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**Office of Job Corps**

**An Examination of the  
Delivery of Literacy Services  
at Job Corps Centers**

Economic and Valuation Services

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Atlanta Job Corps Center

Loring Job Corps Center

Los Angeles Job Corps Center

Montgomery Job Corps Center

Ouachita Job Corps Center

Paul Simon Job Corps Center



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# **1 Executive Summary**

The purpose of this study is to begin to identify areas for improvement in the delivery of literacy services to Job Corps participants. Specifically, KPMG analyzed the historical data available and conducted a number of targeted site visits in order to obtain additional qualitative information and insight into existing programs.

This report contains the following sections: Following the project overview in Section 2, Section 3 presents an overview of the Job Corps program. Section 4 presents KPMG's overall technical approach. Section 5 describes the site selection methodology and Section 6 contains the protocols used on our site visits. Section 7 contains a discussion on the importance of TABE, and Section 8 catalogs the different technological tools we encountered on our site visits. Sections 8 through 14 contain the qualitative information we gathered on each of our site visits. Section 15 presents our overall findings and areas for additional consideration.





## 2 Project Overview

Job Corps is a no-cost education and vocational training program operated by the U.S. Department of Labor (“DOL”). Currently, there are approximately 125 Job Corp centers located nationwide serving about 70,000 young Americans each year. At Job Corps, participating students learn a vocational trade and simultaneously work toward a high school diploma and/or General Education Development (“GED”) certificate. In addition, participants receive valuable assistance toward finding a job and receive career counseling and transition support for up to 12 months after they graduate from the program.

As the Job Corps applicants at each center vary significantly in terms of the participants’ ethnicities, English literacy levels, previous academic training, and socioeconomic backgrounds, Job Corps is in the process of granting more flexibility to each center with respect to the type of curriculum that is employed. KPMG LLP (“KPMG”) is aware that Job Corps will only require a center to implement the standard Job Corps curriculum if the center fails to meet the minimum academic requirements. In addition, Job Corps is in the process of awarding a curriculum development contract for the high school diploma initiative that will be designed to assist and encourage Job Corps participants to obtain their high school diploma.

Given these new academic program developments, the purpose of this project is to 1) conduct a number of targeted site visits to examine Job Corp’s academic programs and 2) begin to identify areas for improvement in the delivery of literacy services to Job Corps participants. KPMG’s study is a follow up to a key finding identified during the 1993 Employment and Training Administration (“ETA”) National Job Corps Study conducted by Mathematica Policy Research, Inc. (“MPR Study”). Among the MPR Study’s many findings, it reported that Job Corps had a positive, though small, impact on participants’ literacy skills compared to the control group. The basis for this finding was the results of administering the National Adult Literacy Survey (“NALS”) to a sample of Job Corps participants and the control group at the 30 month period. Specifically, in the area of literacy skills, the MPR Study was only able to find statistically significant positive impacts (at ten percent level of significance) on the prose and quantitative scale.<sup>1</sup>

The objective of KPMG’s research effort is to work toward developing a set of high level recommendations for the academic program areas in an effort to achieve even greater increases in participants’ literacy skills. To accomplish this goal, KPMG’s study will seek to identify promising strategies already in place at local Job Corps sites, as well as consider the applicability and replicability of potentially effective strategies used in non-Job Corps youth literacy programs. Our findings will also identify potential key areas of focus for additional consideration or experimentation for the Job Corps target population.

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<sup>1</sup> Note that the MPR study assessed literacy according to three dimensions: 1) prose- the skills necessary to understand and use information from texts, 2) document- the skills necessary to locate and use information in tables, charts, graphs, and maps, and 3) quantitative- the skills necessary to perform different arithmetic operations using information embedded in process and document materials.



### **3 Overview of Job Corps Program**

The following aspects of the Job Corps program apply to all of its centers.

#### **3.1 Eligibility**

In order to enroll in a Job Corps program, students must meet the following requirements:

- Be between the ages of 16 and 24;
- Be a U.S. citizen of legal residence;
- Meet income requirements; and
- Be ready and able to participate fully in an educational environment.

#### **4.2 Student Life Cycle**

There are four main phases that a student moves through during their time at Job Corps. Each of these is described in further detail below.

##### **3.1.1 Outreach and Admissions (“OA”)**

The OA staff is responsible for raising awareness about the program throughout the community. In addition, they perform the screening process and assess students’ eligibility for the program. In some cases, OA counselors also assist in helping place students with jobs through the relationships they have forged.

##### **3.1.2 Career Preparation Period (“CPP”)**

CPP refers to the first 60 days that a student is with Job Corps. During this time, a student focuses on learning personal responsibility skills required at the workplace. In addition, students are taught computer fluency skills. Also, during this time, a student works with Job Corps staff to create a personal career development plan (“PCDP”) that details his or her individual goals and outlines a plan as to how they propose to achieve them. Finally, students visit and learn about One Stop centers and other facilities accessible to them that will assist them in job placements.

##### **3.1.3 Career Development Period (“CDP”)**

During the CDP period, the student undergoes in-depth training in the particular vocation that is chosen. In addition, the student acquires interpersonal communication, problem solving, and social



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management skills that will carry over into the workplace. At this time, the student begins his or her job search process and starts to prepare for living independently after graduation.

### **3.1.4 Career Transition Period (“CTP”)**

CTP refers to the time period after the student that has graduated from Job Corps. With the support of the center and other Job Corps service providers, he or she now has a job, is able to find living accommodations, transportation, and family support resources needed to further his or her career. Students are requested to respond to follow-up surveys after 3 months, 6 months, and 12 months post graduation.



## **4 Technical Approach**

KPMG's research effort began with a review of the analysis conducted in the MPR Study and a more detailed review and analysis of Job Corps' academic program and related services. As discussed below, this effort examined the data collected as part of the MPR Study, Job Corps' internally collected and managed participant information ("CIS"), data from Job Corps' internally administered Student Satisfaction Survey ("SSS"), and finally, KPMG's primary data collection resulting from six site visits to Job Corps Centers.

In addition, KPMG conducted a literature review, developed instruments and protocols for primary information collection and compilation activities through site visits, conducted in-depth research on selected issues, and prepared this report summarizing our findings and recommendations.

It should be noted that the site visits discussed in this report appear alphabetically and not in the order in which they were conducted. In addition, in gathering data and conducting interviews at the sites, it was often the case that a new insight was discovered at one particular center that was then discussed in all subsequent site visits. As a result, not all of the information was gathered uniformly at each site. We did, however conduct follow-up calls with each center in order to confirm our overall findings and ask any additional questions for clarification.



## **5 Site Selection Methodology**

Below is a summary of the initial analysis KPMG performed in order to identify the list of centers for which we ultimately chose to conduct site visits. Specifically, we looked at two data sets:

- The most current five years of the electronic Job Corps Student records, or CIS data (formerly known as the Student Pay and Management Information System or SPAMIS) data, and
- Quarterly SSS data for 2001 through December 2004.

In addition, we held discussions with members of the Department of Labor, Berkeley Policy Associates, and SIATech in order to discuss relevant issues including:

- Job Corps' proposal to shift to an alternative method of assessing English as a Second Language ("ESL") students;
- Limited English Proficiency ("LEP") and Hispanic Youth Survey;
- Career interests inventory;
- Urban versus non-urban centers; and
- Centers that implement the Read-180 and the SIATech Charter School Program.

For our quantitative analysis, we focused on Job Corps' internal CIS database.<sup>2</sup> The dataset that we used consisted of cumulative information for CIS with termination (or end) dates ranging from July 2000 through April 2005. We excluded from our analysis data falling under the following criteria:

- Student records with missing initial Test of Adult Basic Education ("TABE") scores; and
- Student records with multiple entries (e.g., students that left the program and rejoined at a later date). For these cases, we only examined the record with the most recent termination date.

After performing the above screening, we were left with 291,404 total student records.

For these remaining records, we examined the data on a center-by-center basis. In doing so, we classified the centers into broader categories with respect to many of the data elements.

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<sup>2</sup> Please note that although we also examined data collected from the SSS survey, for consistency purposes, we relied on CIS data whenever possible.



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The cutoff points we used for these categorizations were based on the 25<sup>th</sup>, 50<sup>th</sup>, and 75<sup>th</sup> percentiles of the data for the 125 Job Corps centers that are currently in operation. For example, the 25<sup>th</sup> percentile of the number of students per center is 1,520. Likewise, the 75<sup>th</sup> percentile of the number of students per center is 2,348. Therefore, we classified all centers with less than 1,520 students as “Small,” those with students in the 1,520 to 2,348 range as “Mid-sized,” and those with greater than 2,348 students as “Large.” Please note that for the tables categorizing the centers by TABE score, an 8.0 grade equivalent (“GE”) was used as the threshold. Therefore, we classified all centers with more than 40 percent of its students meeting the 8.0 threshold as “High” with respect to TABE.

The tables below summarize some of the key statistics we examined.<sup>3</sup>

<b>GEORGRAPHIC REGION</b>	
<b>CATEGORY</b>	<b># OF CENTERS</b>
Alaska	1
Hawaii	2
Puerto Rico	3
Midwest	24
Mountain	6
Northeast	23
South	43
West	23

<b>LOCATION</b>	
<b>CATEGORY</b>	<b># OF CENTERS</b>
Rural	55
Urban	61
Suburban	3
N/A	6

<b>SIZE</b>		
<b>CATEGORY</b>	<b># OF STUDENTS</b>	<b># OF CENTERS</b>
Small	<1520	31
Mid-sized	1520-2348	62
Large	>2348	32

<b>HISPANIC POPULATION</b>		
<b>CATEGORY</b>	<b>% OF STUDENTS</b>	<b># OF CENTERS</b>
Low	<3.7%	32
Medium	3.7%-23.2%	61
High	>23.2%	32

<sup>3</sup> Appendix 1 contains a summary table that includes the key characteristics KPMG examined across all Job Corps centers.



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<b>FEMALE POPULATION</b>		
<b>CATEGORY</b>	<b>% OF STUDENTS</b>	<b># OF CENTERS</b>
<b>Low</b>	<b>&lt;31.3%</b>	<b>31</b>
<b>Medium</b>	<b>31.3%-48.8%</b>	<b>62</b>
<b>High</b>	<b>&gt;48.8%</b>	<b>32</b>

<b>NON-RESIDENT POPULATION</b>		
<b>CATEGORY</b>	<b>% OF STUDENTS</b>	<b># OF CENTERS</b>
<b>High</b>	<b>&gt;28%</b>	<b>6</b>

<b>INITIAL READING TABE</b>		
<b>CATEGORY</b>	<b>% OF STUDENTS</b>	<b># OF CENTERS</b>
<b>Low</b>	<b>&lt;40%</b>	<b>31</b>
<b>Average</b>	<b>&gt;40%</b>	<b>94</b>

<b>FINAL READING TABE</b>		
<b>CATEGORY</b>	<b>% OF STUDENTS</b>	<b># OF CENTERS</b>
<b>Low</b>	<b>&lt;41.7%</b>	<b>32</b>
<b>Average</b>	<b>&gt;41.7%</b>	<b>93</b>

<b>ORDINARY SEPARATION</b>		
<b>CATEGORY</b>	<b>% OF STUDENTS</b>	<b># OF CENTERS</b>
<b>Low</b>	<b>&lt;40.2%</b>	<b>32</b>

<b>DISCIPLINARY SEPARATION</b>		
<b>CATEGORY</b>	<b>% OF STUDENTS</b>	<b># OF CENTERS</b>





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<b>High</b>	<b>&gt;27.2%</b>	<b>30</b>
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<b>AWOL SEPARATION</b>		
<b>CATEGORY</b>	<b>% OF STUDENTS</b>	<b># OF CENTERS</b>
<b>High</b>	<b>&gt;23.3%</b>	<b>32</b>

<b>AVERAGE LENGTH OF STAY</b>		
<b>CATEGORY</b>	<b># OF DAYS</b>	<b># OF CENTERS</b>
<b>Low</b>	<b>&lt;219</b>	<b>31</b>
<b>Average</b>	<b>219-278</b>	<b>61</b>
<b>High</b>	<b>&gt;278</b>	<b>33</b>

We also ran several cross tabulations in an effort to measure those data elements with a high level of correlation. Following is a partial list of cross tabulations we examined:

- Race/ethnicity versus age;
- TABE reading grade equivalent score versus percentage of Hispanic students;
- TABE reading grade equivalent score versus percentage of non-resident students;
- TABE reading grade equivalent score versus separation categories (AWOL, Disciplinary, Ordinary)<sup>4</sup>;
- TABE reading grade equivalent score versus center size;
- TABE reading grade equivalent score versus average length of stay; and
- Center size versus percentage of Hispanic students.

Based on our broad categorizations and analysis of data, we developed a list of recommended Job Corps centers that would allow us to visit different types of centers with respect to region and other key demographics. KPMG then discussed this list with members of ETA before it was finalized. We relied on our quantitative analysis as well as qualitative measures in determining these centers. Our goal was to choose a representative sample of centers that vary according to geography (region), student demographics, and location (rural, urban, and suburban). At the same time, we selected centers that appear to possess key characteristics pertaining to our literacy study such as:

<sup>4</sup> Please note that we focused on the three types of Separation (Ordinary, Disciplinary, and AWOL) that constituted that majority of student records (~90 percent).



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- Centers with a significantly high/low percentage of students meeting the Initial TABE reading test threshold;
- Centers with a significantly high/low number of LEP students;
- Centers with a significantly high/low percentage of students with separations for disciplinary or AWOL reasons;
- Centers that integrate their educational and vocational training programs offered to their students;
- Centers that implement the Read-180 program, including those that participate in the SIATech Charter School Program.

In addition, we have excluded centers based in Puerto Rico due to the fact that they administer the TABE in Spanish, while all other Job Corps centers require students to take the TABE in English, irrespective of native/ first language.

Specifically, we examined two types of improvement measures with respect to TABE Reading scores. We refer to Indicator 1 as the change in GE score for students who did not meet the threshold of 8.0 or higher the first or second time they took the Reading TABE.. Indicator 2 refers to the change in GE score for students who did not meet the threshold of 8.0 or higher the first time they took the Reading TABE, but who did score 8.0 or higher the second time.

The table below contains our final list of centers alongside some key characteristics we would like to explore further.



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<b>JOB CORPS CENTERS</b>									
CENTER NAME	REGION <sup>5</sup>	% HISPANIC			INITIAL TABE READING SCORES			POTENTIALLY SIGNIFICANT CHANGE IN TABE READING SCORES	
		High	Medium	Low	High	Medium	Low	Indicator 1 <sup>6</sup>	Indicator 2 <sup>7</sup>
Atlanta Job Corps Center	Atlanta			X	X			No	Yes
Loring Job Corps Center	Boston		X		X			No	Yes
Los Angeles Job Corps Center	San Francisco	X					X	Yes	Yes
Montgomery Job Corps Center	Atlanta		X				X	No	No
Ouachita Job Corps Civilian Conservation Center	Dallas			X			X	Yes	Yes
Paul Simon Job Corps Center	Chicago	X				X		No	Yes

*Atlanta Job Corps Center*

Located in an urban area in Georgia, Atlanta Job Corps Center is a large center with a relatively small Hispanic, but high non-resident population. One of the oldest centers, Atlanta Job Corps Center’s on-site residence is limited to female students only. In addition, Atlanta Job Corps Center is an example of a center that has incorporated the Read-180 program into its curriculum and is also a participant of the SIATech Charter School Program. Atlanta Job Corps Center is operated by Management and Training Corporation (“MTC”).

Overall, the students at Atlanta Job Corps Center have relatively high initial TABE Reading scores as well as average length of stay in the program. Although the improvement in TABE Reading scores for Indicator 1 is not significant, there does appear to be a significant level of improvement for Indicator 2.

*Loring Job Corps Center*

Located in an urban area in Limestone, Maine, Penobscot Job Corps Center is a mid-sized center with an average number of Hispanic students. In addition, it is one of the few centers that have worked to integrate the educational and vocational trainings offered over the last several years. Loring Job Corps Center is operated by Training and Development Corporation (“TDC”).

<sup>5</sup> Note that these region classifications are what Job Corps uses. In addition, please note that we have intentionally not chosen any centers from Region 2 (Philadelphia) as there are currently separate ongoing research efforts focusing on this group of centers.

<sup>6</sup> A significant change for Indicator 1 is greater than or equal to a gain of 1.5 in GE.

<sup>7</sup> A significant change for Indicator 2 is greater than or equal to a gain of 3.5 in GE.



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Overall, the students at Loring Job Corps Center have high initial TABE Reading scores in addition to a high average length of stay in the program. Although the improvement in TABE Reading scores for Indicator 1 is not significant, there does appear to be a significant level of improvement for Indicator 2.

*Los Angeles Job Corps Center*

Located in an urban area in California, Los Angeles Job Corps Center is a large center with a relatively high Hispanic and non-resident population. One of the oldest Job Corps centers, it is operated by YWCA of Los Angeles.

Overall, the students at Los Angeles Job Corps Center have relatively low initial TABE Reading scores. However, the improvement in TABE reading scores for both Indicator 1 and Indicator 2 appears to be significant in the majority of cases.

*Montgomery Job Corps Center*

Located in an urban area in Alabama, Montgomery Job Corps Center is a mid-sized center with an average Hispanic population. Built only in the last several years, it is operated by Dynamic Educational Systems, Inc. (“DESI”).

Overall, the students at Montgomery Job Corps Center have relatively low initial TABE Reading scores. Further, the improvement in TABE reading scores for both Indicator 1 and Indicator 2 does not appear to be significant.

*Ouachita Job Corps Civilian Conservation Center*

Located in a rural area in Arkansas, Ouachita Job Corps Civilian Conservation Center is a mid-sized center with a relatively small Hispanic population. There are also a significant number of students that are dismissed for disciplinary reasons. It is operated by the United States Department of Agriculture (“USDA”) Forest Service.

