17	11	5	1			2	1	1	10	7	2	1	2	1	1	3	2	1			
Term.	10	10	-				1	1		5	5			4	4		-	-	-			

9th Grade was the most frequent drop out grade. 51 trainees, 38%, left regular school in 9th Grade

3 trainees, 2% had dropped out in 7th Grade.

23, 18% had left school in 8th Grade.

36, 27% had left school in 10th Grade.

19, 14% had left school in 11th Grade.

1, 1% had left school in 12th Grade.

Drop outs in 9th and 10th grades, 87, make up 66% of all drop outs. This most frequent pattern probably displays all elements of the present drop out problem. The 34% (46) made up of (20) early 7th and 8th grade drop outs and (26) late 11th and 12th grade drop outs suggests possible greater need for and amenability to preventive services.

TABLE VII Regular School Drop Out Per Cents Arranged According to Grade and Race

	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
White Enrollees	3%	17%	40%	30%	9%	1%
Negro Enrollees	==	18%	32%	14%	36%	--
Mexican Enrollees	--	--	50%	--	50%	--

While 8th and 9th grade drop outs seem relatively similar for all trainees, the lower per cent of Negro drop outs in 10th grade suggests that more Negroes continue thru 10th grade. The reversed dissimilarity in 11th grade per cents raises question whether white youths reaching 11th grade are more motivated to press on to graduate than Negroes and Mexicans.

TABLE VIII TRAINEES ARRANGED ACCORDING TO AGE AT ENROLLMENT, RACE, MARITAL STATUS, NO. OF CHILDREN

AGE GROUPS	TOTAL	Single									Married								Married No Children			Married 1 Child			Married 2 Children			Married 3 Children	
		Total			%			N			Total		%		N		M		Total		W		M		Total		W		
		W	N	M	Tot	Tot	W	W	N	N	Tot	Tot	W	W	N	N	M	M	Tot	W	M	Tot	W	M	Tot	W	M	Tot	W
TOTAL	133	109	22	2	76	57	63	58	13	59	57	43	46	42	9	41	2	100	22	21	1	23	14	9	11	10	1	1	1
17 years	20	18	2	-	20	18			2																				
Trainees	10	10		-	10	10																							
Termin.	10	8	2		10	8			2																				
18 years	26	24	2		18	16			2	8	8								5	5		1	1		2	2			
Trainees	13	11	2		9	7			2	4	4	-	-	-					2	2	-	-	-	-	2	2			
Termin.	13	13	-		9	9			-	4	4	-	-	-					3	3	-	1	1	-					
19 years	30	25	5		17	15			2	13	10			3					4	4		8	5	3	1	1			
Trainees	19	16	3		11	10			1	8	6			2					2	2	-	6	4	2					
Termin.	11	9	2		6	5			1	5	4			1					2	2	-	2	1	1	1	1			
20 years	30	21	8	1	12	8			4	18	13			4					7	6	1	8	4	4	2	2		1	1
Trainees	21	13	7	1	9	5			4	12	8			3					5	4	1	5	2	3	1	1		1	1
Termin.	9	8	1	-	3	3				6	5			1					2	2		3	2	1	1	1			
21 years	27	21	5	1	9	6			3	18	15			2					6	6		6	4	2	6	5	1		
Trainees	17	11	5	1	4	1			3	13	10			2					3	3		6	4	2	4	3	1		
Termin.	10	10	-	-	5	5				5	5								3	3					2	2			

TABLE VIII - Continued

57% of all trainees are single.

58% of white trainees.

59% of Negro trainees.

0% of Mexican trainees.

Single status distribution in age groups is as follows: 17 years, 100%; 18 years, 69%; 19 years, 57%; 20 years, 40%; 21 years, 33%.

Single status of whites and Negroes was, percentage wise, almost identical; 2 Mexicans in 20 and 21 were married.

Terminations did not appear related to marital status. Terminations of single trainees were 62% of total terminations but when 17 year group, all single trainees and 19% of all terminations, is removed, termination figures become: single, 53%; married, 47%. In 18 year group terminations of single trainees are twice as many as those of married trainees. In 20 year group, terminations of married trainees is twice as many as those of single trainees. In 19 and 21 year groups terminations of single and married trainees are almost identical.

