



JOB CORPS ANNUAL REPORT PY 2001

America's First Choice for a Second Chance.



A MESSAGE FROM THE NATIONAL DIRECTOR

As we reflect on our progress over the past year, we can feel proud of the changes we have made in the way we deliver services to support long-term success for our students.

On behalf of Job Corps' 15,000 staff and over 67,000 students served last year, I am proud to report that most of the meaningful statistical measures by which Job Corps gauges the effectiveness of its program are at a five-year high. Examples of our success in Program Year 2001 include:

- Fifty-seven percent of students completed a vocation
- High school diploma attainment continued to rise steadily
- The graduation rate continued to increase
- Graduates stayed enrolled in the program for an average of 10.8 months
- Nine in ten graduates were placed in a job, enrolled in the military, or pursued further education
- The graduate average wage was near \$8.00.

Further, we've improved the overall retention of students, increased capacity utilization throughout the system, and experienced a significant reduction in our dropout rate nationwide.

These figures represent the accomplishments of thousands of youth who look to Job Corps as a stepping stone to a better world. How does Job Corps help these deserving young Americans — one by one — embark on their career paths?

Enhancing the campus experience to help students develop careers for life

Job Corps' 118 campuses across the nation operate as Career Development Services Systems, personalizing services for students from enrollment to post-placement, perfecting many of the successful techniques that Job Corps has used over the years, ensuring that Job Corps has effective relationships with state and local workforce investment partners, and encouraging a proactive role for the business community. Centers have tailored their programs to address the unique needs of every

student. As a result, students are staying longer, participating in customized training, and entering the workforce better equipped than ever before. Graduates are securing high-wage jobs with national and local employers, enrolling in advanced training, continuing their education, and enlisting in the military.

Expanding access to information technology

Many of the training programs that Job Corps added last year were in the technology industry. To further keep pace with our changing economy, special information technology training academies have been established at several centers.

More than 5,000 Job Corps staff members have been trained to use video conferencing systems, expanding staff capacity to offer distance-learning opportunities to students. Service providers have also been trained to use a suite of computer applications to track student enrollment, retention, and progress, facilitating the coordinated delivery of services that is critical to student success.

Establishing the attainment of high school diplomas as a national priority

In June 2001, the U.S. Departments of Labor and Education signed a Memorandum of Understanding to improve high school diploma (HSD) attainment among Job Corps students. Job Corps has begun to implement a three-part strategy for increasing HSD attainment that includes: (1) Expanding Job Corps' existing high school programs; (2) Improving on-line access to virtual high schools; and (3) Enhancing the professional development and credentialing of Job Corps instructors. Today, most centers have established high school programs or entered into partnerships or co-enrollment agreements with local school districts and community colleges to expand high school and vocational options. This is a major accomplishment.

Leading community outreach efforts with WIA partners

Job Corps' involvement with local communities, Workforce Investment Boards, and Youth Councils has produced successful relationships with numerous One-Stops, businesses, and other youth service providers. These partnerships have

resulted in cross-referrals of youth, enhanced training, expanded work-based learning opportunities, increased access to community services, and more.

On a personal note, I am proud of Job Corps' contributions following the national tragedy of September 11, 2001. Community connections were strengthened as Job Corps students, like so many others across the country, participated in relief efforts. Many students took part in blood drives and fundraising activities, and others took a second look at careers in law enforcement and security.

Continuing to succeed

Even as we recognize these successes, we look ahead. We know that federal and private sector support of Job Corps is based on our ability to demonstrate that our program remains relevant, produces results, and is cost-effective. We also know that solid relationships with businesses, communities, workforce investment partners, influencers, authorizers, and others help us achieve our mission. The latest national four-year longitudinal study on Job Corps shows we're succeeding. Study results indicate our program is well-developed and implemented, that we deliver comprehensive and consistent services, and that Job Corps returns \$2.02 on every dollar invested.

Job Corps' road to success requires enhancing our service delivery systems that are currently producing strong results. By learning from our past and keeping an eye on the future, Job Corps will continue to be recognized as America's first choice for a second chance for thousands of youth.



Richard C. Trigg
National Director
Job Corps

“Working Together,
Moving Forward.”

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FAST FACTS

What is Job Corps?

Job Corps is the nation's largest residential and educational training program for economically challenged youth, ages 16 through 24. Established in 1964, Job Corps has trained and educated more than two million young people to date, serving more than 67,000 young Americans in PY 01.

Where is Job Corps?

Job Corps has 118 centers located in 46 states, the District of Columbia, and Puerto Rico. All Job Corps centers are open 24 hours a day, 365 days a year. To support these centers, Job Corps also manages outreach, admissions, and career transition operations at hundreds of locations around the country.

How does Job Corps work?

Interested young people apply to join the program through a Job Corps Admissions Counselor. Eligible youth are assigned to a specific Job Corps center, usually one that is located nearest the youth's home and one that offers vocational training of interest to the youth. While on the center, students take part in academic, vocational, and life skills training, as well as work-based learning, all of which promote employability skills. After students leave the program, Job Corps provides placement assistance for jobs, further education, and the military, as well as transitional services and follow-up support.

What do Job Corps students learn?

Job Corps provides academic, vocational, and life skills training, including high school diploma (HSD) and General Educational Development (GED) programs. Nationally, vocational training represents more than 100 occupations.

Who are Job Corps students?

Young people who enroll in Job Corps do so to learn the skills they need to become responsible and employable. Job Corps is a voluntary program, and in order to be accepted, applicants must agree to abide by Job Corps' rules and regulations, including a zero tolerance policy for drugs and violence.

How long do students stay in Job Corps?

Because Job Corps is a self-paced program, lengths of stay vary. Students may remain enrolled for up to two years, but the average length of stay is 7.6 months for all trainees and 10.8 months for graduates. An optional third year is granted for students who qualify for advanced training.

Who runs Job Corps?


Job Corps, known as "one of the original public-private partnerships," is 100 percent federally funded. Although Job Corps is administered by the U.S. Department of Labor, specific functions (such as center operations, and outreach, admissions, and career transition services) may be handled by private companies and agencies that have been awarded contracts through a competitive bidding process. Large and small corporations and nonprofit organizations manage and operate 90 Job Corps centers under these contractual agreements. The other 28 centers are operated through interagency agreements between the U.S. Department of Labor and the U.S. Departments of Agriculture and Interior.

What are the results?

Job Corps has one of the highest placement rates among the nation's job training programs. In PY 01, 90 percent of all graduates were placed in jobs, enlisted in the military, or enrolled in further education. More than 18,000 students obtained a HSD or GED certificate, and over 37,000 completed vocational training.

How does society benefit from Job Corps?

A recent longitudinal study on Job Corps' costs and benefits found that for every dollar spent for Job Corps, the benefit to society is \$2.02.



“Every program, every strategic
plan, and every outcome represents
young people and opportunities
for them to succeed.”

-RICHARD C. TRIGG, NATIONAL DIRECTOR

PROGRAM DESCRIPTION

Mission

As a national, primarily residential training program, Job Corps' mission is to attract eligible young adults, teach them the skills they need to become employable and independent, and place them in meaningful jobs or further education.

Purpose

Job Corps is a national residential training and employment program administered by the U.S. Department of Labor (DOL) to address the multiple barriers to employment faced by disadvantaged youth throughout the United States. Job Corps was originally established by the Economic Opportunity Act of 1964; authorization for the program continued under the Comprehensive Employment Training Act, then Title IV-B of the Job Training Partnership Act, and is currently provided for under Title I-C of the Workforce Investment Act.

The purpose of Job Corps is to assist eligible young people who can benefit from an intensive and comprehensive program, operated primarily in the residential setting of a Job Corps center, to become more responsible, employable, and productive citizens. Job Corps provides, in an integrated manner, a comprehensive array of services that address barriers faced by young people. The services provided by Job Corps include:

- Entry diagnostic testing of reading and math levels
- Occupational exploration
- Individualized career planning
- Comprehensive academic programs, including reading, math, High School Diploma (HSD) and General Educational Development (GED) preparation, and workplace communication
- English as a Second Language (ESL)
- Competency-based vocational training
- Work-based learning (WBL) at employer worksites
- Inter-group relations/cultural awareness programs
- Social and employability skills development
- Counseling and related support services
- Regular student progress evaluations
- Student government and leadership programs
- Driver's education
- Health care (including medical and dental care, substance abuse programs, and health education, which includes HIV/AIDS education)



- Recreation programs and avocational activities
- Meals, lodging, and clothing
- Incentive-based allowances
- Child care support at some centers
- Post-program placement and transitional support

About the Program

Who is Eligible?

Enrollment in Job Corps is voluntary, with students entering the program at different times and progressing at their own pace. Youth entering the program must be at least 16 and not yet 25 years of age at the time of enrollment. In addition to meeting age requirements, applicants must:

- Be a United States citizen, U.S. national, legal resident, permanent resident alien, or other lawfully admitted alien
- Meet low-income criteria
- Be a school dropout, basic skills deficient, homeless, a runaway, a foster child, or a parent, or in need of additional education, vocational training, or intensive counseling and related assistance in order to participate successfully in regular schoolwork or to secure and hold employment
- Have signed consent from a parent or guardian if the applicant is a minor
- Be free of behavior problems that would prohibit self or others from benefiting from the program, and free of face-to-face court or institution supervision or court-imposed fines while in Job Corps
- Not be currently engaged in illegal drug use
- Have a childcare plan if the applicant has a dependent child

The typical Job Corps student is an 18-year-old high school dropout who reads at slightly above the 7th-grade level, comes from an economically disadvantaged family, belongs to a minority group, and has never held a full-time job (Characteristics of Students, p. 23). The unique combination of education, training, and support services provided in Job Corps is intended to better prepare these youth to obtain and hold gainful employment, pursue further education or training, or satisfy entrance requirements for careers in the military.

How does Job Corps operate?

The Job Corps program operates through the successful partnership of government, labor, private sector, and the local community. Because the residential nature of the program dictates unique space and facility requirements beyond what is required for classrooms, vocational shops, and administrative offices, Job Corps center sites are situated on permanent locations. The federal government provides the facilities and equipment for Job Corps centers.

The DOL awards and administers contracts for the recruitment and screening of new students, for center operations, and for placement and transitional support of students who leave Job Corps. When Congress authorizes and provides funding for new centers, a competitive process is initiated to select the sites.