Overall, the students at Job Corps Civilian Conservation Center have relatively low initial TABE Reading scores. However, the improvement in TABE reading scores for both Indicator 1 and Indicator 2 appears to be significant in the majority of cases.

*Paul Simon Job Corps Center*

Located in an urban area in Illinois, Paul Simon Job Corps Center is a mid-sized center with a relatively high Hispanic population. It is also operated by MTC.

Overall, the students at Paul Simon Job Corps Center have average initial TABE Reading scores. Although the improvement in TABE Reading scores for Indicator 1 is not significant, there does appear to be a significant level of improvement for Indicator 2.



## **6 Protocols Used for Job Corps Site Visits**

The following protocols were drafted and distributed prior to each of our site visits. The purpose of providing these protocols was to provide Job Corps staff with an idea of the type of information we planned to gather and provide a general framework for our visits.

### **6.1 Agenda**

The following agenda presents the main tasks the KPMG team wishes to conduct at each of the Job Corps Centers to be visited.

#### **6.1.1 First Day**

- Meet with Center Director
- Meet with Head of Academic Programs
- Site tour
- Academic Class Observation
  - Literacy
  - ESL or related (if any)
- Meet with Center Director: review day, discuss second day.

#### **6.1.2 Second Day**

- Academic Class Observation, *continued*
- Job Corps Center Interviews
  - Academic Instructors
  - Students in Academic Instruction
  - Vocational Instructors (related to special programs)
  - Computer based instruction
- Wrap-up meeting with Center Director



## **6.2 Interview Protocols**

The sets of questions that follow were used as prompts for the KPMG interviewer. The goal was to understand the unique characteristics of the center, programmatic or participant issues that are thought to differentiate the center from others, and center specific characteristics and attributes that give the center its own personality with respect to the design, delivery, and development of services.

### **6.2.1 Job Corps Center Director**

1. Who is the Operator of the center? How long have you been CD?
2. Please describe your background and connection to: workforce development, Job Corps, and this center.
3. We would like to check the characteristics we have about your Center. Review Center data sheet.
4. Please discuss the characteristics (demographic, skill level, work readiness, literacy skills, etc.) about your enrolled students beyond that available in CIS. Please discuss any trends of changes you perceive.
5. Does your Job Corps center offer a child care program? If so, how many students participate in the program? Is this program on-site?
6. Does your Job Corps center offer dormitories designed to house student parents and their children?
7. Instructors: discuss turnover, retention, hiring – differentiated by academic and vocational sides.
8. Does your Job Corps center have a collegiate program whereby qualified students may continue to reside at the Job Corps residential dormitory for a third year while taking college classes? If so, how many students participate in this program?
9. What is your involvement in Outreach and Admissions? In placement? How long has it been that way and why, that is, have you recently brought placement inside due to lack of confidence in previous provider?
10. In your opinion, what are the major barriers to students
  - Completing the GED or HS Diploma
  - Improving their literacy skills
  - Placement and wage gains



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11. Literacy

- Are there distinct characteristics for students who increased their literacy skills the most?
- What programs have been the most effective at increasing those students' literacy levels?
- What would you like to be able to do differently for those students who do not have significant improvements in literacy skills?

**6.2.2 Head of Academic Programs**

1. How long have you been in your current role?
2. Please describe your background and connection to: workforce development, Job Corps, and this center.
3. Please provide a current organization chart outlining your Job Corps Centers academic programs that are presently offered to your Job Corps students.
4. We would like to check the numbers of participants served at your center. Review Center data sheet.
5. Please describe a student's typical academic path during the Job Corps program, such as
  - Diagnostic tests administered (other than TABE)? Are data available?
  - What academic classes are students generally required to take?
  - What are the decision points to track students toward their GED, high school diploma, or achievement of certain test scores before leaving Job Corp?
  - Which academic achievement tests are administered during and at the end of the academic curriculum?
6. Many Job Corps centers have established high school programs or entered in partnerships or co-enrollment agreements with local school districts and community colleges to expand school and vocational options. In addition, several Job Corps centers offer options for students to take high school courses online. As a result of these efforts, the Job Corps Annual Report for program year 2002 cites that high school diploma attainment nearly doubled that of the previous year.
  - Does your Job Corps center offer a high school initiative program? If so, which high schools are your Job Corps center partnered with?
  - Does your Job Corps centers offer options for students to take high school courses online?
  - Please describe how the current high school initiative program works and the number of students enrolled.



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- How has this program impacted students' academic performance, in particular their literacy levels?
  - Please provide any data collected to quantify the performance gains of implementing the high school initiative program.
7. Please describe any ESL classes offered at your Job Corps facility.
- What is the current student enrollment in ESL classes and how long do students generally remain in the ESL program?
  - If there is no ESL program in place, what type of academic training is provided to students learning English as a second language?

**Vocational Program Information**

8. Please provide a current organization chart outlining your Job Corps Centers academic vocational programs that are presently offered to your Job Corps students.
9. Is it easy to get information on the average wage that one of your Job Corps students would earn after acquiring the skills / competencies from Training Achievement Records ("TARs") I and II.
10. Does your Job Corps center enhance the TARs with employer-specific or region-specific skills training?
11. Please describe the process by which a student selects a vocational training program, and the role, if any, that literacy skills play.
12. Please describe any vocational programs that in your opinion increase the participants' literacy levels.

**Job Placement**

13. Does your center have a career transition services ("CTS") operator? If so, who is the operator?
- Please provide an overview of the CTS operator's job placement program.
  - In your opinion, how successful is the CTS operator in terms of finding job placements for your Job Corps participants?
  - How many students did the CTS operator assist with job placement?
  - Of the students that the CTS operator assisted with job placements advice, how many students were successful in finding jobs? If available, what was the starting wage and the wage differential from their last job before joining Job Corps?





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14. In addition to the CTS operator, please describe any job placement program that your Job Corps center maintains.
- How many students did you assist with job placement?
  - Of the students that you assisted with job placements advice, how many students were successful in finding jobs? If available, what was the starting wage and the wage differential from their last job before joining Job Corps?
  - Discuss what data are collected.

**Additional Questions**

15. Are there distinct characteristics for students who increased their literacy skills the most?
16. What programs have been the most effective at increasing those students' literacy levels?
17. What would you like to be able to do differently for those students who do not have significant improvements in literacy skills?



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**6.2.3 Teachers**

1. Name, Title.
2. How long have you been in your current role?
3. Please describe your background and connection to: workforce development, Job Corps, and this center
4. What is your area of academic expertise? What subject(s) do you teach?
5. To what extent do you work with teachers of other academic programs to integrate curricula/ collaborate ideas?
6. How tied is the subject area you teach to students' vocational goals?
7. Does your area of instruction have specific literacy proficiency gain or achievement elements? Are you involved in any formal or informal literacy related initiatives or programs?
8. Are there distinct characteristics for students who increased their literacy skills the most?
9. What programs have been the most effective at increasing those students' literacy levels?
10. What would you like to be able to do differently for those students who do not have significant improvements in literacy skills?



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**6.2.4 Students**

1. Please provide some information about yourself: age, academic background, prior work experience.
2. How did you find out about Job Corps? Why did you enroll?
3. How long have you been a student at Job Corps? What makes you stay?
4. What is your area of vocational training? What types of jobs do you anticipate holding upon completion of the program?
5. Discuss the increased reading skills you have obtained.
6. What has helped you the most in achieving those gains?
7. What other reading programs would you like to see offered?



## **7 The Impact of TABE**

The TABE is used as an assessment tool at all Job Corps centers. Fundamentally, the TABE is an achievement test that is designed especially for adult learners. It includes several subtests that focus on reading, spelling, and language skills. The reading subtest consists mainly of comprehension and includes summarization, cause and effect, recognition of details, identification of opinions versus facts, context skills, as well as vocabulary usage. The TABE does not, on the other hand, test the mastery of many skills that some argue are an important component to reading, e.g., phonics. It has been noted that although there is an effort for the TABE to be used to assess a diverse population, there are cultural biases. For example, in some cases, the unfamiliarity of a student with names closely tied to a particular ethnicity, may in fact hinder his or her ability to comprehend a reading passage.

It was clear in each of the six centers we visited that the TABE plays a very important role. Virtually every student knew his or her TABE score by memory and were aware of how many points were needed in order to “TABE out” or meet the threshold. “TABE-ing out” is recognized as an important milestone in a student’s time at Job Corps as it means that he or she no longer has to re-take the exam and can go on to focus on furthering their advancement with respect to their academic and vocational goals. Often times, centers provide monetary and other incentives to the students in order to provide an even stronger motivation to prepare for the exam and overcome text anxiety or other challenges they may have to overcome.



## 8 E-Learning and Technological Tools

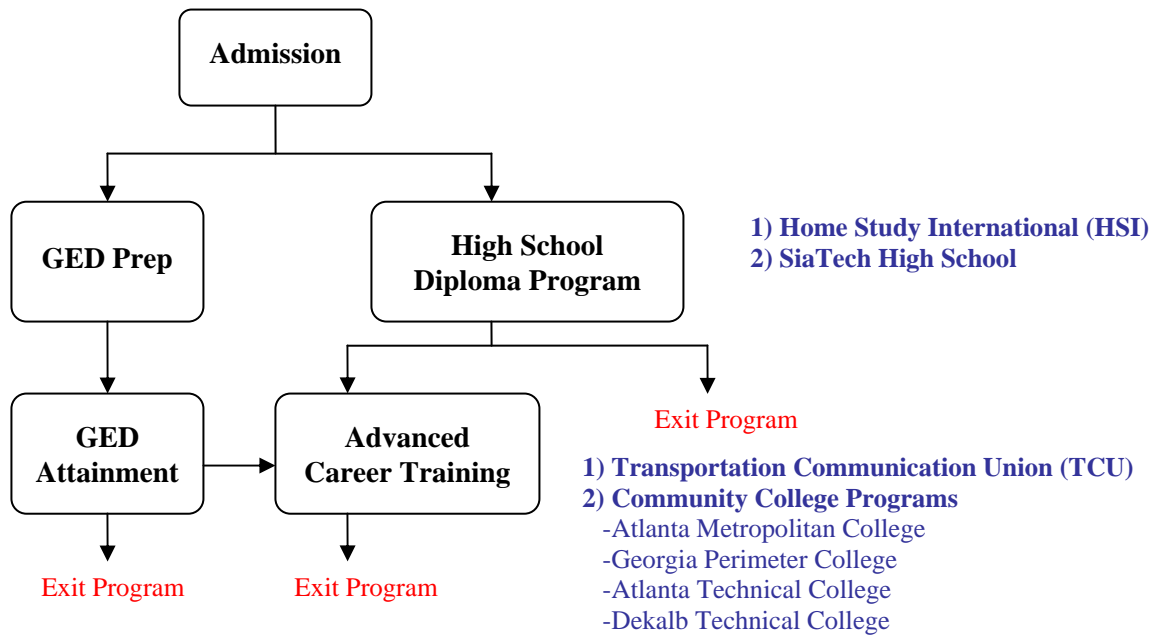
The following table catalogues the different technological tools that we learned about during the course of our six site visits.

<b>Mode of E-Learning/ Technological Tool</b>	<b>Description</b>	<b>Center(s)</b>
Home Study International	online high school program	Atlanta, Montgomery
American Academy	online high school program	Montgomery
Read-180	online reading program initiative started by SiaTech Charter High School	Atlanta, LA
Reading Horizon	online reading program	Ouachita
L100	online skill program	Montgomery
KeyTrain	online skill program	Montgomery
Word Keys	online GED program	Montgomery
Kidz Online	online program that focuses on basic internet skills	LA

## 9 Atlanta Job Corps Center (“Atlanta JCC”)

Below is a diagram that illustrates the academic path taken by the majority of students during their stay at Atlanta JCC. Following is a summary of key findings specific to Atlanta JCC that we acquired based on our site visit and observations.

**Figure 1: Atlanta JCC**



### Atlanta JCC: Key Observations and Findings

- Experienced team of leaders
- Prime Location
- Strong presence in community- staff required to participate in outreach initiatives
- Diverse array of program offerings
- Effort to seek relationships that help streamline budget, e.g., Read-180
- Additional Resources, e.g., special education instructor, daycare facilities, etc.



## **9.1 Overview**

Opened in 1969, Atlanta JCC is a residential and non-residential program operated by MTC. The leaders of Atlanta JCC attribute the center's success to the diversity of programs it offers, the longevity of its staff, as well as its metropolitan location that offers a wealth of support and opportunities. The resourceful staff, under the leadership of center director, Annie Matthews, is constantly seeking ways to reach out to the community and find programs that are both beneficial and help streamline the budget.

Above all, Atlanta JCC strives to foster a caring environment that builds students' confidence levels. Its goals are to offer early intervention and maintain a high retention rate. As such, there is little tolerance for inappropriate behavior. At the outset, a strong effort is made to gain the students' trust so that they will buy into the program. Atlanta JCC offers incentive programs to recognize even small accomplishments such as passing the first GED subject test or achieving a gain, or increase in score, on the TABE. In this way, students are encouraged to build off their successes and achieve their long term goals.

## **9.2 Center Characteristics**

Atlanta JCC has the ability to serve approximately 515 students and is currently operating at full capacity. It has a high female population and more than 50 percent of the students reside off campus. Currently, Atlanta JCC is the only center that has an on-site daycare program designed to provide on-site childcare services for non-resident students as well as counseling support to assist them in their role as new parents.

## **9.3 Center Resources**

MTC operates approximately 25 other Job Corps centers, and provides ongoing training for all of its professionals. MTC holds annual training conferences that provide a forum for exchanging best practices and staff development trainings. These conferences focus on all aspects of the program including vocational, academic, safety, counseling, and records and accountability. In addition, monthly conference calls are held among MTC professionals, and there is a web site where staff can read the latest newsletters and post additional information. It was noted by Atlanta JCC staff that the support services provided by MTC are highly useful.

Atlanta JCC also participates in monthly site unit meetings held by the School for Integrated Academics and Technologies ("SIATech") with which it is partnered. In addition, SIATech holds a roundtable once a year to brainstorm ways in which to improve and modify its curriculum. Currently, SIATech has partnerships with Job Corps centers in Florida (two), Arizona (two), New Mexico (one), and California (eight).



## **9.4 Observations**

Students typically are on one-week rotations of vocational training and academics. In certain cases, depending on the CDP assessment, some students have both vocational training and academic classes in one day.

### **9.4.1 Faculty**

All 12 academic instructors at Atlanta JCC are certified.

There is some degree of turnover due to the fact that Atlanta JCC is forced to compete with public high schools in the metropolitan area.

### **9.4.2 Administration**

Each student is assigned an interdisciplinary committee that meets with students on a regular basis to provide additional support.

### **9.4.3 External Relationships**

Atlanta JCC has an active community network due to the experience of its leaders and the positive public reputation it has built over the years. Specifically, Atlanta JCC has forged a relationship with the New Education for Workplace, Inc (“NEWCORP”) to jointly operate a charter high school, SIATech, located on center. In particular, this partnership has been successful because it benefits every party involved. That is, it was clear from the outset that Job Corps’ intention was not to take away any students succeeding in the Atlanta Public School System (“APSS”). Rather, Job Corps recaptures students that have dropped out of APSS. In this way, students who succeed at Job Corps count toward the number of graduates coming out of APSS and are also reflected in Job Corps’ statistics.

### **9.4.4 Student Resources**

There were several challenges associated with serving students with low reading and math abilities that were noted. At times, students come into the program with individualized education programs (“IEPs”). In other cases, a referral is made based on the initial TABE score and other indicators. Students with special needs are connected with a special education instructor from APSS through SIATech. Access to this resource was noted by many to be extremely useful.

ESL was not cited as a major issue at Atlanta JCC. Some ESL students in the past were said to use the Hooked on Phonics computer based program as a means of getting up to speed.





## **9.4.5 Approach to Testing and Assessments**

All students are initially given the TABE in order to determine their math and reading levels. The level of the test (L, E, M, or D) and type (e.g., 7 or 8) is determined by the TABE locator test. About ten percent of students that take the TABE test start at the E-level and 2 percent at the L-level where the test is read aloud to them. The remaining students take the test at an M-level or D-level. The TABE is administered every day but Friday.

As at all Job Corps centers, students must continue to re-take the TABE until they meet the threshold of 557 in Reading and 566 in Math. Typically, the test is re-taken after a period of between 31 and 90 days. The teachers determine when a student is ready to re-test based on diagnostics and other assessments. In addition, students are required to take the TABE before they leave the program. If a student scores above 551 on reading and 552 in Math, the student subsequently takes the GED locator test.

Again, Atlanta JCC awards students for even small improvements with respect to testing and assessments. This award system is in an effort to encourage the students to stay focused on their long-term goals.

## **9.4.6 Academic Programs**

Atlanta JCC's Academic Department is responsible for assisting the students in achieving their highest academic potential. The department is made up of a group of certified instructors under the leadership of Lula Rivers, Director of Educational Services and Barbara Daniel, Manager of Academic Programs. In particular, the Academic Department oversees students that are seeking their high school diploma and/or GED certificate as well as college entry. In addition, it is responsible for covering the areas of Cultural Diversity, Wellness, Basic Information Technology, and Driver's Education.

### **9.4.6.1 GED Program**

The GED program provides competency-based instruction for the five subject areas of the GED battery test including language arts (writing and reading), social studies, science, and math. Students are considered completers of the program when they obtain an official cumulative score of at least 2,250 with no score less than 410 in any of the subject areas and an average of 450 in all subject areas.

### **9.4.6.2 Home Study International ("HSI")**

The on-line high school diploma program is provided via HSI. This program is accredited by the Southern Association for Colleges and Secondary Schools ("SACS") as well as other national agencies. HSI is a self-paced curriculum that provides students with another way in which to receive a high school diploma. Students are required to achieve a total of at least 21 credit hours.