There may be some significance in fact that married trainees with children have a lower group termination rate, 31%, than married trainees without children, 46%.

TABLE IX TOTAL POPULATION OF TRAINEES' FAMILIES

	TOTAL	WHITE	%	NEGRO	%	MEXICAN	%
TOTAL	238	192	80.7	40	16.8	6	2.5
Trainees	133	109	82	22	16.5	2	1.5
Active	80 (60%)	61		17		2	
Termin	53	48		5		-	
Wives	57	46	80.7	9	15.8	2	3.5
Active	37 (65%)	28		7			
Termin	20	18		2			
Children	48	37	77	9	1.9	2	4.
Active	30 (62%)	23		5		2	
Termin	18	14		4		-	

Average trainee population is 1.8

Racial/<sup>project</sup>population per cents are practically identical with racial trainee per cents.

The proportion of trainee dependents remaining active in the program is slightly higher than that of trainees. Trainees, 60%; wives, 65%; children, 62%.

TABLE X Trainees Arranged According to Training Areas, Race, Progress, Attitude (1-31-65).

Classes	Total Trainees	W	SCHOOL STANDING										Tr. with Poor Attitudes	Cl. %			
			W %	N %	Mex %	M %	Not Rated	Class %	Needs Improve	Class %	Average	Class %			Super. %		
Total	79	61		16		2		8	10	21	27	34	43	16	20	28	35
Appliance Repair	10	6	60	4	40	-		2	20	3	30	4	40	1	10	7	70
Sales-Stock	9	3	33	6	67			-		4	44	5	56	-	-	6	67
Copy-Reprod.	14	11	79	3	21			-		8	57	3	22	3	21	7	50
Service Station	16	12	75	2	13	2	13	3	19	1	6	8	50	4		5	21
Machine Production	15	14	93	1	7	-		3	20	1	7	8	53	3	20	2	14
Auto Body	15	15	100	-		-		-		4	27	6	40	5	33	1	7

3 Training Areas: Auto Body, Machine Production, Service Station, appear markedly above 3 other Training Areas: Copy Reproduction, Sales-Stock, Appliance Repair. Analysis in Table XI exhibits differences in the 2 groups.

The 3 less successful Training Areas have had a highly disproportionate number of Negroes since Negroes constituted only one sixth of total enrollment and one fifth of 79 trainees still in in January. 50% of the 16 Negroes in program in January had completed 10th and 11th grades in school. This is above the total trainees proportion of 42%. More equitable distribution of Negroes throughout all Training Areas might have strengthened total program.

TABLE XI Comparison of Training Group I and Training Group II

Groups	Trainees Total	% Group	Trainees According to Race, School Standing															
			W	% Group	N	% Group	M	% Group	Not Rated	% Tot. Group	Needs Impr.	% Tot. Group	Aver, Group	% Tot. Group	Super. Group	% Tot. Group	Att. Poor	% Tot. Group
Total	79	100	61	100	16	100	2	100	8	10	21	27	34	43	16	20	28	
Group I Auto Body Mach. Prod. Service Stat.	46	58	41	67	3	19	2	100	6	75	6	29	22	65	12	75	8	29
Group II Copy Reprod. Sales-Stock App. Repair	33	42	20	33	13	81	-	--	2	25	15	71	12	35	4	25	20	71

The larger per cent of trainees are in Group I. 67% of all white trainees are in this Group; 19% of all Negroes, 100% of Mexicans. Of 21 trainees needing to improve their work, 71% were in Group II.

Of 34 trainees doing average work, 65% were in Group I

Of 16 trainees doing superior work, 75% were in Group I.

Of 28 trainees with poor training attitudes, 71% were in Group II.

Obviously, Group II classes have not succeeded in motivating trainees as effectively as Group I classes.

TABLE XII Case Work Contacts with and on Behalf of Youths  
6-26 thru 12-31-64

TOTAL	1814
Office Interviews with Youths	589
Home Interviews with Youths	98
At School Interviews with Youths	244
Family Interviews at Office	148
Family Interviews at Home	75
Agency Contacts for Youth	172
Other Contacts for Youth	488

Average per month (4 3/4 months case work time) 382.