Large and small corporations and nonprofit organizations manage and operate 90 Job Corps centers under contractual agreements with the DOL. These contract center operators are selected through a competitive procurement process that evaluates potential operators' technical expertise, proposed costs, past performance, and other factors in accordance with the Competition in Contracting Act and the Federal Acquisition Regulations. Decisions on the award of new contracts and the exercise of option years are heavily influenced by center performance assessments that measure outcomes against numerical performance standards and on-site federal assessments of quality and compliance. The U.S. Departments of Agriculture and Interior, through interagency agreements with the DOL, operate 28 Job Corps centers on public lands throughout the country. These centers are called Civilian Conservation Centers.

Job Corps center operators (Center Operators, p. 43) are responsible for the center's management and administration on a 24-hour-a-day, 7-day-a-week basis. Management and administration responsibilities include: hiring and training staff; providing a safe and secure environment for students; delivering basic education, vocational, and employability skills training, work-based learning, counseling, health care, and related support services; supervising students; administering student incentive and discipline systems; maintaining student records and accountability systems; fiscal management; procuring

materials and supplies; maintaining center facilities and equipment; and enhancing community relations. The residential component enables Job Corps to provide a comprehensive array of services in one setting 24 hours a day, 7 days a week. Approximately 4 out of 5 students are residential; the remainder commute to the center daily.

Job Corps centers do not operate in isolation. One-Stop connectivity has expanded the Job Corps resource network. There are also networks of service providers, including local volunteer and faith-based organizations, which are involved in Job Corps. Students are recruited and screened for eligibility by outreach and admissions contractors. Eligible applicants are assigned to Job Corps centers under guidelines issued by the DOL. National labor unions, union-affiliated organizations, trade associations, and local providers conduct vocational training at Job Corps centers. Career transition services (CTS) contractors provide placement assistance to graduates by helping them secure employment, enroll in higher education, or enter the military. Further, CTS contractors provide support services to graduates, including helping them locate suitable housing and transportation. Job Corps center operators coordinate and work with each component of the Job Corps system to ensure that a full range of quality services is provided to each student.

Where does Job Corps operate?

Job Corps centers are located in 46 states, with two more states (Rhode Island and Delaware) slated to open centers in the future (Center Directory, pp. 29-31). Two additional sites to be located in Connecticut and Louisiana will bring the total number of centers to 122. Centers are located in both urban and rural communities and are operated by large and small companies with responsibility for student populations ranging from 200 to 2,000 per center.

What are the results?

The length of time students are enrolled in Job Corps correlates with post-program success (Student Results, p. 19). Students who remain enrolled for longer periods of time are more likely to complete a vocational training program, attain a HSD or GED

certificate, and gain long-term employability skills. These students are also more likely to earn higher wages once they are employed, and ultimately remain a part of the labor market.

High school diploma and GED attainment, vocational completion, and employment or enrollment in full-time advanced education, training, or the military are examples of the positive outcomes recognized by Job Corps in its performance measurement systems during PY 01 (Five-Year Outcomes Chart, p. 20). Other significant benefits of program participation include improvements in motivation, attitude, social skills, and other employability skills.

During PY 01, 90 percent of graduates (HSD/GED attainment or vocational completion) and 76 percent of all trainees (separated students) entered employment, enrolled in further education, or entered the military. Eighty percent of graduates entered employment at an average hourly wage of \$7.96, and ten percent entered further education.

Approximately 18 percent of all new Job Corps students leave the program within the first 60 days of enrollment. Due to concentrated efforts to improve student retention, this early drop-out rate has steadily declined over the past several years. Students who leave the program early are generally individuals who cannot adjust to the institutional setting or the disciplined environment, who become homesick, or who have personal or family issues that need to be resolved before they are able to focus on their future. Job Corps provides support services to these students, where applicable.

How much does it cost?

In PY 01, the cost per new student enrolled was \$19,331 (more detailed cost information can be found on pp. 24-25).

A number of factors contribute to the cost of the program. Job Corps offers a comprehensive array of services in a residential setting. Low student/teacher ratios are required for Job Corps' individualized, self-paced instruction. Moreover, because Job Corps is a residential program, facilities, staff, and services must be available in a safe and secure environment for 24 hours a day, 7 days a week.

Administration and Management

Job Corps is a federally administered national program. The DOL administers the Job Corps program through a National Office and Regional Offices. The Job Corps National Office establishes policy and requirements and oversees major program initiatives. Job Corps Regional Offices procure and administer contracts and perform oversight activities, which include comprehensive on-site Job Corps center assessments and ongoing monitoring of centers and outreach/admissions and career transition services contractors.

Job Corps Regional Offices award cost-reimbursement plus fixed-fee contracts for the operation of centers for a two-year base period, with three potential additional one-year option periods. Decisions regarding the award of yearly options are made by Regional Directors based on an assessment of center performance.

Job Corps centers have performance measures for student outcomes, as well as quality/compliance measures related to center operations. Performance against these measures weighs heavily in decisions to award contracts.

In PY 01, Job Corps implemented a Performance-Based Service Contracting (PBSC) Plan that is in accordance with the Federal Acquisition Regulations (FAR) and goals established by the Office of Management and Budget's Procurement Executives Council. The FAR identifies PBSC as the preferred method of acquiring services primarily because it links performance to funding by rewarding good performance and penalizing poor performance.

Effective May 1, 2002, Job Corps began implementing performance-based contracting by adding an incentive fee provision that ties a contractor's fee directly to achievement of outcome measures. Contractors are measured based on students' early program retention, achievement of academic and vocational credentials, placement, job retention, and post-placement earnings.

FEDERAL ADMINISTRATIVE & OVERSIGHT STAFFING (END OF PY 01)

Number of Job Corps Centers	118
Number of Job Corps Center Operators	24
Number of Job Corps OA/CTS Operators	27

DOL FEDERAL JOB CORPS STAFF

National Office	39
Regional Offices	126
Total DOL Staff	165

Workforce Investment Act Partnerships

The Workforce Investment Act (WIA) of 1998 establishes the framework for a national workforce preparation and employment system designed to meet the needs of the nation's businesses and the needs of job seekers and individuals who want to further their careers. The law provides for full involvement of business, labor, and community organizations in the design and operation of the new workforce investment system and emphasizes accountability at all levels — national, state, and local. WIA also provides authorization for Job Corps to continue operating as a national program in cooperation with states and communities.

Many benefits have been reported by Job Corps centers as a result of WIA implementation, including:

- Improved community relationships
- Development of new WBL sites for students with local employers
- Better career opportunities for graduates
- Feedback from Job Corps center Industry Advisory Council (IAC) members on ways to enhance or replace vocational training offerings
- Support from IAC members in job fairs, staff/student training, job shadowing, mentoring, donation of equipment for center training, WBL opportunities, and job placement
- Development of new partnerships with other service providers and employers
- Development of relationships with employers located in areas where students will return when they leave the program
- Enhanced understanding of community programs and agencies through involvement with WIBs and Youth Councils

The workforce investment system
is designed to meet the
needs of the nation's businesses, job
seekers, and individuals who
want to further their careers.

Local factors influence the way that Job Corps centers develop employer connections. For example, when a center is located in a rural area, unique relationships can be established with distant employers in students' hometowns to ensure that these employers have input into center training. In PY 01, three rural centers in one state joined together to form a "virtual" Industry Advisory Council serving all three centers. With input from the council, vocational programs at these centers were updated to meet current industry standards, and new vocational offerings were added.

Job Corps has also become more involved with local One-Stops. Activities such as cross-program referrals, co-enrollment of youth, and electronic access to job listings have been very beneficial for Job Corps. Another benefit has been the opportunity for Job Corps centers to collaborate with a multitude of One-Stop partners, such as school districts, local and community colleges, employers, Head Start, and vocational rehabilitation agencies. In several states, Job Corps admissions counselors and career transition specialists are located at One-Stops, and some Job Corps centers have established One-Stop satellite locations at their centers.



National Employer Partnerships

Job Corps is uniquely positioned to work with National Employer Partners (NEPs). Job Corps offers employers “one-stop shopping” on a national basis and across regional boundaries to help fill the ranks of their entry-level workforce. Employers offer Job Corps insight and input in tracking critical labor market trends, responding to new technology and industry requirements, and maintaining meaningful and relevant vocational offerings and curriculum. These partnerships typically begin at the local center and regional levels and may evolve into an NEP to meet the needs of the employer and Job Corps.

To date, Job Corps has entered into NEP agreements with AAMCO Transmissions, American Fence Association, HCR Manor Care, Jiffy Lube International, Roto-Rooter Plumbing Service, Sears, Roebuck & Co., Walgreens & Co., and the United States Army. Collectively, these companies represent 700,000 employees in all 50 states. NEP linkages have resulted in employment for many Job Corps graduates, as well as work-based learning and job shadowing opportunities for students. Job Corps also has developed local and regional agreements with other leading companies, such as Roadway Express, CVS Pharmacies, American Commercial Barge Lines, Cisco Systems, and Sun Microsystems.

In addition, Job Corps is working with the Center for Workforce Preparation (CWP), an affiliate of the U.S. Chamber of Commerce, to create linkages between students and statewide and local internet-based job-matching systems. As a part of this initiative, the CWP is helping to develop partnerships between select Job Corps centers and the businesses within their states to place students in jobs.

Job Corps Small Business Initiative

During PY 01, Job Corps continued its multi-year small business initiative to increase the participation and success of small businesses as prime contractors in Job Corps. Job Corps' strategy to increase small business participation includes procurement set-asides, capacity-building efforts, and aggressive outreach.



Job Corps encourages the participation of new companies in its contracting by conducting outreach to new firms, publicizing procurement opportunities, and employing capacity building procurement approaches. Annually, Job Corps sponsors an outreach conference designed to acquaint small businesses with procurement opportunities. In addition, each Regional Office represents Job Corps at federal contracting outreach forums sponsored by other federal entities for the specific purpose of promoting greater competition in the procurement process. Contracting opportunities in Job Corps are widely publicized on both government-wide and DOL-

sponsored websites. Outreach activities have resulted in a significant increase in awards of contracts to new small businesses.

Job Corps has also used a mentor-protégé capacity building strategy, whereby an experienced mentor trains a new contractor (protégé) for a two-year period prior to turning over operation of the contract to the new firm. Using this approach, several new firms have successfully assumed operation of some of Job Corps' complex center operations contracts. Job Corps increased prime contracting to small businesses from \$196 million in FY 2001 to \$203 million in FY 2002.

“Since becoming involved with Job Corps, we have hired more than 100 graduates from the program. Job Corps graduates who join our company have such great skills that they have a 6-month jumpstart on other new hires. We will be looking to Job Corps as a real asset for the next 20 years.”

