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A STUDY OF THE COMPREHENSIVE EMPLOYMENT AND TRAINING
ACT CLASSROOM TRAINING PROGRAM IN RELATION TO CLIENT
CHARACTERISTICS AND OPINIONS FOR THE LIVINGSTON COUNTY
AND THUMB AREA REGIONS OF MICHIGAN

Michigan State University

PH.D.

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TRAINING PROGRAM IN RELATION TO CLIENT CHARACTERISTICS AND OPINIONS
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by

Donald B. Camp

A DISSERTATION

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ABSTRACT

A STUDY OF THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT CLASSROOM TRAINING PROGRAM IN RELATION TO CLIENT CHARACTERISTICS AND OPINIONS FOR THE LIVINGSTON COUNTY AND THUMB AREA REGIONS OF MICHIGAN

By

Donald B. Camp

Purpose of the Study

The Comprehensive Employment and Training Act of 1973 was enacted to provide the impetus for the delivery of increased job training and employment opportunities for the unemployed and economically disadvantaged. One of the provisions of Title I of the CETA legislation is that of the Classroom Training program of institutionalized training.

While CETA comprehensive program evaluations have been undertaken in Michigan, no evaluation studies on individual programs have been carried out, particularly at the local level.

From the foregoing, the principal purpose of this independent study has been to evaluate socio-demographic characteristics and socio-economic factors of Classroom Training applicants and participants, with the intention of determining a measure of program effectiveness in terms of client perceived "success" parameters. These include respondent perceptions of the value of CETA institutionalized training, adequacy of CETA career guidance and counseling services, and client satisfaction with their CETA Classroom Training program.

Population, Sample and Methodology

The population for the study comprised approximately 256 participants of the CETA Classroom Training program in the Michigan Balance of State (BOS) regions of Livingston County and the Thumb area during the fiscal year, 1977.

A proportionate sample of 120 individuals was randomly selected, together with a control group of 124 nonparticipating applicants for CETA institutionalized training for the same fiscal period. An overall response rate of 65 percent was achieved.

A pilot study was initially undertaken, resulting in a response rate of 62 percent.

Data Collection and Analysis

Current data were collected by means of a mailed questionnaire, with a telephone follow-up procedure to collect data from nonrespondents to a mailed instrument. A portion of the data, involving pertinent information obtained from clients at the time of application for training, was retrieved from the Manpower Services Evaluation System (MSES) Master File.

A Chi-Square statistical test was utilized to determine the relationship between respondent socio-economic-demographic factors and participation in or termination from the CETA Classroom Training program. A .05 level of significance was selected.

Summary of Findings

Based on the obtained data, the following findings were obtained:

1. A fairly equal distribution of male and female clientele apply

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for and participate in CETA institutionalized training.

2. The majority of CETA Classroom Training program clientele have Grade 12 standing or better, have a median age of 25 years and are almost totally of white ethnic origin.
3. Eighty-nine percent of individuals eligible for CETA Classroom Training were unemployed on application.
4. Positive termination from CETA institutionalized training has no definite advantage in the short run, in terms of wage improvement.
5. More than 50 percent of training program recipients indicated satisfaction with their CETA training program.
6. Positive termination from CETA Classroom Training is no incentive to pursue further education and/or training improvement.
7. Following participation in CETA institutionalized training, between 20 and 25 percent of CETA clients were placed in unsubsidized employment.
8. Eighty-four percent of participants in CETA Classroom Training perceived their training as of value in preparation for job entry.
9. Of those clients positively terminating from CETA institutionalized training, two-thirds perceived CETA guidance services as adequate or better. This compares to 77 percent for nonpositive terminations.

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CHAPTER ONE

STATEMENT OF THE PROBLEM

Introduction

Federal and state legislators are demonstrating increasing concern for the needs of unemployed and under-employed persons. The Comprehensive Employment and Training Act (CETA) of 1973 was enacted to provide job training and increased employment opportunities for economically disadvantaged, unemployed and under-employed individuals.

Research suggests that while a number of evaluation studies on CETA programs have been undertaken, principally of a comprehensive program nature, a need exists for evaluation research on individual CETA programs, particularly at the local level.

Based on this derived need, the problem in this study was to, firstly, determine success factors and effectiveness measures appropriate to the CETA Classroom Training Program that are not influenced to a large extent by factors of program cost-effectiveness, job placement rates and wage improvement ratios, and secondly, to attempt to evaluate a measure of the socio-economic effectiveness of the Classroom Training program, including counseling services, in a limited area of the Michigan Balance of State (BOS) consortia.

The need for manpower training programs is almost universally recognized. During the fiscal year, 1977, approximately 74,000 youth

in Michigan, for example, were discouraged in their efforts to find employment in either the private or public sectors (Michigan Conference on Youth, 1977). The economic and social losses resulting from such inability to successfully compete for meaningful and rewarding employment on the part of young people has been a source of grave concern for those charged with the task of alleviating this social problem.

To ensure maximum employment and training opportunities in each region, a flexible and decentralized arrangement of federal, state and local programs have been initiated under the Act. Five amendments to the Act have improved CETA services and expanded funding provisions. The Youth Employment and Demonstration Act of 1977 provided four new youth programs and associated experimental activities, now under the CETA umbrella. The initial appropriation for YEDPA was \$1 billion, of which \$19.9 million was allocated to Michigan Prime Sponsors.

The fiscal year, 1978, Department of Labor-HEW appropriations bill for employment and training programs under the Comprehensive Employment and Training Act totalled approximately \$3.4 billion nationally. This includes \$1.88 billion for Title I training programs. Michigan's share of the \$1.88 billion Title I availability was \$71,389,572.

An increasing concern for the needs of the unemployed and under-employed is reflected by the legislation. These needs include the reduction of unemployment, reduction of poverty, increased job satisfaction and productivity, reduced welfare costs, and the ethical and moral aspects of being a member of the labor force. The seriousness of the unemployment problem, especially among youth, is motivating legislators and manpower development authorities to seek demonstration of more effective ways to train and skill-equip the unemployed and move them into the labor force.

Under the Comprehensive Employment and Training Act, prime sponsors and local education authorities (LEA's) have the major responsibility for preparing disadvantaged youth for the world of work, principally within the present employment and training delivery system. This requires the teaching of basic skills as well as providing appropriate training and work opportunities for unskilled and unemployed youth. According to Higgins (1978), more than half of the unemployed in the nation today is under 24 years of age.

In planning its manpower development programs, CETA has focused its efforts, through legislation, on the chronically unemployed, under-employed and economically disadvantaged, with the objectives of developing, firstly, a sufficiency of job-entry occupational skill coupled with a measure of economic self-sufficiency and personal fulfillment on the part of the target group, and secondly, a labor force adequately prepared to meet the manpower needs of a region that is reflecting a change in both employment and economy.

CETA is designed to provide job training and employment opportunities through the provisions of various Titles.¹ The specific purpose of Title I is to deliver through state and local governments, comprehensive manpower services such as recruitment, testing, and placement services; classroom

¹CETA Titles are as follows:

Title I: Classroom and on-the-job training; work experience programs; support services.

Title II: Programs of transitional public service employment.

Title III: Supervised training and job placement programs for special groups.

Title IV: The Job Corps.

Title V: Establishes a National Commission for Manpower Policy.

Title VI: Emergency public employment programs to augment the number of subsidized jobs available under Title II.

Title VII: General provisions and regulations applicable to all Titles.

and on-the-job training; work experience programs; supportive service needed for persons to participate in employment or training programs; and transitional public employment programs, all of which are for the unemployed, under-employed, and the economically disadvantaged.

To aid the accomplishment of these objectives, CETA legislation has provided the Classroom Training program, under Title I. It may be appropriate at this point to describe and define this program. According to Pressley and McGraw (1978), classroom training, in CETA terms, may be defined as:

. . .the occupational skills training that results from the interaction between a group of students and teachers in a classroom setting other than a work site. Classroom training may be conducted in a conventional vocational-technical school, in a community college, or in a skills center designed specifically for training disadvantaged workers. It may be a multi-occupational type facility or a classroom oriented toward a single occupation. It may provide special supportive services to the trainees or refer them individually to a regular course for nondisadvantaged students. But classroom training differs from on-the-job training and work experience programs in that trainees are away from the job site during the classroom training period.

As CETA services developed and expanded in response to legislation, there has been an associated need for evaluation of its programs and activities.

Problems have emerged in evaluation efforts to meet this need in recent years. Part of the problem in evaluation in manpower training derives from the past situation in developing a variety of delivery systems and programs in manpower training. The programs were delivered independently of one another and without the benefit of over-all objectives defining and unifying the efforts.

According to Ulman (1976, 99) duplication and local-level overlapping of services has occurred, with competition among delivery agencies of the federal government and sometimes inefficiently small program offerings.

A dearth of manpower effectiveness studies in the late 1960's is underscored in a study by Greenleigh Associates (1968) where it is stated:

The meagerness of the present evaluation effort is widely acknowledged. It is conceded to be a serious weakness, and the need for extensive and critical evaluation of training programs is expressed at all levels. Even at the local level. . .the lack of information based on good evaluation was handicapping the best development of programs.

Swanson (1978), in addressing issues in education, including the problem of and the need for evaluating efficiency in vocational education and manpower training, suggested that the complexity of the situation being evaluated should first be considered. He stated (p. 90):

Simple solutions to complex problems are reserved for those who need voter appeal. Knowledge about vocational education as well as academic education is deficient. . .It is appalling to realize that there are, perhaps, fewer persons engaged full time in educational research than in any of society's major endeavors. Meanwhile, the social costs continue to rise.

The Michigan Department of Labor, through its Bureau of Employment and Training, has made provisions for an ongoing evaluation service for Michigan Prime Sponsor CETA programs. At least three evaluation or performance reports have been produced by the Bureau of Employment and Training to date. The CETA Performance Report for the Michigan Balance of State and the Manpower Services Evaluation Series, Report No. 1, were both published on February 23, 1977; the 1977 Michigan

CETA Activity Report was issued on November 30, 1977.

The Bureau of Employment and Training, to provide information on Michigan's employment and training programs, issues quarterly CETA Activity Reports containing statistical and narrative data covering prime sponsor activity during the previous quarter of the fiscal year. Statistical detail is obtained from quarterly prime sponsor reports.

Research for and development of these reports have been facilitated by the data retrieval and evaluative computing capability of a central computer system. This capability is known as the Manpower Services Evaluation System (MSES). The encoding and storage of a comprehensive profile of program activities and client characteristics, together with the speedy retrieval and cross tabulation capability of the system, has enabled CETA program assessors and performance evaluators to more effectively analyze and process data.

An evaluation problem of more direct concern to CETA programs is enunciated in a 1977 Michigan Employment and Training Service Council Report to the Governor. It was suggested that effective evaluation of Title I could only take place after a sufficient lapse of time between the implementation of revised comprehensive legislation applicable to CETA service delivery systems, and the execution of Title I legislation by local prime sponsors.

The Council stated that a period of performance of less than five years in duration would not allow for the full impact of CETA legislation and, thus, effective evaluation of program performance. Informed decisions on whether Title I should be eliminated, retained or modified could only then be effectively determined.

The Council complained of periodic new legislation modifying and redirecting CETA effort, including the imposition of additional rules and operational guidelines, resulting in the weakening of the ability of prime sponsors to effectively administer Title I.

Furthermore, according to the Council Report, the mandatory designation of categorical programs, target groups, specific services and the allocation of grants to numerous administrative agencies resulting from this new legislation, has drastically affected the local control features expressly provided for in Title I. The Council recommended, among others, the following action to the Governor:

Expansion of employment and training activities and resources under Title I for a period of time sufficient to assess prime sponsor performance, and conclusively establish whether the concept of decentralized employment and training administration represents the best way to significantly reduce unemployment and under-employment.

It was seen that an effective evaluation policy should be directed at the definition and identification of both good and bad program performance, to allow for corrective action.

Such a policy should measure the impact of the programs on eligible recipients appropriate to the status of their employment condition, rather than a preoccupation with operational processes and planning guidelines. Program evaluation is dependent, to a large measure, on the continuity and uniformity of operations relative to the character of performance data.

Postulating the existence of these difficulties to program evaluation effectiveness, the Council further recommended the following action:

Introduction of an effective evaluation policy in place of the current federal practice which emphasizes the evaluation of process, planning intent and frequent revision of data reporting requirements.

Statement of the Problem

While comprehensive program evaluation studies have been carried out on CETA program delivery, including at least two in Michigan, research suggests that no evaluation studies have been carried out on individual CETA programs, particularly at the local level.

Recent (1977) Performance Reports of the Michigan Manpower Services Evaluation Series (MSES), recommend the provision of evaluative studies for individual CETA programs to determine program effectiveness.

Mr. Robert Pendelton, Director of the Michigan Bureau of Employment and Training, reiterated this need for CETA individual program effectiveness studies to the researcher.

This need for evaluation of CETA programs and of specific individual programs in particular, is the principal motivating factor for this study. It is hoped that an independent study will be useful and meaningful both to manpower training specialists and others interested in institutionalized training.

Deriving from this need, the problem in this study was to:

1. Evaluate to a degree the socio-economic effectiveness of the Classroom Training program, including counseling services, in a geographical sector of the Michigan Balance of State (BOS) consortia, consisting of Livingston County and the Thumb Area regions.
2. Determine success factors or effectiveness measures appropriate

to the Classroom Training program that are not entirely dependent on factors of program cost-effectiveness, job placement rates and wage improvement ratios.

The following research questions were formulated:

1. Is there a significant relationship between the socio-demographic characteristics of CETA Classroom Training participants and eligible applicants for training who do not actually enroll in Classroom Training?
2. Is there a significant relationship in socio-demographic characteristics between participants who are classed as either Positive Terminations or Negative (Non-Positive) Terminations from Classroom Training?
3. Is there a significant relationship of socio-economic success factors between participants and nonentered applicants to Classroom Training?
4. Is there a significant relationship between Positive Terminations and Non-Positive Terminations, with respect to perceptions of the value of CETA Classroom Training in obtaining satisfactory job placement?
5. Is there a significant relationship in the perceptions of adequacy of career guidance and job counseling between participants in CETA Classroom Training and nonentered applicants?

Operational Definition of the Variables

The design of this study employed 15 dependent variables and four independent variables.

The dependent variables involved socio-demographic characteristics and socio-economic success factors, selected to bear most appropriately on the research questions to be tested. They were:

1. Sex of CETA clients applying for and participating in the Classroom Training program.
2. Age of respondents.
3. Educational level, in terms of highest grade of school completed.
4. Ethnicity.
5. Seasonal and/or Migrant Farm Worker status.
6. Veteran status.
7. Handicapped.
8. Offender.
9. Labor Force status of respondent on application for CETA institutionalized training.
10. Wage improvement following CETA institutionalized training.
11. Respondent perceptions of satisfaction with CETA Classroom Training.
12. Continuing Education and Training Improvement.
13. The obtaining of unsubsidized employment.
14. Respondent perceptions of the value of CETA institutionalized training in preparing people for job skills.
15. Client perceptions of the adequacy of career guidance and job counseling services associated with the CETA Classroom Training program.

The four independent variables were:

1. Participation in the CETA Classroom Training program, consisting of client enrollment in institutionalized training

in the regions constituting the research area during the fiscal period covered in the study.

2. Positive Termination from CETA Classroom Training.
3. Non-Positive (or Negative) Termination from CETA Classroom Training.
4. Nonentered applicants for CETA institutionalized training, consisting of CETA clients eligible for but who did not actually enroll or participate in the Classroom Training program.

The various socio-demographic characteristics and socio-economic factors employed in the research, as variables, together with their categorical divisions, are tabulated for clarification:

Socio-Demographic Characteristics:

Sex	Male
	Female
Age	Under 22
	22 - 34
	35 - 55
	Over 55
Education	Less than Grade 9
	Grades 9 - 11
	High School Graduation or Equivalent
	Post High School
Family Income	AFDC (Aid to Families with Dependent Children)
	Public Assistance, Other
	Economically Disadvantaged
	Employment
Ethnicity	Other
	White (Includes Spanish-American)
	Black
	American Indian
	Other

(Socio-Demographic Characteristics Tabulation Continued on next page)

Socio-Demographic Characteristics (Continued):

Migrant or Seasonal Farm Family Member

Veteran

Handicapped

Offender

Labor Force	Unemployed
	Under-Employed

Socio-Economic Success Factors:

Employment	Subsidized
	CETA Funded
	Unsubsidized

Wage or Salary Improvement

Training Satisfaction

Continuing Education and/or Job Skill Improvement

Hypotheses

The following null hypotheses were tested to determine if relationship exists between the independent variables and the various socio-economic-demographic characteristics and factors utilized in the research study, for the purpose of deriving an effectiveness construct as well as alternative success factors appropriate to CETA institutionalized training:

- H₀(1) There is no significant relationship between the socio-demographic characteristics of nonentered applicants for CETA Classroom Training and Classroom Training participants.
- H₀(2) There is no significant relationship in socio-demographic characteristics between Positive Terminations and Non-Positive Terminations from Classroom Training.