### **9.4.6.3** *SIATech Charter High School*

SIATech is a public charter high school, chartered by the state of Georgia with a mission to provide a program that focuses on literacy, numeracy, and workplace readiness skills. It employs academic and software training within the charter's framework.

### **9.4.6.4** *Advanced Career Training ("ACT")*

Atlanta JCC's ACT program allows a subset of students to enroll in community and technical colleges in the metropolitan area. Specifically, Atlanta JCC has partnerships with Atlanta Metropolitan College, Georgia Perimeter College, Atlanta Technical College, and Dekalb Technical College. The credits that students receive are transferable to other colleges and universities.

Transportation Communication Union ("TCU") is another advanced career partner with the Atlanta JCC. The training that the students receive from TCU gives them the opportunity to land competitive jobs in the railroad, mass transportation, and airline industries. Currently, TCU is offered offsite and there are 40 slots in the program. It is recommended that students entering TCU have a TABE of 570. In addition, students enrolled at TCU must be between the ages of 17 and 21 and be willing to travel, as about 60 percent are placed in jobs outside the Atlanta area (e.g., Maryland, Washington, D.C., Virginia, and Florida).

## **9.4.7** *Reading/Literacy Education*

Overall, the smaller classrooms of the reading classes allow for one-on-one teaching and the guidance that students often need. In addition, academic instructors often work with the vocational staff to incorporate content related to the different trades into the academic subject areas.

### **9.4.7.1** *GED Reading*

In the GED reading class, group instruction is offered in conjunction with interactive software. In addition, the GED instructor compiles worksheets from the textbook. Students constantly take practice tests and work on their test taking skills. In general, the teacher noted that the 16 to 17 year olds tend to fare better on the GED exam. It was commented that this is most likely due to the fact that these students were in regular high schools recently and therefore the skills are fresh in their minds.

### **9.4.7.2** *HSI*

If a student does not pursue a diploma through SIATech, he or she is likely to enroll in HSI's online program. HSI follows its own curriculum and students are able to work through the program at their own pace that was commented to be generally slower than the SIATech program. In addition, HSI students do not have to take the Atlanta exit exam. There is currently one academic instructor and lead teacher that oversees the students in the HSI program. Again, it is the fact that SIATech



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provides its own staff that allows an ample number of teachers to assist with other programs such as HSI.

Students in the HSI program are required to have 15 credits prior to entry and must have also reached the TABE threshold. In addition, HSI requires its students to take three additional courses chosen at the discretion of HSI. HSI provides all materials and all of the text is accessible online. It was noted that the online component is not a huge barrier, but that overall, the program requires a high level of reading skills. In addition, instructors commented that the program would be more effective if it was offered all day. Several non-resident, highly motivated students were mentioned to be thriving in the program. Currently, there are 18 slots in the HSI program.

Due to some technical issues in serving Job Corps centers, HSI had been in moratorium from May through October of 2005. Atlanta JCC's leadership reassessed the program and is planning on having a new crop of students beginning in March 2006.

### **9.4.7.3 *SIATech and Read-180***

#### *SIATech Reading*

SIATech, under the leadership of Principal Brian Williams, helps low readers find improvement through the help of individualized instruction. SIATech offers the four subject areas of English, Math, Social Studies, and Science. All teachers are certified and undergo training on the software. Subject area teachers provide instruction on one-hour rotations. The remainder of the time they monitor the computer area where students work independently on all subjects. In total, there are about 25 to 30 students per class. Students in the program are said to show "great gains."

In general, there is a module of assignments that the student must complete as part of the SIATech curriculum. At the outset, the student is interviewed and his or her transcript is reviewed. A SIATech instructor periodically meets with each student on an individual basis to discuss progress that is tracked by worksheets. Students are not required to have any credits before entering the SIATech program. However, it was noted that students must display a higher level of motivation in order to succeed. It is rare that student is required to be counseled out of the program. Typically, a student takes from about six months to two years to complete the degree program, with the exception being special education students.

For reading, students are placed into modules based on an SRI diagnostic exam and double blind writing assignment. Module A covers basic spelling and vocabulary, Module B is more grammar focused, and Module C, the most advanced level, covers persuasive writing and other skills. Module C covers material equivalent to junior year of a regular high school. A student in the SIATech program may be concurrently preparing to take the GED exam.

The Georgia state exit exam is offered four times a year. The five projects required by SIATech are integrated into each of the disciplines covered. They include American Literature, Biology,



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Economics, Algebra I, and U.S. History. Projects also typically tie into the vocation for which the student is undergoing training.

SIATech instructors often bring outside materials to supplement the curriculum. In addition, one of the main challenges faced by the instructors results from teaching a class of students who are at different levels and different places in the program. SIATech is hoping to evolve into more group instruction to help manage the overall flow of the program.

### *Read-180*

At the outset, a student's TABE and Scholastic Reading Inventory ("SRI") scores determine whether he or she should enroll into the Read-180 program. Typically, those with an initial TABE of 551 or below in reading are sent to the program. SIATech provides in-service training to Job Corps teachers that will use Read-180 as part of their curriculum. Atlanta JCC provides the classroom space and SIATech brought in all of the necessary equipment and materials.

Read-180 is a remedial reading lab that combines a daily theme with corresponding activities. The program is taught by a Job Corps instructor with the assistance of an instructional aide. Students who are not enrolled in the high school program may still benefit from Read-180. Read-180 is also used in APSS and was originally designed to target middle school to upper elementary level students. Atlanta JCC has seen the test scores of students enrolled in Read-180 increase over a period of time.

Read-180 feeds into the GED and English classes. It has integrated its curriculum with that of MTC. The instructors noted that this process was not difficult as the MTC broad-based curriculum offers the flexibility needed. Overall, Read-180 is geared toward group activity in combination with individual reading, audio, and computer components. In addition to focusing on reading comprehension, writing, and spelling, students are also required to write in a journal and vocabulary quizzes are given regularly. The teachers also create TABE practice questions to assist the students struggling to meet the threshold.

The teacher and aide noted that it can be difficult to rotate stations due to the small physical space and commented that the documentation requirements are sometimes cumbersome. Students with a lower level reading were said to benefit from the audio tapes of books. By using visual, audio, and a multitude of different learning styles, Read-180 was said to attract learners of all kinds. Supplemental books approved by SIATech are also used.

## **9.4.8 Vocational Training**

During CPP, students at the Atlanta JCC center undergo a week of exploration in up to three vocations to assist them in narrowing down their field of training.



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Currently, Atlanta JCC offers the following vocational training programs: Business Skills Occupations, Culinary Arts Occupations, Health Occupations, Facility Maintenance, and Home Builders Institute (“HBI”).

The Business Technology Occupational Vocation Program trains its students to create, organize, customize, and enhance documents while providing constant practice in the delivery of clear oral and written communication skills.

The Health Occupational Vocation Program trains its students with technical skills, sound principles, keen critical thinking abilities, and flexible interpersonal skills that are required in today’s workforce. There are three components of Work Base Learning (“WBL”) within the Health Occupational Vocation: the classroom, the lab, and the clinical site. All three of these areas must be successfully completed before a student is eligible for State Certification.

The Food Service Occupational Vocation Program trains its students with the fundamentals of Food Service. Specifically, the students learn about nutrition, sanitation, preparation, menus, and customer service. In addition, students learn the creative aspects about regional foods and cultural foods.

The Facilities Maintenance Occupational Vocation Program trains its students to perform mechanical operations mirroring entry level positions in the industry. Students are taught to analyze situations and take responsible actions through the use of tools, equipment, machinery, and supplies according to the safety guidelines of OSHA. In accordance with the DOL contract and the HBI contract, all training in Facilities Maintenance is done to equip students with the ability to work safely, follow instructions, and work productively on an individual basis and with others in a team environment. Within Facilities Maintenance, students are exposed to a range of skills including carpentry, plumbing, painting, and electrical.

#### **9.4.9 Career Transition/ Job Placement**

Atlanta JCC is an EEO/AA Employer. The employment office is committed to providing dynamic customer service, expertise, and guidance to all customers while supporting an atmosphere that encourages growth and achievement.

During career transition readiness (“CTR”), students learn interview techniques and put their resume together. At times, CTR also provides transportation to interviews. Overall, job placement is not a significant problem for Atlanta Job Corps students. It is more the continued use of soft skills that proves to be a challenge in the long term in maintaining a position.

Most jobs require that the applicant is at least 18 years of age. CTS works with contractors and each specialist is assigned to a specific trade. The CTS specialist goes to their corresponding vocational training class during the CPP in order to develop a rapport with the students. CTS also works through one-stop centers and the Atlanta Workforce Development agency.



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Atlanta Job Corps offers three workshops that incorporate money management skills. In addition, work based learning helps with soft skills.

Sixty days after the program, Atlanta JCC still provides assistance to students. Three CTS specialists, one CTR instructor, and one director make up the internal CTS team that is responsible for directly placing a percentage of students.

There is also a business community liaison that works to develop relationships to assist students in work based learning and job opportunities. At least ten percent of the student body is doing some type of WBL at a given time. There are currently 53 slots, but they are trying to accommodate 60 to 70 students. There is a small subset of students that come into Job Corps already having some job experience

In addition, there is an industry advisory council that meets quarterly and interacts twice a month. The council was developed through CTS and is sponsored by DOL, not just the Job Corps division. In addition, Atlanta Job Corps also contracts with the state board state capital.

There is also a screening committee that consists of staff from the academics, vocation, and counseling side in order to determine a student's readiness to take on a job. Some 16 to 17 year olds do their work based learning at the Boy's and Girl's clubs and act as a mentor, building maturity and providing an incentive for college. Due to the difficulty of this age group finding jobs, they are sometimes brought back to the classroom to sharpen their interviewing and other soft skills as well as build their confidence level. The students also engage in mock interviews in which they are given constructive feedback and taught such things as proper dress attire for an interview.

Nationwide placement for HBI is conducted through private contractors through Job Corps and HBI. Facilities Maintenance has a total of 40 slots.

#### **9.4.10 Health and Wellness**

Atlanta JCC's Health and Wellness Center is the medical facility used by students. Currently, it maintains a staff of two medical doctors, five nurses, and one clerk. In addition, two psychologists come on site twice a week and two psychiatrists come once a week. Students also have access to a dentist off site. All employees of the wellness center are employed by MTC.

Atlanta JCC was chosen among 600 centers as a recipient of a \$3 million grant covering early reading for three-year olds to pre-Kindergarten. The program covers print and syllable awareness as well as vocabulary. This initiative is an effort to stamp out illiteracy at the earliest stage. Two coaches come in twice a week to assist the teachers for six to eight hours a week. There are five staff covering three age groups: pre-K (20), toddlers (12), and three-year olds (15). Repetitive reading is used. The day care center is open to the community as well. Children must be between 16 months and five years of age.



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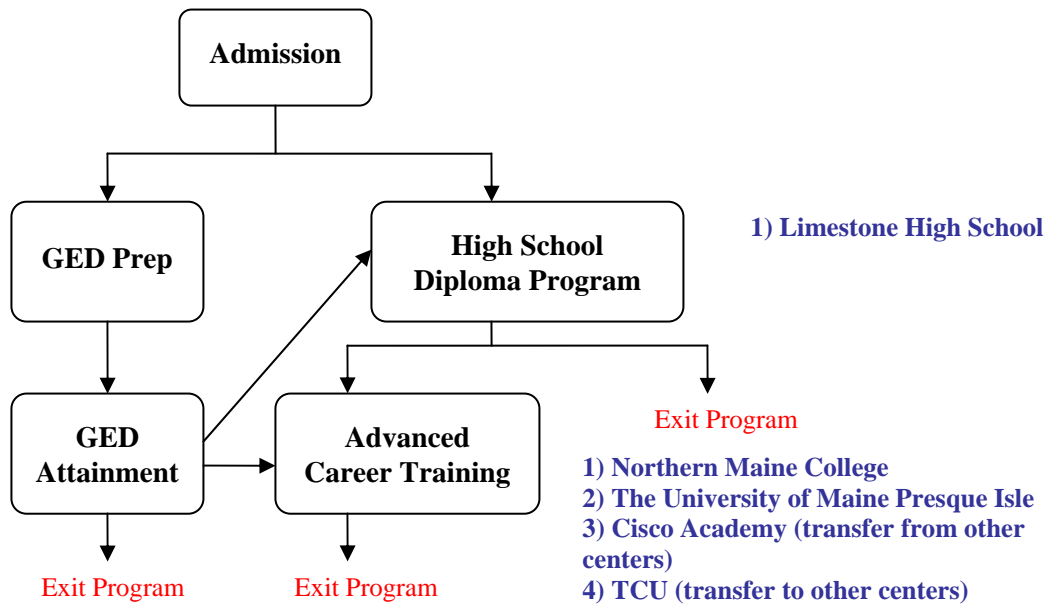
#### **9.4.11 Social Development Services**

The Social Development arena offers social skills training to all students in culture and diversity, career exploration, anger management/ conflict resolution, team work, communication, and other areas. In addition to the above skills training, Atlanta JCC offers several advance leadership programs as part of the Student Government Association (“SGA”) and as Student Ambassadors, Unit Leaders, and Departmental Aides.

## 10 Loring Job Corps Center (“Loring JCC”)

Below is a diagram that illustrates the academic path taken by the majority of students during their stay at Loring JCC. Following is a summary of key findings specific to Loring JCC that we acquired based on our site visit and observations.

**Figure 2: Loring JCC**



### Loring JCC: Key Observations and Findings

- Experienced team of leaders
- Location of center poses a challenge particularly because students are reluctant to leave area
- Issues of limited staff and aligning class instruction with teachers’ strengths
- Enterprise model effective only if teacher is capable of teaching multiple subjects well
- Unique programs, e.g., Cisco Academy
- Emphasis on less frequent and more meaningful test taking
- Emphasis on high school diploma program





- At Loring, approximately twenty percent of GED completers go on to obtain a HSD.
- Additional assessment tools, e.g., possible use of ACU placement exam

## **10.1 Overview**

Under the leadership of Russ Valvo, center director, Loring Job Corps Center has been operating under an enterprise system for the past four years. With this system, one academic instructor is responsible for all students within a specific trade. They are currently in the process of changing this model as many of the teachers felt they could not handle teaching the wide range of subjects at varying levels. The enterprise model was something that TDC developed for both the Penobscot and Loring Job Corps centers. In the end, it was decided by Loring JCC that separate silos that do not interact were not effective and teachers could not teach to their strengths.

Loring JCC's primary goal is for 90 percent of the students to leave with a job, college, or military before separation.

## **10.2 Center Characteristics**

Loring JCC has the ability to serve approximately 380 students and is currently operating close to capacity. Out of state students are considered part of the Limestone home school district. Forty percent of the students are originally from Maine and the remaining 60 percent are from Massachusetts, Connecticut, Rhode Island, New Hampshire, and Vermont.

About 50 percent of the students are Caucasian and about 10 percent is Hispanic. There are also about five to six students from Africa that require ESL at any given time.

## **10.3 Center Resources**

There is currently an ESL instructor that works on-site and offers a half day program. ESL needs are assessed immediately, before the CPP phase. Overall, ESL is not a huge concern at Loring JCC.

## **10.4 Observations**

The students are said to have low self esteem and behavioral issues typically are the toughest obstacle.

New students arrive every Tuesday and there is a joint luncheon with those students that have achieved the 60 day mark. In this way, the experienced students can serve as an example for the new students of what can happen during that timeframe. We were able to attend one of these events



during the course of our visit and observed firsthand the fact that student mentors play a significant role in shaping the viewpoints of the new students.

#### **10.4.1 Faculty**

Staff turnover seems to be less than most centers at around 15 to 17 percent. All instructors, both academic and vocational, are certified.

#### **10.4.2 Administration**

Each student is assigned an interdisciplinary committee that meets with students on a regular basis to provide additional support. In addition, there is ongoing communication between the academic teachers and vocational instructors.

#### **10.4.3 External Relationships**

Loring JCC has a passive relationship with Limestone High School. They also have relationships with Northern Maine College and The University of Maine Presque Isle.

#### **10.4.4 Student Resources**

Students with special needs either have an IEP from their old school or one is created for them.

There are no county resources to address learning disabilities such as dyslexia. However, most students know they have such a problem upon entry into the program.

#### **10.4.5 Technology/E-Learning**

All students are exposed to some technology in the first three to five weeks in the program. In this way, students can also pick up on reading skills indirectly without frustration. For example, of the 20 to 25 tasks that are required, they may be asked to send an email pertaining to the weather for which they would have to perform an internet search and summarize the material found.

Loring JCC uses e-learning programs to assist with basic skills in math such as multiplication tables.

#### **10.4.6 Approach to Testing and Assessments**

Under the leadership of Dottie Martin, the Director of Academics, Loring JCC tries to place an emphasis on more meaningful and less frequent test taking. Students were noted as being frustrated by the number of tests they have to take.



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A TABE locator test in reading and math is administered on the students' second day and the initial TABE is taken at the end of the week. The mini TABE locator test consists of 17 reading comprehension and 18 math questions. Test anxiety was cited to be a significant issue.

The TABE is then re-taken after 90 days or earlier based on recommendation until the student meets the threshold. The TABE assessment shows particular skills that a student needs to work on. All academic instructors use this as a basis with which to address individual needs.

Currently, they are discussing the possibility of using the ACU placer, an assessment tool used by many colleges, at Loring JCC. In this way, Loring hopes to consider students for community college at the outset and not have them specialize too early on. In the past, a student was recommended for college by the vocational instructor and at that time ACT requirements in that particular field were pulled.

#### **10.4.7 Academic Programs**

The enterprise manager is responsible for coordinating activities and serving as an intermediary with students. Within each business cluster, there is a career manager.

It was noted that Loring JCC does not have many programs geared toward professional development. Since Computer Managed Instruction (CMI) is no longer used, the staff feels that they do not have access to effective assessment tools. The Leapfrog program was considered, but ultimately they decided not to make the investment as it would only benefit a subset of students.