-GARRY BURKE, JIFFY LUBE

Career Development Services System (CDSS)

The CDSS is Job Corps' approach for providing Job Corps students with the training, guidance, and support that will lead them to long-term employment, earnings growth, and continued educational attainment. The system is designed to enhance all aspects of the Job Corps experience, which includes: Outreach and Admissions (OA); the Career Preparation Period (CPP); the Career Development Period (CDP); and the Career Transition Period (CTP).

Outreach and Admissions (OA)

During the OA process, prospective students learn about Job Corps and the opportunities available to them. They are informed about the responsibilities of being a Job Corps student and learn about the connection between their Job Corps experience and achievement of their long-term career goals. To qualify for admission, prospective students must meet program eligibility requirements. Based upon initial assessment of students' career goals, aptitudes, and the availability of vocational offerings, students are referred to the appropriate center.

Career Preparation Period (CPP)

As new students are welcomed to Job Corps and begin the CPP, they are given an introduction to center life and resources. Students learn about the center's academic programs, vocational offerings, job placement system, counseling services, community and extracurricular activities, and rules and regulations. Students also learn about the wide range of wellness services available at the center, including basic medical, mental health, and dental care provided by qualified health professionals. Students learn personal development skills, job search skills, employability skills, and basic information technology skills necessary to obtain employment. During this period, students are also assessed by center staff to identify their personal and career development needs. Using a career management

approach, students and staff work together to update students' Personal Career Development Plans (PCDPs). PCDP reflects students' career goals and determine the academic and vocational training strategy and support services that will enable them to complete the program successfully and work toward their career.

Career Development Period (CDP)

The CDP is the next phase in a student's preparation for a career. During this period, center staff and employers provide students with intensive instruction in academic and vocational curricula, interpersonal communications, and problem-solving skills, and practice in social and personal management skills. The CDP training and services are aimed at fostering career awareness, establishing high academic and skill standards, integrating academic and vocational training, and incorporating industry standards into training programs. Students also begin searching for a job and planning for independent living during the CDP.

Career Transition Period (CTP)

The CTP is the period when students leave Job Corps and enter the workplace, higher education, or the military. Center staff and career transition services providers assist with job placement and coordination of transitional support services, such as housing, transportation, and any family support resources needed to retain employment.

Training and Curriculum Development

At the heart of Job Corps center operations is comprehensive training that helps students meet their career development goals. The Job Corps system offers training in core content areas, each having a required set of competencies. These content areas can be loosely clustered under the headings of basic academics, HSD and GED training, vocational training, safety and health skills development, and social and employability skills training.

Job Corps centers prepare Career Development Services System plans that identify how centers will meet the training needs of students as well as national and center training objectives. Instructors have the flexibility to modify courses and lessons and integrate competencies from academic, vocational, and employability and other skills content areas to provide contextual learning experiences for students. Teachers select and apply a variety of tailored instructional approaches and materials to address different student learning styles and capabilities.

The principles of applied academics comprise Job Corps' strategy for student learning. During PY 01, Job Corps centers continued to implement learning systems incorporating center-based training, WBL opportunities and connecting activities that encourage active participation of employers in Job Corps programs.

Job Corps has developed the Job Corps Career Development Resource Center web site (www.jccdrc.org) to assist administrators, teachers, and other Job Corps staff in developing training programs and providing student services. The site offers CDSS

training modules for staff and provides online access to career development tools for students, instructional materials, professional development resources, and a discussion forum with other staff.

Information Technology

During PY 01, Job Corps improved systems for center, outreach/admissions, and career transition services staff with the implementation of a new Center Information System (CIS) and a web-based outreach/admissions screening and information system. These systems facilitate the coordinated provision of career development services to students, and enable staff to document students' progress throughout the Job Corps program. Computer-based training modules were developed to assist staff in learning how to operate these new systems. In addition, a new online Job Corps Resource Library was established to enable Job Corps service providers to access their individual performance reports, as well as program information and resource materials.

Accountability

The Government Performance and Results Act (GPRA) requires all federal agencies to establish results-oriented goals that are tied to budget appropriations. These performance goals measure outcomes of program participants, assess the effectiveness of strategic planning, and inspire continuous

improvement. Job Corps' GPRA goals are included in an effort to improve youths' successful transition to a career path; clear, measurable expectations have been set in the areas of placements and wages for Job Corps graduates.

Within the Job Corps system, the performance of Job Corps center operators, outreach/admissions contractors, vocational training providers, and career transition services contractors is measured through an extensive and integrated performance measurement system. This system supports and reflects the goals of the program while providing flexibility toward accomplishing those goals. More importantly, this system provides a comprehensive picture of performance throughout all phases of a student's Job Corps experience.

Job Corps issues policy every year to all program partners outlining program goals, performance expectations, and reporting requirements. Meetings have been held during the past year to assess current accountability systems and determine what revisions are warranted to keep these systems aligned with Job Corps program priorities and intended results. Job Corps' introduction of a performance-based contracting system into its procurement process in PY 01 further exemplifies the linkage between financial accountability and performance results.

Several refinements to Job Corps' accountability system occurred in PY 01. For example, this was the first year of implementation of performance goals for

graduate outcomes at six and twelve months after initial placement. Job Corps also revised its Program Assessment Guide (PAG), which is used by Regional Offices to evaluate the effectiveness of Job Corps center operations. Determinations from these center reviews are also key factors in Job Corps' accountability system.

Performance measures in PY 02 will continue to reflect areas of emphasis established by the Workforce Investment Act, particularly with respect to long-term student outcomes. Similarly, Job Corps will continue to implement systemic improvements to foster students' successful transition to and continued participation in the workforce, including initiatives to improve the attainment of high school diplomas.

Continuous Improvement

As part of its mission to remain successful and effective, Job Corps regularly addresses issues surrounding program performance and its impact on student success. Job Corps has established a continuous improvement process to ensure all admissions, training, and career transition services are aligned to help students achieve the maximum benefits from their Job Corps experience.

In PY 01, a National Strategy was introduced that outlined the vision and priorities for the system, and provided a "blueprint" for meeting program objectives over the next several years. A status report on national and regional accomplishments under the Strategy will be disseminated at Job Corps' annual conference in PY 02. Also during this past program year, the Job Corps system devoted considerable time and energy to fully implementing the Career Development Services System



(CDSS), the framework for enhancing students' career preparation, strengthening academic and vocational training, and improving the infrastructure that supports graduates in their transition to the workforce.

Job Corps continues to explore a variety of mechanisms to evaluate program effectiveness and address challenges that may arise as new initiatives are implemented and refined. Examples of activities geared toward continuous improvement include:

- Establishment of a High School Diploma Task Force to create strategies to improve students' attainment of high school diplomas;
- Development of an electronic student Personal Career Development Plan (PCDP) for uniform use throughout Job Corps centers;
- Release of an updated Program Assessment Guide (PAG) that incorporates CDSS elements into Job Corps center assessments; and
- Revision of the Policy and Requirements Handbook (PRH) to clarify and/or refine policies that foster efficient program operations.

In PY 02, Job Corps will explore the use of data to provide system-wide feedback in order to improve program performance. Further, Job Corps will provide training to federal staff on data-based decision making to improve oversight and monitoring of contracts.

In addition to regularly scheduled program evaluations by both federal and contractor staff, the Office of Inspector General (OIG) regularly reviews the program to assess operations and performance reporting. Similarly, the General Accounting Office (GAO) periodically conducts studies on the Job Corps program. External reviews conducted by offices such as the OIG and GAO are constructive in providing Job Corps with internal strategies to improve program efficiency and effectiveness. The Office of Job Corps will continue to request the assistance of the OIG to conduct investigations related to data integrity when appropriate.

Program Components and Services

The Enrollment Process

Young people who want to enroll in Job Corps submit applications through outreach and admissions contractors. Outreach and admissions contractors make a determination of eligibility based on information received from the applicant and documentation from other sources, such as schools and courts. Because of the residential nature of the program, decisions regarding enrollment of applicants with previous behavioral problems must be made in accordance with procedures established by the DOL.

Once an applicant has been determined to be eligible for Job Corps and has signed a commitment to remain free from drugs and violence, the applicant is assigned to a center and provided with a date for enrollment. Applicants are assigned to the center nearest their home, but waivers to this requirement may occur under certain conditions. Transportation is provided for the eligible applicant to the assigned Job Corps center.

Social Skills Training, Residential Living, and Support Services

The residential component of the Job Corps program distinguishes Job Corps from other federal employment and training programs. The residential living component is essential to the program because most students come from extremely disadvantaged environments and can best be served in the structured and safe environment of a Job Corps center, where a variety of support services are available around the clock, 7 days a week.

The purpose of the residential program is threefold:

- To help students learn to get along with diverse people;
- To teach students to accept responsibility for their actions; and
- To help students understand and practice good citizenship.

All students participate in the Job Corps Social Skills Training (SST) program. SST is a structured program consisting of 45 topics that students must master. Topics include diversity, listening, anger management, workplace relationships, teamwork, prioritizing, responsibility to self and others, and money matters. Center staff are trained to work with students on social skills competencies.

Dormitories on Job Corps center campuses are designed to promote a safe, comfortable environment for students. Residential students, who comprise about 80 percent of Job Corps' enrollment, are assigned to specific dormitory rooms. The dormitories are staffed and supervised during all non-class hours. As part of the social development program, students must: participate in dormitory meetings and group counseling sessions; take responsibility for cleaning their own rooms; assist in cleaning the "common" living areas, such as lounges and television rooms; and adhere to center rules regarding curfews and "lights out" times.

Job Corps offers a variety of activities and support services, including health care, nutritious meals, sports and recreation, counseling, support in group living, arts and crafts, student government, leadership, and incentive programs. Students are provided a modest living allowance to cover personal expenses while they are enrolled.

These services and related activities are integrated to provide a comprehensive social development program designed to motivate and support students in a safe and drug-free environment. The seriousness of Job Corps' commitment to ensure such an environment is demonstrated by the program's zero tolerance policy, which requires dismissal of students for drug violations and serious violence offenses.

Approximately 20 percent of all Job Corps students are non-residential and live off-center. These students receive the same education and training opportunities and support services as residential students, with the exception of sleeping accommodations.



To be more responsive to the needs of students who have children, Job Corps has worked to make child care accessible. Nineteen Job Corps centers currently provide on-site childcare programs, and seven of these centers also have dormitories designed to house student parents and their children. Congress earmarked funding in the 2000 and 2001 appropriations for 10 new child development centers (CDCs) to be located on Job Corps centers. The new CDCs are currently under development (Child Development Centers map, p. 42).