- H₀(3) There is no significant relationship of socio-economic success factors between Positive Terminations, Non-Positive Terminations, and nonentered applicants to Classroom Training.
- H₀(4) There is no significant relationship in obtaining unsubsidized employment between Positive Terminations and both Non-Positive Terminations and nonentered applicants to Classroom Training.
- H₀(5) There is no significant relationship between Positive Terminations and Non-Positive Terminations, with respect to perceptions of the value of CETA Classroom Training in obtaining satisfactory job placement.
- H₀(6) There is no significant relationship in the perceptions of adequacy of career guidance and job counseling between Positive Terminations, Non-Positive Terminations, and nonentered applicants to CETA training.

Need for the Study

That there is a demonstrated need for research into the effectiveness of the delivery of Title I programs is supported by the several CETA reports discussed in this study. The 1977 Report to the Governor by the Michigan Employment and Training Services Council included a strong recommendation to this effect. The Report (1977, 86) urged:

The introduction of an effective evaluation policy in place of the current federal practice which emphasizes the evaluation of process, planning intent and frequent revision of data reporting requirements.

There have been at least two over-all CETA program evaluation studies completed in Michigan in addition to several research studies on the effectiveness of CETA Title I delivery systems outside of the State of Michigan. Seemingly, there is a need for independent evaluative research on Title I programs, including the Classroom Training program on a regional basis.

The MSES Report No. 1 (1977) pointed out the limitations under which that study evaluated success probability factors in CETA program activity for Michigan Balance of State. The study recommended that future reports on CETA performance include analysis of single programs, client placement determination, and the inclusion of a control group for statistical comparison. A discussion with Mr. Robert Pendelton, Director of the Michigan Bureau of Employment and Training, centered on the need for continuing evaluative study of CETA performance including study of the effectiveness of individual programs within Title I.

It is in the above context that the research proposal was formulated. The determination of an appropriate control group approach was an important objective of the study, following research of pertinent comparison group methodologies.

In the past, cost-effectiveness examination was the predominant methodology of evaluation in manpower training programs. In the future, an evaluation approach involving positive social and humanistic characteristics may be, in the long run, a most important avenue toward effectiveness accountability. Improved social attitudes and development may be the principal and over-riding redeeming

factors in manpower training and retraining programs, including the CETA programs.

Pressley (1978, 6) in discussing the qualitative advantages in CETA institutionalized training, suggests that Classroom Training participants not only acquire necessary occupational skills but also develop personal disciplines and habits that carry over into the work setting. Participants receive both skills training and personal guidance and other necessary supportive services.

There is a need to show that, although economic benefits may not be initially higher for clients positively terminating from the CETA institutionalized training program, the fact that they have marketable skills as a result of training is, in itself, a potential economic benefit. Furthermore, benefits that may accrue include improvement in self-image, less alienation from the world of work, better health including mental health, improved reading and computational skills and better family relationships (Glennan, 1969).

A valid measure of institutionalized training is the percentage of clients who are placed in unsubsidized employment at the end of training. Consideration must also be given to alternative avenues of positive termination from Classroom Training, such as enrollment in more advanced levels of education and training, as well as the possible pursuit of self-employment.

Satisfaction with institutionalized training is, to a large measure, an important evaluative criteria need. Clients who are satisfied with their training program will tend to be so in terms of present job satisfaction, potential employment opportunity as a

result of training and the enhanced realization of job permanence as a result of skilled status.

Calling attention to the inadequacy of evaluation based mainly on cost-benefit analysis in CETA programs, Frank Reilly (1974, 50), stated:

There are inherent dangers in over-reliance on cost-benefit analysis as a means of evaluating manpower training programs. A major ingredient that is lacking in the evaluative data being gathered under CETA programming is the effect of concomitant benefits that are realized through manpower training efforts. There are many concomitant benefits which do not appear on the professional evaluators' graphs and tables or on the cost benefit analysts' charts and measurement devices. The major benefit overlooked in the rush to put a price tag on every stage of the program is "human dignity"; the actual and honest experience of unemployed, disadvantaged, and minority individuals moving off the welfare rolls onto the employment rolls. The benefits that this movement creates are highly important to the evaluation of a program's effectiveness.

There is, then, an apparent need to show that client satisfaction with the institutionalized training program provided under the aegis of CETA might be socially and economically effective for the client, while at the same time it cannot be shown as cost-effective in terms of a favorable cost-benefit ratio, or even a break-even point. The completion of a training, retraining or an educational plan is in itself a measure of positive attitudinal qualities that, to a potential employer, might be a firm indication of a potential application to employment and warranting investment in further training on-the-job.

There is a concomitant need for the establishment of comparative assessment techniques, principally in terms of the difference between

comparative and experimental group outcomes. This need has been suggested and reiterated in a number of CETA reports. Borus and Buntz (1972, 234) indicated that many evaluators of manpower programs realized that the use of control groups is a necessary condition to measure the effects of a manpower training program on the participants.

The deficiency of control group methodology in CETA evaluation studies because of seeming impossibility of achieving identical control group pairing is alluded to by Ulman (1978, 102).

Finally, the perceptions of CETA clients in the Classroom Training program, regarding the adequacy of CETA guidance and counseling services, and of the value of the program in preparing people for jobs, seemingly has received little attention to date. The study has attempted, therefore, to research selected aspects of applicant and participant perceptions of the CETA institutionalized training program, in addition to other effectiveness factors.

Purpose of the Study

The growth and complexity of CETA manpower development programs, and its relative newness, has resulted in a restricted data base, particularly with respect to specific program sectors. There is a demonstrated need for research and evaluation activity, including independent research within sectors of program activity, including Title I Classroom Training.

The over-all purpose of the study is that of determining a methodology of assessing the socio-economic effectiveness of the CETA institutionalized training program, other than a predominantly cost-benefit methodology. There appears to be a need for demonstrating

psychological or humanistic evaluative criteria alternatives to cost-benefit and cost-effective ratios.

Four areas of need are primarily researched in the study. They are as follows:

1. An evaluation of the relationship between a number of socio-demographic and economic characteristics of CETA training program recipients and their termination status from institutionalized training.
2. Client perceptions of the adequacy of CETA training, and training services including guidance and job counseling, in obtaining unsubsidized employment.
3. The evaluation of continuing education and training improvement of CETA clients associated with the Classroom Training program.
4. The designation of a viable comparison group methodology.

The ancillary intent of this descriptive research is to determine the present status of CETA institutionalized training program effectiveness in the Michigan Balance of State regions under study; to provide useful information for manpower development officials, counselors, state and local agencies associated with manpower training, and vocational educators; provide a stepping-stone toward a more humanistic approach to evaluation and achievement assessment in manpower training; to provide a basis for the further development of CETA institutionalized training; to identify areas or sectors of CETA institutionalized training appearing to warrant particular development consideration; and to provide a basis for further research effort.

The study has delineated possible alternative success parameters to those generally utilized in manpower training evaluation studies.

Basic Assumptions of the Study

The following assumptions were considered appropriate to this study:

1. That CETA clients applying for and participating in the Classroom Training program, were adequately informed about and experienced in training program activities to enable them to respond fully to the survey instrument.
2. That terminology in the study reflects the generally accepted meaning within the manpower training milieu. Where Department of Labor or other manpower authority terminology differs from that utilized in the study, a clarification will be done within the "Definition of Terms" section of the study.
3. It is assumed that relevant data from the data base stored in the MSES Master File and made accessible through On-Line Information Retrieval are reasonably accurate. This will be socio-economic and demographic information relating to CETA Classroom Training applicants and participants involved in the study and appropriate to the fiscal year, 1977.

Delimitations of the Study

The study was contained within the following delimitations:

1. The study was restricted to the counties of Livingston, Tuscola, Huron and Sanilac, making up the regions of

1A and 7A in the Michigan Balance of State consortia.

2. The study was concerned only with the CETA Classroom Training program in the above regions and restricted to fiscal year, 1977.
3. The study was limited to 15 socio-economic-demographic characteristics and training program perceptions. No attempt was made to include or identify all possible perceptions and characteristics.

Limitations of the Study

Regional variations in employment opportunities and wage rates should result in variations in CETA regional performances. Furthermore, regional differences in the type of training program, and setting, may also be reflected in client attitudes, perceptions and performance ratings.

Regional economic conditions in terms of local unemployment factors and the economic base of the region, should, if at all possible, be taken into account when evaluating regional program performance.

However, the conclusions reached on this question in the CETA Performance Report (1977) is revealing and is quoted herewith:

Regional Unemployment in Relation to Regional Outcome:

In order to gauge regional performance, the economic conditions under which those efforts were carried out must be taken into account. One such economic factor is the condition of employment experienced at the local level.

MESC monthly labor force, employment, and unemployment data for each region was used to calculate regional unemployment rates for the fifteen months fiscal year 1976 period. Regional unemployment rates were then

examined in relation to:

1. each region's unsubsidized employment effort in each Balance of State program activity, and
2. each region's cost per person served in each program activity.

Although statistical methods were not employed, it appears that there is an absence of any systematic relationship between the unemployment problems faced by various regions and:

1. unsubsidized employment
2. cost per person

For the above reasons, no attempt has been made in the study to develop an index of regional unemployment against regional economic conditions. No attempt has been made to evaluate cost-effectiveness in a dollars and cents ratio.

The study was limited to participants and applicants to CETA institutionalized training in four counties of the Michigan Balance of State consortia. The findings are limited to this regional sector.

Evaluative data are restricted to applicants and participants of the CETA institutionalized training program. The perceptions and attitudes of educators, administrators, counselors and employers, with respect to evaluation of CETA institutionalized training, are not sampled or assessed in this study.

Definition of Terms

Manpower training terminology utilized in the study will conform to generally accepted meanings employed in the manpower training milieu. Relevant Department of Labor CETA terminology and MSES

operational standards will be defined.

1. American Indian: A person who is a member of a tribe, band or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendant of any such member; or is considered by the Secretary of the Interior to be an Indian for any purpose; or is an Eskimo, or Aleut or other Alaskan native.
2. Spanish American: A member of a group which includes Mexican Americans, Puerto Ricans, Cubans, and other Latin Americans as determined by observation; and anyone else having a Spanish surname.
3. Migrant Farm Worker: A person or dependent of a person who occasionally or habitually leaves his established place of residence (or has no permanent residence) to accept seasonal or temporary employment in another locality where he resides during the period of employment.
4. Seasonal Farm Worker: A person or dependent of a person who is employed in seasonal farm work either occasionally or habitually without leaving his established place of residence.
5. Limited English Speaking: One whose native language is not English and whose limited ability to communicate in English is a job handicap.
6. Classroom Training: Includes vocational education and services, provided through nonfinancial agreements between the prime sponsor and the State of Michigan Vocational

Education Institutions as part of the Special Grant to Governors. Participants for whom the prime sponsor pays any portion of his/her training allowances or services should also be reported in classroom training.

7. On-the-Job Training: Includes training, conducted in a work environment, designed to enable individuals to learn a bona fide skill and/or qualify for a specific occupation through demonstration and practice. The training, which can be provided by private profit motivated employers as well as public and private nonprofit agencies, should be in preparation for the client's transition into permanent unsubsidized employment. On-the-job training can be provided to clients at the entry level of employment or used as a means of upgrading under-employed workers into occupations requiring higher skill levels.
8. Positive Terminations: CETA participants who are placed either directly, indirectly or through self-placement in unsubsidized employment or who complete the program training objectives.
9. "Other Positive" Terminations: CETA participants who have withdrawn to enter an academic or vocational school, entered the military, entered another manpower program, or completed the program objectives not involving entrance in unsubsidized employment.
10. Negative (or Non-Positive) Terminations: CETA participants terminated for excess absenteeism, moved from area, or did not

complete the program objectives for other reasons, including health/pregnancy, family care responsibilities, transportation problems, refused to continue, and administrative separation.

11. Economically Disadvantaged: A person who is a member of a family A) which receives cash welfare payments, or B) whose income in relation to a family size does not exceed the most recently established poverty levels.
12. Gross Wages or Salary: Represents the total money earnings received for work performed as an employee. It covers the amount paid before deductions for income taxes, social security taxes, bond purchases, union dues, etc.
13. Handicapped: An applicant who has a physical, mental or emotional impairment, a chronic condition which could limit work activities, or is a disabled veteran.
14. Offender: A person who is or has been confined to any type of correctional institution or assigned to a community-based facility, or has been subject to any stage of judicial, correctional, or probationary process where manpower training and services may be beneficial as determined by the Secretary of Labor.
15. Public Service Employee: A CETA enrollee performing work provided by government. It excludes building and highway construction (except that which is normally performed by the prime sponsor or eligible applicant) and other work which inures primarily to the benefit of a private profit making organization.

16. School Dropout: A client who has left school prior to obtaining a high school diploma.
17. Under-employed: Participants working part-time who are seeking full-time employment and whose income is below poverty level. Also, persons working full-time whose salary, relative to family size, is below poverty level.
18. Unsubsidized Employment: A) Employment not financed from funds provided under CETA, B) Jobs in the private sector.
19. Work Experience: Experience obtained in a short-term and/or part-time work assignment with a public employer or private nonprofit employing agency. Work experience is designed to enhance employability of individuals who 1) have never worked, or 2) have not recently worked in the competitive labor market for an extended period of time.

Summary

In Chapter One a brief over-view of the CETA manpower training program objectives is offered, particularly as the objectives relate to the Classroom Training area of responsibility and the derived need for evaluation studies of individual Title I programs. A statement of the research problem in terms of program evaluation needs, definitions of the study variables, and articulation of the socio-economic-demographic characteristics are developed. The basic assumptions of the study, its limitations and purposes are also covered in this section.

CHAPTER TWO

REVIEW OF THE LITERATURE

The purpose of this chapter is to review selected areas of the literature considered to be pertinent and important to the development of this study.

Two principal areas of review are pursued:

1. The historical development of CETA institutionalized training, and
2. Descriptive and research literature concerned with the evaluation or assessment of institutionalized training programs, within the context of manpower training and development.

Historical Development

The Comprehensive Employment and Training Act of 1973 can be viewed in historical perspective against a background of federal involvement in the development of employment and training programs and the evolution of manpower training policies over several decades. These training programs emerged as an important process to conserve and develop human resources and to protect and help individuals as they adjust to the hazards of changing economic conditions.

The Comprehensive Employment and Training Act of 1973, with the Amendments of December 31, 1974; October 1, 1976; June 15, 1977; and August 5, 1977, form the basic reference legislation. The

purpose of the Act through its various entitlements, is to assure opportunities for employment and training to unemployed, under-employed and disadvantaged individuals. The Act, in effect, has absorbed, amended and extended the provisions of the Manpower Development and Training Act of 1962, Title I of the Economic Opportunity Act of 1964, and the Emergency Employment Act of 1971.

The Statement of Purpose of the Act is revealing:

Sec. 2. It is the purpose of this Act to provide job training and employment opportunities for economically disadvantaged, unemployed and under-employed persons, and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible and decentralized system of Federal, State, and local programs.

The particular entitlements appropriate to Classroom Training (CRT) and related services is Title I - Comprehensive Manpower Services.

Section 101, in part, states:

Such program shall include the development and creation of job opportunities and the training, education, and other services needed to enable individuals to secure and retain employment at their maximum capacity.

Referring to assessment and counseling needs of potential clients,

Section 101 further states in appropriate subsections:

(2) assessment of the individual's needs, interests, and potential in the labor market and referral to appropriate employment, training, or other opportunities.

(3) orientation, counseling, education, and institutional skill training to prepare the individual to enter the labor market or to qualify for more productive job opportunities.

Thus the functional literacy needs and the educational upgrading, institutional skill training, counseling and assessment needs of the

CETA client are the appropriate mandate of this portion of the Act.

Possibly, it is fitting at this time to look briefly at the historical precedents to the federal training of manpower that have evolved into the present CETA activities, for the training and retraining programs of the federal government have evolved progressively through amendments to earlier legislation and by absorption into new legislation.

This legislation offered a number of training, employment and related services, designed to help unemployed, under-employed and disadvantaged individuals secure and continue in unsubsidized employment. The enactments identified various target groups and designed programs to best serve them. This includes individuals experiencing structural unemployment, youth, older workers, minorities and the economically disadvantaged.