Nineteen students currently participate in some type of advanced college training.

##### **10.4.7.1 GED Program**

Students cannot start working toward their GED until they reach the TABE threshold of 566-567. The GED testing center is part of the Caribou School System as well as in Fort Kent. In order to qualify for state testing on the practice test, the minimum score is 430. Fort Kent, on the other hand, had no requirements until 2005. For the writing portion, multiple writing samples may be requested. It takes four to six weeks to produce test results. In the meantime, students may either seek their high school diploma and/or work on their vocation. Due to the raising of standards, there is a better percentage of passing the first time around. Students that do not pass the exam the first time around, go back for more GED focused instruction.

##### **10.4.7.2 High School Diploma Program**

The high school diploma program is mainly project based and primarily handled by vocational instructors. On the academic side, research, writing, and a presentation are all components to the



high school project. Fifteen to twenty students at a time typically are working on obtaining their high school diploma.

#### **10.4.8 Reading/Literacy Education**

Reading classes cover phonics and pronunciation as well as whole word reading and rote memorization. There is a learning center in Caribou that invites Job Corps students to its monthly reading conferences. They are directed by a professor U of Maine, Presque Isle and each month there is a different topic of discussion. It is an open forum and they provide books to the students for free. Books geared toward the TABE are used to improve critical thinking skills.

Students are encouraged to read anything that interests them including poetry, scary stories, comic books, or horoscopes. Students are also said to be interested in writing their own poetry. There is a lot of repetition and drills in the reading classes and an overall effort to cultivate an interest in reading.

Loring JCC is moving away from participating in twin training efforts alongside the Penobscot center run by TDC central office staff. Instead, it is moving toward becoming more autonomous.

#### **10.4.9 Vocational Training**

A career interest survey is taken in the beginning and each student has the opportunity to shadow at least one vocation. The trades offered at Loring JCC include construction, culinary arts, automotive, medical arts, outdoor, and computer technology.

Under HBI, the hard trades include electrical, carpentry, painting, and masonry. HBI contracts with the union.

Loring JCC is in the process of phasing out its web design and outdoor recreation vocations due to the lack of well paying jobs available. In its place, it is offering a new cabling program that combines the computer and electrical fields.

In addition, Loring JCC partnered with Cisco to run a version of its Academy as an on-site vocational training program in January of 2005. Cisco donated state-of-the-art equipment and the students have designated their area the “empowerment zone.” This program requires a high school reading level. Up to seven students can be enrolled at a given time and typically these students have already finished their academic coursework. Phoenix is the only other Job Corps center that has this option.

Reading was noted to greatly impact a student’s progress in vocational training. In particular, issues with reading surface in the safety aspect of the hard trades. In the auto program, for example, the class reads material out loud every day and carries a discussion. Vocational teachers are not trained



to teach reading skills in their content, but they often find themselves trying to work it into their curriculum.

On the whole, however, it was said that although reading skills affects students on the job, it is usually employability skills such as getting to work on time that helps them keep it long-term.

#### **10.4.10 Career Transition/ Job Placement**

Career placement is done by Delgin in conjunction with OA and CTS. Loring JCC would like to have CTS do its own placements internally to add more opportunities for its students. The goal is to have 90 percent of the students leave with a job. On our site visit, we had an opportunity to speak with CTS staff members.

The employability assessment panel, held weekly, is part of the transition process and also offers a connection to the community. It helps provide students with letters of recommendation and practice an “interview” type interface at meetings. Usually someone from Delgin is present at these meetings as well as a CTS specialist.

Work based learning sites are difficult to arrange due to the center’s location. However, students have in the past done volunteer work and helped with winterization for the elderly and worked in a diesel program as well as construction and painting projects. Typically, two students rotate every two to three months. In addition, Sitel offers telemarketing and office support positions. In addition, students have worked at the Caribou medical center and Veteran’s nursing home.

CTS runs a learning resource center that helps prepare students look for job opportunities and prepare them for follow-up interviews. There are workshops that help with resume writing as well as anger and conflict management. CTS also works with a one-stop in Presque Isle, a state run career facility.

#### **10.4.11 Health and Wellness**

Loring JCC’s wellness center is run by a managing registered nurse who is supported by an assistant, hygienist, three LPNs, and a nurse practitioner. There is also a doctor on center that works full-time as well as a dentist that works part-time. Loring JCC also has a specialist as part of the trainee employee assistance program (“TEAP”) in order to meet the need of students who have drug abuse problems. In addition, there is a mental health consultant that works part-time on center.

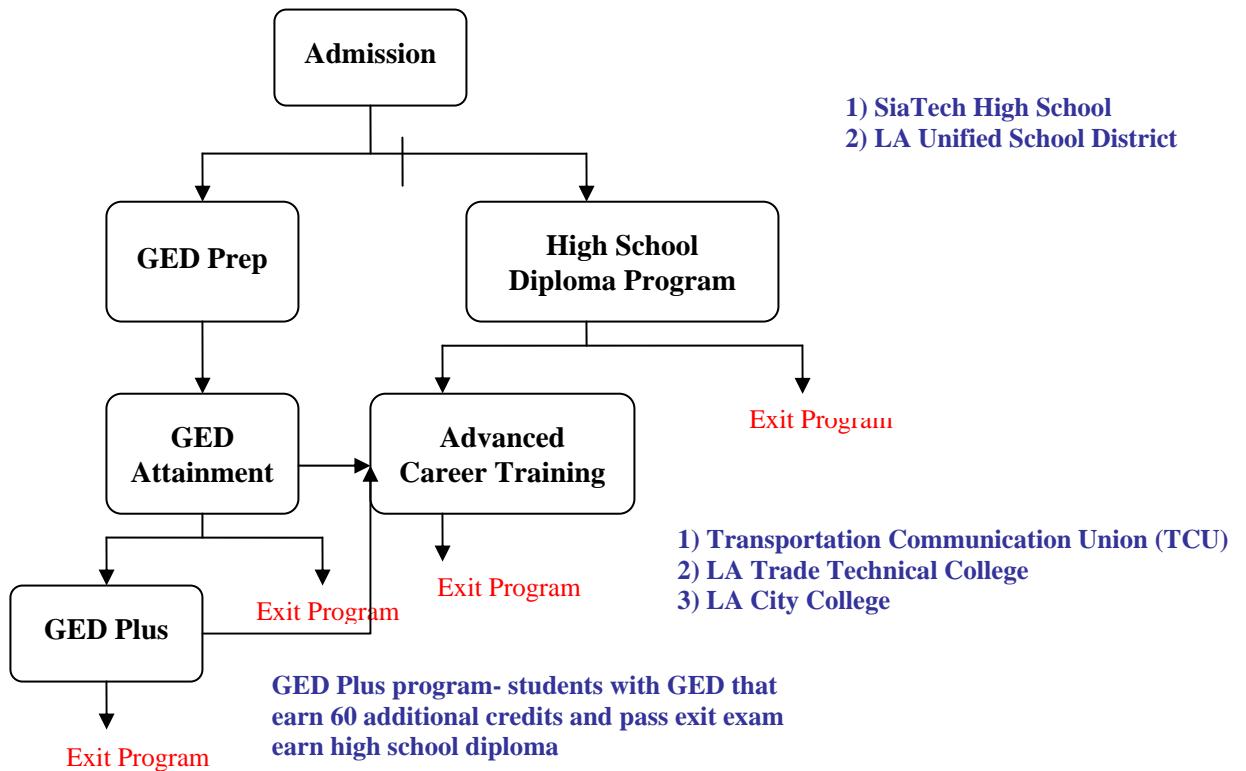
#### **10.4.12 Social Development Services**

The SGA is responsible for the student store and game room that exists on site. The students meet with their advisor on a weekly basis and bring their ideas to the management staff, as appropriate.

## Los Angeles Job Corps Center (“LA JCC”)

Below is a diagram that illustrates the academic path taken by the majority of students during their stay at LA JCC. Following is a summary of key findings specific to LA JCC that we acquired based on our site visit and observations.

**Figure 3: LA JCC**



### LA JCC: Key Observations and Findings

- Experienced team of leaders
- Positive image within community
- Strong ties to community resources
- Abundance of off-site programs
- Variety of reading strategies, e.g., Silent Sustained Reading



- ESL/ELL classes offered through Abram Freeman Occupation Center (AFOC)
- Variety of academic approaches

## **10.5 Overview**

LA JCC was one of the first centers established. The center and deputy directors have been affiliated with the center for approximately 30 years.

## **10.6 Center Characteristics**

In total, LA JCC has 735 students: 198 male residents, 110 male non-residents, 232 female residents, and 245 female non-residents. Students of the LA Job Corps Center must reside within a certain radius based on zip code. About half of the student population is non residents.

## **10.7 Center Resources**

LA JCC has two partners associated with its ESL program. The first is part of the business technology vocation. The other is through its relationship with the Abram Freeman Occupation Center (“AFOC”). In addition, LA Job Corps Center has several partnerships with local high schools including the SIATech Charter High School. Specifically, LA employs the Read 180 program in an effort to improve the overall literacy levels of its participants. LA JCC is also able to accommodate its students with special needs also through SIATech.

LA JCC is operated by the YWCA that provides limited training and development support for its staff.

## **10.8 Observations**

The focus of LA JCC is on individualized training. The students are at all different academic levels, particularly because of the high percentage of students that are from foreign countries. These students may be fluent and literate in their native language, but not in English. Therefore, upon entry into the LA Job Corps Center, there is a thorough assessment of the level of literacy in the student’s home language.

The ESL instructor on the SIATech side administers the Comprehensive English Language Test (“CELT”) to all new students. She described the CELT as an academic English language test that has listening, speaking, reading, and writing components. Overall, the experience has been that most students are literate in their home language.



### **10.8.1 Faculty**

The majority of academic teachers at LA JCC are comprised of seasoned instructors that have many years of experience.

### **10.8.2 Administration**

Each student is assigned a management team that consists of a career manager, outreach and admissions, career prep specialist, and academic teacher/vocational instructor/transition specialist.

### **10.8.3 External Relationships**

LA Job Corps works with about ten local high schools, including LA Unified. The schools typically have a high drop out rate (i.e., 70-80 percent). LA JCC appeals to students for which college might not be a fit.

The LA Unified District provides two part-time certified teachers that run separate programs including the GED Plus program. Currently, about 50 students complete the GED Plus program each year.

### **10.8.4 Student Resources**

LA is able to accommodate students with special needs through its charter school program. There is a staff person dedicated to special resources as well as an Americans with Disability Group (“ADA”) group that focuses on accommodations. An interdisciplinary team meets with applicants. Some students enter LA with an IEP, while others do not.

### **10.8.5 Approach to Testing and Assessments**

TABE testing is done once a month. The philosophy is to administer the test as often as possible to help with anxiety.

Accommodations for the TABE are made for students with IEPs. In addition, these students often have vocational rehabilitation to assess why progress has not been made.

### **10.8.6 Academic Programs**

Under the leadership of Raleigh Littles and Lisa Frances, LA JCC offers a host of different academic programs to their students.





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All students are also required to participate in a pilot reading program called Kidz Online. LA JCC is one of three centers that participated in Phase 1 of this pilot. Phase 2 has included 12 additional centers. Kidz Online was initiated by the National Office and Nortech Networks. The curriculum includes one-week tasks that include developing web page presentations of high growth industries. The staff members who use Kidz Online were cross trained to ensure adequate knowledge of the product. To date, LA JCC is the only center that has stuck with the program for over a year and a half.

Overall, the academic program emphasizes career development and the overall motivation for students to obtain high school diplomas build long term careers and be lifelong learners. The head of academics is also responsible for meeting the scheduling needs of the students and assigning each student to the appropriate level Reading or Math class- i.e., low, middle, or high.

Under ACT, a subset of LA JCC students enroll in community colleges and take classes that pertain to their particular area of vocation. In addition, under the TCU program, basic math is reviewed in Consumer Math. Students also learn Excel and word processing programs through self study books and classroom instruction. Sometimes students are directly referred into this program, but most go through business technology first. Again, TCU students may be doing academic studies simultaneously. On average, students spend about six months in the program. The focus is on meeting employer needs at desired locations. The curriculum is modeled to Amtrak. Students therefore review geography and study different time zones. Currently, there are 50 slots. The completion certificate includes twelve semester hours of college.

## **10.8.7 Reading/Literacy Education**

### **10.8.7.1 *Silent Sustained Reading (“SSR”)***

All students in the academic program, irrespective of level, engage in 20 minutes a day of silent reading each morning.

### **10.8.7.2 *SIATech Reading***

The curriculum includes a group lesson each day and focuses on building writing skills. Modules A, B, and C are required to complete English at the high school level.

The modules correspond to the different stages of career preparation. Specifically, students in Module A receive assistance putting together a cover letter and resume. In Module B, students formulate a business plan and perform internet research and create a web page. In Module C, students work on their senior projects, write a play, and draft a persuasive essay about literature. The goal is to complete the modules in three months, but depending on the individual, it could take up to four to five months.



### **10.8.7.3 *Read-180***

Read-180 is a 90 minute class that rotates every 30 minutes. The first station offers direct teaching in writing, reading, phonics, punctuation, grammar, and essays. The second station tests students at reading levels 1 through 4 on adult subject matters and follows it up with tests to check their comprehension level. The third station is a computer based visual reading program that covers the origin of words and parts of speech. Read 180 is known to assist students with raising their TABE scores and promoting constant reading along with the SSR program. It was implemented in 2001.

The SIATech ESL instructor was also aware of Read 180 and its ability to motivate students through the use of different stations. She noted that it is an effective intervention for those that have fallen behind in Reading and re-teaches phonics to produce self learners.

There are four different stages in the Read 180 program. They include silent reading, a lecture component, computer work, and writing skills. Read 180 is one of the ways that LA offers its lower level Reading students a quality education. The more advanced learners are more independent and know when to ask for help. Students are selected to be in the Read 180 program based on their TABE test scores.

The lower level Read-180 class is usually for students during their first two to four months of the program. The class usually has about ten to fifteen students and the curriculum was created in conjunction with a SIATech teacher. In general, it was noted that greater gains are seen with older students as they display more maturity and motivation.

The Level B Reach-180 course effectively covers many skills over a two hour period. It was noted that the students seem to enjoy the program and that the tendency is to provide one-on-one instruction. There is a library area in the class.

### **10.8.7.4 *Basic/ Graded Reading***

The Basic/ Graded reading class uses a curriculum per the national office. In the last five years, changes have taken place from guided reading to individualized one-on-one writing. The curriculum is also geared toward students' vocations. Assessments include old TABE tests as well as teacher made tests. Vocabulary is emphasized and students are encouraged to read on their own. There are monthly trips scheduled to the local library. In addition, community outreach efforts result in donations of books and other reading materials.

### **10.8.7.5 *Advanced/ Graded Reading***

The Advanced Graded Reading class consists primarily of students working toward either their GED or high school diploma. The class meets two days a week and a study hour is observed in the dorms. It was noted that the instructor works with each student one-on-one to help maintain realistic



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individualized goals. In many cases, literacy needs to be improved in order for a student to enter the vocation of choice. Ultimately, the goal is to create lifelong readers.

Overall, students are encouraged to obtain their high school diploma. Reading of any kind is pushed at LA Job Corps center. The career management team is the main source of interaction with vocational side. There is an abundance of reading materials available to the students. Occasionally, computer based programs are also integrated into the classes.

### **10.8.8 Vocational Training**

Business technology is essentially an office assistant program in which students learn Microsoft Office and customer service skills. It is often used as a stepping stone to go on to specialized fields or advanced training. For example, a student might finish the business technology training and then go on to TCU. Business English, a required course, is integrated with SIATech. Therefore, students who take this course are also awarded credits toward their high school diploma.

Vocational programs are selected for students based on employment rates in their respective field. For example, there is a cable installer program at East LA Skills center. Some curriculum is developed by local cable companies that then recruit directly from the school. In addition, EMT just started through another work source center. Often times, the employer interviews and selects students and on the job training occurs while attending Job Corps. There are also great opportunities in nursing. Students must have certain TABE scores to pursue the nursing vocation. Some students therefore work for months to improve to that level.

The computer vocations, including computer repair and network training, run on donated equipment from five school districts. The classes consist of lecture and lab work.

The dental assistant certificate is a five month program and requires 400 hours of study. Typically, it takes a student from eight to twelve months to apply for the state board.

The auto mechanic vocational program trains its students to go to specific dealerships, e.g., Toyota. The starting pay of students ranges from \$15 to \$40 an hour. It is the only school in southern California to have a student go through all eight modules with ASE approval and become a master technician. It is currently over capacity with a class of 40 students. The class consists of two hours theory and four hours of laboratory work. Reading is integral to the program and the instructor has the class read out loud every day in addition to taking written tests.

Business English Technology is an eight week program. There are four classes for the office assistant vocation. Students acquire office skills, computer skills, word processing, and desktop publishing.

Within health occupations, nursing/LPN, CNA, and home healthcare are the only trades with no prerequisites. Students are often simultaneously doing academics through Central High School or LA Unified.



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Computer based accounting is also offered. A manual workbook is used. Students learn how to read debit and credit reports and other entry level accounting skills such as preparing payroll and taxes. Students also gain familiarity with financial reports, profit and loss statements, and balance sheets. At the end of the program students are awarded an accounting clerk or computer accounting certificate. About 20 to 25 percent of the students are from Job Corps. Peachtree and QuickBooks software is employed throughout the program. Job Corps students are periodically checked.

The vocational nursing program is certified by the state. Typically students are licensed within one year. It is a competitive program.