Report does not cover telephone calls to youths, families, school, agencies, employers, creditors, lawyers, others. Since much work is handled by phone, this report is inaccurate measure of work done. In January new reporting system has been adopted.

However, case load average per worker in December was 33 and direct contacts average per worker was 127.

#### STATISTICS SUMMARY

These Tables have been developed to secure six months objective view of Project progress both for information and for guidance in months ahead. Most of the facts developed were generally known but analysis has provided more useful specific findings.

Recruitment letter and agency referral contacts were 3 times as numerous (702) as youths personally contacted by OMAT Staff (262). Nearly half those personally contacted were ineligible because of age, employment, military service, return to school, handicap, lack of interest.

Enrolled Trainees. Negro and Mexican per cents of enrollment were 5 times greater than general population per cents. There was relatively even distribution as to age of enrollees. 91% of youths under 19 were white. 82% of Negroes and 100% of Mexicans were 19 or over. Whether Negroes remained in school longer or program did not reach younger Negro drop outs is not known.

Terminations. After 29 weeks in the Training Program, 53% of original 100 trainees had terminated. 33 other trainees were slotted in to create total of 133 trainees. 23 youths (43%) of all terminations were for permanent employment with opportunity for advancement. 5 terminations (9%) were occasioned by deep-seated problems existing prior to training. Balance of terminations, 27, 20% of all trainees, 51% of terminations, can properly be rated as Training Program failures.

Terminations did not seem related to marital status, although married trainees with children have lower termination rate than married trainees without children.

Regular School Grade at Drop Out. Highest per cent of drop outs, 58%, had left school in 7th, 8th, 9th grades. 42% left in 10th, 11th and 12th grades. 9th and 10th grade made up 66% total drop outs. 9th grade had the largest single grade number, 38%.

Marital Status. 57% of trainees were single. Half of these trainees were 17 and 18 years. 44% of trainees over 18 were married. Over a third of married trainees had no children; 40% of them had 1 child; 20% had 2 children; 1 20 year old trainee had 3 children.

Population of Project group: trainees, their wives, children, totaled 238. Population of Project group active 12-31-64 totaled 147. Average trainee population is 1.8.

#### Training Classes

Differences in training classes are clearly revealed. Training content and instruction are important motivating factors in youth continuance and behavior; similarly, the training site has great significance.

#### Case Work Contacts-

Better reporting of work is clearly needed. Case summaries (later in report) will more clearly indicate Project Staff services.



IV

REASONS FOR DROP

This section is extensively covered in Tables III, IV, V.

V.

PROGRESS NOT SATISFACTORY

This section is covered in Table X. 71% of trainees with poor attitudes (aside from poor attendance) were in 3 weak classes so it is difficult to measure degree of absence, lack of interest, unsatisfactory behavior and progress attached to class weaknesses. Youth in Sales-Stock Class felt "dumped" into this section and, felt they would not be employed when course was completed. First 6 weeks of class were wholly lecture.

However, since some 33% of trainees (12-31-64) had some type delinquency record: Juvenile Court, Training School, Traffic Court, before entering program, some trainee behavior problems were unquestionably personal.

Unjustified absences and tardinesses were excessive from the start of the program. Case work follow up was not effective until October because of continued heavy recruitment pressures throughout September.

VI.

SPECIAL SERVICE

Transportation has been a continuing problem. Des Moines Transit Company agreed to reduced fare on school days for trainees. Council of Social Agencies purchased bus tickets and distributed them to trainees without funds at the start of the program.

Meetings have been held with trainees regarding youths with cars taking riders. This has worked effectively in a few instances but lack of driver's licenses, inspection seal, insurance and poor condition of trainee's cars have kept transportation a major problem. Council of Social Agencies has loaned money for gas to be repaid from training pay.

Group Meetings with youths have been held at Settlement Houses in Recruitment. Regular Group Meetings with trainees at Training Center to involve them in recognizing and working at their problems were discontinued because the Director of Training felt the meeting encouraged trainee criticism of the training program. Group Meetings at OMAT office regarding Absenteeism were somewhat successful.