The legislation, dating back to the 1930's, established a network of public employment offices, set minimum standards of wages and hours of work and provided unemployment insurance support. The Employment Act of 1946 became landmark legislation in that federal responsibility to promote maximum employment was implemented (Mirengoff, 1978, 1).

Groom (1961), suggests that the Railroad Unemployment Insurance Act of 1937 is probably the first utilization of federal funds for retraining activities. Section 362 of the Act authorized the Railroad Retirement Board (with limited success) "to encourage and assist in the adoption of practical methods of vocational training, retraining, and vocational guidance; to promote the re-employment of unemployed employees" (Groom, 1961, 940).

The early philosophy of the federal retraining programs centered on equipping unemployed and under-employed adult workers with new job skills, frequently in the light of constant technological change in business and industry that resulted in both job redundancy and a demand for new and updated technical skills. This view of federal manpower training programs is rejected by Hardin and Borus who also drew an interesting distinction between manpower retraining programs and "vocational education" programs. According to Hardin,

Retraining courses are arranged in response to a need shown to be present at a particular time and in a particular place. They are discontinued automatically, unless specific authorization is given to repeat them. They are designed mainly for persons who have already ended their formal education. In contrast, the vocational education program comprises a more or less permanent curriculum which is designed to meet continuing needs and which is discontinued only in response to specific decisions. It is oriented primarily toward the needs of persons in the high school age, and it forms an integral part of the secondary education system, and more recently, the junior college system.

Through the Area Redevelopment Act of 1961, the federal government authorized funding to stimulate retraining programs in depressed areas of the country designated for redevelopment. Sections 16 and 17 of ARA indicated that funds could be used for retraining programs in designated redevelopment areas having "substantial and persistent unemployment" and where there would be "a reasonable expectation of employment" for trainees after course completion. During its four years of existence, from fiscal 1962 to 1965, approximately \$6.5 million were appropriated annually for ARA, while less than 12,000 individuals were annually enrolled for retraining.

The ARA was superseded by and eventually absorbed into the Manpower Development and Training Act of 1962 (MDTA). It had the advantages of extended course periods of up to 52 weeks, training in many more occupational areas, the extension of programs to most communities including those with relatively low unemployment levels, and the provision of special youth allowances for those young people who did not qualify for the regular unemployment training allowances. The 1968 amendments urged the development of manpower training centers and extended the MDTA to 1972.

In summary, the principal manpower legislation of the last two decades include the following:

Area Redevelopment Act (ARA) - 1961

Designed to reduce unemployment concentrated in depressed areas by attracting industry and jobs to those areas.

Manpower Development and Training Act (MDTA) - 1962

Enacted to provide training to those who had become unemployed through technological or other structural changes in industry.

Economic Opportunity Act (EOA) - 1964

Established employment and training programs (Neighborhood Youth Corps, Job Corps, etc.) specifically targeted to the poor.

Cooperative Area Manpower Planning System (CAMPS) - 1967

An attempt to improve local area employment and training programs through coordinated planning.

Concentrated Employment Program (CEP) - 1967

An attempt to provide intensive employment and training services to areas of high unemployment.

Public Employment Program (PEP) - 1971

Provided transitional jobs for unemployed and under-employed individuals in state and local agencies.

The cumulative effect of these separate programs, administered by often competing private and public agencies, was confusion, overlap and duplication rather than complementary coordination.

CETA legislation largely eliminated the various categorical programs authorized under earlier legislation. Through prime sponsors at the local and state level, numbering about 500, the Secretary of Labor now makes block grants to plan and operate manpower programs to meet local needs (Hansen, 1976).

Decentralization, however, has its limitations in addition to its accepted virtues. Under CETA, planning is done through manpower planning councils appointed by the chief elected official from state and local representatives of management, unions, manpower agencies and of the client population. These local councils do not have the power to achieve coordination of different programs such as the Employment Services, the Work Incentive Programs, and the vocational education and vocational rehabilitation authorities. Their activities were not incorporated under CETA and they have not coordinated their planning or delivery appreciably at either federal, state or local levels with CETA authorities (Ulman, 1976, 101).

Critics of the decentralized approach to manpower planning and program implementation suggest that state and local governments are no more efficient than the federal government with regard to administrative costs; local governments are more politically oriented; local advisory councils lack experience and expertise; and finally, local governments are unable to cope with unemployment problems that are essentially federal by nature (Clague, 1976, 72).

Manpower Training Evaluation Literature

The 1966 Report of the Secretary of Labor on Manpower Research and Training emphasized the need for evaluation activities and stated (p. 7):

Regular evaluation of the Manpower program is essential in order to know how the various segments of the program are meeting goals set for them, to detect new and changing manpower problems which may require program adjustments and to ensure that both the policy and operation of the total program are responsible to the Nation's manpower needs.

Wright (1974), in a study involving the preliminary assessment of the problems encountered in planning and implementing CETA local and state programs in Michigan and five neighboring states, emphasized that attention was being focused on the development of evaluation criteria for existing training activities then sponsored under CETA.

Mangun, Snedeker, and Snedeker (1975) in discussing the requirement for evaluation of CETA manpower training programs, suggest three key questions:

1. Did the program pursue the objectives established for it by policy makers?
2. Did it achieve those objectives?
3. Were the benefits received on behalf of society greater than the costs in terms of alternative uses of the same resources?

At the local level these questions might be narrowed and rephrased to:

1. Were the designated target groups served?
2. Was the objective -- usually some type of improvement in employment and income experience -- achieved?
3. Could it have been done in any more effective way?

The performance evaluation experience for manpower training programs is still an uncertain field with no concrete and widely

acceptable evaluation format (Hardin, 1969). In this respect, efforts to take differences between studies into account have had limited success. Defining measurement parameters for "success" in CETA and other manpower training programs has been vague and has predominantly depended on a cost-effectiveness rationale. There is a need for defining and postulating an acceptable "success" parameter in CETA training program evaluation that encompasses value judgments that are not entirely preoccupied or over-shadowed by program costs and client earning ratios.

Borus and Buntz (1972) in reviewing the problems, issues and techniques of evaluation in manpower training programs, suggest that almost all evaluations of manpower programs have included changes in the income of program participants as a major dependent variable, in terms of some increase in earning of the poor, unemployed and under-employed, and disadvantaged. Pre-training and post-training increases in earning is generally the major factor in such evaluation formulas.

Smith and Scott (1977) developed an income gain formula referred to as "earnback". This represents the ratio of the difference between pre- and post-training income and the unit cost of training a participant in a particular program. The authors recognized that "earnback", program completions, and job placements may be significant numerical goals for a program but they may not be real goals, meaningful and satisfying to clients or sponsors. Cost-effective comparisons and numerical positive completions and job placements may be politically acceptable and quantitatively necessary but they do not embrace the qualitative, socially satisfying aspects of client completions, that may include such abstract success factors as morale and "good citizenship".

Success factors cannot merely be in terms of increased earning power and failure as decreased or lack of earning. Other variables which may be affected by training programs and which should be evaluated are the effects on health, crime, community power structure and political institutions, individual satisfaction, family life, social participation, housing, race relations, and social behavior (Borus and Buntz, 1972).

Numerical measurement of programs will probably always be the ultimate evaluation decision factor, involving program cost-effectiveness, client input numbers and socio-demographic characteristics, balanced against output numbers and characteristics and tabulated in various statistical permutations.

Smith and Scott (1977) address themselves to the problem and issues involved with evaluating or defining "success" in manpower training, by asking:

But what is a "good" positive termination rate, or a "good" placement rate? Is a positive termination rate of 80 percent "good"? Is a placement rate of 27 percent, then, "bad"? The answer is as obvious as the question is necessary: It depends. It depends upon the hard truths of the labor market, the intentions of the program, the kinds of goals chosen, the problems of the participants involved, the state of the local or national economy at the time -- on literally dozens of considerations which, again, can only be judged (and then tentatively) at the local level where they can be understood in the context of the programmatic whole.

Labor market conditions reflect a complex interaction of various forces that makes any attempt at manpower training program accountability, solely in terms of job placement or wage improvement, uncertain.

An aspect of cost-effectiveness evaluation meriting serious consideration is that when a highly structured rating system is developed and rationalized, involving weighted elements and formulas, sophisticated monitoring techniques are generally required. For example, in the Lansing, Michigan, consortium, the effectiveness rate in Title I is derived from a formula based on placement rate, target group index and number of enrollees, a follow-up rate, retention rate, and the post-program wage index. According to Mirengoff and Rindler (1978, 108):

These extremely complex formulas can be used only with a very detailed management information system. . . .Critics point out that the structured approach requires good management information, which is often missing; that it places too much emphasis on placement; and that it fosters "creaming".

The uncertainties and subjectiveness of utilizing purely economic factors, including cost-benefit ratios, in evaluating the effectiveness of CETA, Title I institutionalized training, is shown in a study by Curtis et al (1976, 135) in Florida. The researchers found that cost-benefit ratios were marginal, ranging from slightly favourable to below the break-even point (less than unity). Two important conclusions or explanations were that the CETA Classroom Training program itself is designed to try to reach the most unprepared, untrained clients possible, and that the dismal performance of the State's economy has an impact on levels of unemployment and wage gain factors. While the longitudinal aspects of the program are not known at this time, according to the authors it would be valuable to know the future impact of the training upon the

clients, two, five, or ten years from now. If the client, as a result of the training, is able to obtain and retain a satisfying job throughout his lifetime, a positive long-term effect will accrue to his family. This suggests secondary and tertiary benefits beyond a strictly cost-benefit assessment.

According to Glennan (1969), cost-effectiveness, in terms of fiscal return, is an insufficient indicator of program outcome. It is also extremely difficult to conceive of a feasible and explicit set of weights to portray costs and benefits effectively.

The difficulty of arriving at an effective and acceptable procedure for evaluating cost-effectiveness of training programs has been further discussed by Swanson (1978), among others. For example, it is a fallacy to assume that on-the-job training in industry, as against institutionalized classroom training, occurs without cost to the public, or in costs rated in simple transfer funding through CETA. Over-all, the public pays the cost of training that is financed by tax levies, tax shelters, tax credits, and tax deductions. Public institutionalized training, as utilized by CETA for its Classroom Training program, relies mainly on tax levies, while on-the-job training relies almost wholly on tax deductions. The costs to the public of on-the-job training by industry are substantial. The confidentiality of income tax records and the failure of cost-accounting in industry to identify training costs, make it impossible to obtain a reliable estimate (Swanson, 1978, 88).

While private institutionalized training costs can be identified, public institutionalized training costs tend to be subjective and indirect to a certain extent. Cost-effectiveness does not generally

take into account hidden costs to the student and to involved social welfare systems.

From the taxpayers' point of view, the primary benefit of a training program is probably the satisfaction derived from having the welfare of the poor improved. Many may believe that the increased earnings of the poor are accompanied by a decrease in welfare payments, decrease in cost of social services, including a decrease in crime. Many of the benefits of training programs for the poor and disadvantaged are not easily measurable in dollar terms.

Mangun et al (1975) discuss the ethical and social considerations to be evaluated in manpower programs, and balanced against cost-effectiveness factors of manpower training used, simply, to adjust the supply and demand ratios of the labor force. This supply and demand consideration is embodied in the "Phillips' Curve"² philosophy of balancing unemployment against inflation to correct cyclical imbalances.

A different view of the value of manpower training during cyclical fluctuations in employment is discussed by Newton (1971), in regard to the Swedish policy of utilizing their manpower retraining programs to counteract seasonal and cyclical fluctuations in employment. The Swedish programs perform like a sponge, removing labor from the market and placing it in training during periods of recession, then, during periods of economic expansion, releasing labor with improved skills. Since the program volume of activity closely follows cyclical

²The "Phillips' Curve" is a conceptual device for articulating the relationship between the unemployment rate and the corresponding rate of inflation of wages and prices existing in a given economy.

swings in unemployment, the Swedish approach appears to be quite successful. However, there is much debate among economists as to the merits of this policy (Training for Ontario's Future, 1973).

In essence then, the success of a CETA training program should not be evaluated only in terms of program cost-effectiveness, or wage gain "earnback" factors. Other benefits to society should be taken into consideration. Clients who are now removed from the welfare rolls, offenders who are now "regained" by society, unemployed and under-employed individuals who, after training, become either regular participants in the labor force or await job placement, are each a unit of success and a benefit to society. It is difficult to tabulate such positive contributions to society in a statistically acceptable format.

There remains, however, the problem of reconciling complex social merits as factors of success in manpower training, possibly in conjunction with generally accepted evaluation factors in manpower programs, including cost-effectiveness.

A modification of the "earnback" approach to income gain calculation would be to take the ratio of the unsubsidized income improvement of clients positively terminating from a training program, and the unit cost of that training program. What this means is that the CETA client, by virtue of eligibility for participation in a CETA training program, will generally be in either a nonearning or a negative earning category. In a nonearning category, the client will receive no support benefits other than that of participation in the training program plus ancillary services. A negative earning category would have the participant receiving public assistance or a training subsidy in addition to training services.

An obvious drawback of the "earnback" and similar approaches to cost-effectiveness of manpower training programs is the temptation to client selection personnel of selecting and enrolling only those clients who are better educated, better motivated, healthier and younger and who have not been employed in a well-paid job prior to the training program. With this "creaming" approach, the placement outcomes will always look good in terms of income improvement (Smith and Scott, 1977). Thus, the socially disadvantaged and the economically and health handicapped will not appeal to the program recruiter conscious of the merits of "earnback" in program cost-effectiveness.

In past manpower studies, cost-effectiveness evaluation has been the explicit modus operandi with adjunctive positive social development factors a corollary. It may be that in the long run, improved social attitudes and development will be the essential and over-riding redeeming factors in CETA manpower training and retraining programs.

It is true, of course, that cost-effectiveness analysis help educators and administrators to seek other and less costly avenues of delivery or more efficient and innovative processes for the same dollar investment. Quality and social merit considerations in training programs are not so easy to analyze.

It is likely that the relatively short period following training may not be enough to allow for and detect significant income improvement. In the long run and after a number of years, improved income benefits may accrue from the training investment. But even if improved income benefits do not immediately accrue from the education and training investment, positive attitudinal effects may be a redeeming feature.

In other words, better social adjustment features do not necessarily mean significantly better income levels.

There are the social benefits that accrue to society, the community and the client as a result of withdrawal from the unemployed or under-employed cohorts. These nonmonetary benefits are important considerations to be taken into account in evaluating the effectiveness of manpower training programs.

The question might be asked, if positive completions from a CETA institutionalized training program are presumably better equipped with job entry skills, why do they not command a significantly higher wage rate on the labor market? Lewis (1976) asserts that employers can be more selective in a loose labor market. They can raise their hiring criteria rather than contend for better qualified candidates by means of higher wages. Furthermore, graduates from the training program might be considered as foregoing immediate unskilled or semi-skilled employment opportunities that might arise, in favor of investment in improved job-entry skills that may eventually lead to an improved wage and long-term job advantages.

A purported justification for manpower training programs, in addition to delivering job-entry skills, is that of enhancing the future labor market potential of participants.

From this it appears that three principal benefits from institutionalized training might be suggested (Lewis, 1976, 67).

These are:

1. The development of job entry skills and attitudes will help the trainee to find an appropriate job.

2. Institutionalized training and education will exemplify and reinforce a client's assortment of job skills and attitudes.
3. The obtaining of recognized skill training will enable the client to find a more advantageous job than would otherwise be the case.

This raises the question of what constitutes an "advantageous" or "good" job. One obvious criteria of acceptability would be salary level or wage rate. Other factors of acceptance would be highly subjective of and individual preference with such abstract qualities as work environment, degree of responsibility, the challenge and variety of work, and job security. Some individuals may be more content with routine operations as opposed to a continually changing and challenging skill milieu. Some may not wish to contend with the added problems and stress that are usually associated with added responsibility and higher wages. A measuring rod indicative of "better jobs" cannot therefore be universally applied (Lewis et al, 1976, 78).

From this it is suggested that job satisfaction, obtaining from a job training program, cannot be inferred solely in terms of wage-gain or salary benefits. The value parameters of youth in recent years have seemingly shifted, including those relating to job satisfaction. It may be that trainees are willing to forego immediate wage advantage in an uncertain labor market, for job satisfaction, long-range job security and future higher wage gain.

Job satisfaction is highly variant and subject to individual preferences. Not everyone wishes to cope with the pressures and problems greater degrees of responsibility associated with higher

wages and promotions. The questions of work variety and job challenge, job environment and worker relationships, routine work as against constantly changing job functions and pressures are subjective attributes of the work situation, with variant appeal to different individuals.