AFOC has 10,000 students. Students at the LA Job Corps Center participate in their medical office assistant and medical records clerk training programs. Students typically take six months to one year in a vocational program. About 20 percent of the students at AFOC are from Job Corps. Courses taken in these fields include medical terminology, records management, insurance/billing, and transcriptions. ESL students were said to struggle. Online medical dictionaries are used as reference. Practice tests and workbooks are among the materials used. Documentation is required after 60 days.

### **10.8.9 Career Transition/ Job Placement**

During the first week a student is at LA JCC, a one-on-one assessment is conducted and each student is assigned a counselor and career manager. Throughout CPP, employability skills are emphasized and in the first couple of weeks, students are required to prepare a draft of their resume. In addition, they take the online Eureka self assessment test that evaluates personality, current skills, and potential future careers. It is also during CPP that a student's commitment is assessed. A student may be encouraged to rethink his or her career path based on the required scores.

The career preparation managers work with the academic instructors to best meet the needs of the student. The teacher will make an assessment based on work completed in the classroom as well as the student's initiative. By the third week, the student's career path is discussed and he or she is often motivated to go into a particular vocation.

Students typically take one to three months for a work based learning program. This may include a training program off center. Phase 1 provide students with exposure to a given vocation. Phase 2 enhances the skills they have acquired in classroom training.

The career management team is facilitated by the business manager. Weekly meetings are held to conduct evaluations, and assess employee statistical performance. Meetings with the students occur on a bimonthly basis.

YWCA currently has three contracts with LA Job Corps. DESI is responsible for female recruiting.

Every two months, the staff meets with the student to discuss his or her trainee employee assessment record. This is a very extensive process by which the student can receive constructive feedback.



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**10.8.10 Health and Wellness**

In addition to the doctors and nurses on staff, there is a mental health consultant on-site.

**10.8.11 Social Development Services**

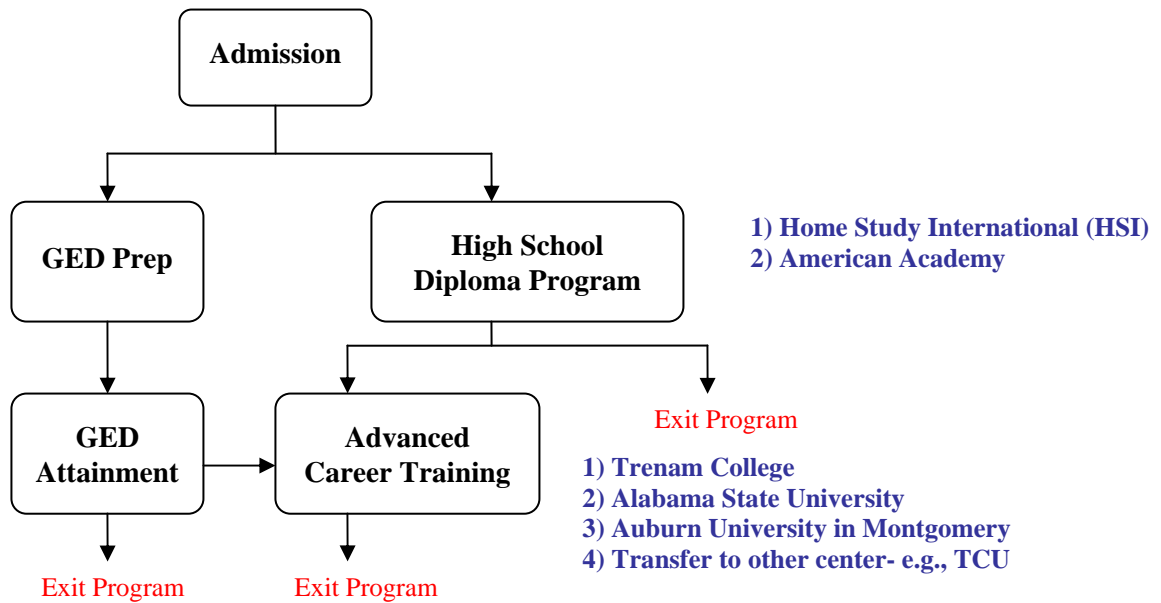
During the second week, students are required to take a hands-on “rights of passage” course that is intended to help build character and provide life skills. In addition, students take a mandatory general education class during their fifth week that covers such topics as health and wellness, issues surrounding diversity, and work place communication.

LA JCC’s SGA works to provide ongoing tutoring on center for its students. In addition, they regularly meet with center management to discuss specific tasks with respect to issues such as e-learning initiatives. Finally, SGA plays an important role in community service initiatives.

## 11 Montgomery Job Corps Center (“Montgomery JCC”)

Below is a diagram that illustrates the academic path taken by the majority of students during their stay at Montgomery JCC. Following is a summary of key findings specific to Montgomery JCC that we acquired based on our site visit and observations.

**Figure 4: Montgomery JCC**



### Montgomery JCC: Key Observations and Findings

- Experienced team of leaders
- Relatively new center- takes time to incorporate programs
- Still in formation stages of relationship building- trying to establish tie with local high school
- Various e-learning initiatives



## **11.1 Overview**

Montgomery JCC was built in 1996. Montgomery JCC is working toward providing an integrated learning program that incorporates the academic and vocational aspects of the program. In addition, it has a strategy to make a strong effort to reach out to the community.

## **11.2 Center Characteristics**

Montgomery JCC has the ability to serve approximately 320 students and is currently operating close to capacity.

## **11.3 Center Resources**

There is no ESL instructor.

## **11.4 Observations**

### **11.4.1 Faculty**

All academic teachers are certified, and many are retired public school teachers.

Turnover has not been a problem on either academic or vocational sides. It is, however, a bit higher in the dorm areas not unlike other Job Corps centers.

### **11.4.2 Administration**

Each student has an interdisciplinary team that meets twice a month.

### **11.4.3 External Relationships**

Montgomery JCC is trying to establish a relationship with the local high school. It already has partnerships with Trenam College, Alabama State University, and Auburn University in Montgomery. In addition, they recently started a relationship with Baptist South University for the EKG certification program. Some students also transfer to other Job Corps centers in order to participate in additional ACT programs.



#### **11.4.4 Student Resources**

Some students come in with an IEP, whereas others may not disclose such information. The initial interview with the admissions committee may make it known.

#### **11.4.5 Approach to Testing and Assessments**

The TABE is used as a measure of placement to decide which academic path a student will take. At Montgomery JCC, these paths are basic, advanced, GED, and/ or high school diploma. As is the Job Corps practice, it is first taken within the first seven days after a student joins the program. If a student does not meet the math and reading thresholds, the test is re-taken at the 90-day mark or after 31 days based on the instructors' recommendation.

Once a student meets the TABE threshold, he or she is encouraged to move on to a GED class or NOVEL. TABE incentives include \$25 for math and reading, and \$10 for each student that meets the threshold. The 7 test was noted as having longer passages and seemingly more difficult. Again, the locator determines which test is taken. The TABE re-test is administered every 90 days. Students are only tested during week they are in academic classes.

For students that come in with an IEP, accommodations are made the first time they take the test. However, they do not receive longer time for the locator test.

#### **11.4.6 Academic Programs**

Students at Montgomery JCC typically work toward either their GED or high school diploma. If a student receives a score of 550 or higher on their TABE, they immediately take the GED diagnostic.

Most students spend one week rotations in their vocational training and academic courses. The students have computer-based programs specific to their vocation that they use to supplement the material learned in their academic classes.

##### **11.4.6.1 Home Study International**

HSI is a computerized high school program. Students are required to have their high school transcript for evaluation. Completers are awarded a basic college preparatory diploma. Students ranging in age from 21 to 24 typically enroll in this program. Students are required to have 16 credits prior to entering the program. In addition, HSI chooses three subject areas each student must take irrespective of the number of credits. It was noted that the program is relatively easy to use. Essentials are printed out into binders and used as study guides. Students have the option of working in their dorm since the program is online. A student is able to spend as much time as needed for their exams and they email their teacher when it is complete to have it graded. Many colleges and the military will accept a degree from this program.





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There are about 34 students that successfully completed the HSI program last year from October to January. The program requires students to stay on top of their work and email their teachers. Administrators interface online every day.

#### **11.4.6.2 American Academy**

American Academy is known to be an easier program than HSI. Montgomery JCC just started the program recently. Unlike HSI, it is not accredited by SACS.

At the time of our visit, there were eleven students participating with 23 students on the waiting list for American. The curriculum consists mainly of reading comprehension. Subjects include the U.S. Constitution, U.S. History, and the History of the Bible. Once the tests are sent off, there is a turnaround of at least six days. The program provides no supplementary study materials to the small pamphlets for each subject. Therefore, the instructor uses NOVEL materials to help supplement the lessons. It is noted that those with low reading levels may be able to get through American, but not NOVEL.

American is recognized in Florida, but not in Alabama. Students must be strong readers, exhibit good behavior, and be self-motivating. The program was initially brought over from the Gulf Port Job Corps Center.

#### **11.4.6.3 ACT**

Graduates of Montgomery JCC participate in ACT programs based on recommendations. Sometimes, up front fees are waived for Job Corps students. At the time of our visit, about five students were in one of the ACT programs.

#### **11.4.6.4 GED Program**

The two GED instructors cover all five subject areas. It was noted that Steck Vaughn books are the most helpful. In addition, the class uses the "word keys" computer program to help supplement the group instruction. Every Friday, a practice GED test is given to the students.

#### **11.4.7 Reading/Literacy Education**

Montgomery JCC employs the Achieve program for both math and reading.

The reading classes also incorporate everyday life skills such as credit reports and budgets. The basic class is geared toward those with the lowest TABE scores (i.e., 367 to 567). The class uses TABE books and emphasizes phonics and vocabulary. Fluency passages are used to increase speed of reading. Students are timed on reading passages every day. The students are asked on the first day of class to fill out their personal career development plan that lists their personal and career



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development goals in addition to a plan of how to achieve this goal and barriers they may face along the way. The first 45 minutes of every 3 and a half hour class is spent going over this plan. Test taking skills are also incorporated into the class. Overall, it was noted that drawing upon personal experiences and using repetitive exercises prove to be the most effective. “Key Train” is used to reinforce the basic skills. It is currently in the evaluation stage. Learning 100 is a program that had been used previously.

In order to obtain a high school diploma program, Alabama has a mandatory state “exit exam.” It was noted that at Montgomery JCC experience difficulties associated with passing this exam.

Overall, it is a challenge to encourage reading and motivate the students. Academic instructors use diagnostics to identify area of weakness. It is often the case that teachers cannot lecture to the class since those for whom it is too basic will not pay attention. Test preparation skills were noted to be a big hindrance.

In general, students have an easier time with Math than Reading. The reading exam is 50 minutes with 25 questions versus the math exam that is 1 hour 15 minutes with 50 applied questions.

There is much reading in NOVEL program

#### **11.4.8 Vocational Training**

Montgomery JCC offers the following vocational trades: carpentry, painting, and electrical. In addition, it has plans to add material handling. In addition, it offers four “soft” trades of: legal/secretary, business technology, EKG/ phlebotomy, and CNA. Montgomery JCC is also looking to add a vocation for auto mechanics in partnership with Trenam College.

Under the health occupations, Montgomery JCC offers the nursing assistant, EKG, and phlebotomy certificates. The work is a combination of theory and clinical work. The students are told to have a TABE of at least 545 to be in the program, although this is not a strict requirement. Most teachers are certified even on the vocation side.

The advanced clerical vocation includes level A that covers Business English, level B that covers legal transcriptions, and level C that covers legal documents.

HBI is interested in being affiliated with a community college. The trades available include carpentry, and electric. The HBI instructor for carpentry developed a vocational curriculum and rewrote all of the TARS according to national programs.

After about three months, a student has completed 450 hours and completed level A and receives a set of tools. It typically takes another month to reach the 600 hours and achieve the B level. The requirement for the military is 650 hours.



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The instructor develops tests, that include math word problems related to money and shares them with the other HBI instructors. The inability to read is a challenge and vocational instructors will tell reading teachers of problems and work on-on-one with them to put them on the right track.

HBI tracks the placement of its students.

Safety meetings are held once a week. A shop foreman is appointed every week. WBL takes place in the community.

#### **11.4.9 Career Transition/ Job Placement**

Students spend three to four weeks in CPP when they are able to explore up to three vocations for one week each as a way to help them decide which one they ultimately want to pursue. It is also during this time that they are introduced to the one-stop centers in the area.

Montgomery JCC has many job openings due to the Michelin, Honda (Lincoln), Hyundai (Montgomery), and Mercedes (Tuscaloosa) plants.

The challenge with 18 to 19 year olds may have to do with the different expectations and the fact that they are still sometimes inexperienced and have not had any advanced training.

Job placement depends on a student's willingness to branch out regionally, length of stay, whether they had a job prior to program, and their work ethic.

The admissions officer at Montgomery JCC works to contract individually. The high school counselor may give some referrals. After CTR, the student completes their portfolio and finishes their resume. The CTS specialist covers the city of Montgomery only. Cornerstone and now Jackson Pierce are the outside agencies that assist in placement. Montgomery JCC has an ongoing relationship with the one-stop center. McNeil took over the contract formerly with Joint Action in Community Service, Inc. ("JACS").

Business clusters hold weekly internal meetings and monthly meeting with the student to discuss progress and any potential problems. The panels involve supervisor and counselor as well as the CTS manager.

CTR works closely with vocational instructors to try and find job training matches. Job announcements were observed on boards throughout the hallways

There are also military training units within the dorm. Recruiters come on-site four to five times a week.

There is a part-time employee from DESI that assists with placements.



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Overall, Montgomery JCC is trying to increase WBL to 60 slots.

**11.4.10 Health and Wellness**

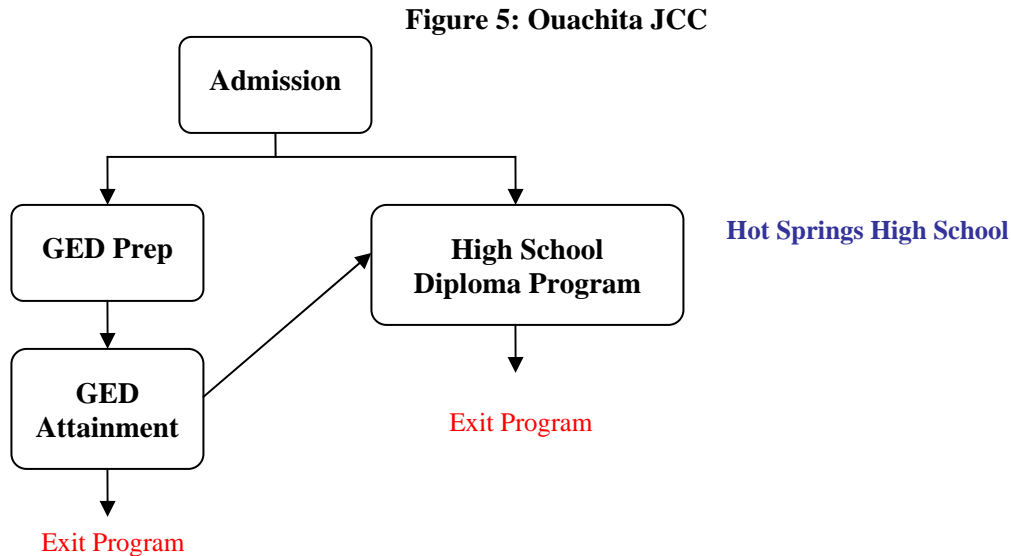
The wellness center is very hospital-like. The staff consists of a contracted LPN, nurse, mental health consultant, dentist, and physician. All staff are local employees and not contracted through DESI.

**11.4.11 Social Development Services**

Montgomery JCC has a partnership with a local college to provide tutoring to students during after school hours. The Golden Ambassadors program has proved to be highly successful.

## 12 Ouachita Job Corps Center (“Ouachita JCC”)

Below is a diagram that illustrates the academic path taken by the majority of students during their stay at Ouachita JCC. Following is a summary of key findings specific to Ouachita JCC that we acquired based on our site visit and observations.



### Ouachita JCC: Key Observations and Findings

- Small center allows for personal relationship between principal and students
- Certified teachers
- Resources including special education instructor
- Emphasis on high school program

### 12.1 Overview

Among the set of centers that comprise this study, Ouachita JCC is different in that it is a small center operating under capacity which allows its participants to develop an almost one-on-one relationship with the center director and principal. Other differentiating factors include that it is the only federally operated center visited (run by USDA) and has a strong relationship with the local high school, Hot Springs High School. This last feature has many benefits, including the provision of a resource teacher that addresses students with special needs.

Ouachita JCC feels that it offers its participants a higher personalized curriculum that caters to meeting the individual needs of each student. For example, a student may focus solely on meeting



academic requirements for a given period of time and then move onto vocational training or vice versa. Another example of the “personal feel” is that students can sign up to make individual appointments to meet with the principal to discuss any issues they might be facing. This is something that students take advantage of on a regular basis. It is evident that for the most part, students feel comfortable directly approaching the principal or administrators in higher positions.

New students arrive on site once every two weeks. Approximately thirty students receive their GED or high school diploma per month. Ouachita JCC would like to increase this number to forty a month in 2006.

Ouachita JCC would like to keep its students as long as possible so that they can complete their trade and high school diploma, if at all possible. In addition, it would like to take further advantage of the option to have students stay a third year if they are enrolled in a community college. Specifically, within the health occupation fields, Ouachita JCC would like to partner with colleges and give students a chance to attain additional certificates for phlebotomy, EKG, medical coding, and other fields.

## **12.2 Center Characteristics**

Ouachita JCC has the capacity to serve approximately 250 students. However, over the last five years the enrollment has hovered between 150 and 200 students. The current roster is approximately 150 students. The student population is comprised primarily of African American students, with the majority of students from the Arkansas area.

The national office in Denver is moving toward holding admissions group accountable for students staying using the 60-day mark as the first benchmark. Pre-admission calls and letters are sent to ensure the enrollment of students who want to be part of the program. Currently, Ouachita JCC’s target populations include students that are from Texas as well as in general, Hispanic participants as there is a growing Mexican population throughout the area.