VI. SPECIAL SERVICE - Continued - Group Meetings:

Trainee party in November at a Settlement House involved trainees in planning and directing successful party in which 60% of trainees, their wives and guests participated.

Y.W.C.A. has been involved in working with wives of trainees to develop auxiliary group to provide recreation, instruction, whatever program wives want. Y.W.C.A. volunteers have visited wives inviting them to meetings; response has been limited. Some wives were already members of Y.W.C.A. groups.

Human Rights Commission met with Negro trainees at Training Center to consider problems exhibited in poor attendance and behavior. Their general opinion was that they had limited chances for employment in the areas in which they were training, that they would not be employed when they completed training. Human Rights Commission has worked with Employment Service regarding possible placement.

Health Care,<sup>was</sup> largely emergency medical and dental care but also has included general medical, eye, psychological, psychiatric, public health nursing care. Services have been secured on emergency basis as trainees or their families were not eligible for Existing Services. 46 trainees, 35% of total trainees have needed such services. 23, 17% needed medical service; 18, 14%, dental service; 14, 11%, public health nursing. 8 trainees needed two services.

Health Center, a United Community Services Agency providing dental and preventive health care to children under 18 of medically indigent parents has provided emergency dental care and some dentures for trainees. It also has provided eye examinations and glasses. City - County Health Department has given industrial medical examinations in emergency situations where general physical examinations were needed as base of psychological-psychiatric service. Physicians have accepted patients at our request at reduced fees.

Routine physical industrial examination to discover trainee condition has not been possible since no funds were available. Such free service is not available in the community. In December, local Oral Polio Vaccine Committee gave Council of Social Agencies OMAT Project \$5625 for this service and remedial care involved. Polk County Medical Society has been asked by Project Director to work out plan with physicians.

Health Care - continued

Routine dental examination and care has not been possible due to lack of funds; such free service is not available. In December, Hawley Welfare Foundation gave Council of Social Agencies \$1500 for this program. Polk County Dental Society has been asked by Project Director to work out plan with dentists. Funds provided will probably be needed largely for dentures and dentists services may all need to be donated.

Public Health Nursing Service has provided free care to trainees and their families in homes and have secured attendance of babies and children at Well Child Conferences.

Some trainees have been interested and referred to Planned Parenthood Clinics.

Financial Assistance has been provided by OMAT office from Council of Social Agencies Special Fund to trainees and their families until initial training pay was received or until pay check delays were cleared up. Where there was possibility of repayment, assistance was loaned. In all instances where Public Welfare Department, only agency that gives financial relief, would give assistance this has been secured. Since Department rarely pays rent and figures need for poor relief on basis of previous month's earnings, many justified need cases have not been approved by the Department.

Xmas food orders, and toys were secured for married trainees that needed and wanted them thru Salvation Army and AFL-CIO.

Creditors of trainees have been contacted by OMAT staff where necessary to secure extension of credit.

Detailed report on financial assistance and services will be given in February monthly report.

Legal and Juvenile, Municipal, District Courts and State Probation Office services have been secured for trainees as necessary from Legal Aid Society, a United Community Services agency, private attorney, Judges, Probation officers. OMAT staff attendance at Court hearings has been frequent and adjustments of fines, jail sentences, bail have assured trainee continuance in program.

## VII NEW TECHNIQUES

New techniques of this Project, coordination of Employment Service, School, OMAT Case Work Service has made progress and particular weaknesses and areas that need to be strengthened exhibited. Local coordination thru Administrative Committee of 3 members, Employment Service Director, School Vocational Education Director, OMAT Project Director has in all instances and without difficulty attained agreement on policies. However, it has been extremely difficult to establish regular frequent meetings; much has been accomplished by telephone; there has been no basic disagreement or conflict.