The desirability of utilizing a control group methodology in manpower training evaluation was stressed by the Michigan Bureau of Employment and Training in its evaluation Report No. 1 (February, 1977). On the question of a viable comparison group methodology to facilitate a research design appropriate to manpower training evaluation, Borus and Buntz (1972, 238) suggested that a prevalent control group approach is that of selecting individuals who apply for a program, are eligible to enter the program, meet the entrance requirements, but who for one reason or another do not choose to participate. A somewhat similar view is expressed by Hardin and Borus (1971, 21) in that control group members could consist of individuals who had expressed an interest in training, who met the basic eligibility requirements but who did not enroll in any training for at least a year after the course. Glennan (1969) stated that a control group could be a group of individuals who are similar to the trainees in all respects except for the receipt of training.

The almost identical view of Sewell (1971, 25) in the use of control groups in manpower training program evaluation is that control groups of nontrainees were basically comprised of individuals who were in similar circumstances to trainees before training took place. This approach to comparison group methodology is criticized by Ulman (1976) as deficient. He suggested the virtual impossibility

of pairing off program participants with otherwise identical control groups.

In summary, while the use of a control group approach in manpower training program evaluation is almost universally agreed, there is no concurrence on a control group methodology best suited for training program evaluation. The most prevalent or recommended comparison group technique appears to be that of selecting people from the cohort who apply for CETA training, are considered eligible, but who do not actually enroll in Classroom Training.

With regard to specific Michigan Balance of State evaluation studies, the Michigan Department of Labor, through the Bureau of Employment and Training, published in February, 1977, its first annual CETA Performance Report. This report qualifies as the first comprehensive profile on the status of CETA Balance of State performance. Client characteristics and their termination outcomes are tabulated in the report. Regional cost-effectiveness in each entitlement and program area is described and given meaning. Comparison and performance tables support the factual and explanatory statements of CETA activity in the Balance of State.

In addition to the CETA performance report referred to, the Bureau of Employment and Training has published Report No. 1 (February, 1977) in the Manpower Services Evaluation Series. This is the first evaluative study of Michigan Balance of State CETA program performance employing statistical techniques. A multivariate analysis approach, using multiple-regression techniques, attempted to evaluate program effectiveness. The objective of the study was to evaluate the

relationship between participant characteristics and participant program success during the fiscal year, 1976. Participant characteristics in three CETA Title I programs (Classroom Training, On-The-Job Training, and Work Experience) were analyzed to obtain the probability of success, in terms of the participant's sex, age, educational level and race. Success for On-The-Job Training was defined as "unsubsidized employment at termination", while for Classroom Training and Work Experience, success pertains to employment or federally defined "Other Positive" reason for participant termination.

No attempt was made to measure the effectiveness of program performance in terms of placement wage determination and local labor market conditions. It was reported that the success factors or effectiveness of individual programs was not within the scope of the study. The absence of control group comparison was recognized by the MSES report and it recommended the establishment of such control in future effectiveness studies. The MSES study embodied the Classroom Training sector of the CETA population pertinent to this study, as well as other programs and titles. The population clientele are similar. Therefore, the summary of findings of the MSES report bears some relationship to the objectives of this study. The findings of the MSES study were:

Females and nonwhites may be better served by participation in on-the-job training.

Older workers seem to be at a disadvantage in the work experience program and may be better served by either classroom training or on-the-job training.

Youth (under 22) are not very successful in on-the-job training and are better served by work experience, although classroom training may also provide a successful outcome.

Participants with less than a high school education are at a disadvantage in any program. Therefore additional supportive services may be required to obtain a successful completion.

Participants with at least one year of college are successful regardless of program. It is possible, then, that they would be successful regardless of CETA.

Data for the Manpower Services Evaluation System, Report No. 1 (1977), were essentially that of the comprehensive MSES data base stored in the MSES Master File. MSES is a computer system programmed to store, monitor and assess area CETA performance. Common CETA definitions, procedures and techniques are programmed into the system to allow accurate and fast information retrieval. On-Line Data Maintenance is an input routine for entering, updating and correcting client data and related information in the Master File. On-Line Information Retrieval allows for immediate retrieval of training information, client characteristics and funding data for comparison and cross tabulation analysis.

Summary

In Chapter Two the historical precedents to federal manpower training programs were reviewed, culminating in the development of CETA legislation. This was followed by a survey of literature examining the question of appropriate cost-benefit parameters and the difficulty of developing effective and acceptable cost-effective evaluation procedures. Alternative success factors for CETA program evaluation were researched, embracing possible social merit and positive social adjustment features. Finally, the question of appropriate control group methodology suitable to manpower program evaluation studies was explored and pertinent Michigan manpower evaluation studies were reviewed.

CHAPTER THREE

RESEARCH PROCEDURES

The research design for the study is presented in this chapter. The elements discussed are as follows: the population, the sample and sampling methodology, the survey instrument, data collection, the pilot study and the analysis of the data.

Population

The population for this study consisted of applicants and participants of the CETA Classroom Training program in a selected geographical area of the Michigan Balance of State consortia. Clients were designated either as Positive Terminations, Non-Positive Terminations, or Eligible but Non-Entered with respect to the training program.

The selected geographical area consists of the two Michigan CETA regions of Livingston County and the Thumb Area. The three counties of Sanilac, Huron and Tuscola constitute the Thumb Area region.

The research study is restricted to CETA clientele applying for or participating in the Classroom Training program during the period of fiscal year, 1977, covering a 12-month period ending June 30, 1977.

For those participating in the Classroom Training program -- the experimental group -- the Livingston County region population was approximately 60 in the fiscal year, 1977, and for the Thumb Area

region, approximately 250. Thus the total population participating in CETA institutionalized training relevant to the study is approximately 310.

The control group consists of CETA clients who have been assessed as eligible for participation in the Classroom Training program during the fiscal period covered by the study, but who never actually enrolled in CETA institutionalized training. The control group population embraced approximately 400 individuals in the two research study regions.

Sample and Sample Methodology

A proportionate random sampling technique was employed for selecting representative sample units on a regional basis. The sampling technique was utilized for both the experimental group and for the comparison group.

The total sample selected was 244, comprising an experimental group of 120 participants and a control or comparison group of 124 nonparticipating applicants to the CETA institutionalized training program.

A low response to a mailed questionnaire was expected, by virtue of the nature of the population under study. A response of less than 60 percent was felt probable. CETA clientele tend toward a larger than normal rate of transience, compounded by employment uncertainty and other social dilemmas unquestionably facing them. Concomitant with this is a possible suspicion of government agencies and other groups seeking information of a personal nature. This suggests low motivation to completion of or response to a research study request,

especially for those clients classified as Non-Positive Terminations.

With the study covering the time period of fiscal year, 1977, many individuals in the sample had likely changed residency and jobs in the ensuing period, thus making it difficult to contact them.

By virtue of the expected low response to the mailed questionnaire, a telephone follow-up technique was planned. All nonrespondents to the mailed questionnaire would be contacted by telephone in order to obtain either a telephoned response or to arrange for a direct interview response to the instrument.

The MSES computer Master File was used to draw the proportionate random sample. Names and addresses of the sample constituents were retrieved.

Instrumentation

A portion of the obtained data was retrieved from the MSES computer Master File. This information involved pertinent data obtained from clients at the time of their application for CETA training.

The principal instrument for data collection was a questionnaire. The questionnaire attempted to capture relevant post-training economic and social data. A copy of this survey instrument is contained in Appendix D.

A review of literature produced a survey instrument by Lewis et al (1976), a possible instrument format, and from which a suitable questionnaire might be designed.

The instrument utilized in the Lewis study pertained to school supervised work experience programs; it was not suitable per se for

this research study. It did suggest a possible approach and format for the instrument in this study.

The instrument was designed in consultation with research advisers within the faculties of Education and Labor and Industrial Relations at Michigan State University, and research personnel of the Bureau of Employment and Training, among others.

The first 30 questions on the questionnaire, of mainly post-training and socio-economic intent, were designed to be completed by both the experimental and the comparison groups. The latter 14 questions relate to the derived perceptions of respondents of the experimental cohort to various aspects of the CETA institutionalized training program.

A modified Likert scale was developed to capture data in the opinions and perceptions sector of the questionnaire.

The following categories of information derived from the research instruments:

1. socio-demographic data recorded when client applied for CETA training,
2. socio-economic data recorded when client applied for CETA training,
3. post-training period socio-economic data,
4. perceptions and opinions of CETA clients pertaining to job-finding activities and CETA guidance services, and
5. perceptions and opinions involving training program experience.

Pilot Study

A pilot study was conducted, employing a randomly selected sample of 28 subjects from the CETA population under study. The pilot survey was undertaken for the purpose of validating the instrument, including that of evaluating the ability of respondents to understand and complete the questionnaire.

Of the 28 mailed questionnaires constituting the pilot study, each included a letter of transmittal and a stamped return envelope.

Seven undelivered mailed questionnaires were returned and of the remaining 21 questionnaires, 13 were returned completed, resulting in a response rate of 62 percent. Following the pilot survey, certain minor modifications to the instrument were undertaken to improve the possibility of respondent understanding and completion of the instrument. Questionnaire items were reviewed at this time and the format modified to ensure maximum utility.

As previously stated, it was recognized that those most likely to not respond are representative of the sector of CETA clientele from whom we most wish to obtain data. The possibility of sampling bias is, therefore, real.

Data Collection

A questionnaire, a letter of transmittal and a stamped return envelope were mailed to each of 244 randomly selected individuals constituting the sample, and made up of 120 training program participants, the experimental category, and 124 nonparticipating applicants for CETA training, the comparison category.

Of the experimental group, 11 undelivered mailed questionnaires

were returned and one training program participant was reported by a parent as deceased during the training period. Five control group questionnaires were returned as undeliverable.

Three weeks after the mailing, a telephone follow-up procedure was initiated for all nonrespondents to the mailed questionnaire. For those CETA clients contacted by this procedure, completion of the instrument by telephone was requested.

Two research assistants were employed and trained to ensure the completion of the questionnaires during telephone interviewing of respondents. The researcher was always present during the telephone interviewing process, to facilitate and supervise this research procedure.

The strategy employed involved visitation to each county in turn to undertake a regional telephone follow-up program on nonrespondents to the mailed instrument. Individuals who manifested reluctance to participate in a telephone interview were encouraged to participate in a direct interview at a time convenient to them. No one took advantage of this offer. The telephone interview was completed either at the initial contact or at a time more convenient to the respondent.

A number of individuals were difficult to contact, either as a result of shift work or by reason of employment requiring absence from home for extended periods.

The telephone interviewing technique involved a brief introduction, referring to the earlier mailed questionnaire. It was then suggested that the individual had been too busy to find time to complete the

instrument. The potential respondent was then invited to complete the questionnaire by telephone interview either at that time or at a time more convenient. Questions were read to the respondent and clarified, interpreted or repeated as necessary. The average time for completion of the instrument by telephone interview was ten minutes.

A continued effort was made to telephone-trace and contact those who were either not at home when telephoned or who had moved to a new location.

With the above approach 68 individuals in the experimental group and 80 in the control group responded, giving a response rate of 63 percent and 67 percent respectively. Thus an over-all response rate of 65 percent was achieved.

Of the 148 respondents, 92 did so by mail, constituting 62 percent of the return. Fifty-six responses, or 38 percent of the return, were obtained by telephone interview.

Analysis of Data

Data resulting from both response to the questionnaire and from retrieved information obtained from respondents on application for CETA training were transferred to coding forms and, thence, to IBM punched cards. Following verification, these data were analyzed at the computer facility at Memorial University of Newfoundland, utilizing the IBM 870 type computer at Memorial University.

Statistical Package for the Social Sciences (SPSS) was employed to analyze data. The SPSS subprogram FREQUENCIES, CONDESCRIPTIVE and CROSSTABS were enlisted to provide appropriate descriptive and statistical analysis.

The Chi-Square statistical test of relationship was utilized in contingency tabulation, in addition to the over-all application of frequency analysis. A .05 level of significance was established.

Summary

Chapter Three has described the design, development and implementation of the research survey. The population is depicted and the sample, sampling methodology, instrument design and the data collection strategy are outlined. The procedures for both the pilot study and for the analysis of research data are also presented.

CHAPTER FOUR

FINDINGS

In this chapter, the results of data analysis captured through the application of the survey instrument, a questionnaire, in addition to the related socio-demographic information retrieved from the Manpower Services Evaluation System data bank, are presented.

Over-View of Chapter Four

The findings are manifested in two main sections. The first section is concerned with the socio-demographic characteristics of respondents, involving termination status and whether or not respondents participated in the Classroom Training program. The analysis of possible relationship between variables is the basis on which the findings are promulgated.

The second section comprises suggested socio-economic success factors in terms of employment status, wage-gain, and continuing education and training improvement. The related questions of participant satisfaction with CETA Classroom Training and respondent perceptions of the adequacy of CETA career guidance, are also covered in this latter section as sub-sections or sectors of socio-economic success factors.

Descriptive data in terms of frequency counts and percentage relationships are embodied in the analysis. An attempt has been made to directly relate the findings of the chapter to the research problem promulgated at the beginning of this study and further articulated

by the hypotheses.

Survey Profile

From a sample of 244 manpower training applicants and participants for the CETA Classroom Training program, data resulted from 148 respondents, consisting of 68 Classroom Training participants, the experimental group, and 80 nonparticipating applicants, the control group.

A total of 72 variables were tested, covering both socio-demographic and socio-economic characteristics. In addition to the over-all application of frequency analysis, the Chi-Square statistical test of relationship was utilized in contingency tabulation bearing directly on the hypotheses. A .05 level of significance was selected.

A significant relationship was found in only two hypotheses. One, (H_{06}), involves perceptions of adequacy of career guidance and counseling on the part of respondents. The second significant relationship is concerned with the obtaining of unsubsidized employment as stated by hypothesis (H_{04}). Nonsignificant relationships are reported in the findings, including the appropriate crosstabulation tables.

SOCIO-DEMOGRAPHIC CHARACTERISTICS

As indicated earlier, this section examines the response and retrieved data of a sample of applicants and participants of the CETA Classroom Training program for the fiscal year, 1977, in terms of socio-demographic factors. These factors consist of sex, age, level of education, ethnicity, labor force status including migrant farm worker,

whether or not the client is handicapped, a veteran or an offender.

Response to the survey instrument totalled 148, consisting of 68 respondents (46.0 percent) in the experimental group and 80 (54.0 percent) from the comparison or control group. On the basis of a research sample of 244, a response of 148 represents an over-all response rate of 65 percent. The two CETA regions of Livingston County and the Thumb Area of Michigan constituted the Classroom Training program population for this study. The three counties making up the Thumb Area are Sanilac, Huron and Tuscola counties.

Numerically, the largest response was from Sanilac County, with 43, or 28.9 percent of the total response. The smallest return was from Livingston County, with 31, or 20.8 percent of the total response. Table I tabulates the percent returns for the two regions, including relevant response in the categories of experimental and control.

TABLE I
RESPONSE BY COUNTY

County	Region	Experimental		Control		Total
		Response	Percent	Response	Percent	
Livingston	1A	15	48.4	16	51.6	31
Sanilac	7A	24	55.8	19	44.2	42
Huron	7A	13	38.2	21	61.8	34
Tuscola	7A	17	41.5	24	58.5	41
Total		68		80		148
Percent		46.0		54.0		100.0

Table II expresses a profile summary of the characteristics of respondents, in terms of frequency count and percentage relationship, for the data captured in the study from both applicants and participants of the CETA Classroom Training program.

TABLE II
PROFILE OF CETA CLASSROOM TRAINING PROGRAM CLIENTS
(N = 148)

Variable	Frequency	Percent
Group		
Experimental	68	45.9
Control	80	54.1
TOTAL	148	100.0
Sex		
Male	71	48.0
Female	77	52.0
TOTAL	148	100.0
Age		
18 - 21	33	22.3
22 - 34	86	58.1
35 - 55	29	19.6
TOTAL	148	100.0
Education		
Less than Grade 10	17	11.5
10 - 11	26	17.6
Grade 12	98	66.2
13 and Over	7	4.7
TOTAL	148	100.0
Ethnic Group ³		
White	146	98.6
American Indian	2	1.4
Black	0	0.0
Other	0	0.0
TOTAL	148	100.0

³Spanish American has been used as a separate category.