## **12.3 Center Resources**

As mentioned, Ouachita JCC has access to a federally staffed special education teacher that assists its students with special needs.

## **12.4 Observations**

The smaller classrooms allow for more attention to detail and one-on-one time between the students and the administrative staff and teachers. The principal appears to have a direct relationship with the majority of students.



#### **12.4.1 Faculty**

The administrative staff consists of four federal teachers including one Driver's Education instructor. In addition, there are also three non-federal teachers. All of Ouachita JCC's staff members have teacher certifications. On the academic side, hiring is done by an agency using a federal hiring process.

Ouachita JCC notes that it has a stable staff base. The national office for the civilian conservation centers is located in Denver and all of the human resources, legal, and budgetary matters are handled there.

#### **12.4.2 Administration**

Each student is assigned to a CPP management team and the principal is the head of this team. The team meets with the student on a regular basis and allows counselors and teachers to offer their feedback.

#### **12.4.3 External Relationships**

Ouachita JCC has a relationship with Hot Springs High School that began in 2003. Prior to this time, Ouachita JCC had a relationship with Lake Hamilton High School, but due to certain limitations, this relationship ended and a new one was actively sought by the administration.

The public high school provides Ouachita JCC with subject matter teachers including English, Speech, Drama, Social Studies, Resource Studies, American/World History, Civics, and Government. In addition, Ouachita's participants benefit through the relationship because those enrolled in the high school program can take such classes as Social Skills, Driver's Education, and Leadership. Upon successful completion of this program, students are awarded a high school diploma from Hot Springs High School.

#### **12.4.4 Student Resources**

Special education students have IEPs in place and this process begins in CPP. The district pays for funds and also furnishes a secretary that Ouachita JCC can utilize at its discretion. According to this arrangement, students of Ouachita JCC count in the census for state funding, but not on the federal side (e.g., they are not allowed to participate in the lunch program).

#### **12.4.5 Approach to Testing and Assessments**

For participants that do not meet the threshold the first time they take the TABE, the principal meets with each student individually so that he or she understands the importance of achieving this goal and the fact that a non-credit basic skills class must be taken in the appropriate area(s) if the target



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score(>500) is not met. The TABE is then administered for a second time immediately following the required 30 days.

Upon entry into the program and throughout their stay, participants are kept highly aware of the importance of TABE scores and are rewarded when they meet the threshold as well as other goals/achievements (both academic and non-academic) at a weekly center-wide meeting.

With respect to the administration of the TABE test, students who do not meet the threshold the first time are given 31 days before the test is taken again. This is a shift from the past, when re-testing occurred at 90 days. For students with special needs, the exam is read out loud and/or they are given extra time, depending on the individual needs of the student. The exam is administered by the principal on a weekly basis. If a student meets the threshold of greater than 500 in both sections, the student is provided with the option of enrolling in the high school diploma program.

If a student does not meet the threshold, other diagnostic tests are given in an effort to identify key areas of weakness. In addition a basic skills class or classes must be taken in order to bring him or her up to speed. The student is then informed about what is required in order to meet the target goal. In other words, the student's "buy-in" is established.

The first time the TABE is taken, a diagnostic program is run that breaks down the score and identifies key areas of weakness. If no gains are recognized the second time it is taken, an additional skills diagnostic test is administered.

The TABE is something that is talked about a great deal at Ouachita. Students have a strong realization that it is an important test and that it has repercussions. Every Monday, TABE scores are officially discussed. In this way, the Ouachita staff feels that students are made aware and are able to better emphasize the importance of the test.

Dorms are awarded points for TABE gains, high school diplomas, passing the GED exam, and completion of vocation, as well as other tasks such as cleanliness. The dorm of the month flies their flag and also can pool their money and go on a trip.

For resource students, accommodations are made, such as having the TABE test read out loud.

#### **12.4.6 Academic Programs**

Students' academic projections are made and announced monthly in order to provide students with clear goals and expectations.

Overall, Ouachita would like to integrate e-learning more into the curriculum. They emphasized the need for more computers. Currently, the center has fifteen computers in their laboratory.





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On the academic side, reading classes at Ouachita employ workbooks containing TABE practice material. In general, the mentality is to celebrate individual successes and any gain is acknowledged, whether or not the target threshold is met.

Each literature class has a textbook integrating such works as Beowulf, Shakespeare, and Mark Twain. Classes also have older audio books accessible to them that are often used for students with lower reading capabilities. Typically, instructors will explain vocabulary and then have the students listen to the audio version, read out loud, or watch a movie about the book.

Typically, classes have about ten students. Students who are unable to meet the TABE threshold are pulled back into the TABE fundamentals class in the meantime.

Content reading was cited as the most challenging for students. Writing is emphasized and class work incorporates short and long answer questions.

Ouachita has plans to bring in the PLATO English Discoveries multimedia software program into its curriculum. This medium is typically used for the instruction of English as a second or foreign language.

The textbooks used by Ouachita JCC were designed by EMC and originally created by classroom teachers in Minnesota. It is known historically for holding high standards. It was unveiled at a Job Corps conference several years ago held in Dallas. It was noted for addressing higher level synthesis and abstract thinking.

#### **12.4.7 Reading/Literacy Education**

Ouachita currently participates in a pilot reading program called Reading Horizon. Ouachita actively sought to be included in the launching of this program. The initiative was implemented in 2004 and began with a handful of other Job Corps centers including Galconda, Frenchburg, and Kass. It is a computer-based program that emphasized phonics and has yielded very positive results. If a student displays areas of weakness in basic reading skills, they are sent to this program as part of their regular schedule.

#### **12.4.8 Vocational Training**

The vocational trades offered at Ouachita include welding, painting, brick and stone, carpentry, occupational health (i.e., certified nursing assistant (“CNA”)), and urban forestry.

With respect to the CNA program, Job Corps requires 120 hours of classroom time and 46 hours of clinical, a higher requirement than the state standard of 75 and 25 hours. In addition, students are required to read at the 8<sup>th</sup> grade reading level in order to pursue this vocation.



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Ouachita is one of five centers that offers the urban forestry vocation that teaches the care and maintenance of trees. Upon completion of this program, a student is a certified arborist. Again, the student activity guide used is at approximately the 8<sup>th</sup> grade reading level. On average, it takes eight to 18 months to complete this vocational training.

Students in pursuit of the welding vocation receive the American Welding Society (“AWS”) certification after approximately six to eight weeks of training. Weekly safety meetings are held to ensure student’s awareness of up-to-date regulations. The program is not directly affiliated with the union, but Ouachita does have connections with respect to job placement.

Overall, there are few problems with job placement particularly in the construction, health occupation, welding, and urban forestry trades.

The principal’s suggestion is that on the front end, the administration should administer an interest inventory that provides students with information regarding the labor market according to geographic location and also gives them a better sense of the area in which they might best succeed.

#### **12.4.9 Career Transition/ Job Placement**

Students participating in work based learning have an account set up for them through Bank of America. When a student is paid, they are required to put the money in a savings account.

There are three main phases during each student’s stay at Job Corps. In CPP, students are taught basic life skills such as how not to bully. In CDP, skills such as balancing a checkbook and dealing with insurance are introduced. Finally, in CTP, budgeting and other money management skills are taught.

CTP is the last phase (three to four months) of a student’s stay and during this time, the student is assisted in choosing an appropriate career path. CTP also handles graduations. Overall the length of stay varies from about nine months to two years. Some students receive both their GED and high school diploma while at Ouachita JCC.

The career management team meets on a weekly basis. The team consists of the deputy director, center director, vocation representative, counseling, and resources.

If a student has completed their academic classes, he or she usually does off-center training or some type of work based learning. During the first part of CTP, the student is inducted, evaluated for employability, and have the opportunity to earn money with a viable means of transportation and the ability to pay rent and utilities. In the second part of CTP, an active job search is conducted. Official graduation is not recognized unless a student is employed. Military recruiters periodically come on site to administer practice tests.



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**12.4.10 Health and Wellness**

In addition to the doctor and nurse on staff, there is also a mental health counselor that is on-site.

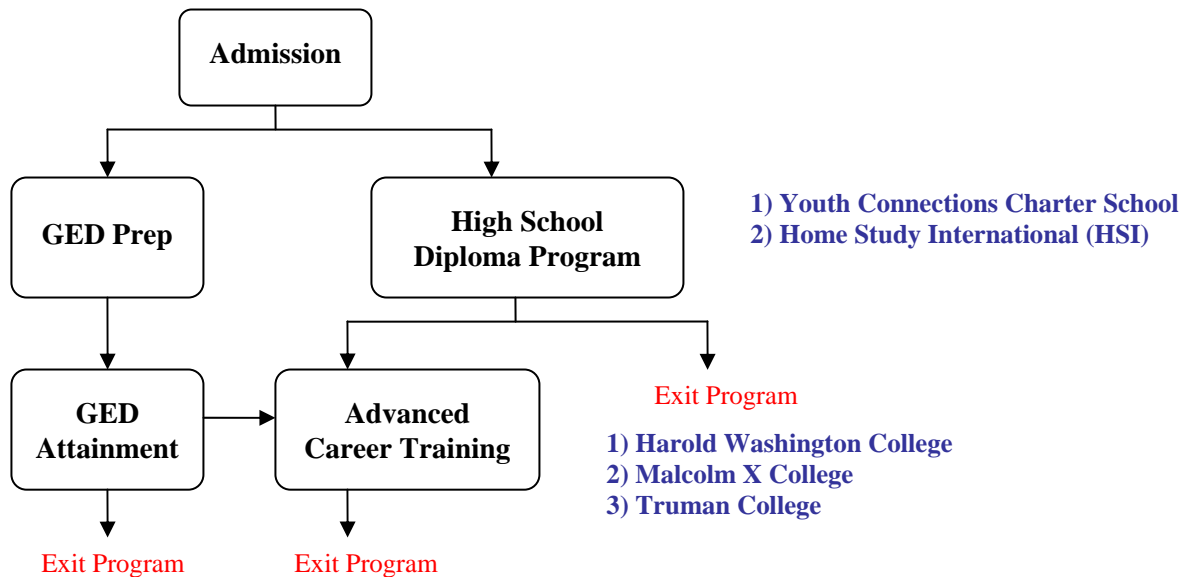
**12.4.11 Social Development Services**

Ouachita JCC's SGA is involved in the planning and organization of field trips and activities that are made available to all of its students. In addition, they meet with the management staff on a regular basis to discuss various issues.

## 13 Paul Simon Job Corps Center (“Paul Simon JCC”)

Below is a diagram that illustrates the academic path taken by the majority of students during their stay at Paul Simon JCC. Following is a summary of key findings specific to Paul Simon JCC that we acquired based on our site visit and observations.

**Figure 6: Paul Simon JCC**



### Paul Simon JCC: Key Observations and Findings

- Experienced team of leaders
- Strong ACT program and longer average length of stay
- Reading classes for high school graduates
- Initiative to reach out to community
- Active SGA



## **13.1 Overview**

Started in 1999, Paul Simon JCC employs the MTC curriculum and believes that its students, for the most part, are not individual learners. Therefore, much of the academic classes revolve around direct classroom instruction. The goals of Paul Simon JCC include developing a strong work ethic and developing employability skills.

## **13.2 Center Characteristics**

Paul Simon JCC has the ability to serve approximately 350 students and is currently operating at full capacity. The student population is comprised primarily of African American students. Currently, the center has 354 students, 116 of which are high school students. 26 are non-resident students. There is a day care center that is set to open in 2006 by an outside contractor.

The average length of stay is on the long side as it is 280 days and 200 days for active participants.

## **13.3 Center Resources**

MTC holds an annual Reading/Math conference that gives instructors an opportunity to share insights with each other with respect to curriculum and dealing with students. In addition, MTC performs an assessment of each of its centers on a yearly basis.

There is much communication among other MTC instructors on an informal basis.

## **13.4 Observations**

### **13.4.1 Faculty**

The majority of teachers are certified and have had a long tenure. All SIATech instructors are certified.

Not all of the vocational instructors hold teaching certifications, but they do have several years of experience in the field.

### **13.4.2 Administration**

Each student is assigned a career management team. Those students with the greatest needs are scheduled for a half day of academics and a half day of vocation. The majority of students do one week rotations.



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At the outset, a team is assigned to each student. The team consists of a career manager, someone from OA, and an academic or vocational teacher. If a student has a child, he or she cannot reside on campus, but a counselor is still assigned. Students with children are given a support group, child care money, and periodic outings, e.g., Christmas party for them and their children. It is clearly stated at the beginning that Job Corps is a poverty program. Birth control is provided on-site. If there is a case of abuse, the student will be referred to the appropriate agency. The majority of students have family members that help take care of the children. No childcare is offered on-site. The center also sponsors clothing drives.

### **13.4.3 External Relationships**

Paul Simon has a relationship with a local charter school. In addition, it offers a multitude of advanced training opportunities. As a result, students from other Job Corps centers relocate to Paul Simon, at times, to take advantage of advanced training after obtaining their GED and/or high school diploma.

### **13.4.4 Student Resources**

SIATech provides a special needs teacher that is accessible to all Paul Simon JCC students.

There is one ESL instructor who is now part-time. She is affiliated with a community college. In total, there are about 20 to 24 Latino students at a given time. Currently, the center is making efforts to reach out to the Latino community. The leaders at Paul Simon Job Corps Center have met with the alderman and in the Little Village community.

### **13.4.5 Approach to Testing and Assessments**

During the first week, students take the initial TABE test. In the third week, those who scored a 541 or higher on the TABE, take the GED practice test.

The TABE is administered every day. The majority of students take either the 7 or 8 exam at the medium or difficulty level. Tests are rotated based on the scores. Re-tests are given after 31 days, or earlier depending on teacher's recommendations. The principal must approve all early re-tests.

Students with IEPs are given the exam one-on-one and given additional time, as appropriate.

After the exam is taken, the scores are discussed with the academic instructors to identify key areas of weakness. Depending on the score, the GED intake is then taken.

GED administrators come to Paul Simon JCC every month.



## **13.4.6 Academic Programs**

Age is the main factor in determining which high school program the student will take. Among those students who are unable to reach the 551 TABE threshold, students between 16 and 19 will likely enroll in the high school program and those that are 20 and above will enroll in HSI.

### **13.4.6.1 Youth Connections Charter School (“YCCS”) Program**

Paul Simon JCC operates as one of the 23 sites under YCCS. Paul Simon JCC incorporate elements of HSI into their curriculum.

The YCCS program requires 17 credits including Driver’s education. No requirements are required prior to enrolling up for either program. At the outset, an evaluation of each student’s transcript is done.

Students in a high school program may simultaneously take English I or English II. If a student reaches the TABE threshold and finishes vocational training, then he or she will be in academic classes on a full-time basis. Typically, it takes about one week to earn one half or one credit.

### **13.4.6.2 HSI Program**

The HSI program is similar to the YCCS program in terms of content and the fact that it is computer based. HSI requires 21 credits and is for students 21 and older. For each class, a notebook must be submitted for credit. HSI also assigns three additional classes. The size of the class doubled since fall of 2003. Currently, there are two instructors and one teaching aide.

The military and navy do not accept the HSI diploma. HSI accommodates those students that are 21 and over since the charter program will not accept them.

### **13.4.6.3 GED Program**

If a student’s initial TABE is 551 or higher, they are required to take the GED intake exam. Legally, students have three chances to take the GED exam a year.

Students work toward their GED first and then their high school diploma.

### **13.4.6.4 ACT**

There are currently 17 slots in the ACT program with about 50 students currently participating in some type of college program. There is a college coordinator who dedicates a significant amount of time marketing ACT to the students at Paul Simon JCC.



### **13.4.7 Reading/Literacy Education**

Paul Simon JCC has worked to expand its high school program to address the reading needs of its students. Specifically, Paul Simon JCC has developed a class for high school graduates and created longer 90-minute blocks for reading classes.

English I and English II classes are offered to address the different levels of the students. There are incentives offered every time a student tests.

#### **13.4.7.1 Reading I**

At the time of our visit, there were about ten people in the class. The class read a passage out loud which was then followed by a set of questions. The instructor noted that from a socioeconomic standpoint, reading does not interest them as they are not provided with materials at home. In addition, the teacher's experience with Lexia (online program) is that there was no incentive to use it and the students disliked it. Currently, there is little in the curriculum tied to the students' vocation. However, there is a great deal of informal communication with the vocational instructors on a regular basis. Most behavior problems are dealt with by the vocational instructors since they have a stronger hold on the parent.

Overall, the level of the students ranges from about the first to sixth grade level in Reading.

Every Wednesday, there is an independent preparation for the TABE exam followed by a practice test on Thursday.

MTC's curriculum encourages going over vocabulary first before reading together. Most prefer reading together. At times, the instructor allows the class to vote for their preference. It was also noted that there is a need for a speech pathologist.

All students are tracked to high school if they are not successful in working toward their GED.

#### **13.4.7.2 English II**

The curriculum used for English II stems from the MTC guidelines and also focuses on the TABE. The TABE diagnostic and questions in the TABE format are used during class. The instructor also cited a recent training that covered the emotional issues related to the students and noted that this was extremely helpful in dealing with his students. Above all, the teacher tries to use a non-threatening and humorous approach to teaching. It was noted that it is often difficult to motivate the students after they reach the TABE threshold. The instructor also has a background in special education that has been highly useful.

The English II class has a larger number of students. Generally, these students have a higher initial TABE score, on average about 518 and they need to reach the 567 threshold.





### **13.4.7.3 GED Reading**

In the GED Reading class, newspaper articles, graphs, and the internet are used to create assignments that capture students' attention. Reading and writing skills are emphasized. Highlighting main ideas is taught as a skill to focus on key words and ideas. Test taking skills are also taught. The GED instructor is also responsible for teaching the constitution to all students.

