

**Program: JOB TRAINING PARTNERSHIP ACT**

**Population Served:**

Size: Approximately 1 million participants annually (U.S. Government Accounting Office, 1991)

Age: Adults and out-of-school youth

Other Characteristics: Economically disadvantaged adults age 22 and older; 16- to 21-year-olds. This is a major, ongoing national program

**Studies:** 1 experimental

**Program Components:**

<b>Component</b>	<b>Provided by</b>	<b>Duration***</b>	<b>Description</b>
Occupational skills*	Direct or by local providers**		In-class instruction in skills such as word processing, electronics repair, and home health care
On-the-job training*	Private sector firm (subsidized by JTPA for first 6 months)	Jobs are supposed to be permanent	Training is part of paying job
Job search assistance*	Direct or by local providers		Assessment of job skills and interest; training in job-finding techniques and help in locating job openings
Basic education	Direct or by local providers		Includes Adult Basic Education (ABE), high school diploma or GED preparation, and English as a second language (ESL) classes
Work experience	Jobs may be subsidized by JTPA if in public sector	Temporary jobs	Temporary, entry-level jobs designed to provide basic employment skills and to instill effective work habits
Miscellaneous services			Assessment, job-readiness training, customized training, vocational exploration, job shadowing, and tryout employment

\* Most common specific services received

\*\* Local providers may include public schools, community colleges, proprietary schools, and community-based organizations.

\*\*\* Average length of participation in program varies widely among sites.

**Program Objectives/Goals:**

For youths—to foster attainment of educational credentials and occupational competencies, as well as increase earnings and employment.

For adults—to increase earnings and employment and reduce dependence on welfare.

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**Costs:**

For women, program cost \$1,893; for men, \$2,033.

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**Study:**

**Orr, L.L., Bloom, H.S., Bell, S.H., Doolittle, F., Lin, W., & Cave, G. (1996). *Does training for the disadvantaged work? Evidence from the national JTPA study*. Washington, DC: The Urban Institute Press.**

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**Study Objectives and Measurements:**

Objective:

To estimate the effectiveness of Title II programs as they normally operate.

Measurement instrument:

Background information form completed at application, first and second follow-up survey interviews, enrollment and tracking data from the 16 service delivery areas, state unemployment insurance records, state welfare agency records, administrative records of service delivery areas, published sources, and telephone survey of selected education and training organizations.

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**Evaluation:**

Type: Experimental; random assignment to control or experimental groups. The experimental group received services through one of three primary service strategies, as recommended by program staff:

1. Classroom training in occupational skills (could include other services but not on-the-job training)\*
2. On-the-job training (could include other services, but not classroom training in job skills)\*
3. Other services not including 1 or 2 above.

\*eventually, people in these groups received both classroom training and on-the-job training.

Statistical techniques: Multiple regression analysis

Significance level:  $p \leq .10$  two-tailed t-test

Population evaluated: 15,981 out of 20,601 adults and out-of-school youths in 16 service delivery areas: that is, the 30-month earnings sample, which differs from the full experimental and 18-month samples.

Results are summarized only for out-of-school youths age 16-21. This sample included 4,777 youths in three subgroups: 2,657 females, 1,704 males without an arrest record, and 416 males with an arrest record.

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**Key Findings (results summarized only for youths age 16-21 at the time of assignment to the program):**

Job Training:

Employment and training services received by out-of-school youths were increased beyond what they would have received in the community. Participants in all three subgroups were more likely to receive employment and training services than control group members: among females, 66 percent vs. 44 percent; among male nonarrestees, 63 percent vs. 35 percent; among male arrestees, 55 percent vs. 27 percent.

Earnings:

No significant impact. For females and male nonarrestees, there was no significant difference in total earnings during the follow-up period. This outcome was not measured for male arrestees.

Education:

Female participants in the program group were significantly more likely than control group members to obtain a high school diploma or GED during the follow-up period (39.4 percent vs. 31.7 percent). There were no significant differences between male participants and control group members (for male nonarrestees, 36.8 percent vs. 36.3 percent; for male arrestees, 29.9 percent vs. 28.9 percent).

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AFDC and food stamp receipt:

No significant changes.

Arrest rates:

Male participants with no arrest record before entering the program experienced a significant increase in arrest rates at both follow-ups. At the full follow-up period, 35.8 percent of participants vs. 18.7 percent of the control group had been arrested. There were no significant impacts for the other two subgroups.

Findings by service strategy:

There were no statistically significant effects on long-term earnings of participants as compared to the control group for any of the three service strategies.

The only group for which JTPA significantly increased total hours of employment and training was young women who received classroom training (2,569 hours for program participants vs. 2,309 hours for control group members). For other subgroups, the added hours of training came primarily at the expense of time worked, implying that hours of employment lost during the program, if any, were not made up after the program ended.

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**Other Information:**

None

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