Regular meetings of OMAT staff with school counselors and Employment Service Officer have been held but not with sufficient frequency or mutual objectives. There has been confusion between School and Employment Service counseling roles and OMAT Case Work services. Training Classes Administrator and first Employment Service worker each assumed major case work responsibilities. While each Service had specific counseling functions, these were not defined in relation to case work services. A great deal of this misunderstanding arose from the inadequate time in which program was set up. Orientation of Training Classes and Employment personnel was not possible because when Funds were finally approved Project had to be quickly fitted into time available at School building. New personnel had not participated in original plans and were not familiar with overall functions and relationships. Also, OMAT case workers and Project Director were too heavily involved in recruitment at time Training Classes opened to provide necessary case work services to trainees. By the time recruitment was completed, Training and Employment Service Staff had moved into meeting trainees personal and family problems and misunderstandings developed. Most of these difficulties have been moderated. There is still conflict in relation to Project philosophy--as OMAT staff endeavors to keep trainees in training and Training Classes feel they should be terminated. Project Major service to Society rather than to individual trainees needs to be generally agreed upon.

Advisory Committee meetings have not been held monthly. Delay has been planned to avoid presenting industrialists who are expected to employ trainees with disproportionate trainee and training problems. As program difficulties are diminishing and progress is more visible, constructive reports can be given and meetings held regularly. Industrialists have visited Training Classes. They are critical of absenteeism.

SUMMARIZING, OUR JOINT EFFORT HAS HAD DIFFICULTIES, NONE OVERWHELMING, BUT THIS COORDINATION HAS BEEN EFFECTIVE AT THE ADMINISTRATIVE LEVEL AND PROMISES MOST ASSURANCE OF PERMANENT PROGRAM FOR SCHOOL DROP OUTS IN THIS COMMUNITY. STRENGTHENING EACH BASIC SERVICE AND GETTING THEM TO CORRELATE THEIR INDIVIDUAL FUNCTIONS IN THE LARGER TOTAL PROGRAM IS POSSIBLE AND UNDER WAY. CONSOLIDATING ALL SERVICE IN A SINGLE NEW OVER-ALL PROGRAM WOULD CREATE GREATER CONFLICTS THAN HAVE ARISEN AND PERMANENT FINANCIAL SUPPORT FOR SUCH SEPARATE SERVICE, DUPLICATING EXISTING PROGRAMS, IS NOT FEASIBLE IN MODERATE SIZE COMMUNITIES.

#### VIII. PROBLEMS

Program Phasing is fundamental necessity. In our initial effort, much was unknown and although difficulties were perceived, we were determined to get started. However, Recruitment Program must be completed before Training Program starts. Two months is minimum period for recruitment of 100 youths, particularly if industrial physical examination is a part of recruitment process. Such examination is a basic need if trainee success is objective of the program.

Orientation of all Project personnel to Major Project objective; saving Society from support of permanent dependents not just giving struggling appreciative youth a second chance; also comprehensive orientation as to functions of each service, with free discussion and common agreements adopted and recorded.

Orientation of all local health and welfare personnel in assistance and case work services needed by trainees. Health and Welfare programs are now largely family and health problem oriented and particular individual assistance and services needed by trainees rarely exist. Health and case work services need general orientation regarding employment and Employment Service and Community necessity for correlating their programs to provide supportive services to trainees.

Both these orientation programs must be initiated prior to Training Classes.

Orientation period for trainees must be shortened, preferably to 6 weeks. 3 months is too long a generalization period for trainees who came into program to get jobs.

Functional reading, writing, spelling, arithmetic must be an integral part of Training Classes from the beginning. As such basic education is attached to new tools, processes, activities, it has meaning. As general academic instruction, it is resisted.

Manual activities, not lectures, must constitute major part of training.

Equipment, space, instruction must be adequate to keep all trainees actively engaged. As instructor concentrates on a few trainees at a time, other trainees feel they are losing out and create difficulties.

Industrial facility or site apart from regular school must be used for Training Classes. Regular School rules and requirements create difficulties for drop outs and vice versa. Similarly, teachers in a school situation have more difficulty in adapting to necessary different procedures. In addition, an industrial setting relates trainee more practically to a job.

Day time classes will give trainee normal work adjustment patterns since night shifts are not so customary.

Industrial procedures must be utilized in Training Classes in so far as possible and instructors must direct classes on a production basis.

On-the-job training must be a part of Training Program.

Flexibility, permitting trainee transfers as appropriate and readjusting class content as needed is essential.