Table II, Continued

Variable	Frequency	Percent
Spanish American		
Yes	11	7.4
No	<u>137</u>	<u>92.6</u>
TOTAL	148	100.0
Migrant Farm Worker		
Yes	1	0.7
No	<u>147</u>	<u>99.3</u>
TOTAL	148	100.0
Seasonal Farm Worker		
Yes	3	2.0
No	<u>145</u>	<u>98.0</u>
TOTAL	148	100.0
Veteran		
Yes	18	12.2
No	<u>130</u>	<u>87.8</u>
TOTAL	148	100.0
Handicapped		
Yes	9	6.1
No	<u>139</u>	<u>93.9</u>
TOTAL	148	100.0
Offender		
Yes	9	6.1
No	<u>139</u>	<u>93.9</u>
TOTAL	148	100.0
Labor Force Status on Application		
Employed	16	10.8
Unemployed	<u>132</u>	<u>89.2</u>
TOTAL	148	100.0

The first hypothesis is concerned with the relationship of the independent variable of client status, in terms of participation (experimental group) or nonparticipation (control group) in the training program, with each of nine socio-demographic characteristics.

Eleven tests of relationship are associated with the total of nine socio-demographic factors. The Chi-Square analysis of relationship was not significant in any of the eleven tests.

The second hypothesis involves the relationship of the independent variable of Termination Status, in terms of either Positive or Non-Positive Termination of participants in the Classroom Training program and the same nine socio-demographic factors as for the first hypothesis. Again, the investigations of relationship, using the Chi-Square test, were not significant.

The findings for each of the socio-demographic characteristics are as follows:

Sex

Considering only the experimental group, or those who participated in the Classroom Training program, 51, or 75 percent, terminated positively while 17, or 25 percent, are classed as Non-Positive Terminations.

For those training program participants who terminated positively, 29 (57 percent) were female and 22 (43 percent) male. The ratio was somewhat closer in the Non-Positive Termination category, with nine female (53 percent) and eight male (47 percent). For the Control Group, there were 39 females (49 percent) and 41 males (51 percent). Table III presents the two-way contingency tabulation.

In comparing the relationship of client status with the sex of respondents, a fairly close division of gender is apparent. Seventy-one (48 percent) of respondents were male and 77 (52 percent) were female.

A crosstabulation analysis was done, employing the Chi-Square statistical test for relationship. The Chi-Square value was 0.8277 with

a resulting significance of 0.661. Thus, no significant relationship between sex and termination category was found.

TABLE III
RELATIONSHIP BETWEEN SEX OF RESPONDENT
AND CLASSROOM TRAINING PROGRAM STATUS

Sex	Termination		Control Group	Total
	Positive	Non-Positive		
Male	Frequency	22	8	41
	Percent	14.9	5.4	27.7
Female	Frequency	29	9	39
	Percent	19.6	6.1	26.4
Total		51	17	80
Percent		34.5	11.5	54.1
				148
				100.0

CHI-SQUARE = 0.828

SIGNIFICANCE = 0.6611

Age

Testing for the presence or absence of relationship between client status and the age of respondents, three age-group categories were used as shown in Table IV.

A Chi-Square value of 4.123 resulted from the contingency tabulation, with a significance factor of 0.389. Thus no significant relationship between age and termination category was found.

Respondents ranged in age from 18 years to 55 years. The median age of the sample was 25 and the mode 23 years of age. Fifty-eight point one (58.1) percent of the total respondents were in the 22 to 34

age group, while 22.3 percent were in the 18 to 21 years category. The remaining 19.6 percent were aged 35 and over.

Over 40 percent of those nonpositively terminating from the program were in the youngest age category, as against 20 percent for both the Positive Termination sector and the Control Group.

In the highest age category, approximately 12 percent of Non-Positive Terminations were reported in this group, compared to a proportionately higher ratio of 21 percent for both the Control and the Positive Termination groups.

TABLE IV
RELATIONSHIP BETWEEN AGE OF RESPONDENT
AND CLASSROOM TRAINING PROGRAM STATUS

Age	Termination		Control Group	Total
	Positive	Non-Positive		
Under 22	Frequency	10	7	16
	Percent	6.8	4.7	10.8
22 to 34	Frequency	30	8	48
	Percent	20.3	5.4	32.4
35 to 55	Frequency	11	2	16
	Percent	7.4	1.4	10.8
Total		51	17	80
Percent		34.5	11.5	54.1
				148
				100.0

CHI-SQUARE = 4.123

SIGNIFICANCE = 0.3896

Education

The crosstabulation test of relationship between the highest educational grade reported by respondents on application for CETA Classroom Training and their training program status is presented in Table V. Four categories of educational attainment are employed: Grade 9 and lower; Grades 10 and 11; Grade 12; and Grades 13 and higher.

The Chi-Square analysis of relationship was found to be 5.742 with the accompanying level of significance of 0.4527. Thus, no significant relationship between education and termination category was found.

A higher proportion of Positive Terminations (approximately 16 percent) were in the lower educational grade category compared to six percent for Non-Positive Terminations and ten percent of the Control Group. Ten percent of Positive Terminations and 21 percent of the Control Group were found to be in this category.

Over-all, two-thirds of respondents had Grade 12, and 71 percent had Grade 12 or better. Seventeen point six (17.6) percent of respondents reported an educational level of Grade 10 or 11 on application, while only 11.5 percent of all respondents had less than Grade 10 standing.

TABLE V
RELATIONSHIP BETWEEN EDUCATION AND
CLASSROOM TRAINING PROGRAM STATUS

Education	Termination		Control Group	Total
	Positive	Non-Positive		
Less than Grade 10	Frequency 8 Percent 5.4	1 0.7	8 5.4	17 11.5
Grades 10 and 11	5 3.4	4 2.7	17 11.5	26 17.6
Grade 12	36 24.3	12 8.1	50 33.8	98 66.2
Grade 13 and Above	2 1.4	0 0.0	5 3.4	7 4.7
	Total 51 Percent 34.5	17 11.5	80 54.1	148 100.0

CHI-SQUARE = 5.742

SIGNIFICANCE = 0.4527

Ethnicity

Two related dependent variables were employed to test for the possibility of relationship between Ethnicity and Training Program Status. Following a test involving Ethnicity, in terms of racial origin employing the categories of White, Black, American Indian, and Other, a further comparison analysis was administered utilizing the variable Spanish American derivation. It may be noted that the Department of Labor does not designate the category of "Spanish American" as a choice of ethnic origin, but designates a separate classification of whether or not an individual is of Spanish American origin.

Table VI presents the test of relationship between ethnicity and training program status. Only two categories of ethnicity were found, with two respondents (1.4 percent) indicating American Indian origin and the balance of 146 respondents (98.6 percent) designating their ethnic background as White. No respondents indicated ethnicity in the categories of "Black" or "Other".

A Chi-Square analysis of relationship resulted in a value of 3.323, and with a significance factor of 0.189. Thus, no significant relationship between ethnicity and termination category was found.

An American Indian respondent was found to be in each of the Control Group and the Non-Positive Termination group respectively. As previously stated, 98.6 percent of respondents indicated ethnicity as White.

TABLE VI
RELATIONSHIP BETWEEN ETHNICITY AND
CLASSROOM TRAINING PROGRAM STATUS

Ethnicity	Termination		Control Group	Total
	Positive	Non-Positive		
White	Frequency	51	16	79
	Percent	34.5	10.8	53.4
American Indian	Frequency	0	1	1
	Percent	0.0	0.7	0.7
Total		51	17	80
Percent		34.5	11.5	54.1
				148
				100.0

CHI-SQUARE = 3.323

SIGNIFICANCE = 0.1899

Spanish American Origin

Comparing program status with the question of whether or not respondent is of Spanish American origin, 11 respondents (7.4 percent) indicated an affirmative answer. This is shown in Table VII.

A Chi-Square test of relationship was not significant, with a Chi-Square value of 0.6388 and a significance evaluation of 0.727. Thus, no significant relationship between Spanish American Origin and termination category was found.

Of the 11 Spanish American respondents, five (3.4 percent) were in the category of Positive Termination, a similar number in the Control Group category, and one (0.7 percent) reported Non-Positive Termination status.

TABLE VII

RELATIONSHIP BETWEEN SPANISH AMERICAN ORIGIN AND CLASSROOM TRAINING PROGRAM STATUS

Spanish American		Termination		Control	Total
		Positive	Non-Positive	Group	
No	Frequency	46	16	75	137
	Percent	31.1	10.8	50.7	92.6
Yes		5	1	5	11
		3.4	0.7	3.4	7.4
Total		51	17	80	148
Percent		34.5	11.5	54.1	100.0

CHI-SQUARE = 0.638

SIGNIFICANCE = 0.7266

Migrant and Seasonal Farm Worker Status

A separate contingency tabulation was undertaken for each of the two variables, Migrant Farm Worker and Seasonal Farm Worker.

Table VIII tabulates the analysis of relationship between Migrant Farm Worker and Program Status.

Table IX presents the crosstabulation analysis for the Seasonal Farm Worker.

For the category of Migrant Farm Worker, a test of relationship employing Chi-Square analysis resulted in a Chi-Square value of 0.8558 and a significance of 0.632. Thus, no significant relationship between migrant farm workers and termination category was found.

One respondent is recorded as a Migrant Farm Worker. This client, representing 0.7 percent of total response, is in the Control Group.

In testing for relationship between Seasonal Farm Worker and Program Status, three respondents (2.0 percent) were found to be Seasonal Farm Workers. Two were in the Control Group and one terminated nonpositively.

A Chi-Square value of 2.418 had a significance factor of 0.299. Thus, no significant relationship between seasonal farm workers and termination category was found.

TABLE VIII

RELATIONSHIP BETWEEN THE CATEGORY OF MIGRANT
FARM WORKER AND CLASSROOM TRAINING PROGRAM STATUS

Migrant Farm Worker	Termination		Control Group	Total
	Positive	Non-Positive		
Yes	Frequency	0	1	1
	Percent	0.0	0.7	0.7
No		51	79	147
		34.5	53.4	99.3
Total		51	80	148
Percent		34.5	54.1	100.0

CHI-SQUARE = 0.856

SIGNIFICANCE = 0.6519

TABLE IX

RELATIONSHIP BETWEEN THE CATEGORY OF SEASONAL
FARM WORKER AND CLASSROOM TRAINING PROGRAM STATUS

Seasonal Farm Worker	Termination		Control Group	Total
	Positive	Non-Positive		
Yes	Frequency	0	2	3
	Percent	0.0	1.4	2.0
No		51	78	145
		34.5	52.7	98.0
Total		51	80	148
Percent		34.5	54.1	100.0

CHI-SQUARE = 2.418

SIGNIFICANCE = 0.2986

Veteran Status

Veteran status is compared with Training Program status with respect to possible relationship, utilizing crosstabulation analysis.

The Chi-Square test of relationship is reported in Table X. Chi-Square analysis derives a value of 0.4569 and a significance factor of 0.796.

Eighteen respondents (12.2 percent) were veterans, with 11 (7.4 percent) in the Control Group, five (3.4 percent) having Positive Termination, and two (1.4 percent) Non-Positive Termination status.

TABLE X

RELATIONSHIP BETWEEN VETERAN CATEGORY AND CLASSROOM TRAINING PROGRAM STATUS

Veteran		Termination		Control	Total
		Positive	Non-Positive	Group	
Yes	Frequency	5	2	11	18
	Percent	3.4	1.4	7.4	12.2
No	Frequency	46	15	69	130
	Percent	31.1	10.1	46.6	87.8
Total		51	17	80	148
Percent		34.5	11.5	54.1	100.0

CHI-SQUARE = 0.457

SIGNIFICANCE = 0.7958

Handicapped

In analyzing the relationship of Handicapped designation with Program Status, nine respondents (6.1 percent) reported as being handicapped.

A Chi-Square test of relationship resulted in a value of 4.562 and a significance factor of 0.1022. Thus, no significant relationship between being handicapped and termination category was found.

Two handicapped respondents (1.4 percent) achieved Positive Termination, three (2.0 percent) were rated as Non-Positive Terminations, and four (2.7 percent) were in the Control Group. Thus, of the five CETA clients in the experimental group, 60 percent did not terminate positively from their training program.

The analysis of relationship tabulation is presented in Table XI.

TABLE XI
RELATIONSHIP BETWEEN HANDICAPPED CATEGORY
AND CLASSROOM TRAINING PROGRAM STATUS

Handicapped	Termination		Control Group	Total
	Positive	Non-Positive		
Yes	Frequency	2	3	4
	Percent	1.4	2.0	2.7
No	Frequency	49	14	76
	Percent	33.1	9.5	51.4
Total		51	17	80
Percent		34.5	11.5	54.1
				148
				100.0

CHI-SQUARE = 4.562

SIGNIFICANCE = 0.1022

Offender

No significant relationship was found between the dependent variable Offender and Training Program Status. A two-way contingency

table analysis of these two variables is presented in Table XII.

A Chi-Square test of statistical significance resulted in a Chi-Square value of 2.515, with a significance factor of 0.284. No significant relationship was found, therefore, between Offender and program category.

Nine respondents, representing 6.1 percent of the total sample, had been Offenders. Seven (4.7 percent) were in the Control Group, with one (0.7 percent) in each of Positive and Non-Positive Termination categories.

TABLE XII
RELATIONSHIP BETWEEN OFFENDER CATEGORY
AND CLASSROOM TRAINING PROGRAM STATUS

Offender	Termination		Control Group	Total
	Positive	Non-Positive		
Yes	Frequency	1	1	7
	Percent	0.7	0.7	4.7
No	Frequency	50	16	73
	Percent	33.8	10.8	49.3
Total	Frequency	51	17	80
	Percent	34.5	11.5	54.0
				148
				100.0

CHI-SQUARE = 2.5149

SIGNIFICANCE = 0.2844

Labor Force Status on Application for Training

The relationship between Training Program Status of respondents and Labor Force Status on application for CETA Classroom Training in terms of either employed or unemployed standing, and utilizing two-way

contingency table analysis, was not significant. Table XIII reports the findings.

The Chi-Square test of relationship resulted in a value of 2.1828, with the significance factor, resulting from the analysis, equalling 0.336. Therefore, no significant relationship between Labor Force Status and Termination Program Status was in evidence.

One hundred thirty-two respondents (89.2 percent of the total sample) reported themselves as unemployed on application for CETA training. Sixteen respondents (10.8 percent) were employed.

To be eligible for training, applicants are required to be either unemployed or under-employed at the time of application, with wages below the recognized poverty level.

The distribution of respondents who were employed on application, in terms of CETA training program status, shows that the highest proportion of any of the three categories of program status were three respondents in the Non-Positive category, representing approximately 18 percent of the Non-Positive Terminations and 2.0 percent of the total sample. This compares to seven clients (approximately 14 percent of Positive Terminations) who were employed, or 4.7 percent of total sample. For the Control Group, six respondents were employed, constituting 8 percent of that group and representing 4.1 percent of the total sample.

TABLE XIII
RELATIONSHIP BETWEEN LABOR FORCE STATUS
ON APPLICATION AND TRAINING PROGRAM STATUS

Labor Force Status	Termination		Control Group	Total
	Positive	Non-Positive		
Employed	Frequency	7	3	6
	Percent	4.7	2.0	4.1
Unemployed	Frequency	44	14	74
	Percent	29.7	9.5	50.0
Total		51	17	80
Percent		34.4	11.5	54.1
				148
				100.0

CHI-SQUARE = 2.1828

SIGNIFICANCE = 0.336

SOCIO-ECONOMIC CHARACTERISTICS

The third hypothesis will be examined in this section. It is concerned with the relationship of socio-economic factors and CETA client termination status. Three socio-economic variables are each compared to the independent variable of Termination Status, employing two-way contingency tables to analyze relatedness. The three socio-economic characteristics used are: Wage Improvement, Training Satisfaction, and Continuing Education and/or Training Improvement. No significant relationship was found, employing the Chi-Square test of relationship, in any of the three tests.

Additionally, the remaining hypotheses that relate to success factors associated with the CETA institutionalized training program,

$H_0(4)$, $H_0(5)$, and $H_0(6)$, are presented in this section.

$H_0(4)$ is concerned with the topic of obtaining unsubsidized employment on the part of CETA Classroom Training Program clients. Two areas of possible subsidization are analyzed: Public Service employment and CETA funded employment. A significant relationship was found, following the utilization of the Chi-Square test of relationship, in the instance of Public Service Subsidized Employment.

$H_0(5)$ refers to the perceived value of CETA training by respondents who participated in CETA institutionalized training.

$H_0(6)$ involves respondent perceptions of the adequacy of CETA guidance and counseling services. A significant relationship was found, following a Chi-Square analysis of possible relationship.

The findings for each of the socio-economic characteristics follow:

Wage Improvement in Present Employment

The dependent variable Wage Improvement was tested for the presence or absence of significant relationship between it and respondent training program status. Eighty-one respondents answered either Yes or No to the question as to whether or not they received a wage improvement in their present employment.

A Chi-Square value of 3.477 resulted from the contingency table analysis, with a significance factor of 0.1757. From this it is evident that no significant relationship exists between the training program status of respondents and the question of Wage Improvement for those employed at the time of the survey.