### **13.4.7.4 Advanced English**

One unique aspect of Paul Simon's JCC is that it also has an advanced English class for students that have not scored above 567 on their TABE, but who have gone on to some type of college level training. It is approached as an "advanced" course so that there is not a stigma attached to the course. It was noted that the need for this class was driven by the fact that even college students could benefit from additional classroom instruction in Reading.

## **13.4.8 Vocational Training**

The vocations offered include carpentry, bricklaying, painting, and manufacturing technology, pharmacy tech, CNA, information technology, computer services technology, and business office technology. There are no reading requirements for any of the vocations. There are currently 17 slots for off site training. Most of these students have TABE scores at about the 570 level.

Aspects of vocation are at times incorporated into the academic curriculum. For example, a refresher on fractions may be given to those students undergoing training in carpentry. Likewise, those in pharmacy technology may be given additional work in decimals. However, in general, the academic and vocational sides are separate with respect to curriculum.

Cable networking is likely going to be let go on the vocation side. The pharmacy technology program has had a partnership with Walgreen's since 2002. Currently, there are students conducting WBL in Springfield and Chicago. There is a mock pharmacy in the classroom at which students conduct labs, filling prescriptions, and also work on their customer service skills at the cashier. Typically, the program takes about six months to complete. About 80 percent of the students in this vocation have already completed their academic courses.

In the CNA program, students shadow staff in nursing homes. The program is self-paced and typically takes eight to twelve weeks. There is a theory and clinical component to the class. The first TAR is typically achieved after 30 days. The first TAR covers how to measure vitals, how to lift and transfer patients, as well as basic terminology. The instructor has 25 years of experience in the healthcare industry and stays after class to provide one-on-one-instruction. Paul Simon JCC also has partnerships with Harold Washington, Malcolm X, and Truman Colleges in which students work toward their LPN and RN degrees. 100 percent of students in the CNA program are successfully placed in jobs.



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Industry standard tests are taken for the different vocation. For example, two tests are required for manufacturing and for computers, a test is taken to achieve the A+ certificate.

40 students are in the healthcare field. 17 are in a college program. Latino students make up those with the highest wages post graduation and the highest vocation an academic achievers. Approximately 19 percent of those in college are Latino. None of these students have ESL issues.

### **13.4.9 Career Transition/ Job Placement**

During the admissions process, an interest test is taken as part of the career preparation phase. Up to three areas can be tested out by the students for anywhere between a few hours to a few days.

CDS is responsible for Business Office Technology and (fork lifting, welding, automotive repair, motorcycle building).

When students are finished with their academics, CDS works with them to modify their resumes and act on job leads. In addition, they help students prepare for interviews, and introduce them to one-stop locations.

CTS helps students find apartments post graduation.

All students do some type of WBL, whether it is on or off center and paid or non-paid.

Panels meet every 60 days RA, counselor, CDS, sometimes CTS, academic, voc.

Delgin has two offices on center. Upon separation, each student has a transitional panel. The money awarded to students upon separation is paid for in part by Delgin (50 percent for those placed by Delgin and 10 percent for those who are not).

Placement is covered by Delgin, ABC Indiana, and MTC training programs. Paul Simon JCC voiced that it would like to be in control of its own placement. Therefore, it created its own group of about seven people. At the present time, this internal group places about half of the students at the Paul Simon Job Corps Center.

### **13.4.10 Health and Wellness**

The wellness center at Paul Simon JCC has three nurses that work full-time. There is also one physician who works 12 hours a week on site. In addition, there is a mental health consultant on site that works two to four hours a week and a part-time hygienist. All full-time personnel are MTC employees and the remaining staff who work part-time are contractors.



### **13.4.11 Social Development Services**

The student government is made up of students that have met the TABE threshold. Their goal is to motivate students, facilitate peer tutoring, and sponsor fundraisers and other events. Each Thursday, the SGA sets up socials to meet with new students to answer any questions they might have and help hold them accountable.

The SGA runs the student store and collects fines and money from the vending machine and uses it toward various activities. There are 150 student leaders at a given time including student ambassadors and members of the committees including recreation, food, residential, wellness, security, maintenance, and academics. Two students a year are chosen to attend a leadership training sponsored by MTC.

In addition, the SGA leads a monthly training for the students in which a different topic is discussed. It is an opportunity for the leaders of the center to educate their peers on issues such as diversity. The SGA also provides tours to prospective students.

Community service efforts are part of the first 60 days a student is at the center. A Latino Club I is starting at the center and one of its objectives is to reach out to the community and sell the Job Corps program to parents. It was noted that because of cultural expectations, there may be a smaller number of Latino students at the Paul Simon Job Corps Center.

Tutoring is also offered every day in the evenings. There are three tutors contracted through a temp agency during the day and one in the evening until 9pm.

## 14 Findings

- All Job Corps Centers are very aware of the metrics by which they are measured, and through which the Office of Job Corps creates incentives for program operations to achieve targeted outcomes. In the area of academics, the center's performance with TABE scores, and improvement therein, is a very important performance measure because it also has a large impact on the organization on how center staff deliver reading instruction. The focus on this outcome score may even crowd out center initiatives for other modes of assessment, because of the fact that all centers are resourced constrained. Perhaps if centers were not so focused on the desire to raise TABE numeric scores, we might observe local experiments or local initiatives on other approaches to assessing the students' achievements, that is, experiments in pedagogy, or teaching methods.
- We have learned that there is currently no ability to use the student data record to indicate whether a student has attained both their GED certificate and their high school diploma. Tracking such outcomes of educational attainment does appear to be important given the change over time in promoting HSD, as well as, the current initiatives around e-Learning. We find enough evidence to warrant Job Corps to consider an expansion (if not a redesign) of the student record elements in order to capture all of the services received. For example, such indicators might include HSD-HSI, or HSD-SIATech. Such data will enable Job Corps to benchmark (pre- and post- impact) the impacts of its initiatives currently underway and those that are likely to follow for academic and vocational training. In addition, for the GED, it would be useful to track those students who did not receive a certificate, but who did pass one or more of the subject areas.
- Importance of certified teaching staff and pay scales.  

All of the teachers at Ouachita JCC, for example, are federal employees. Therefore, they are able to compete with the public schools in terms of benefits and compensation.
- Consideration of the need for additional resources, such as special education instructors, speech therapists, psychologists, counselors. At Paul Simon JCC, for example, one of the reading instructors also has a degree in special education and it was noted that this was extremely helpful in dealing with students. Further, this teacher stated that other staff people often came to him for support due to his background. In addition, several reading instructors cited that special education teachers and speech therapists would be of significant help with those students with special needs. This specifically would, in turn, allow the instructors to devote more attention to the remaining students in their classes. In addition, it was noted at Loring JCC that some students with more severe mental health or substance abuse issues have to be turned away due to the lack of resources.
- Certain operators offer additional professional development support and foster sharing of resources, e.g., MTC. For example, Atlanta JCC and Paul Simon JCC cited that MTC provided a forum by which academic instructors across centers could share best practices and exchange ideas. Such support appears to be crucial in the centers' success.



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- The location and longevity of the center seem to be critical to the program's success in developing relationships with the community and the number of resources at a given center's disposal. For example, Atlanta JCC has developed a very positive image within its community and due to the highly experienced staff, they have been able to implement programs such as Read-180 in spite of their limited physical resources. Likewise, Montgomery JCC, a relatively new center, is in the process of developing partnerships and relationships with local schools. In addition, Loring JCC cited challenges in both staffing and job placement due to its remote location while LA JCC noted that its metropolitan location was critical to its program's success. This assessment also brings into question the manner in which center performance is measured. That is, whether or not the longevity and location of the center should somehow be taken into account.
- A general concern with respect to e-learning is maintaining necessary resources once a technology is implemented.
- The role of educational relationships. A general goal of each center is to make the most of resources available and leverage off of partnerships to the extent possible. For example, Atlanta JCC noted its partnership with SIATech as beneficial on both sides. That is, APSS and Atlanta JCC are both rewarded for students that obtain a high school diploma through Job Corps. However, it should be noted that SIATech only has specific regions in which it can partner with Job Corps centers. Therefore, this is not a program that is available to all centers.



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An Examination of the Delivery of Literacy Services at Job Corps Centers*

The following table summarizes our key findings and observations by center:

<b>Item</b>	<b>Atlanta</b>	<b>Loring</b>	<b>Los Angeles</b>	<b>Montgomery</b>	<b>Ouachita</b>	<b>Paul Simon</b>
<b>Structure of Reading Classes</b>	GED Reading Home Study International SIATech Reading Read-180	GED Reading High School Reading	GED Reading SIATech Reading Read-180 Basic/ Graded Reading (National Office curriculum) Advanced/ Graded Reading (GED or HS diploma)	GED Reading High School Reading	GED Reading High School Reading	GED Reading Home Study International High School Reading English I (MTC program) English II (MTC/TABE) Advanced English (high school graduates)
<b>Literacy Initiatives/ Approach</b>	Read-180 integrated with MTC curriculum GED reading instruction with interactive software	Use of repetition, drills, rote memorization in conjunction with an emphasis on reading of any kind	Silent sustained reading Individualized one-on-one writing Curriculum geared toward coactions Emphasis on vocabulary and lifelong reading	Focus on practical purposes- e.g., budgets, credit reports, etc.	Integrate Reading Horizon into remedial curriculum	Longer reading blocks, use of MTC guidelines, Advanced English class (above TABE threshold, but need additional practice)
<b>Local Design Issues</b>	Abundance of resources due to location Staff required to participate in community outreach initiatives Effort to seek ways to streamline budget	Location of center poses challenge Limited staff and aligning instruction with teachers' strengths (enterprise model) Emphasis on less frequent/ more meaningful test taking	Positive image within community Strong ties to community resources Abundance of off-site programs Variety of reading strategies	Relatively new center Formation stages of relationship building Various e-learning initiatives	Small center allows for personal relationship between principal and students Emphasis on high school program	Strong ACT program Longer average length of stay Initiative to reach out to community Active student government
<b>E-Learning</b>	Home Study International Read-180	Cisco Academy	Kidz Online Read-180	Home Study International American Academy L100 KeyTrain Word Keys	Reading Horizon	Home Study International
<b>Faculty</b>	Certified academic teachers Many highly experienced staff (20+ years)	Certified academic teachers	Certified academic teachers Many highly experienced staff (20+ years)	Certified academic teachers	Certified academic teachers	Majority of teachers are certified with long tenure



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<b>Item</b>	<b>Atlanta</b>	<b>Loring</b>	<b>Los Angeles</b>	<b>Montgomery</b>	<b>Ouachita</b>	<b>Paul Simon</b>
<b>External Relationships</b>	Sia-Tech High School Community Colleges (Atlanta Metropolitan, Georgia Perimeter, Atlanta Technical, DeKalb Technical) Transportation Communication Union	Northern Maine College University of Presque Isle Cisco Academy Transportation Communication Union	LA Trade Technical College LA City College Abram Freeman Occupational Center SIATech High School Transportation Communication Union Other community programs	Home Study International American Academy Trenam College Alabama State University Auburn University in Montgomery	Hot Springs High School	Youth Connections Charter School Home Study International Harold Washington College Malcolm X College Truman College
<b>Additional Resources</b>	Special education instructor Daycare facilities		Two ESL partnerships		Special education instructor	



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## A Summary of Key Characteristics

See end of table for table heading abbreviations .

Center Name	State	Stdnt. Recs.	% Hisp.	% Female	% Res.	% Age 16-17	% Age 18-19	% Age 20+	Initial TABE Reading Score	Final TABE Reading Score	% Ord. Sep.	% Disc. Sep.	% AWOL Sep.	Ave. LOS
Alaska Job Corps Center	AK	1298	3.2%	47.5%	86.2%	25.5%	37.6%	36.9%	8.9	8.8	51.1%	23.3%	10.6%	326
Albuquerque Job Corps Center	NW	2781	42.9%	42.4%	69.3%	39.2%	31.2%	29.6%	7.3	7.7	40.5%	22.7%	29.2%	243
Anaconda Job Corps Civilian Conservation Center	MT	1413	6.9%	24.1%	99.9%	51.5%	29.9%	18.5%	8.5	9.0	36.3%	21.2%	28.3%	281
Angell Job Corps Civilian Conservation Center	OR	1305	9.0%	26.8%	99.9%	38.8%	33.0%	28.3%	8.0	8.6	34.3%	20.8%	23.1%	258
Arecibo Job Corps Center	PR	648	99.8%	45.1%	58.6%	67.4%	18.5%	13.9%	3.8	8.4	70.8%	7.3%	10.3%	333
Atlanta Job Corps Center	GA	3206	1.2%	89.1%	45.4%	24.3%	36.8%	38.8%	8.1	8.4	67.8%	9.4%	3.5%	289
Atterbury Job Corps Center	IN	5120	4.7%	27.2%	97.4%	35.6%	33.7%	30.7%	7.8	7.4	41.5%	27.2%	23.4%	200
Bamberg Job Corps Center	SC	1841	1.5%	45.5%	96.6%	28.7%	42.0%	29.2%	7.4	7.8	45.1%	26.6%	23.3%	206
Barranquitas Job Corps Center	PR	851	99.8%	49.7%	70.4%	64.0%	22.6%	13.4%	3.7	4.7	73.4%	8.2%	4.2%	330
Batesville Job Corps Center	MS	2149	1.3%	47.3%	92.3%	45.9%	32.9%	21.1%	6.6	7.1	38.8%	28.8%	24.1%	219
Blackwell Job Corps Civilian Conservation Center	WI	1592	6.2%	23.5%	99.9%	33.0%	37.1%	30.0%	7.7	8.5	21.9%	34.2%	28.6%	214
Blue Ridge Job Corps Center	VA	1487	3.3%	96.4%	84.1%	37.8%	33.4%	28.8%	8.1	7.6	54.8%	20.0%	13.9%	221
Boxelder Job Corps Civilian Conservation Center	SD	1364	5.9%	28.8%	98.7%	58.4%	24.5%	17.1%	8.2	8.8	27.3%	33.1%	26.4%	243
Brooklyn Job Corps Center	NY	1231	28.7%	56.0%	5.8%	37.9%	29.7%	32.5%	7.7	7.0	52.2%	11.0%	25.1%	243
Brunswick Job Corps Center	GA	2613	3.0%	35.0%	100.0%	35.8%	38.2%	26.0%	7.7	7.9	44.8%	29.3%	16.9%	253
Carl D. Perkins Job Corps Center	KY	2348	5.0%	31.3%	86.1%	26.7%	41.7%	31.5%	8.5	7.9	54.6%	19.6%	14.8%	198
Carville Job Corps Center	LA	64	3.1%	20.3%	100.0%	39.1%	40.6%	20.3%	7.6	6.9	9.4%	35.9%	20.3%	112





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Cascades Job Corps Center	WA	1783	9.5%	41.8%	99.3%	39.8%	33.5%	26.7%	8.2	7.5	60.6%	17.3%	13.3%	315
Cass Job Corps Civilian Conservation Center	AR	1892	2.9%	19.8%	99.9%	42.8%	34.4%	22.8%	7.7	8.5	40.1%	15.6%	20.6%	197
Cassadaga Job Corps Center	NY	1576	20.1%	42.0%	98.0%	41.2%	32.2%	26.6%	8.0	8.2	53.7%	26.4%	2.4%	284
Centennial Job Corps Center	ID	1900	14.6%	30.2%	88.7%	39.1%	34.0%	26.9%	8.7	8.2	50.7%	21.0%	21.8%	262
Charleston Job Corps Center	WV	2939	5.2%	51.1%	87.3%	33.9%	36.3%	29.8%	8.0	8.9	45.2%	21.2%	21.3%	232
Chicago Job Corps Center	IL	354	28.3%	52.3%	89.5%	28.6%	34.9%	36.5%	7.7	7.6	43.4%	25.5%	20.4%	258
Cincinnati Job Corps Center	OH	1593	2.5%	40.2%	60.0%	27.6%	35.8%	36.7%	8.0	7.9	54.7%	19.2%	18.1%	247
Clearfield Job Corps Center	UT	8857	18.0%	25.3%	98.3%	31.0%	36.4%	32.6%	8.3	7.4	39.0%	32.3%	14.1%	257
Cleveland Job Corps Center	OH	1876	4.3%	51.0%	74.3%	35.3%	34.2%	30.5%	7.7	7.7	50.9%	18.7%	19.2%	271
Collbran Job Corps Civilian Conservation Center	CO	1145	25.3%	42.0%	97.5%	58.8%	26.5%	14.8%	8.0	8.8	56.0%	23.0%	6.3%	302
Columbia Basin Job Corps Civilian Conservation Ctr	WA	1496	13.6%	36.8%	88.9%	33.7%	35.3%	31.0%	8.5	8.5	47.3%	18.2%	16.2%	261
Curlew Job Corps Civilian Conservation Center	WA	1126	7.3%	20.1%	96.0%	36.1%	34.5%	29.5%	8.6	8.8	45.2%	23.0%	14.2%	275
David L Carrasco Job Corps Center	TX	2234	93.2%	48.1%	33.7%	44.8%	29.9%	25.4%	6.7	7.4	66.3%	4.8%	12.9%	327
Dayton Job Corps Center	OH	2279	2.2%	41.3%	99.9%	38.8%	34.6%	26.5%	7.8	8.1	42.2%	29.6%	19.7%	225
Delaware Valley Job Corps Center	NY	2308	34.4%	45.5%	99.7%	48.5%	30.5%	21.0%	7.1	7.5	41.9%	26.2%	17.1%	278
Denison Job Corps Center	IA	2258	5.9%	44.2%	98.9%	38.7%	34.9%	26.5%	8.1	7.7	52.0%	17.5%	19.8%	232
Detroit Job Corps Center	MI	1347	1.7%	54.9%	61.0%	33.0%	35.7%	31.3%	7.3	7.9	41.1%	20.1%	27.4%	266
Earle C Clements Job Corps Academy	KY	11896	8.5%	20.3%	99.3%	27.2%	37.9%	34.9%	7.6	7.7	37.2%	28.7%	21.9%	196
Edison Job Corps Center	NJ	3349	28.1%	40.5%	95.8%	33.1%	34.3%	32.6%	7.4	7.9	50.1%	24.6%	17.8%	287