#### IX. Outstanding Accomplishment

Recognition that there is as much learning in the program for all staff members as there is for the trainees.

#### X. Changes in Original Plan

Needed changes are outlined under Section VIII. As much change as possible will be made in the existing Project. If a second year Project is undertaken, these changes will be incorporated.

## XI. CASE HISTORIES

1. Jack, white, 21, married with 2 children and expecting a third child, left school in 12th grade at 18 to marry and get a job. In 3 years after leaving school he secured only short term, low pay jobs so he knew he must have more training to get regular work with advancement opportunities. He is quiet, not communicative, gets deeply discouraged. He and his wife had separated once and were having marital difficulties aggravated by lack of money and his parents' interference. During three weeks enrollment and early training period OMAT case worker had 3 - 5 interviews weekly with Jack, wife and parents.

OMAT worker secured ISES service in getting Jack an 8 A.M. to 12 noon Service Station job where he is still employed and doing well. In third month of training, Jack's wife nearly had a miscarriage and physician ordered complete bed rest for several months. This was serious crisis for Jack, threatened both job and training. OMAT case worker secured homemaker through Community Homemaker Service that worked out homemaker's hours of service with those that Jack and his wife's relatives could fill in; service was continued for 2 month's until wife recovered. Jack is doing Average + work in Auto Body training. He is also arranging to take Adult Education Classes to secure High School diploma. Wife's health is good; marriage is on apparently solid basis; Jack is encouraged and making plans; parental interference diminished. Without OMAT case work service it is highly improbable that Jack would have continued in training or his family situation have been strengthened.

2. Harry, white, 18 years, a slow learner dropped from school in 9th grade because he didn't like city school. He had lived on a farm until he was 15. In year out of school he had only short term jobs.. His parents, 3 siblings, 7 - 13 years, depend on A.D.C. because of father's health. Diagnosis is schizophrenia with physical disabilities. At 16, Harry came before Juvenile Court and has had series of delinquencies; stealing clothes from car, getting gas without paying for it, drinking beer, running away from home. He was on probation when he entered Training Program. The first night in training, after class, he was with a boy who robbed a blind man. Court felt Harry should go to Reform School but agreed to continue him on probation as he performed well in Training Class; parents agreed to move to a better neighborhood.

OMAT worker attended Court hearing and accepted major responsibilities for working with Harry and his parents, coordinating these efforts with those of probation officer and ADC worker. Strict probation rules have been met by Harry with whom OMAT worker has had weekly contacts. His training area, Appliance Repair, has not been too strong and Harry

has not felt he was learning much and doubted he would secure this kind of employment on completion of Course. He at first considered OMAT worker as another probation officer but in December recognized him as worker who could help him in completing probation. His attendance in class has been good but interest low; however, January report shows he is doing average work and now improving. Without OMAT case worker Harry would likely have skipped training classes, violated probation and been out of training program and in the Reform School.

3. Joe, white, 20 years, married, left school in 12th grade within few weeks of graduation at 18 years. His parents divorced when Joe was 3 and mother went to California leaving Joe with the father. Father, a steadily employed railroad engineer, has had 3 wives and neither he nor 2 stepmothers have been interested in Joe. Both father and wives punished Joe severely and from age of 10 he ran away repeatedly, staying away months at a time. There is no tie between Joe and children of his father's subsequent marriages. Joe has a somewhat cynical and self defeating outlook. After leaving school jobs were short time, low wage, and he realized his need for specialized training. He has a part time service station job where employer is sincerely interested in him but where earnings are low, only a per cent of repair work he does.

When Joe was 17 he was riding with other boys in car they had stolen and was placed on probation by Juvenile Court. Probation Officer likes Joe and feels he has had many hardships because of family neglect. In spring, 1964, Joe was in Kansas with 2 friends. They robbed a grocery store with assault. Joe was not with them but they turned State's Evidence and accused him. After he was in Training Program Kansas officials notified Joe he was under indictment. He claimed innocence. OMAT worker secured Legal Aid services which were most effective. Legal and OMAT worker contacted Kansas officials several times and it was finally agreed that Joe should plead guilty since he had no proof of innocence and would likely be convicted with 10 to 20 years' sentence on friends' evidence. With guilty plea he would probably get probation. Joe's wife asked his mother in California to help Joe. She borrowed money for transportation but had no money to help him. Her interest and the reunion encouraged Joe. Letters from part time employer, Training Director, OMAT worker testifying in Joe's behalf were sent to Kansas officials. Joe, his wife and mother made 2 necessary trips to Kansas. OMAT gave some help from Special funds since no other help could be secured to meet part of this expense. Joe was given 3 years parole and returned to Training Program. He is under strict parole of Iowa Board of Parole.