Of the 81 respondents answering the question, 44 (54.3 percent)

indicated a wage improvement in their present employment, while 37 (45.7 percent) reported no wage improvement.

Of those giving an affirmative reply to this question, 29 (35.8 percent) were from the Control Group, 11 (13.6 percent) were from the Positive Termination Group, and four (4.9 percent) were Non-Positive Terminations.

Pertinent findings for this test of relationship is presented in Table XIV.

Thus, a large proportion of Positive Terminations -- almost 60 percent -- did not receive a wage improvement in their current job, compared to 50 percent for Non-Positive Terminations, and 37 percent of the Control Group.

TABLE XIV

RELATIONSHIP BETWEEN WAGE IMPROVEMENT
IN JOB AND TRAINING PROGRAM STATUS

Wage Improvement		Termination		Control Group	Total
		Positive	Non-Positive		
Yes	Frequency	11	4	29	44
	Percent	13.6	4.9	35.8	54.3
No	Frequency	16	4	17	37
	Percent	19.8	4.9	21.0	45.7
Total		27	8	46	81
Percent		33.3	9.9	56.8	100.0

CHI-SQUARE = 3.477

SIGNIFICANCE = 0.1757

Training Satisfaction

A crosstabulation analysis to test the relationship between Program Termination Status and the dependent variable Training Satisfaction was found to be not significant.

A modified Likert-type scale was employed to measure the perceptions of respondents regarding satisfaction with their training program. The pertinent question was: "Over-all, how satisfied are you with the training you received in the CETA Classroom Training Program?" In addition to five possible responses to the question, ranging from Very Satisfied to Very Dissatisfied, the question also allowed for the response of either No Opinion or No Training Undertaken. This latter choice was utilized as a check to ensure that respondents to the question had, indeed, enrolled in the CETA Classroom Training program.

The Chi-Square test of relationship resulted in a value of 2.149 with a significance factor of 0.905. Therefore, no significant relationship occurred between Termination Status and client Training Satisfaction. Table XV reports the findings appropriate to this analysis.

Of the 67 Classroom Training program recipients, 50 (74.6 percent) were Positive Terminations and 17 (25.4 percent) Non-Positive Terminations.

Forty-one respondents (61.2 percent) indicated satisfaction or better with respect to their particular training program, while nine (13.4 percent) were neither satisfied nor dissatisfied. Fourteen respondents who had undertaken the Classroom Training program (20.9 percent) recorded dissatisfaction with their training program. Of these, ten (14.9 percent) were Positive Terminations, representing 20 percent of that category, compared with four respondents (6.0 percent)

consisting of 23.6 percent of the Non-Positive Termination category in this question.

Three recipients of training (4.5 percent) recorded No Opinion regarding the question of training satisfaction.

Almost two-thirds of Positive Terminations (64.4 percent) indicated satisfaction with their training program, as compared to slightly more than half of Non-Positive Terminations (52.9 percent).

TABLE XV
RELATIONSHIP BETWEEN TRAINING SATISFACTION
AND TERMINATION STATUS

Training Satisfaction		Termination		Total
		Positive	Non-Positive	
Very Satisfied	Frequency	18	5	23
	Percent	26.9	7.5	34.3
Satisfied		14	4	18
		20.9	6.0	26.9
Neutral		6	3	9
		9.0	4.5	13.4
Dissatisfied		7	2	9
		10.4	3.0	13.4
Very Dissatisfied		3	2	5
		4.5	3.0	7.5
No Opinion		2	1	3
		3.0	1.5	4.5
Total		50	17	67
Percent		74.6	25.4	100.0

CHI-SQUARE = 2.1487

SIGNIFICANCE = 0.9055

Continuing Education and/or Training Improvement

The third dependent variable concerned with socio-economic success in this study and associated with hypothesis $H_0(3)$ is that of Continuing Education and/or Training Improvement on the part of respondents.

Question No. 23 on the survey instrument asked whether or not the client was now attending an educational or training institution, either full-time or part-time.

A crosstabulation analysis of Continuing Education and/or Training Improvement in a test of relationship with Client Status, showed no significant relationship employing the Chi-Square test of relatedness.

The findings appear in Table XVI. A Chi-Square value of 0.7297 was computed, giving a significance level of 0.9476. Thus, no significant relationship between Continuing Education and/or Training Improvement and Client Status was found.

Based on a total sample of 148, only 13 respondents (8.8 percent) were attending an educational or training institution full-time. One hundred twenty-seven (85.8 percent) were not now attending an institution, and eight (5.4 percent) were enrolled as part-time students or trainees.

Fifty-one (34.5 percent) were Positive Terminations from the Classroom Training Program, 17 (11.5 percent) Non-Positive Terminations and 80 (54.1 percent) were in the Control Group.

Table XVI shows that the ratios of distribution within each category, relative to Continuing Education and/or Training Status,

are somewhat related across categories and to the over-all distribution. The highest proportion of clients undertaking education or training in any of the three categories of client status were in the Non-Positive Termination group with 17.7 percent (three respondents). This compares to 13.7 percent (seven respondents) in the Positive Termination category, and 13.8 percent (11 respondents) for the Control Group.

TABLE XVI

RELATIONSHIP BETWEEN CONTINUING
EDUCATION AND/OR TRAINING IMPROVEMENT
AND TRAINING PROGRAM STATUS

Continuing Education and/or Training Improvement		Termination Positive Non-Positive		Control Group	Total
Part-time	Frequency	2	1	5	8
	Percent	1.4	0.7	3.4	5.4
Full-time		5	2	6	13
		3.4	1.4	4.1	8.8
Not Attending		44	14	69	127
		29.7	9.5	46.6	85.8
Total		51	17	80	148
Percent		34.5	11.5	54.1	100.0

CHI-SQUARE = 0.7297

SIGNIFICANCE = 0.9476

UNSUBSIDIZED EMPLOYMENT

This section of the chapter is concerned with the possible relationship between the obtaining of unsubsidized employment and the

termination status of respondents, as stated by the fourth hypothesis.

Two employment-related variables are each compared to the independent variable of client Termination Status. A Chi-Square analysis of possible relatedness was utilized with two-way contingency tabulation. The two employment-related variables are embodied in the two questions: "Is your employment a CETA Funded job?" and, "Is this employment a Public Service subsidized job?"

A significant relationship was found in the latter employment-related variable, with respect to client status.

Is Employment CETA Funded?

Testing for the presence or absence of significant relationship between client status and whether or not employment is CETA funded, a Chi-Square statistical analysis was used in conjunction with a crosstabulation approach. Additionally, an alternative response of "Don't Know" was offered to respondents, where client uncertainty might exist.

The Chi-Square test resulted in a value of 5.405 with a significance factor of 0.2482. Therefore, no significant relationship was in evidence between client status and whether or not employment was CETA funded. Table XVII reflects the pertinent findings.

Of the 85 respondents who reacted to this question, 72 (84.7 percent) reported that their job was not CETA funded, nine (10.6 percent) affirmed that their employment was CETA funded, and four (4.7 percent) indicated that they did not know whether or not their employment was so funded. All but one of the latter group were in the control category.

Of the nine respondents (10.6 percent) having CETA funded employment, six (7.1 percent) were Positive Terminations and three (3.5 percent) were in the Control Group.

The eight respondents (9.4 percent) to the question who were in the Non-Positive Termination category, were all employed in non-CETA funded jobs.

Almost half of the respondents (48.2 percent) were in the Control Group category and non-CETA funded employment.

TABLE XVII
RELATIONSHIP BETWEEN CETA FUNDED EMPLOYMENT
AND TRAINING PROGRAM STATUS

CETA Funded Employment		Termination		Control	Total
		Positive	Non-Positive	Group	
Yes	Frequency	6	0	3	9
	Percent	7.1	0.0	3.5	10.6
No		23	8	41	72
		27.1	9.4	48.2	84.7
Don't Know		1	0	3	4
		1.2	0.0	3.5	4.7
Total		30	8	47	85
Percent		35.4	9.4	55.2	100.0

CHI-SQUARE = 5.405

SIGNIFICANCE = 0.248

Is Employment Public Service Subsidized?

In analyzing the possible relationship between client status and whether or not client employment is Public Service subsidized,

85 respondents were found to have answered this question of the 91 respondents who reported themselves as employed at the time the survey instrument was completed. Of these, 29 (34.1 percent) were in the Positive Termination category, eight (9.4 percent) in the Non-Positive Termination category, and 48 (56.5 percent) from the Control Group.

Following a two-way contingency table analysis, a significant relationship was found between the above variables, as presented in Table XVIII.

A Chi-Square value of 11.932 was obtained, with a significance factor of 0.017. Thus, the null hypothesis that no significant relationship exists between Positive Termination and both Non-Positive Termination and the Control Group, with respect to obtaining unsubsidized employment can be rejected.

Twelve respondents (14.1 percent) indicated their employment as Public Service subsidized, while 64 (75.3 percent) responded negatively to this question. Of those indicating affirmatively, 9.4 percent were Positive Terminations, while Non-Positive Terminations and the Control Group each had 2.4 percent of respondents.

Sixty-four clients (75.3 percent) indicated non-Public Service subsidized employment, while twelve (14.1 percent) gave an affirmative answer to the question. Nine (10.6 percent) did not know whether or not their employment was Public Service subsidized.

Proportionally, the ratio of Public Service subsidized jobs to training program termination status was the same -- both Positive Terminations and Non-Positive Terminations were approximately 25 percent of their categories, with eight respondents (9.4 percent) and two (2.4 percent) respectively. The larger Control Group had only two

respondents (2.4 percent) with Public Service subsidized jobs.

The 38 respondents from the Control Group (44.7 percent) who reported Non-Public subsidized employment, represented about 80 percent of the Control category, compared to 69 percent for the 20 respondents (23.5 percent) who were Positive Terminations. Six respondents (7.1 percent) of the Non-Positive Termination category reported their employment as Non-Public Service subsidized.

TABLE XVIII

RELATIONSHIP BETWEEN PUBLIC SERVICE SUBSIDIZED
EMPLOYMENT AND CLASSROOM TRAINING PROGRAM STATUS

Public Service Subsidized Employment	Termination		Control Group	Total
	Positive	Non-Positive		
Yes	Frequency	8	2	12
	Percent	9.4	2.4	14.1
No	20	6	38	64
	23.5	7.1	44.7	75.3
Don't Know	1	0	8	9
	1.2	0.0	9.4	10.6
Total		29	8	48
Percent		34.1	9.4	56.5
				100.0

CHI-SQUARE = 11.932

SIGNIFICANCE = 0.0179

VALUE OF CETA CLASSROOM TRAINING

This section is associated with the question of the usefulness or value of the CETA Classroom Training program in preparing people for job skills, as perceived by participants of the training program, both Positive Terminations and Non-Positive Terminations.

A modified Likert-type scale was employed to register the perceptions of respondents regarding this question. No significant relationship was found.

A choice of five possible ratings was presented to participants to evaluate the CETA Classroom Training program, ranging from "of excellent value", to "has no significant value". The question also allowed for the response of "no opinion".

A two-way contingency tabulation, employing Chi-Square analysis of possible relationship, resulted in a Chi-Square value of 4.773 and a significance of 0.444.

Therefore, no significant relationship was found between client termination status and their perceived evaluation of the CETA Classroom Training program. Table XIX presents the findings.

The 67 respondents of the sample who had enrolled in the Classroom Training program consisted of 50 (74.6 percent) Positive Terminations and 17 (25.4 percent) Non-Positive Terminations.

Forty participants (59.7 percent) evaluated the training program as "above average" or better, while 56 (83.6 percent) evaluated it as "average" or better.

Sixty-four percent of Positive Terminations rated the program as "above average" or better, compared with 47 percent for Non-Positive Terminations.

Five respondents (7.5 percent) rated the Classroom Training program within the two categories below "average". Of these, three (5.5 percent) were Positive Terminations and two (3.0 percent) Non-Positive Terminations.

Six participants (9.0 percent) registered "no opinion". Five of these were in the Positive Terminations category.

Only one client (1.5 percent), a Positive Termination, rated the training program as of "no significant value".

TABLE XIX
RELATIONSHIP BETWEEN PERCEPTIONS OF THE VALUE
OF CETA CLASSROOM TRAINING IN OBTAINING
SATISFACTORY JOB PLACEMENT AND TERMINATION STATUS

Value of CETA Classroom Training		Termination		Total
		Positive	Non-Positive	
Excellent	Frequency	15	2	17
	Percent	22.4	3.0	25.4
Above Average		17	6	23
		25.4	9.0	34.3
Average		10	6	16
		14.9	9.0	23.9
Less than Average		2	2	4
		3.0	3.0	6.0
No Value		1	0	1
		1.5	0.0	1.5
No Opinion		5	1	6
		7.5	1.5	9.0
Total		50	17	67
Percent		74.6	25.4	100.0

CHI-SQUARE = 4.773

SIGNIFICANCE = 0.444

ADEQUACY OF CAREER GUIDANCE

The sixth hypothesis pertains to client perceptions of the adequacy of career guidance and job counseling services associated with the CETA Classroom Training program, by each of the three categories of Positive Termination, Non-Positive Termination, and the Control Group. This final section of Chapter Four presents the findings appropriate to this last hypothesis.

A two-way contingency table analysis was undertaken to investigate the possible relationship between termination status and adequacy of CETA career guidance services. A Likert-type rating scale was employed. Under this procedure, respondents had the choice between five possible ratings, in addition to the allowed response of "No Opinion". The five categories of choice in rating adequacy of career guidance and counseling services as experienced by respondents ranged from "much less than adequate", to "much more than adequate". The findings are tabulated in Table XX.

A Chi-Square value of 30.289 resulted, with a significance factor of .0008. The null hypothesis that no significant relationship exists in perceptions of adequacy of CETA Career Guidance between CETA client categories in the Classroom Training program can, therefore, be rejected.

Of the 148 clients involved in the sample, 51 had Positive Termination status, representing 34.5 percent of the sample, while only 17 (11.5 percent) had Non-Positive Termination. A little more than half of the sample (80 clients) were in the Control Group.

More than half of the respondents (51.3 percent) rated CETA guidance services as adequate or better, while only 27 percent (40 respondents) rated it less or much less than adequate. A third of Positive Terminations

rated CETA guidance as less or much less than adequate, while only 17.6 percent of those who were Non-Positive Terminations, and 25 percent of the Control Group did so. In the Non-Positive group, 8.8 percent of all respondents rated CETA guidance as adequate or better, compared with 21.6 percent for the Positive Termination group. For the Control category, 21 percent of all respondents perceived CETA career guidance as adequate or better.

Thirty-two respondents (21.6 percent) registered "No Opinion" regarding the evaluation of CETA guidance. Twenty-nine (19.6 percent) were in the Control Group.

TABLE XX

RELATIONSHIP BETWEEN CLIENT PERCEPTION OF
ADEQUACY OF CAREER GUIDANCE AND JOB COUNSELING
AND CLASSROOM TRAINING PROGRAM STATUS

Adequacy of CETA Guidance	Termination		Control Group	Total
		Positive Non-Positive		
Much More	Frequency	3	1	0
	Percent	2.0	0.7	0.0
More Than		5	1	5
		3.4	0.7	3.4
Adequate		24	11	26
		16.2	7.4	17.6
Less Than		13	3	12
		8.8	2.0	8.1
Much Less Than		4	0	8
		2.7	0.0	5.4
No Opinion		2	1	29
		1.4	0.7	19.6
Total		51	17	80
Percent		34.5	11.5	54.1
				148
				100.0

CHI-SQUARE = 30.289

SIGNIFICANCE = 0.0008

SURVEY OF CHAPTER FOUR

Data resulted from the response of 148 respondents, consisting of an experimental group of 68 training program participants and a control group of 80 nonparticipating applicants for training.

Seventy-two dependent variables were tested consisting of both

socio-demographic and socio-economic factors and characteristics. The Chi-Square statistical test of relationship was employed in a crosstabulation analysis technique. A .05 level of significance was selected.

For the nine socio-demographic characteristics tested, the following findings were derived:

Sex: A fairly even distribution of male and female respondents ensued.

Age: A median age of 25 years was found, with 58 percent of respondents recorded in the 22 to 34 age category.

Education: More than 70 percent of respondents indicated an educational level of Grade 12 or better.

Ethnicity: Almost 99 percent of respondents indicated White ethnicity. No one of Black ethnic origin was recorded. Two respondents declared their origin as American Indian.

Spanish American: On the related question of whether or not respondent was of Spanish-American origin, 7.4 percent gave an affirmative answer.

Migrant or Seasonal Farm Worker: Two percent of respondents were recorded as Seasonal Farm Workers, while one percent professed Migrant Worker status.