Academic Training

Job Corps uses a competency-based education program to help students improve their academic and other basic skills. The pursuit of a basic education is an essential complement to vocational, social, and employability skills development. Students are assigned to education classes based on the results of diagnostic tests administered after they first arrive on the center during the Career Preparation Period. Students set goals and objectives, and incorporate them into their Personal Career Development Plans (PCDPs).

Academic training is comprised of four core content areas — reading, math, information technology/workplace communications, and GED and high school diploma preparation. In addition, centers that enroll a large number of students with limited English proficiency also offer English as a Second Language (ESL) instruction.

Students achieve basic literacy and numeracy fluency standards through reading and math training. High school equivalency classes are also available to assist students who are lacking high school diplomas or seeking GED certificates. Throughout the education program, courses stress problem-solving and high-level cognitive skills.

In June 2001, the U.S. Departments of Labor and Education signed a Memorandum of Understanding to improve high school diploma attainment among Job Corps students. Job Corps' goal, in accordance with the Government Performance and Results Act, is to increase the number of diplomas by 20 percent within the next two program years. Job Corps has begun to implement a three-part strategy that includes: (1) Expanding Job Corps' existing high school programs; (2) Improving on-line access to virtual high schools; and (3) Enhancing the professional development and credentialing of Job Corps instructors. Today, most centers have established high school programs or entered into partnerships or co-enrollment agreements with local school districts and community colleges to expand high school and vocational options.

For example, in one Region during PY 01, 668 high school diplomas were earned at Job Corps centers, representing an eleven percent increase from the previous program year in the number of diplomas awarded. In another Region, a high school diploma option for students was introduced at all centers during PY 01 through establishment of on-center charter schools or on-center high school accreditation programs. With access to both GED and high school diploma programs, students may select the academic credentialing option that will best help them achieve their career goals.

Additionally, Job Corps students have made a successful transition to taking the new series of GED tests introduced by the American Council on Education in February 2002.

Training in basic computer and Internet skills allows students to produce workplace documents, use e-mail, and navigate labor market and job search information online. Training in workplace communications helps Job Corps students develop academic skills in spelling, grammar, writing, and verbal communication within the context of workplace assignments. Students learn how to prepare resumes, job applications, cover letters, and memos.



“Today, most centers have established high school programs or partnerships with local school districts and community colleges to expand high school and vocational options.”

-RICHARD C. TRIGG, NATIONAL DIRECTOR

The Job Corps academic program is complemented by additional student training in driver's education, health and wellness, and employability skills. Employability skills include such areas as dressing appropriately for work, being on time, satisfying customers, working in teams, trouble-shooting, and problem-solving.

Approximately 80 percent of Job Corps students have dropped out of high school. The Job Corps education program is flexible enough to accommodate students with a wide range of knowledge and skills, from non-readers to high school equivalency levels. Since most students have experienced failure in public schools, Job Corps uses a variety of teaching approaches to engage students in the curriculum and provide contextual learning experiences. These methods can include large and small group activities, direct instruction, individualized learning, project-based learning, field trips, job shadowing, internships, and other work-based learning activities.

Job Corps also organizes academic competitions to engage students in the learning process. During PY 01, teams of students from each center in one Region participated in an "Academic Olympics" competition with "events" in mathematics, language arts, science, and social studies. This competition was video-conferenced live to every center in the Region to promote the importance of academic education to all students.

To further address students' diverse learning needs, Job Corps has initiated two pilot programs. The first, Bridges Learning System's "eXcelerate" program, assesses students' cognitive learning abilities and establishes individualized development plans for students who need help in improving their reading, spelling, handwriting, mathematics, and other academic skills. Students participate in the "eXcelerate" program in conjunction with their Job Corps training.

The second pilot program, Excel in Reading through Technology, assesses students' reading skills and provides computer-based curricula and exercises designed to increase reading ability, comprehension, and speed. As a result, students advance more quickly through Job Corps' basic reading program.

Additionally, Job Corps has implemented a linkage developed by the DOL with Public/Private Ventures, a national non-profit organization that utilizes local faith-based networks to enhance the range of career training and mentoring services available to youth in partner areas.



Vocational Training

During the Career Preparation Period, students, with the assistance of center staff, determine an appropriate vocational training program. A student's individual training program is based upon a formal assessment of his or her interests, values, and aptitudes. This information is then matched as closely as possible with vocational training offered at the center and incorporated into the student's Personal Career Development Plan (PCDP), which directs his or her career training during and beyond Job Corps.

The majority of Job Corps students have never been employed full-time. Job Corps vocational programs are designed to offer individualized, self-paced and open entry/open-exit instruction, providing flexibility for students to enroll and progress at their own pace. The program emphasizes "hands-on" learning and "learning by doing" in all occupational areas. Each Job Corps center offers training in a wide variety of vocational areas, including business technologies, health occupations, automotive trades, construction trades, culinary arts, and computer-related occupations. Many centers have established linkages with local trade schools and community colleges to provide vocational offerings not available at the center or enroll students in more advanced training programs.

The WIA requires that all centers form Industry Advisory Councils (IACs). IACs are comprised of employers who recommend appropriate

vocational offerings and training for the center to meet local labor market needs. Centers are strongly encouraged to enhance or change their vocational offerings based upon employers' needs and input.

Competency-based curricula provide the basis for the vocational training programs. All programs contain a series of skills or competencies that students must acquire. In order to guide student instruction and assess student progress, Job Corps utilizes Training Achievement Records (TARs). TARs list competencies or skills for each major vocational program offered at Job Corps. Centers often enhance TARs with employer-specific or region-specific skills.

Most vocational programs offered at a center consist of a Foundations TAR, which outlines a core set of competencies, and Career Enhancement TARs, which provide for more intensive training. TARs represent occupations in which students can earn livable wages and maintain long-term employment. Students are encouraged to complete the maximum number of levels available in the training program so that they may achieve a diverse and high level of proficiency.

National labor and business organizations play an important role in Job Corps vocational training. Through their participation in curriculum development and provision of vocational training, placement, and follow-up services, they help to create a stronger program. These organizations also supervise Vocational Skills Training projects, which offer students, particularly in the construction trades, an opportunity to work on construction and rehabilitation projects both on the center

and in neighboring communities. These projects offer students the opportunity to make valuable contributions to their communities through conservation and community service projects.

A key component of Job Corps' vocational training is hands-on experience. The classroom and workstation environment replicates that of the workplace as much as possible, and instruction includes practice exercises and demonstrations. As students progress in their vocational training, they receive further hands-on training through work-based learning assignments. These structured activities provide an opportunity for students to observe the actual work site early in their training, and to apply their skills and knowledge in actual work settings as their training advances. Work-based learning coordinators, instructors, and employers monitor and assess the performance of these students, and recommend additional training, work experience, or vocational course completion, as appropriate. Another key concept in Job Corps training is applied academics, which involves connecting what students learn in the classroom with the world they experience around them.

Students also participate in special events that help them further develop their skills. For example, during PY 01, Culinary Arts students from 12 Job Corps centers in two Regions participated in a culinary exposition, competition, and career fair. A local culinary school contributed scholarship money and use of its facilities for the event, and provided

instructors for workshops and judging. National and local employers provided kitchen appliances and other support. This event gave students an opportunity to demonstrate their skills to leaders in the food service industry, and to develop relationships with potential employers.

Upon completion of their vocational training, students and staff work together to address areas critical to students' career success. Students who have not secured employment receive additional assistance in resume writing, interviewing, and job search techniques. All students are provided with references for housing, transportation, childcare, and other transitional needs identified in their PCDPs. For example, in PY 01, one Region produced youth resource guides that provide statewide resource listings for employment, educational financial aid, One-Stops, and more. The guidebooks also offer practical tips, budgeting worksheets, and sample workplace documents.

Careers for the 21st Century

Job Corps updates vocational offerings to reflect relevant labor market information, meet employers' needs, and ensure that students train for careers with growth potential. In PY 01, 35 Job Corps centers diversified their vocational offerings with the addition of 71 training programs. Over half of these program additions, including Computer Support Specialist, Nursing, and Retail Sales, are among the top 10 occupations projected by the Bureau of Labor Statistics to have the largest job growth on a national level from 2000 to 2010. Other program additions reflect local labor market trends and employer needs.

Nursing

In recent years, there has been a national focus on the growing shortage of nurses and medically trained staff. Health Occupations training has always been a major component of Job Corps vocational programming, with 105 centers offering training in 11 health-related fields, including Nursing Assistant, Pharmacy Aide, and Licensed Practical Nurse. In PY 01, Job Corps' health-related programs produced over 5,300 vocational graduates, representing 14 percent of all vocational graduates.

Manufacturing

Job Corps is also preparing students to fill job shortages in the manufacturing industry through development of an Introduction to Manufacturing training program, which is based on national Manufacturing Standards Skills Council standards. Further, Job Corps has established a partnership with the Aidex and Amatrol corporations to deliver a foundations course that will prepare students to undertake advanced training and fill positions in maintaining and operating modern assembly systems.

Information Technology

To keep pace with our economy, Job Corps has added many programs in the technology industry. During PY 01, 26 new technology-related programs, such as Computer Support Specialist, Computer Service Technician, and Fiber Optics Cabling, were implemented at Job Corps centers. Further, training for nationally recognized certifications, including Microsoft Office User Specialist, Cisco Certified Network Associate, and A+, has been incorporated into programs to ensure that students have the necessary credentials to compete in technology-driven markets.

In addition to offering computer trades, Job Corps incorporates technology skills training into other programs. For example, construction and National Training Contractor-operated programs utilize technology that allows students to examine the inner workings of auto transmissions or weld foundation beams through use of simulation software.

Health and Wellness Program

Staying healthy and physically fit are basic requirements for any successful career. The Job Corps Health and Wellness program helps students:

- Increase their knowledge of health-related issues
- Learn self-management skills
- Understand responsible use of health care services
- Develop healthy lifestyles
- Learn how to access health care in the community

Within the first 48 hours of arrival at the center, every student receives a cursory exam, dental inspection, lab and drug testing, and immunizations, followed by a more complete medical examination within 14 days.

During the Career Preparation Period, students also receive an overview of health and wellness services, register for health insurance (if applicable), and participate in wellness classes. Activities that continue during Career Development and Career Transition Periods include health maintenance, self-care management, and community networking.

Throughout their stay at Job Corps, students receive essential training in a variety of wellness and safety topics. Safety skills relative to each student's vocational training are an integral part of their daily learning experience and are built into each vocational training program. In many trades, students acquire valuable occupational health and safety competencies. Such competencies are often highly valued by employers, increasing student employability. Additionally, students

and staff work together in center dormitories, classrooms, and recreational areas to minimize hazards and promote safe practices. All Job Corps staff are required to receive training in specific wellness and safety areas and to integrate these principles and practices into center living. Safety committees, consisting of staff and students, develop and guide safety initiatives while working to improve safety and health at each center.