Joe is rated as capable of superior work in Training Class, Machine Shop, but is only doing average work because of problems. He and wife are caring for wife's 2 younger brothers because wife's mother has gone to California. She is supposed to take boys but has avoided it. Although she receives Social Security for their support she has not paid for their care. Joe and his wife have been reluctant to take necessary steps lest they be asked to keep the boys. Joe is depressed with all the lacks and problems in his life and it requires steady case work to keep him involved in training which he wants and likes and where he has superior capacity.

4. Jim, 21, white, married twice with child of first marriage living with first wife in another State, (no child support). and second wife pregnant, left school in 9th grade, special, at 16. School rated him as slightly retarded. He is one of 7 children, 2 older, 4 younger. His parents are friendly, cooperative, but seem incapable of directing or controlling their children. Father was an auto mechanic prior to cardiac disability; he receives Social Security and operates small garage where he has given his sons training. Mother works.

Jim's delinquency began at 13. At 17 he was sent to Boys' Training School for car theft and a fraudulent check. He himself reported car theft to police. He had auto mechanics training at Boys' Training School, likes auto mechanics and exhibits skill in this area. His employment since leaving school has been short term, extra work in garages and service stations. He has realized that his lack of schooling and delinquency record are serious handicaps in getting work. When he tried to get into the Navy he was refused as Moral 1 Y.

His start in Training Program was poor. He was in difficulty over traffic violations and a dozen fraudulent checks, all small, mostly for groceries. He had other debts totaling \$1280, \$1100 of them for car purchases although he no longer has a car and driver's license is suspended. He ran to get away from difficulties; termination from program was in process. On return he asked a second chance in Training Program. His parents, wife, county attorney were all involved in plan. A strict program of steady attendance at Training Class, Auto Body; no further use of checks; no further driving of any car; joint handling of check by father and Jim; payment of \$5.00 weekly to OMAT to pay off fraudulent checks. Jim agreed and creditors accepted plan. County attorney agreed to withhold prosecution as long as plan was followed.

This worked effectively for 6 weeks when Jim became acutely ill with pharyngeal and urinary infections due to bad tonsils and adenoids. He has a permanent ear impairment which should be repaired. Tonsillectomy and ear operation are scheduled, the former as soon as possible, the latter at later time to be accommodated to Training Program progress.

Jim's attitude is clearly improved. He is back in Program. He is proud of making payments regularly. He has been upset by Training Directors doubt of justifiability of his absences and unwillingness to approve training checks. His behavior to his wife is better. he appears more stable and turns to case worker for guidance with his problems before he acts. Extensive case work has been involved in plans with Jim, his parents, wife, creditors, county attorney, Court, hospital, physician and Training Director. If Jim can be carried through training with his behavior controlled and new patterns established, he may be stabilized and become employable and self supporting. If this is not accomplished, he will, with his multiple limitations be an increasing burden to himself and society. Assistance and services from Polk County Welfare, Volunteers of America, Salvation Army, Public Health Nursing Association, Broadlawn Hospital, Barber College have been utilized. Special Council Social Agencies OMAT relief fund has provided small necessary assistance when no other help could be secured such as immediate payment of \$5.00 to 1 creditor who was determined otherwise to prosecute.

## XII Demonstration Project

### A. Inspiration to Other Programs.

1. It has not inspired any other training program directly.
2. It has provided useful information to Iowa Employment Security's Planning for their new Youth Center.

### B. Research

Medical and dental programs as outlined in Section VI will be set up for research findings which will be developed by Statistician, City-County Health Department.

Alice Whipple  
OMAT Project Director

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