Veteran: Veteran status was recorded by 12 percent of respondents.

Handicapped: Data indicated that nine respondents (6 percent) were handicapped.

Offender: Six percent of respondents were listed as having been in the Offender category.

Labor Force Status on Application for Training: Eleven percent of respondents were employed and 89 percent registered in the unemployed category.

Concerning socio-economic factors and their relationship to client termination status, involving the dependent variables of Wage Improvement, Training Satisfaction, Continuing Education and/or Training Improvement, and the question of unsubsidized employment, the principal factors emanating from the data are as follows:

Wage Improvement in Present Job: Of the 54 percent of respondents who affirmed a wage improvement in their present employment, 36 percent were in the Control Group and 14 percent were of Positive Termination status.

Training Satisfaction: Almost two-thirds of respondents indicating Positive Termination status indicated satisfaction with their training program, as compared to slightly more than half of Non-Positive Terminations.

Continuing Education and/or Training Improvement: Fourteen percent of respondents indicated enrollment in an education or training institution at the time of the survey. Of these, a slightly higher proportion were in the Non-Positive Termination category.

Unsubsidized Employment: On the question of unsubsidized employment, 11 percent of employed respondents reported their work as CETA Funded, while 12 respondents (14.1 percent) indicated their employment as Public Service subsidized. A significant relationship was found, at the .05 level, on this question.

Finally, respondent perceptions of both the value of the CETA Classroom Training program and the adequacy of CETA Career Guidance are discussed in relationship to termination status as follows:

Value of CETA Classroom Training: On the question of the perceived value of the CETA Classroom Training program in preparing people for job skills, 84 percent evaluated their training program as "average" or better, while 7.5 percent rated it as "below average".

Adequacy of Career Guidance: The final test of relationship involved the question of adequacy of career guidance services. A significant relationship was found between the independent variable of client status and respondent perception of the adequacy of Career Guidance. More than half of the respondents rated CETA guidance services as adequate or better, while only 27 percent rated it less than adequate.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

A summary of the procedures, format and objectives followed in the study, including the data collection procedure, is assumed in the earlier sections of the Chapter, followed by a resume of the Findings resulting from the project.

The Conclusions and Recommendations emanating from the survey results are followed by the research Implications and Reflections on the study as a whole.

SUMMARY

Objectives

In view of the expanding nature of CETA programs and activities in recent years, there is a demonstrative need for evaluation of these programs and activities. There is a particular need for evaluation of individual CETA programs, such as Classroom Training, On-The-Job Training, etc. This need has been highlighted by recent (1977) Performance Reports of the Michigan Manpower Services Evaluation Series, wherein evaluative studies for individual programs have been recommended to determine program effectiveness.

From the foregoing, a major objective of this study has been to determine and evaluate the socio-demographic characteristics of Classroom

Training applicants and participants, in terms of socio-economic effectiveness including client perceptions of CETA guidance and counseling effectiveness, in a selected geographic area of the Michigan Balance of State consortia. The selected area consists of two regions of the BOS consortia. The regions under study are 1A and 7A, totalling four counties. Region 1A consists of Livingston County. Region 7A combines the Counties of Sanilac, Huron and Tuscola, together generally known as the Thumb Area of Michigan.

The second major objective for the study is that of determining and evaluating success factors appropriate to the CETA Classroom Training program of institutionalized training including, but not dominated by, factors of wage improvement and job placement.

A suggested measure of the effectiveness of the Classroom Training program has been derived from the assessment of the perceptions of CETA clients constituting the study sample, regarding the value of CETA institutionalized training in obtaining satisfactory job placement.

Similarly, respondent perceptions of the adequacy of CETA career guidance and job counseling services infer a measure of success relative to the Classroom Training program.

Data Collection Procedure

The population for the study were participants of the CETA Classroom Training program in the Michigan Balance of State regions of Livingston County and the Thumb Area, for the fiscal year, 1977.

A proportionate sample of 120 randomly selected participants in the Classroom Training program was employed as the experimental group and a comparison sample of 124 nonparticipating applicants for CETA

institutionalized training was also randomly selected.

A questionnaire was utilized to capture data to be used in the study, in conjunction with existing pertinent data retrieved from the MSES computer Master File. For all nonrespondents to the mailed questionnaire, a follow-up telephone procedure was employed. From this procedure, an over-all response rate of 65 percent was achieved, with 148 completed questionnaires.

The first section of the data collecting instrument attempted to capture mainly socio-economic data, while the second section was concerned with training participant perceptions of the effectiveness of the CETA Classroom Training Program.

Forty-four questions were employed in the questionnaire. Thus, the data presented in this descriptive study were compiled from both response to the questionnaire and from pertinent socio-demographic characteristics retrieved from the MSES Master File for the sample. The information stored in the Master File was obtained in initial CETA applicant interviews.

Findings

The research questions covered two main areas. The first area is concerned with socio-demographic characteristics of respondents, while the second section or area involves socio-economic success factors, in terms of employment status, wage-gain, and continuing education and training improvement. The effectiveness of CETA institutionalized training, in terms of participant satisfaction with training and respondent perceptions of the adequacy of CETA career guidance, is also presented in the latter section.

Six hypotheses were tested, employing the Chi-Square statistical test of relationship in conjunction with a crosstabulation treatment. A .05 level of significance was selected.

Findings relative to the testing of the null hypotheses pertaining to the specific research questions are summarized as follows:

I. Socio-Demographic Factors

The first two hypotheses, $H_0(1)$ and $H_0(2)$, refer to socio-demographic characteristics of respondents, as dependent variables, consisting of sex, age, level of education, ethnicity, labor force status including migrant farm worker status, and whether or not respondent is handicapped, a veteran or an offender.

The first hypothesis involves the dependent variable of Client Status, consisting of participation (in experimental group) or nonparticipation (in control or comparison group) in the training program.

The second hypothesis is concerned with Termination Status as the independent variable, consisting of Positive and Non-Positive Termination from the Classroom Training Program. The Control Group is statistically tabulated with the experimental group for analysis of relationship.

$H_0(1)$: There is no significant relationship between the socio-demographic characteristics of nonentered applicants for CETA Classroom Training and Classroom Training participants.

No significant relationship between the socio-demographic characteristics of the control group and of the experimental group of Classroom Training program participants was found.

$H_0(2)$: There is no significant relationship in socio-demographic characteristics between Positive Terminations and Non-Positive Terminations from Classroom Training.

No significant relationship between Positive Termination and Non-Positive Termination from CETA institutionalized training programs was found.

Tabulations for the eleven tests of relationship associated with the socio-demographic characteristics, appropriate to the two hypotheses, are presented in Chapter Four.

A brief summary of findings associated with the eleven socio-demographic factors follows:

Sex

A fairly even distribution of male to female respondents in the over-all sample is evident. Forty-eight percent of the sample is male, with the remaining 52 percent female. A slightly higher ratio of females to males participated in CETA institutionalized training, compared to the Control Group. This increased ratio of females is also reflected in the two termination categories of institutionalized training.

Age

The median age of the sample was 25 years and the mode, 23 years of age. Approximately three-fifths of the sample were in the 22 to 34 age group.

More than two-fifths of the respondents who terminated nonpositively from the Classroom Training program were in the youngest age category, compared to less than one-fifth for Positive Terminations. A much smaller proportion of Non-Positive Terminations (12 percent) were in the highest age bracket, compared to 22 percent of Positive Terminations.

Education

Seventy percent of the over-all sample reported Grade 12 standing or better on application for CETA institutionalized training. Of these, 5 percent had better than Grade 12 standing, although only two respondents (1.4 percent) enrolled in the CETA Classroom Training program. Of those respondents having Grade 9 or less on enrollment, 75 percent terminated positively from CETA institutionalized training.

Ethnicity

Of a total of 148 respondents in the study, 146 (98.6 percent) were of White ethnic origin. The remaining two respondents (1.4 percent) were of American Indian origin.

Spanish American Origin

In the total sample of 148 respondents, 11 (7.4 percent) indicated Spanish American origin. They were evenly distributed between the control and experimental categories.

Migrant Farm Worker

One respondent (0.7 percent) is reported as of Migrant Farm Worker status. The respondent is in the control category.

Seasonal Farm Worker

Three Seasonal Farm Workers (2.0 percent) were reported for the total sample of 148 respondents. Two were recorded in the Control Group and one in the Non-Positive Termination category.

Veteran Status

Eighteen respondents (12.2 percent) were veterans. Of these, 11 were reported for the Control Group, five for the Positive Termination group and two for the Non-Positive Termination category.

Handicapped

Nine respondents (6.1 percent) reported as being handicapped. Four are in the Control Group, three were rated as Non-Positive Terminations and two handicapped respondents achieved Positive Termination status.

Offender

Of the nine respondents (6.1 percent) having offender status, there was one each in the two termination categories and the remaining seven were in the Control Group.

Labor Force Status on Application

Of the 148 respondents constituting the study sample, 89.2 percent were reported as unemployed on application for CETA Classroom Training. 92.5 percent of the Control Group were unemployed at that time, compared with 85.3 percent for the experimental group. In the experimental category, 18 percent of Non-Positive Terminations were employed on application, against 14 percent for Positive Terminations.

II. Socio-Economic Factors

The remaining four hypotheses, $H_0(3)$ to $H_0(6)$, reflect the research questions pertaining to socio-economic success factors.

The third hypothesis is concerned with the characteristics of Wage Improvement, Training Satisfaction and Continuing Education and/or Training Improvement.

$H_0(3)$: There is no significant relationship of socio-economic success factors between Positive Terminations, Non-Positive Terminations, and nonentered applicants to Classroom Training.

No significant relationship was found between Positive Terminations from CETA institutionalized training, Non-Positive Terminations, and the comparison group with respect to three socio-economic success factors.

A brief summary of findings associated with the third hypothesis follows:

Wage Improvement in Present Employment

Of the 81 individuals responding to the question of Wage Improvement in Present Employment, 44 (54.3 percent) answered affirmatively. Forty-one percent of Positive Terminations, 50 percent of Non-Positive Terminations, and 63 percent of the Control Group reported wage improvement.

Training Satisfaction

More than 60 percent of training program recipients indicated satisfaction with respect to their particular training program, and approximately 20 percent recorded dissatisfaction. Two-thirds of Positive Terminations indicated satisfaction with their training, compared to slightly over half of Non-Positive Terminations.

Continuing Education and/or Training Improvement

Twenty-one respondents (14.2 percent) recorded Continuing Education and/or Training Improvement. While the ratio of distribution within each of the three categories was somewhat similar, with approximately 14 percent for both

the Positive Termination category and the Control Group, the highest proportion of clients undertaking further education and/or training improvement were in the Non-Positive Termination category with approximately 18 percent.

The fourth hypothesis pertains to two sectors of possible employment subsidization utilized in placement of CETA clientele. They are: CETA Funded employment and Public Service subsidized placement respectively.

H₀(4): There is no significant relationship in obtaining unsubsidized employment between Positive Terminations and Non-Positive Terminations and nonentered applicants to Classroom Training.

Findings associated with the two pertinent questions are as follows:

Is Your Employment a CETA Funded Job?

No significant relationship was detected with respect to placement of respondents into CETA Funded employment. Of the 85 respondents who answered this question, nine (10.6 percent) indicated affirmatively. Two-thirds of these were in the Positive Termination category and one-third in the Control Group. None were Non-Positive Terminations. Thus, the findings indicate that 20 percent of Positive Terminations had CETA Funded jobs, compared to 6.4 percent of the Control Group.

Is This Employment a Public Service Subsidized Job?

A significant relationship was found with respect to placement of respondents into Public Service subsidized employment. As far as terminations from CETA institutionalized training are concerned, a somewhat similar ratio of subsidized to unsubsidized job placement is reported from both Positive Terminations and Non-Positive Terminations, with approximately 25 percent placement in Public Service subsidized employment. The Control Group had only two respondents (2.4 percent) who reported Public Service subsidized employment.

H₀(5): There is no significant relationship between Positive Terminations and Non-Positive Terminations, with respect to perceptions of the value of CETA Classroom Training in obtaining satisfactory job placement.

No significant relationship was found relative to the hypothesis. Findings based on this research question are summarized as follows:

Sixty percent of CETA institutionalized training program participants evaluated their training program as "above average" or better, while 84 percent evaluated it as "average" or better. Two-thirds of Positive Terminations rated their program as "above average" or better, compared with less than half of Non-Positive Terminations. Only five respondents (7.5 percent) rated their training program within the two categories below "average".

H₀(6): There is no significant relationship in the perceptions of adequacy of career guidance and job counseling between Positive Terminations, Non-Positive Terminations, and nonentered applicants to CETA Classroom Training.

A significant relationship was found in this test involving perceptions of adequacy of career guidance and job counseling on the part of respondents. The null hypothesis can, therefore, be rejected.

More than half of respondents rated CETA guidance services as adequate or better, while only 27 percent rated it less or much less than adequate. Two-thirds of Positive Terminations rated CETA guidance services as adequate or better, compared to 77 percent for Non-Positive Terminations and only 39 percent of the Control Group.

CONCLUSIONS

Based on the data obtained in this research study and the resultant findings, the following conclusions have been derived (time may alter the conclusions):

1. A fairly equal distribution of male and female clientele apply for, and participate in, the CETA institutionalized training program within the Balance of State regions appropriate to this study.
2. The majority of CETA Classroom Training program clientele are in the 21 to 34 age group, with a median age of 25 years. Of those who terminate nonpositively, fewer are in the higher age bracket and a larger proportion are in the lower age category than for those who terminate positively.
3. The majority of CETA clients applying for institutionalized training in the geographic regions appropriate to this study have Grade 12 standing or better. For those clients having Grade 9 or less on enrollment, 75 percent are likely to terminate positively from CETA institutionalized training.
4. In the Balance of State regions under study, applicants for CETA institutionalized training overwhelmingly are of White ethnic origin. A small percentage of American Indian and Spanish American origins may also be found among applicants.
5. Migrant and Seasonal Farm Workers constitute only about 2 percent of applicants for CETA Classroom Training in the regions under study.
6. In the geographic regions covered by the study, about 12 percent of applicants for CETA institutionalized training can be expected to have veteran status.
7. Handicapped individuals may expect to form approximately

6 percent of applicants for CETA Classroom Training in the regional areas covered by the study.

8. In the Balance of State regions composing the study area, 6 percent of applicants for CETA Classroom Training may have Offender status. Of those clients actually enrolled in the training program, 3 percent may be expected to have Offender status.
9. It may be anticipated that approximately 89 percent of individuals eligible for CETA Classroom Training in the areas under study will be unemployed on application. For those who terminate nonpositively from CETA institutionalized training, 18 percent will have been employed on application for training.
10. Positive Termination from CETA Classroom Training has no definite advantage, leading to wage improvement in the CETA regions under study.
11. The majority of CETA Classroom Training participants in the regions under study were satisfied with their training program. About 21 percent were dissatisfied.
12. In the geographic regions under study, Positive Termination from CETA institutionalized training is no incentive to pursue further education and/or training improvement. To a small extent, Non-Positive Terminations from this type of training seek further education and/or training improvement.
13. From participation in the CETA Classroom Training program, it follows that 20 percent of Positive Terminations will

likely be placed in CETA-Funded employment and 25 percent in Public Service subsidized jobs. For Non-Positive Terminations, subsidized placement is likely to be in Public Service employment only, and to the extent of 25 percent of the category.

14. All but a small percentage of CETA institutionalized training participants perceived their training as of value in preparing people for job entry skills.
15. Two-thirds of Positive Terminations and three-quarters of Non-Positive Terminations perceived CETA guidance and counseling services as adequate or better.

RECOMMENDATIONS

The following recommendations are made:

1. That further research be conducted, embracing each of the Michigan Balance of State regions, utilizing the research characteristics employed in this study.
2. That further research be conducted for comparison purposes, employing this study format, and using the entire Balance of State as the population base.
3. That further research be conducted into more narrow and specific aspects of CETA institutionalized training, embraced over-all in this study.
4. That a follow-up study on a sample of CETA clients be implemented four or five years after their participation in CETA institutionalized training.

5. That a planned evaluation instrument be designed to gather data in periodic follow-up program effectiveness studies of a sample of CETA institutionalized training clients.
6. That research be done into the effectiveness of specific training courses utilized in CETA institutionalized training programs.
7. That research be undertaken into the effectiveness of guidance and counseling services employed in the CETA Classroom Training program.
8. That CETA clients, not having the benefits of hands-on career exploration exposure prior to application for training, be exposed to a limited program of appropriate exploration course, and associated vocational aptitude testing, prior to commitment to a specific job-entry course of skill training.
9. That further research be undertaken into other sectors of institutionalized training not covered in this study, i.e.,
 - (1) a study of the schools and training institutions involved in the delivery of the CETA Classroom Training program, and
 - (2) an employer-based evaluation study of employees who were former CETA clientele and specifically emanating from the CETA Classroom Training program.