Job Corps has developed a Model Safety and Occupational Health Program that can be found in Job Corps' Policy and Requirements Handbook. This model is used by centers to help them protect the safety and health of students and staff engaged in all aspects of the Job Corps program. Enhanced safety efforts produced the following outcomes during PY 01:

- Job Corps filed 20 percent fewer workers' compensation claims than in Program Year 00.
- After transitioning to DOL's web-based system for filing workers' compensation claims during PY 01, Job Corps exceeded DOL's goal of 75 percent for timely filing of these claims.

Student Government Association

The Student Government Association (SGA)

is a leadership program that encourages center staff to mentor aspiring students. The SGA is a sanctioned and recognized body that functions as a liaison between staff and students, combining efforts to enhance all areas of center life. Each SGA is unique in structure, but is usually comprised of students who are elected by their peers to serve in executive positions of President, Vice President, Secretary, Treasurer, and Chief Justice. Additional SGA positions and committees are established as needed to address and resolve specific needs of the center. SGA members have met stringent performance requirements and serve as positive role models for others. A major priority of the SGA is to sponsor humanitarian activities that solicit all staff and students to volunteer for community-related projects and events. These activities promote good citizenship

through civic volunteer opportunities.

National Community Service Partnerships

Job Corps is an America's Promise "Commitment Maker" and a partner in national community service events, including Groundhog Job Shadow Day, National Youth Service Day, and Make a Difference Day. In PY 01, 33,000 Job Corps students and staff joined with their local communities in service as part of these national initiatives.

National Partnership with American Red Cross

In PY 01, Job Corps and the American Red Cross developed a national partnership. Key areas of collaboration include blood drives, internship opportunities, employment opportunities, community service projects, mentoring initiatives, and health and safety training and certification. Three-quarters of Job Corps centers collaborated with their local American Red Cross offices during the first year of this partnership, with thousands of Job Corps students and staff volunteering their time to organize blood drives and other projects.

Service Learning

Job Corps students lend their time and talents to community service projects, on an ongoing basis or for an afternoon, as a center activity or in partnership with community- and faith-based organizations. Whether feeding the homeless as part of a monthly lunch program, doing repairs at a shelter for abused mothers and children, or working with developmentally disabled adults at a community day care, Job Corps students put their training into practice and provide much-needed services to their local communities.

Job Corps students also participate in large-scale service learning activities. For example, during February 2002, 200 students and 50 staff worked 15,000 volunteer hours in support of the 2002 Olympic Winter Games. In March 2002, staff and students donated an additional 5,000 hours to the Paralympics. These service learning activities not only taught students the value of volunteerism, but also exposed them to numerous local businesses, resulting in increased employer connections and student hires.



Fighting Fires

During the 2001 fire season, 873 students from 21 Job Corps centers operated by the National Forest Service, Bureau of Reclamation, and Fish and Wildlife Service were called upon to work with professional fire fighting crews in 16 states covering 30-50 thousand acres of land. Their responsibilities ranged from fighting fires on the front line to base camp support functions, including cooking and inventory control. Student volunteers must successfully complete a minimum of 32 hours of Wildland Fire Suppression training and pass a rigorous physical exam to be eligible to participate in this activity. Safety is the highest priority item stressed during the training.



Evaluation of Student Progress

Within the Career Development Services System (CDSS), staff, in collaboration with students, discuss students' progress on an ongoing basis, and ensure that students advance steadily toward the goals outlined in their Personal Career Development Plans (PCDPs). Students' achievements and areas where improvement is needed are noted as staff work with students to update their PCDPs. A strong emphasis is placed on employability skills that encompass the intent and directives of the WIA and principles of applied academics.

The Job Corps definition of a program graduate is the same as described by the WIA (attainment of either a high school diploma/GED certificate or completion of a vocational trade). A category called "combination program graduate" has been created to identify those students who achieve both a high school diploma/GED certificate and a vocational completion.

Student Results

Placement Rates

Job Corps continues to place a high proportion of students in jobs, full-time advanced education or training, or the military. In PY 01, 90 percent of Job Corps graduates were placed, and 76 percent of all student terminees were placed.

Placement Wages

The average hourly wage for Job Corps graduates in PY 01 was near \$8.00. A Job Training Match (JTM) is a job placement that directly or closely correlates to a student's vocational training program. JTM placement wages for graduates in PY 01 averaged \$8.55.

Vocational Completion

In PY 01, 57 percent of all students completed one or more levels within their chosen area of vocational training, achieving the competencies specified for the vocation.

High School Diploma / GED Attainment

In PY 01, 18,280 students received HSD/GED certificates.

Average Length of Stay

The PY 01 average length of stay for graduates in Job Corps was 10.8 months. For all terminees, the average length of stay was 7.6 months.

FIVE-YEAR PERFORMANCE SUMMARY OF STUDENT OUTCOMES

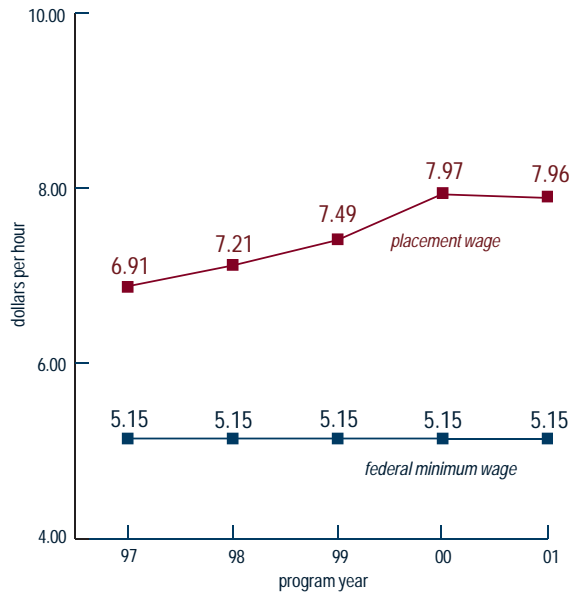
	Program Years				
	97 Jul 97-Jun 98	98 Jul 98-Jun 99	99 Jul 99-Jun 00	00 Jul 00-Jun 01	01 Jul 01-Jun 02
Graduate Placements					
Entered Employment	81%	83%	83%	84%	80%
Enrolled in Education	6%	6%	6%	7%	10%
Total Reported Placements ¹	87%	89%	88%	91%	90%
Average Placement Wage	\$6.91	\$7.21	\$7.49	\$7.97	\$7.96
Graduate Job Training Match					
% of Graduate Job Placements	60%	60%	62%	62%	60%
Graduate JTM Average Placement Wage	\$7.25	\$7.55	\$7.93	\$8.44	\$8.55
Average Length of Stay (months)					
Graduates	11.2	11.1	11.1	10.6	10.8
All Terminees	7.2	7.2	7.0	7.1	7.6
Vocational Completion ²					
% of All Terminees	51%	51%	49%	52%	57%
High School Diploma/GED Certificate					
All Terminees	16,212	18,133	16,461	18,050	18,280

1 Assumes that all terminees who were not contacted did not obtain jobs or enroll in education.

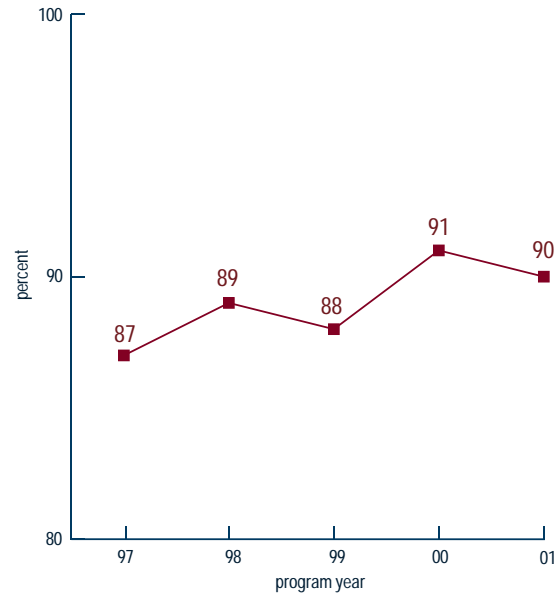
2 Minimum requirements for obtaining a completion level were raised effective PY 99.

FIVE-YEAR PERFORMANCE CHARTS

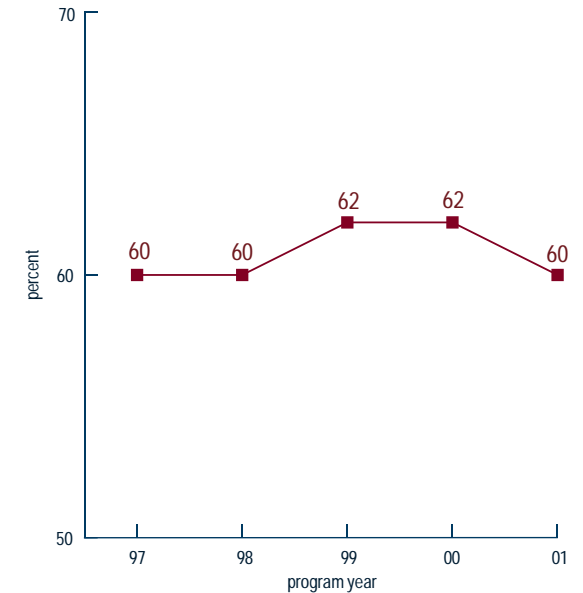
AVERAGE PLACEMENT WAGE (graduates)



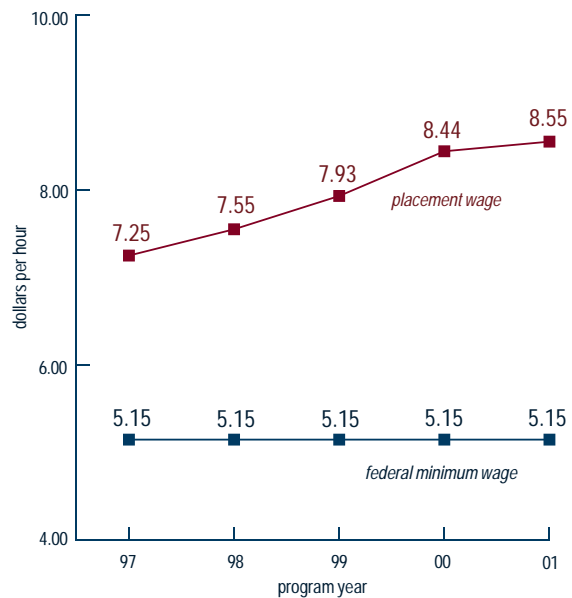
TOTAL REPORTED PLACEMENTS (graduates)