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Center Name	State	Stdnt. Recs.	% Hisp.	% Female	% Res.	% Age 16-17	% Age 18-19	% Age 20+	Initial TABE Reading Score	Final TABE Reading Score	% Ord. Sep.	% Disc. Sep.	% AWOL Sep.	Ave. LOS
Excelsior Springs Job Corps Center	MO	3628	3.3%	50.0%	67.1%	44.7%	30.3%	25.0%	7.8	8.2	48.5%	21.4%	20.6%	255
Exeter Job Corps Center	RI	7	28.6%	57.1%	100.0%	28.6%	14.3%	57.1%	7.0		0.0%	42.9%	28.6%	41
Flatwoods Job Corps Civilian Conservation Center	VA	1701	3.8%	18.6%	98.4%	38.4%	34.5%	27.0%	7.5	7.8	41.4%	24.4%	14.2%	204
Flint Hills Job Corps Center	KS	1994	11.7%	46.0%	94.5%	44.5%	31.6%	23.8%	8.0	8.0	46.0%	27.2%	12.9%	215
Flint/Genesee Job Corps Center	MI	2119	3.8%	57.1%	83.4%	32.5%	33.7%	33.8%	7.7	7.5	51.5%	17.5%	21.8%	262
Fort Simcoe Job Corps Civilian Conservation Center	WA	1581	12.0%	19.4%	98.2%	34.7%	33.5%	31.8%	8.2	7.7	38.2%	28.7%	19.0%	228
Fred G. Acosta Job Corps Center	AZ	1832	52.4%	47.4%	56.3%	31.0%	37.0%	32.0%	7.1	7.1	46.7%	22.0%	16.8%	274
Frenchburg Job Corps Center	KY	1104	10.2%	31.0%	99.3%	47.0%	31.0%	22.0%	7.5	7.6	48.5%	15.6%	20.7%	241
Gadsden Job Corps Center	AL	1950	3.0%	47.8%	90.0%	38.5%	34.9%	26.6%	7.7	7.4	40.5%	25.1%	28.3%	240
Gainesville Job Corps Center	FL	2308	11.3%	37.6%	91.8%	40.8%	34.8%	24.4%	7.4	7.1	47.0%	24.0%	21.6%	231
Gary Job Corps Center	TX	12591	39.8%	33.6%	97.3%	24.9%	36.2%	38.9%	7.9	8.2	49.4%	20.5%	21.5%	213
Gerald R Ford Job Corps Center	MI	2274	5.5%	39.2%	95.5%	44.0%	31.2%	24.8%	7.4	7.3	45.0%	24.9%	24.4%	199
Glenmont Job Corps Center	NY	2271	22.7%	52.0%	96.2%	48.2%	29.0%	22.9%	7.5	7.7	46.8%	29.0%	16.8%	259
Golconda Job Corps Civilian Conservation Center	IL	1915	9.3%	19.6%	99.4%	29.0%	36.2%	34.8%	7.8	7.3	44.5%	22.6%	18.4%	210
Grafton Job Corps Center	MA	2048	28.1%	47.8%	83.6%	48.2%	30.4%	21.4%	7.5	7.8	41.9%	22.7%	28.1%	248
Great Onyx Job Corps Civilian Conservation Center	KY	1744	2.1%	23.2%	100.0%	46.4%	31.5%	22.1%	7.3	7.6	45.8%	22.9%	16.3%	169
Gulfport Job Corps Center	MI	2228	2.4%	35.5%	73.4%	34.2%	38.7%	27.1%	7.9	7.4	49.6%	20.2%	22.3%	216
Guthrie Job Corps Center	OK	4985	7.3%	48.9%	77.9%	25.3%	32.8%	41.9%	8.1	7.6	56.2%	18.3%	20.4%	227
Harpers Ferry Job Corps Center	WV	1289	4.4%	28.0%	98.5%	48.1%	31.4%	20.5%	7.5	7.3	41.6%	28.4%	18.8%	194



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Hawaii Job Corps Center	HI	1542	1.6%	41.7%	66.7%	23.8%	36.9%	39.3%	6.4	6.7	56.4%	15.5%	10.7%	339
Homestead Job Corps Center	FL	2954	48.0%	51.1%	77.4%	36.2%	34.1%	29.7%	6.8	6.8	50.1%	16.8%	23.6%	265
Hubert Humphrey Job Corps Center	MN	1746	6.1%	49.3%	64.9%	19.9%	39.7%	40.3%	8.3	8.5	48.9%	30.6%	16.4%	305
IndyPence Career Development Center	IN	797	3.4%	99.9%	0.0%	22.6%	35.0%	42.4%	7.9	8.0	47.7%	16.9%	22.6%	220
Inland Empire Job Corps Center	CA	1713	45.3%	43.8%	71.5%	33.9%	36.6%	29.5%	7.4	8.1	54.6%	20.1%	19.1%	318
Iroquois Job Corps Center	NY	1727	25.5%	47.3%	99.1%	50.7%	29.2%	20.1%	8.0	9.4	41.8%	32.9%	14.6%	237
Jacksonville Job Corps Center	FL	1572	6.4%	50.0%	62.3%	31.6%	38.5%	29.9%	7.6	8.8	59.0%	22.6%	12.7%	274
Jacobs Creek Job Corps Civilian Conservation Ctr	TN	1813	9.0%	22.7%	99.9%	39.8%	33.9%	26.3%	7.2	7.8	48.3%	23.8%	14.6%	211
Joliet Job Corps Center	IL	2188	10.8%	47.1%	86.8%	31.8%	34.9%	33.3%	7.6	7.4	38.7%	24.1%	26.9%	210
Keystone Job Corps Center	PA	4449	14.5%	36.8%	98.9%	47.1%	30.9%	22.0%	7.2	7.0	33.4%	33.1%	22.3%	220
Kicking Horse Job Corps Center	MT	1591	0.3%	41.8%	98.5%	33.7%	34.6%	31.6%	7.7	8.8	25.0%	41.7%	14.4%	226
Kittrell Job Corps Center	NC	2626	2.4%	49.3%	88.2%	37.9%	35.9%	26.2%	8.0	7.6	48.6%	27.0%	18.0%	223
Laredo Job Corps Center	TX	1152	97.7%	45.1%	72.0%	45.2%	29.9%	24.9%	5.5	6.7	61.5%	9.7%	22.5%	376
Little Rock Job Corps Center	AR	1570	1.0%	41.6%	84.2%	42.4%	33.6%	24.0%	7.7	7.3	40.6%	23.2%	20.2%	215
Long Beach Job Corps Center	CA	1692	50.4%	54.7%	79.2%	36.2%	39.1%	24.7%	6.9	7.7	53.1%	17.8%	12.9%	291
Loring Job Corps Center	ME	380	17.3%	25.2%	95.6%	35.6%	35.1%	29.3%	8.1	8.1	36.1%	33.4%	19.7%	261
Los Angeles Job Corps Center	CA	735	55.0%	62.0%	39.8%	24.6%	39.9%	35.5%	6.5	8.5	60.0%	12.7%	19.4%	285
Lyndon B Johnson Job Corps Civilian Conservation	NC	1689	4.1%	22.4%	99.3%	45.9%	33.0%	20.9%	7.3	7.6	39.5%	31.9%	20.5%	203
Maui Job Corps Center Satellite	HI	253	2.8%	47.8%	85.4%	26.9%	43.5%	29.6%	6.5	7.1	57.3%	19.8%	10.7%	356
Memphis Job Corps Center	TN	2234	1.9%	53.4%	71.6%	32.2%	34.4%	33.4%	7.5	7.4	43.8%	22.4%	24.3%	234
Miami Job Corps Center	FL	1912	27.8%	46.0%	42.4%	34.7%	33.8%	31.4%	6.6	6.6	62.7%	13.1%	14.2%	283



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Mingo Job Corps Civilian Conservation Center	MO	1816	0.7%	22.4%	99.4%	45.4%	32.8%	21.8%	7.9	8.4	27.9%	27.9%	35.2%	208
Mississippi Job Corps Center	MS	2277	0.3%	39.9%	74.3%	52.3%	31.6%	16.0%	6.8	7.0	59.6%	20.8%	14.1%	308
Montgomery Job Corps Center	AL	322	3.9%	51.6%	79.8%	28.7%	41.0%	30.2%	7.4	7.2	53.3%	19.8%	21.2%	261
Muhlenberg Job Corps Center	KY	2802	8.9%	21.0%	96.2%	39.0%	34.2%	26.8%	7.5	7.4	41.0%	28.3%	21.0%	216
New Haven Job Corps Center	CT	1294	29.4%	51.5%	73.6%	37.3%	30.8%	31.9%	7.2	6.9	49.7%	21.5%	21.2%	264
New Orleans Job Corps Center	LA	1335	2.7%	64.4%	0.3%	30.2%	34.5%	35.3%	7.1	6.9	53.0%	7.0%	31.1%	278
North Texas Job Corps Center	TX	5211	17.1%	45.5%	100.0%	31.1%	36.3%	32.6%	7.7	7.6	44.1%	25.5%	20.3%	207
Northlands Job Corps Center	VT	2068	11.8%	34.4%	97.5%	48.5%	31.3%	20.1%	8.1	8.1	36.8%	23.6%	20.8%	208
Oconaluftee Job Corps Civilian Conservation Center	NC	1369	3.7%	34.0%	95.0%	38.5%	35.1%	26.4%	7.3	8.0	46.7%	22.0%	10.3%	199
Old Dominion Job Corps Center	VA	2895	4.1%	31.5%	95.3%	42.6%	33.0%	24.4%	7.3	6.9	43.1%	25.5%	22.2%	192
Oneonta Job Corps Center	NY	2557	22.4%	38.8%	97.1%	47.2%	29.5%	23.3%	7.7	8.2	42.6%	31.2%	20.9%	246
Ouachita Job Corps Civilian Conservation Center	AR	224	2.0%	20.6%	99.9%	47.6%	31.5%	20.9%	6.9	8.2	33.9%	29.1%	28.8%	190
Penobscot Job Corps Center	ME	2008	10.4%	43.8%	84.7%	40.4%	35.1%	24.5%	8.2	7.9	39.8%	27.8%	19.1%	286
Philadelphia Job Corps Center	PA	2119	14.2%	61.3%	0.0%	31.9%	36.0%	32.1%	7.6	7.9	51.9%	8.3%	30.6%	279
Phoenix Job Corps Center	AZ	2277	48.0%	49.1%	38.8%	31.9%	33.2%	34.9%	7.3	8.0	49.9%	16.1%	24.3%	310
Pine Knot Job Corps Civilian Conservation Center	KY	1583	9.7%	20.3%	99.1%	45.0%	31.2%	23.8%	7.8	8.2	35.0%	21.5%	22.7%	231
Pine Ridge Job Corps Civilian Conservation Center	NE	1718	8.5%	24.7%	99.9%	52.4%	29.7%	17.8%	7.7	7.9	36.8%	26.4%	11.9%	219
Pittsburgh Job Corps Center	PA	4546	2.9%	48.8%	51.7%	21.3%	40.9%	29.8%	8.7	8.0	47.3%	14.7%	27.4%	342
Pivot New Chance	OR	283	20.1%	100.0%	0.0%	15.5%	44.2%	40.3%	9.0	9.7	58.7%	8.1%	13.4%	241



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Potomac Job Corps Center	DC	3527	8.0%	42.1%	84.8%	34.4%	32.1%	33.5%	7.7	7.6	48.5%	19.2%	21.3%	225
Quentin M. Burdick Job Corps Center	ND	250	4.0%	43.7%	89.8%	45.4%	29.1%	25.5%	8.0	8.8	33.5%	32.3%	25.8%	238
Ramey Job Corps Center	PR	1183	99.7%	47.5%	71.4%	60.3%	22.8%	16.9%	4.4	9.1	65.4%	11.4%	13.9%	304
Red Rock Job Corps Center	PA	2243	13.4%	30.5%	100.0%	48.6%	32.1%	19.3%	7.5	8.2	35.0%	29.0%	21.2%	233
Roswell Job Corps Center	NM	1585	50.5%	31.5%	93.1%	37.1%	32.4%	30.5%	7.8	7.9	36.1%	27.9%	18.4%	209
Sacramento Job Corps Center	CA	2192	23.2%	48.2%	57.2%	38.4%	35.0%	26.6%	7.2	8.5	46.2%	13.7%	24.2%	320
San Diego Job Corps Center	CA	3742	44.8%	45.9%	95.1%	27.5%	42.5%	30.0%	7.5	7.9	57.3%	14.3%	16.1%	303
San Jose Job Corps Center	CA	2296	49.4%	50.9%	77.0%	26.0%	38.8%	35.2%	7.5	9.1	69.1%	15.8%	4.7%	342
Schenck Job Corps Civilian Conservation Center	NC	1520	12.4%	23.4%	94.1%	46.0%	29.9%	24.1%	7.4	8.2	37.6%	31.2%	15.8%	260
Shreveport Job Corps Center	LA	2328	0.3%	44.6%	61.3%	44.5%	34.2%	21.3%	6.8	6.8	54.4%	17.9%	16.9%	254
Shriver Job Corps Center	MA	1827	25.8%	37.5%	71.1%	45.7%	31.7%	22.6%	8.2	7.8	46.2%	22.1%	22.7%	304
Sierra Nevada Job Corps Center	NV	3832	25.3%	38.4%	96.4%	31.8%	39.8%	28.4%	7.3	8.2	46.4%	24.2%	18.8%	255
South Bronx Job Corps Center	NY	1590	45.3%	54.5%	53.3%	34.7%	28.4%	36.7%	7.0	7.1	51.6%	13.1%	21.4%	297
Springdale Job Corps Center	OR	1060	14.1%	40.2%	64.9%	36.6%	34.8%	28.6%	8.3	8.3	53.4%	21.5%	14.8%	269
St Louis Job Corps Center	MO	4103	1.2%	45.8%	65.1%	44.9%	31.8%	23.4%	7.5	8.0	41.6%	24.5%	24.6%	254
Talking Leaves Job Corps Center	OK	2029	3.1%	37.8%	95.0%	42.6%	33.2%	24.2%	8.0	7.5	51.7%	28.1%	13.0%	197
Timber Lake Job Corps Civilian Conservation Center	OR	1498	6.9%	19.8%	100.0%	36.0%	35.2%	28.7%	8.7	8.8	51.3%	18.8%	15.0%	247
Tongue Point Job Corps Center	OR	3352	9.9%	47.2%	98.6%	32.8%	37.4%	29.8%	8.2	7.7	51.6%	24.9%	12.6%	269
Trapper Creek Job Corps Civilian Conservation Ctr	MT	1503	8.2%	23.3%	100.0%	44.2%	31.4%	24.3%	8.3	9.3	40.2%	24.4%	10.8%	254



*U.S. Department of Labor, Employment and Training  
An Examination of the Delivery of Literacy Services at Job Corps Centers*

Center Name	State	Stdnt. Recs.	% Hisp.	% Female	% Res.	% Age 16-17	% Age 18-19	% Age 20+	Initial TABE Reading Score	Final TABE Reading Score	% Ord. Sep.	% Disc. Sep.	% AWOL Sep.	Ave. LOS
Treasure Island Job Corps Center	CA	4082	23.9%	47.9%	80.2%	32.3%	36.6%	31.1%	7.5	7.4	37.5%	22.0%	27.4%	308
Treasure Lake Job Corps Civilian Conservation Ctr	OK	1331	9.4%	28.9%	93.7%	44.4%	34.3%	21.3%	7.9	7.1	35.0%	25.4%	19.0%	244
Tulsa Job Corps Center	OK	2195	6.5%	38.6%	76.8%	36.4%	36.1%	27.4%	7.7	7.3	41.4%	23.4%	25.8%	232
Turner Job Corps Center	GA	6924	3.1%	44.6%	97.4%	35.0%	36.0%	28.9%	7.4	8.2	41.5%	26.0%	22.1%	232
Weber Basin Job Corps Civilian Conservation Center	UT	1172	12.2%	43.9%	99.9%	58.4%	26.5%	15.2%	8.2	9.0	35.8%	25.8%	25.1%	327
Westover Job Corps Center	MA	3701	37.5%	36.7%	84.5%	44.6%	30.6%	24.8%	6.8	7.4	41.7%	22.4%	28.0%	227
Whitney Young Job Corps Center	KY	3225	3.7%	51.9%	99.9%	36.0%	35.9%	28.1%	7.6	7.8	42.2%	28.2%	18.6%	189
Wilmington Job Corps Center	DE	35	5.7%	65.7%	0.0%	20.0%	22.9%	57.1%	7.9	7.4	0.0%	48.6%	42.9%	66
Wolf Creek Job Corps Civilian Conservation Center	OR	1463	8.4%	22.7%	99.2%	35.6%	35.5%	28.9%	8.8	8.2	42.0%	25.2%	16.9%	259
Woodland Job Corps Center	MD	1930	6.4%	40.4%	96.9%	31.4%	39.9%	28.7%	7.3	7.8	43.0%	23.4%	27.9%	270
Woodstock Job Corps Center	MD	2845	8.6%	33.9%	85.7%	33.0%	37.6%	29.3%	7.3	7.7	38.1%	22.3%	34.4%	261

**Abbreviations:**

- Stdnt. Recs. Student Records Analyzed
- Hisp. Hispanic
- Res. Residential
- Ord. Sep. Ordinary Separation
- Disc. Sep. Disciplinary Separation
- AWOL Sep. AWOL Separation
- Ave. LOS Average Length of Stay