IMPLICATIONS

1. The absence of individuals having Black ethnic origin from the sample is noteworthy. While estimates of minority group

representation by the Michigan Employment Security Commission (MESC) in 1974, for the 56 county Balance of State labor force, indicated that Blacks represent 2 percent of the labor force, and it is accepted generally that Blacks constitute a relatively large proportion of the unemployed and disadvantaged in the population, it would seem reasonable to expect a few respondents of Black ethnicity in the sample. Allowing for the limitations of sample size in the study, the implication might be drawn either that those of Black ethnicity are not interested in CETA institutionalized training in the regions appropriate to the study, are given preferential treatment in job placement situations in those regions, or are being placed in training and retraining programs other than the CETA Classroom Training program.

2. According to MESC findings, 35 percent of all Balance of State participants in CETA programs had less than high school graduation, with specifically 39 percent for the Classroom Training program. In comparison, the findings in this study indicate that 29 percent of the sample had less than high school graduation, thus 71 percent of applicants and participants of CETA institutionalized training in the study regions were of Grade 12 standing or better. This would seem to suggest that CETA candidates having Grade 12 standing might be considered as disadvantaged and in need of institutionalized training.

REFLECTIONS

1. The study involved many variables in the areas of socio-demographic and socio-economic characteristics. While it would be easier to study fewer socio-economic-demographic characteristics in evaluating an institutionalized training program, in terms of success or effectiveness factors, fewer variables would likely lead to an increasingly subjective interpretation in the findings. The related factors of nonresearched socio characteristics that might strongly influence and bear on the evaluation considerations might then tend to be ignored. On reflection, a simpler design might have ensued.
2. The study instrument might have utilized fewer questions. On the other hand, a great deal of useful study information has been captured. These additional questions could well be designed into a further or related research project and the existing captured data could be employed in further evaluation studies.
3. It is hoped that the study will be of some value to the CETA authorities and the Bureau of Employment and Training, on the basis of an independent research into factors of effectiveness of one particular program, the Classroom Training program, on a regional level. As a result of the findings derived from the study, the Department of Labor could revise or modify the Classroom Training program to better facilitate CETA institutionalized training. Furthermore,

CETA might consider the effectiveness factors suggested in this study, as measures of client success, in addition to the traditional cost-benefit parameters frequently employed in manpower training program evaluation.

4. The study has implications and potential usefulness, in terms of manpower training program evaluation, to the Newfoundland manpower and training and retraining context with which the researcher has some association at this time.

Summary

An overview and summary of the objectives, data collection procedure and the findings of the study have been articulated in Chapter Five.

Conclusions derived from the findings of the study have been postulated, followed by the attendant recommendations based on the conclusions and the research experience. The implications of or the inferences drawn from the study have been stated and the ideas or reflections resulting from the research experience have been expressed.

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APPENDIX A

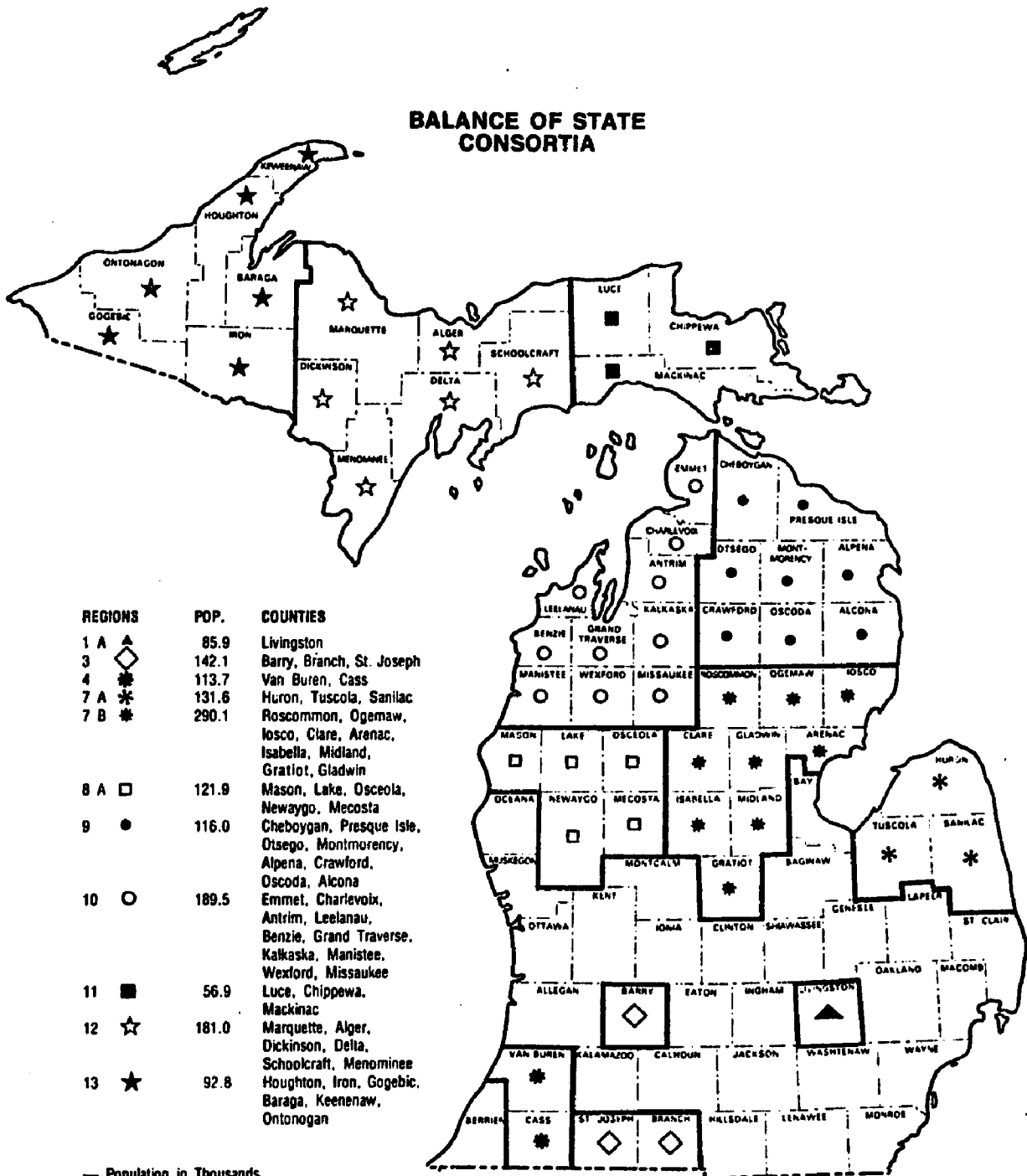
REGION CODES

PRIME SPONSOR: 01 Balance of State

Region Code	Region Covered
1A	Livingston County
03	Barry - Branch - St. Joseph Counties
04	Van Buren - Cass Counties
7A	Thumb Area
7B	Roscommon - Ogemaw - Iosco - Clare - Arenac - Isabella - Midland - Gratiot Counties
8A	North Central Michigan
09	Northeast Michigan
10	Northwest Michigan
11	Eastern Upper Peninsula
12	Central Upper Peninsula
13	Western Upper Peninsula

APPENDIX B

BALANCE OF STATE CONSORTIA



APPENDIX C

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

1519 I Spartan Village
East Lansing, Michigan 48823

I am a Canadian doctoral candidate student at Michigan State University, interested in the Comprehensive Employment and Training Act (CETA) training programs.

One of the things I am doing is a research project which involves asking questions about CETA training from those who applied for it.

I would like to get your views of the CETA Classroom Training Program, although you may not have actually been in a Classroom Training course.

This project will aid me to better understand CETA adult training methods and will help me to see ultimately how Canadian manpower training programs might be improved.

Please help me by completing the attached questionnaire and returning it to me in the envelope provided. This information will be completely confidential, of course.

Thank you for taking the time to do this. I appreciate your help very much.

Sincerely yours,

Donald B. Camp

APPENDIX D

QUESTIONNAIRE

CONFIDENTIAL: FOR RESEARCH USE ONLY

This questionnaire is part of a research study of the CETA training program being done by a Michigan State University doctoral candidate.

The purpose of the study is to try and ascertain how effective is the CETA Classroom Training Program and how it might be improved or changed.

Please complete the questionnaire even if you did not actually take a CETA Classroom Training course. Your comments will be useful.

Your response will be kept strictly confidential. Identities will not be revealed.

Most questions can be answered by putting an "X" or checkmark (✓) in the box that best reflects your own experience or attitude.

1. Were you employed when you applied for CETA training?

☐ Yes ☐ No

2. If yes, (a) what was your weekly income before deductions? _____

(b) what was your weekly income after deductions? _____

(c) what was your hourly rate of pay? _____

3. Did you enroll in a CETA Classroom Training course?

☐ Yes ☐ No (If no, go to No. 7)

4. What was the name of the course? _____

5. How long was the training course to completion? _____

6. How long were you in the course? _____

7. Are you employed at this time? ☐ Yes ☐ Temporarily laid-off
☐ No (If no, go to No. 18)

8. If yes, what is your hourly wage rate? _____

9. Where in the State are you employed?

_____ city or township

10. What is your job title? _____

QUESTIONNAIRE

11. How many hours per week do you work? _____
12. If this is part-time work, the reason is:
- ☐ household responsibilities
- ☐ full-time employment not available
- ☐ other, specify _____
13. How long have you had your present job? _____ weeks
_____ months
14. Are you able to use your CETA trained skills in this job?
- ☐ Yes ☐ No ☐ Partly
- ☐ Did not take a CETA training course
15. Is your employment a CETA funded job? ☐ Yes ☐ No
☐ Do not know
16. Is this employment a public service subsidized job?
- ☐ Yes ☐ No ☐ Do not know
17. During your present employment, have you:
- (a) received a wage improvement? ☐ Yes ☐ No
- (b) if yes, how much? _____
- Go now to No. 23
18. Are you looking for employment? ☐ Yes ☐ No (if no, go to No. 22)
19. What was the last employment you had?
- Job title or occupation _____
- Hourly wage rate _____
- ☐ Part-time? ☐ Full-time?
20. How long were you employed at your last job? _____ months _____ weeks
21. What kind of job finding activities do you feel the most promising?
- ☐ talking to friends and relatives
- ☐ want ads
- ☐ going directly to employment offices and employers
- ☐ inquiring through CETA
- ☐ inquiring through Michigan Employment Security Commission
- ☐ through a private agency
- ☐ through a vocational instructor, school counselor, etc.
- ☐ other, specify: _____

QUESTIONNAIRE

22. What are your activities or condition while not in the labor force?

- | | |
|--|---|
| <input type="checkbox"/> student | <input type="checkbox"/> military service |
| <input type="checkbox"/> CETA enrollee | <input type="checkbox"/> household responsibilities |
| <input type="checkbox"/> pregnant | <input type="checkbox"/> given up looking for work |
| <input type="checkbox"/> other, specify: _____ | |

23. Are you now attending an educational or training institution?

- | | |
|--|--|
| <input type="checkbox"/> Yes (full-time) | <input type="checkbox"/> No (go to No. 26) |
| <input type="checkbox"/> Yes (part-time) | |

24. What type of institution is it?

- | | |
|--|---|
| <input type="checkbox"/> public high school | <input type="checkbox"/> private trade school |
| <input type="checkbox"/> community college | |
| <input type="checkbox"/> other, specify: _____ | |

25. What kind of educational or training program are you enrolled in?

- | | |
|--|---|
| <input type="checkbox"/> general | <input type="checkbox"/> vocational, specify: _____ |
| <input type="checkbox"/> other, specify: _____ | |

26. Enter the number of persons you provide 50% or more of their support. (Do not include yourself) _____

27. What is the main source of your income?

- | | |
|--|--|
| <input type="checkbox"/> public assistance | <input type="checkbox"/> income from wages or salary |
| <input type="checkbox"/> income from family | <input type="checkbox"/> unemployment compensation |
| <input type="checkbox"/> income from savings | <input type="checkbox"/> income from friends |

28. Do you receive 50% or more of your support from other family members?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

29. What is your current weekly income? _____ before deductions
 _____ after deductions

30. In your opinion, does CETA supply adequate career guidance and counseling service for applicants to the various CETA programs?

- | |
|--|
| <input type="checkbox"/> much more than adequate |
| <input type="checkbox"/> more than adequate |
| <input type="checkbox"/> adequate |
| <input type="checkbox"/> less than adequate |
| <input type="checkbox"/> much less than adequate |
| <input type="checkbox"/> no opinion |

Please use the back of this sheet if you wish to make any comments you feel might be useful to the research project.

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QUESTIONNAIRE

31. How adequately, in your estimation, did the teachers try to help you to master the skills needed in your Classroom Training course?

<input type="checkbox"/>	much more than adequate
<input type="checkbox"/>	more than adequate
<input type="checkbox"/>	adequate
<input type="checkbox"/>	less than adequate
<input type="checkbox"/>	much less than adequate
<input type="checkbox"/>	no opinion

32. How well planned, in your opinion, were the classroom training sessions?

<input type="checkbox"/>	very well planned
<input type="checkbox"/>	well planned
<input type="checkbox"/>	about average planning
<input type="checkbox"/>	poorly planned
<input type="checkbox"/>	no apparent planning
<input type="checkbox"/>	no opinion

33. How much did your teachers encourage you as an individual student?

<input type="checkbox"/>	very encouraging
<input type="checkbox"/>	encouraging
<input type="checkbox"/>	neither encouraging nor discouraging
<input type="checkbox"/>	discouraging
<input type="checkbox"/>	very discouraging
<input type="checkbox"/>	no opinion

34. In your estimation, how hard, generally, did the majority of CETA students in your class try to succeed?

<input type="checkbox"/>	they tried hard
<input type="checkbox"/>	they tried with an above average amount of effort
<input type="checkbox"/>	they tried with an average amount of effort
<input type="checkbox"/>	they did not try very much
<input type="checkbox"/>	they did not try at all
<input type="checkbox"/>	no opinion

35. How difficult did you find the course of study or the skill training?

<input type="checkbox"/>	very difficult
<input type="checkbox"/>	a little difficult
<input type="checkbox"/>	about average, neither difficult nor easy
<input type="checkbox"/>	a little easy
<input type="checkbox"/>	very easy
<input type="checkbox"/>	no opinion

QUESTIONNAIRE

36. What was the size of your skill training class?

- ☐ ten or less
- ☐ 11 to 20
- ☐ 21 to 30
- ☐ 31 to 40
- ☐ over 40

37. In your experience, does CETA supply adequate guidance and counseling service during enrollment in a training course?

- ☐ much more than adequate
- ☐ more than adequate
- ☐ adequate
- ☐ less than adequate
- ☐ no guidance or counseling given
- ☐ no opinion

38. In your opinion, is CETA job search/placement service adequate in its attempts to place clients?

- ☐ much more than adequate
- ☐ more than adequate
- ☐ adequate
- ☐ less than adequate
- ☐ much less than adequate
- ☐ no opinion

39. How much did you, yourself, try to get the skill preparation needed to get a job?

- ☐ I tried hard
- ☐ I tried with an above average amount of effort
- ☐ I tried with an average amount of effort
- ☐ I did not try very much
- ☐ I did not try at all
- ☐ no opinion

40. What was the general method of instruction in your training course?

- ☐ individualized instruction for each student
- ☐ regular group instruction
- ☐ both individualized and group instruction used
- ☐ other, specify: _____

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QUESTIONNAIRE

41. In your estimation, how useful or valuable is the CETA Classroom Training Program in preparing people for job skills?

☐ of excellent value
☐ more than average value
☐ average value
☐ less than average value
☐ has no significant value
☐ no opinion

42. Over-all, how satisfied are you with the training you received in the CETA Classroom Training Program?

☐ very satisfied
☐ satisfied
☐ neutral, neither satisfied nor dissatisfied
☐ somewhat dissatisfied
☐ very dissatisfied
☐ did not receive CETA Classroom Training
☐ no opinion

43. What problems, if any, did you encounter in your Classroom Training course? (check all that apply)

☐ lack of background skills
☐ difficult course
☐ boring course material or training
☐ too much work required
☐ standards for passing the course too high
☐ standards for passing the course too low
☐ poor attitude of teachers
☐ poor attitude of other students
☐ no outstanding problems
☐ other, specify: _____

44. If you had taken a different skill training course, do you think it might have proven more useful to you?

☐ much more useful
☐ a little more useful
☐ about the same
☐ less useful
☐ much less useful
☐ no opinion

Please use the back of this sheet if you wish to make any comments.