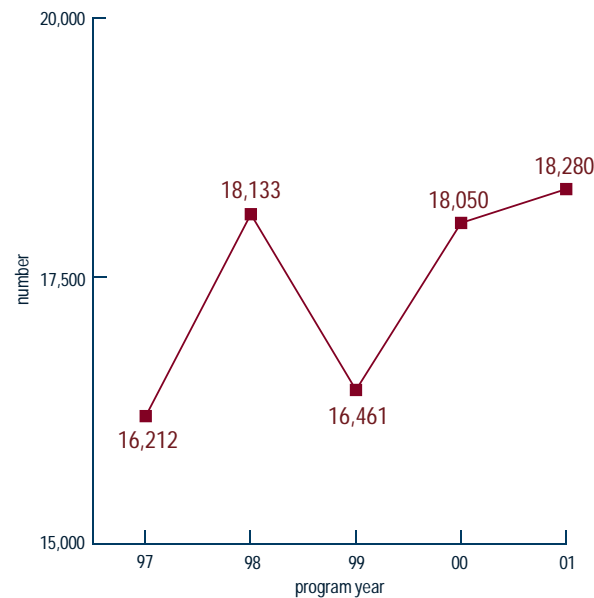
GRADUATE JOB TRAINING MATCH (percent of graduate job placements)



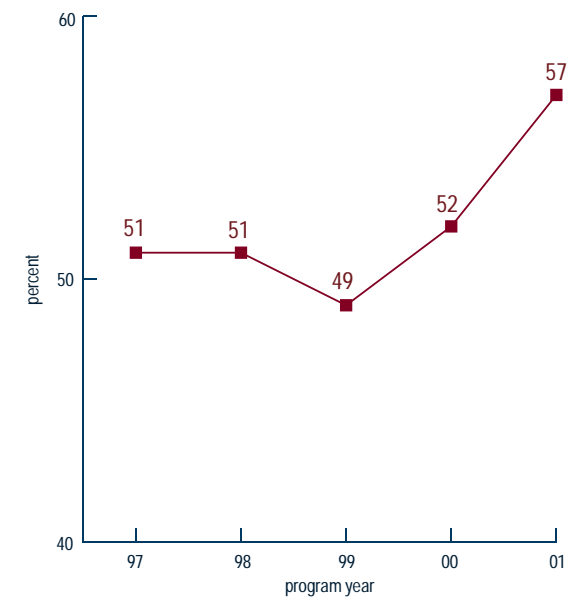
GRADUATE JOB TRAINING MATCH (average placement wage)

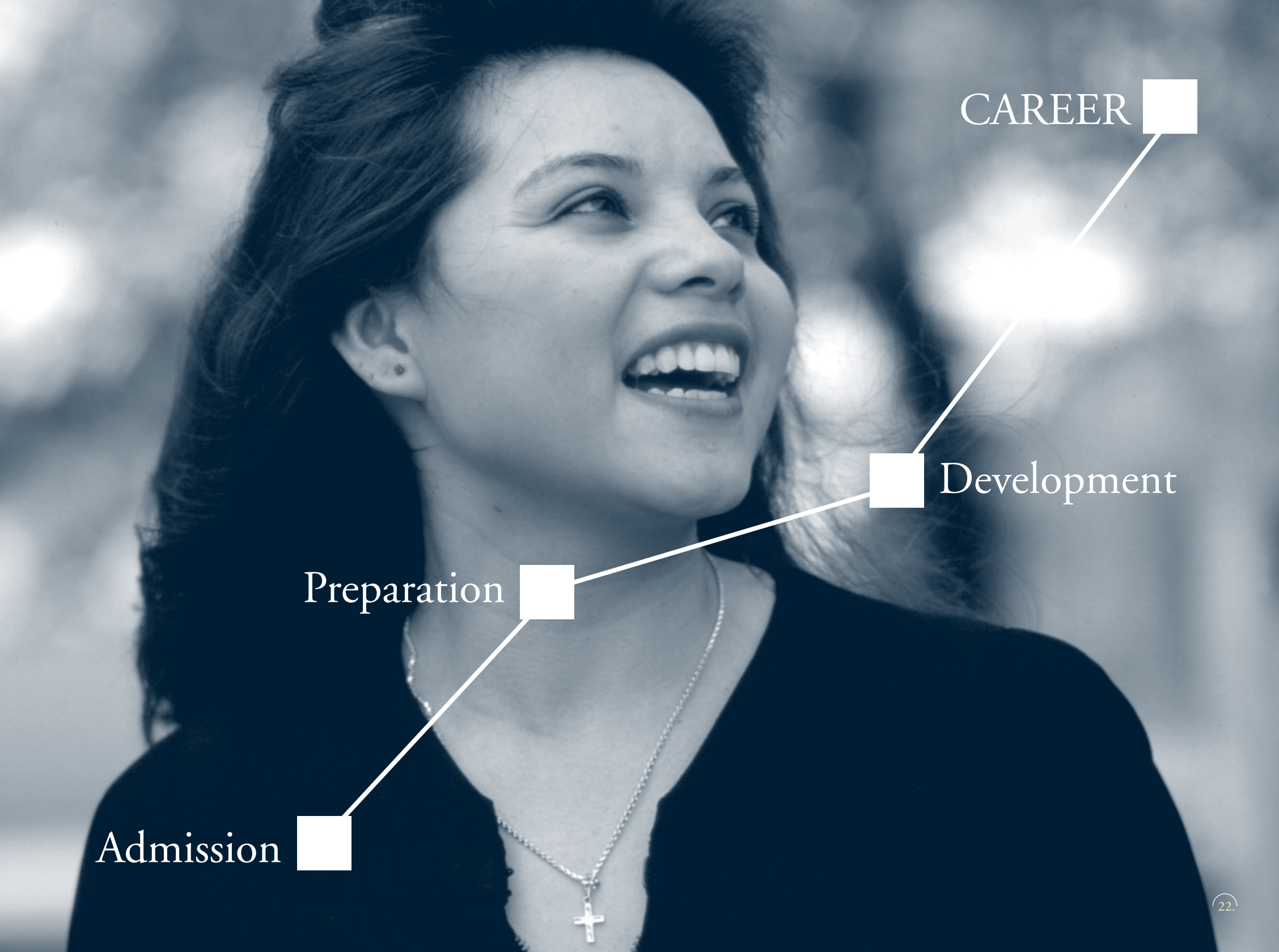


STUDENTS OBTAINING HSD/GEDs



STUDENTS COMPLETING VOCATIONAL TRADE (out of all terminees)





CAREER 

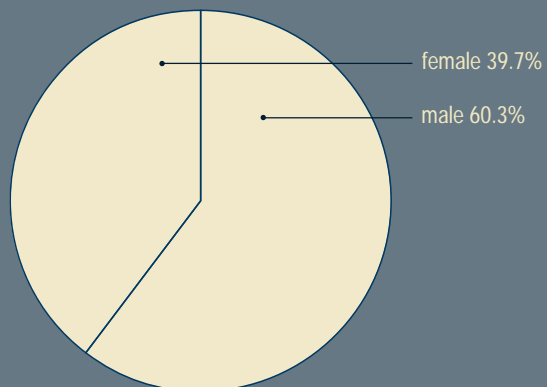
 Development

Preparation 

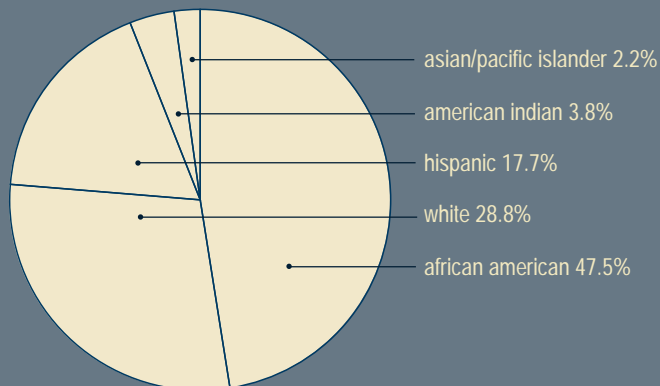
Admission 

CHARACTERISTICS OF STUDENTS ENTERING THE PROGRAM

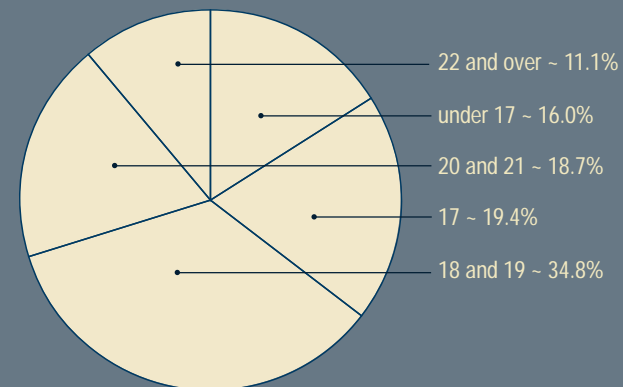
GENDER



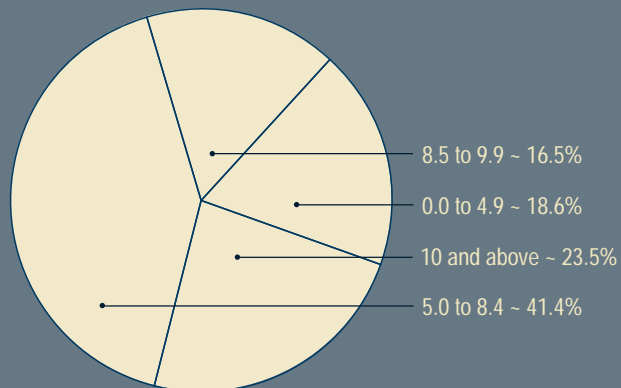
RACE/ETHNIC GROUP



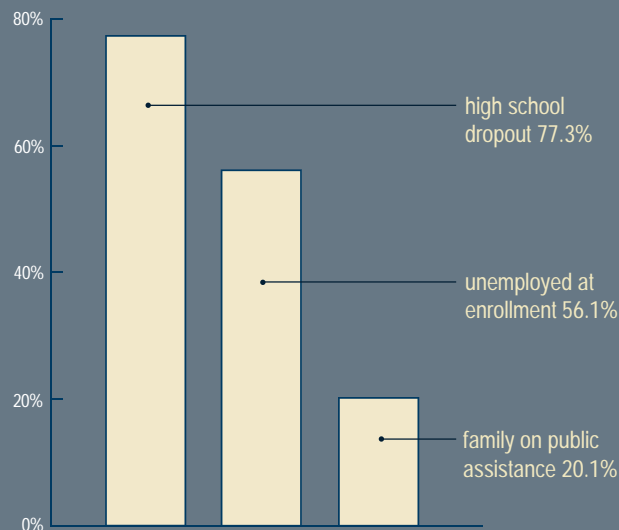
AGE (average age = 18 years old)



READING LEVELS
(average grade level at entry = 7.5)



OTHER CHARACTERISTICS
(percentage of Job Corps enrollees)



COSTS IN PROGRAM YEAR 2001

Congressional appropriations for Job Corps are divided into two components: 1) operating costs; and 2) facility construction, rehabilitation, and acquisition (CRA) expenses. Annual funding for operating expenses normally represents roughly 90 percent of the total Job Corps appropriation, with the CRA component normally comprising about 10 percent.

Congressional funding for operating expenses has tended to increase steadily from year to year in order to cover inflationary cost increases at existing centers and to cover the operating costs of new centers that come on-line. In contrast, Congressional funding for CRA expenses tends to vary from one year to the next, depending on Congressional interest in major capital projects such as relocating existing facilities and the acquisition and construction of facilities for new centers.

When compared with other residential training and education programs and institutions, including colleges and universities, Job Corps is located on the low end of the cost scale. For example, the U.S. Department of Education's *Digest of Education Statistics, 2001* reports that in the 1995-96 school year, the per-student cost at private four-year institutions averaged \$28,623. At four-year public institutions, the per-student cost averaged \$20,579. Based on 32 weeks of class during the year, the average daily cost per student was \$128 at the private institutions and \$92 at the public institutions. In contrast, the Job Corps daily cost per student averaged only \$72 during the same timeframe. In PY 01, six years later, the Job Corps average had increased to only \$83 per day.

PY 01 Service Levels

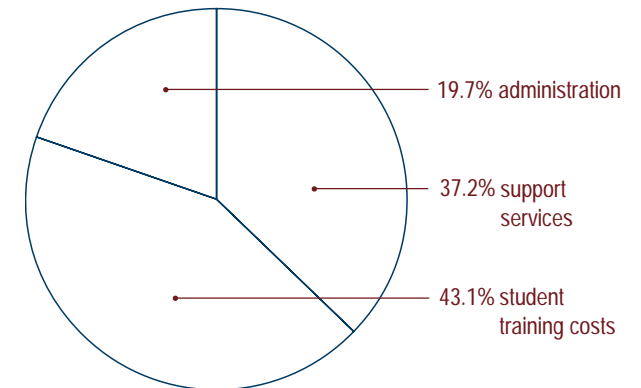
Number of Job Corps centers at Year End	118
Student Service Years (SSY)*	43,210
New Students Enrolling	67,833
Total Terminations this Program Year	69,972
Average Length of Stay (Months)	7.6

*Average annual enrollment level

PY 01 Operating Costs

Job Corps' operating costs totaled \$1,311,304,000 in PY 01, which can be broken down as shown below.

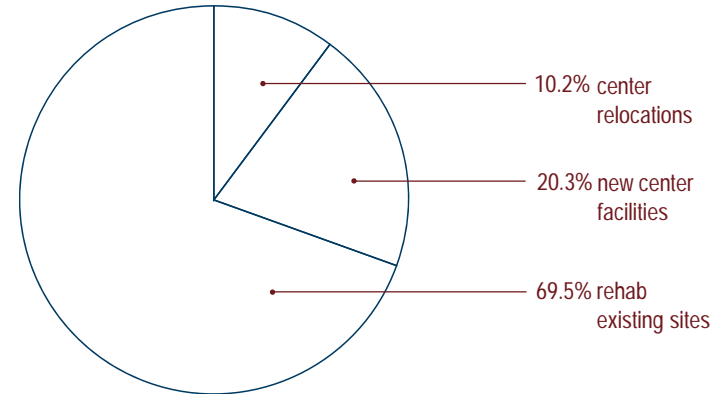
	Million \$	Percent
Student Training Costs	565.3	43.1
Basic Education	97.2	7.4
Vocational	188.1	14.3
Social Skills Training	280.0	21.4
Support Services	487.2	37.2
Outreach/Admissions	56.7	4.3
Transportation	19.4	1.5
Meals and Lodging	184.1	14.0
Allowances	93.5	7.1
Workers Comp Benefits	4.1	0.3
Medical Care	71.5	5.5
Career Transition Services	57.9	4.4
Admin/Nat'l Activities	258.8	19.7
Center Administration		
National Engineering/Property Management		
National Data Systems		
National Curriculum Development		



PY 01 Construction, Rehabilitation, and Acquisition Expenses

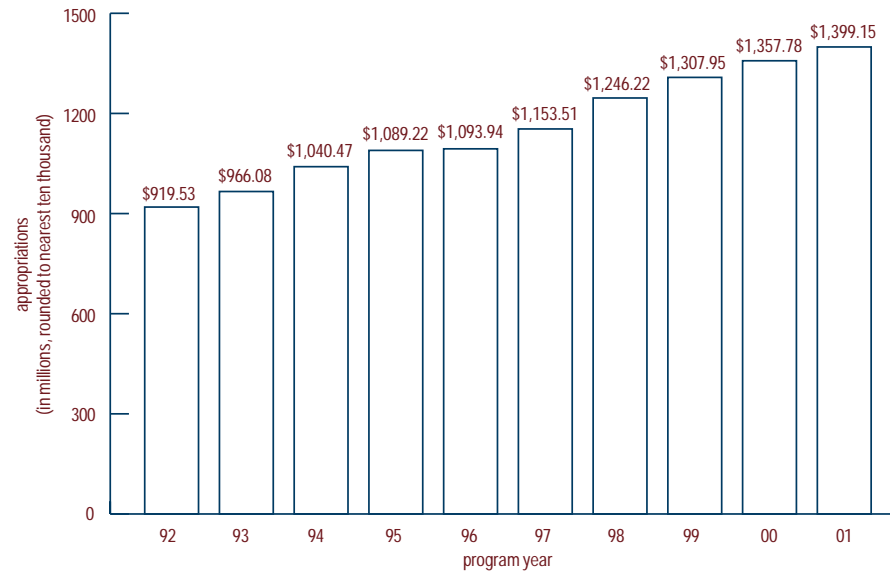
In PY 01, the DOL issued contracts for Job Corps facility construction, rehabilitation, and acquisition having a total value of \$174,327,000. These contractual obligations can be categorized as follows:

	Million \$	Percent
Rehab Existing Facilities	121.1	69.5
Center Relocations	17.8	10.2
Acquire/Cnst New Centers	35.4	20.3



10-Year Appropriation History

Program Year	Congressional Appropriation
92	\$919,533,000
93	\$966,075,000
94	\$1,040,469,000
95	\$1,089,222,000
96	\$1,093,942,000
97	\$1,153,509,000
98	\$1,246,217,000
99	\$1,307,947,000
00	\$1,357,776,000
01	\$1,399,148,000



PY 01 INFORMATION TECHNOLOGY SCHOLARSHIP

The Federation of Government Information Processing Council/Industry Advisory Council (FGIPC/IAC) assists Job Corps students and graduates in pursuing careers in the information technology (IT) industry. The IT Scholarship Fund was established as a result of interest expressed by the FGIPC/IAC. The scholarship offers students financial support to continue their training in the IT field, and assists in filling the shortage of skilled IT workers.

The scholarship is awarded annually, with recipients eligible to receive up to \$5,000 in reimbursable expenses associated with the pursuit of a certificate or degree program in the IT field. To date, the information technology companies of IAC have raised more than \$180,000 for Job Corps students.

“The IT Scholarship Program is just one way that private and public sector entities are joining hands to help disadvantaged youth cross the digital divide.”

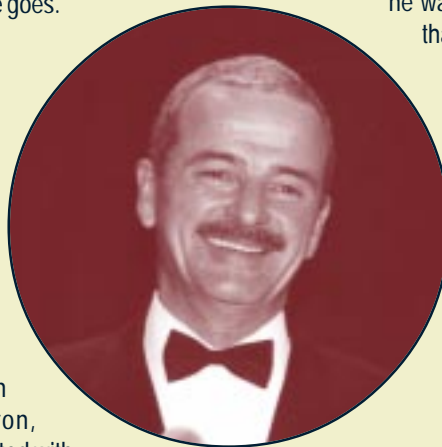
-BOB DONOVAN, FORMER IT SCHOLARSHIP CHAIR

HALL OF FAME WINNER BRUCE FORD

This past year, Bruce Ford became Job Corps' 41st Hall of Fame recipient. This Award was created in 1979 to recognize the outstanding personal growth and achievements of former students. Recipients of this honor are selected based upon employment-related achievements, which can be traced to Job Corps training, and educational and community accomplishments.

Ford, a high school principal in South Dakota, has used his Job Corps experience to become a beacon for young people. In the Chamberlain school district, Ford is known for his progressive educational philosophies and for personally relating to at-risk students. He instills in others a desire to work for success wherever he goes.

Ford grew up in O'Neill, Nebraska, one of 11 children in a family with limited resources. By the time he reached high school, Ford began to lose interest in academics and at age 16, he dropped out. "I didn't like school and I didn't like to study," he remembered. After leaving school, he worked at several low-paying jobs. Then, in 1968, Ford enrolled at the Pine Ridge Civilian Conservation Center in Chadron, Nebraska. By March 1969, he graduated with both a GED and a vocational certification in welding.



Over the next 15 years, Ford worked as a heavy equipment operator, coast-to-coast truck driver, mechanic, motel owner, and manager at Con Agra. He went on to earn a Bachelor's degree in math and science from Chadron State College, and then taught math at the Pine Ridge center because he wanted to give something back to the place that had made such a difference for him. He later returned to Chadron State College to earn a Master's degree in Education Administration. Ford then became the superintendent of schools in Oehlrichs, South Dakota before accepting his current job. With his personal story of success and his willingness to help shape the future, Ford is a guiding light for young people everywhere.

NATIONAL JOB CORPS ALUMNI ASSOCIATION

The National Job Corps Alumni Association (NJCAA) is a non-profit, chapter-based, membership organization of men and women whose alma mater is Job Corps. Established in 1980, the NJCAA's mission is to foster the volunteer efforts of former Job Corps students in support of the Job Corps program and their communities.

The NJCAA maintains 72 chapters nationwide, with an active membership of approximately 23,000. In support of the NJCAA's mission, members assist former Job Corps students in furthering their personal growth and professional development. During PY 01, NJCAA members provided career transition services to former students in 23 states.

NJCAA policies and long-range goals are set by the Board of Directors, which includes Executive Officers and ten Regional Representatives. Administrative support and technical assistance is provided by the Office of the Secretariat under a contract with the DOL.

The NJCAA provides the following programs and services:

- *Speaker's Bureau*—The program sends successful, dynamic Job Corps alumni to speak at Job Corps centers and community or civic events all over the U.S. The alumni inspire Job Corps students to maximize their time in Job Corps.
- *Career Preparation Period Support*—Alumni participate in Career Preparation Period activities by providing welcome support to students in their new learning and living environments.
- *Alumni Mentoring Program*—Alumni provide assistance to potential, present, and former students. Alumni become involved in outreach and admissions, pre-employment training, social skills and leadership development, and job shadowing. Through their involvement with the Career Development Services System (CDSS), members of the NJCAA provide Job Corps centers with additional resources and help encourage Job Corps students to complete their training. The NJCAA also serves students and alumni in need of assistance with resume writing and employment and scholarship information. In addition, the NJCAA provides a clearinghouse of information on a variety of subjects, including single parenting, money management, job interview skills, and family budgeting.

For more information contact:

National Job Corps Alumni Association
Office of the Secretariat

1333 H Street, NW, Suite 400 West, Washington, D.C. 20005
Phone: 202-638-3810 or toll free 800-424-2866, Fax: 202-638-3807
Web site: www.jcalum.org



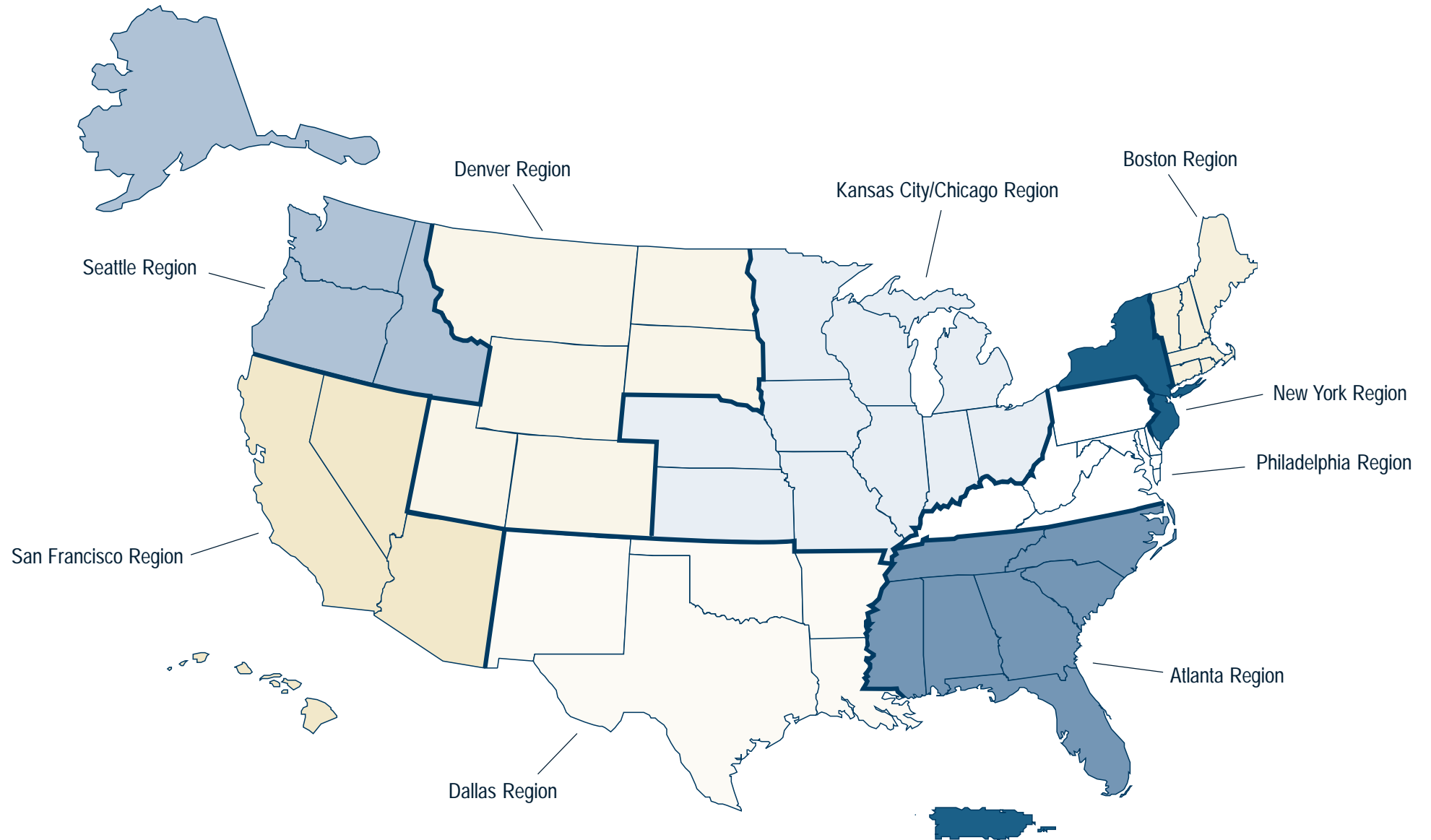
CENTER	MAILING ADDRESS (LOCATION)**	CITY/STATE	ZIP CODE	PHONE NO.	FAX NO.	CAPACITY	OPERATOR
Alaska	750 Cope Industrial Way	Palmer, AK	99645-6749	907-746-8800	907-746-8810	250	CSS
Albuquerque	1500 Indian School Rd., NW	Albuquerque, NM	87104-2398	505-346-2562	505-346-2769	415	Del-Jen
Anaconda	1407 Foster Creek Rd.	Anaconda, MT	59711-9199	406-563-3476	406-563-8243	236	USDA, FS
Angell	335 NE Blogett Rd.	Yachats, OR	97498-9388	541-547-3137	541-547-4236	216	USDA, FS
Arecibo	P.O. Box 544	Garrochales, PR	00652-0544	787-881-2300	787-881-0971	200	ResCare/CoPR
Atlanta	239 Westlake Av., NW	Atlanta, GA	30314-1894	404-794-9512	404-794-8426	515	MTC
Atterbury	P.O. Box 187 (1025A Hospital Rd.)	Edinburgh, IN	46124-0187	812-526-5581	812-526-9551	570	MTC
Bamberg	P.O. Box 967 (200 South Carlisle St.)	Bamberg, SC	29003-0967	803-245-5101	803-245-5915	220	DESI
Barranquitas	P.O. Box 68	Barranquitas, PR	00794	787-857-5200	787-857-2262	260	ResCare/CoPR
Batesville	821 Hwy 51, South	Batesville, MS	38606	662-563-4656	662-563-0659	300	Minact
Blackwell	4155 County Hwy. H	Laona, WI	54541	715-674-2311	715-674-4305	205	USDA, FS
Blue Ridge	245 W. Main St.	Marion, VA	24354	540-783-7221	540-783-1751	200	ResCare
Boxelder	P.O. Box 110	Nemo, SD	57759	605-348-3636	605-578-1157	208	USDA, FS
Brooklyn	585 DeKalb Av. (Satellite of So. Bronx)	Brooklyn, NY	11205	718-623-4000	718-623-9626	210	ResCare
Brunswick	4401 Glynco Parkway	Brunswick, GA	31525	912-264-8843	912-267-7192	400	TRW/Vinnell
Carl D. Perkins	478 Meadows Branch Rd.	Prestonsburg, KY	41653-1501	606-886-1037	606-886-6048	245	DESI
Cascades	7782 Northern State Rd.	Sedro Woolley, WA	98284-8241	360-854-3400	360-854-3419	327	MTC
Cass	21424 N. Hwy. 23	Ozark, AR	72949	501-667-3686	501-667-3989	224	USDA, FS
Cassadaga	8115 Glasgow Rd.	Cassadaga, NY	14718-9619	716-595-8760	716-595-3963	270	CSDC
Centennial	3201 Ridgecrest Dr.	Nampa, ID	83687	208-442-4500	208-442-4506	300	USDI, BurRec
Charleston	1000 Kennawa Dr.	Charleston, WV	25311	304-925-3200	304-925-7127	400	MTC
Chicago	3348 South Kedzie Av.	Chicago, IL	60623	773-847-9820	773-847-9823	354	MTC
Cincinnati	1409 Western Av.	Cincinnati, OH	45214	513-651-2000	513-651-2004	225	MTC
Clearfield	P.O. Box 160070	Clearfield, UT	84016-0070	801-774-4000	801-774-4135	1320	MTC
Cleveland	10660 Carnegie Av.	Cleveland, OH	44106	216-795-8700	216-721-9518	320	ATSI
Collbran	57608 Hwy. 330	Collbran, CO	81624-9702	970-487-3576	970-487-3823	200	USDI, BurRec
Columbia Basin	6739 24th St., Bldg. 2402	Moses Lake, WA	98837-3246	509-762-5581	509-762-9540	250	USDI, BurRec
Connecticut	455 Wintergreen Av.	New Haven, CT	06515	203-397-3775	203-392-0299	200	CSDC
Curlew	3 Campus St.	Curlew, WA	99118	509-779-4611	509-779-7680	198	USDA, FS
David L. Carrasco	11155 Gateway West	El Paso, TX	79935	915-594-0022	915-591-0166	415	TEF
Dayton	3849 Germantown Pike	Dayton, OH	45418	937-268-6571	937-267-3822	300	MTC
Delaware Valley	P.O. Box 846 (9368 State Rt. 97)	Callicoon, NY	12723-0846	845-887-5400	845-887-4762	396	CSDC
Denison	P.O. Box 610 (10 Opportunity Dr.)	Denison, IA	51442	712-263-4192	712-263-6910	300	MTC
Detroit	11801 Woodrow Wilson Av.	Detroit, MI	48205	313-852-0301	313-865-8791	202	TRW/Vinnell
Earle C. Clements	2302 U.S. Hwy 60 East	Morganfield, KY	42437	270-389-2419	270-389-1134	1630	ResCare
Edison	500 Plainfield Av.	Edison, NJ	08817-2515	732-985-4800	732-985-8551	530	ResCare
Excelsior Springs	701 St. Louis Av.	Excelsior Springs, MO	64024	816-630-5501	816-637-1806	495	Minact
Flatwoods	2803 Dungannon Rd.	Coeburn, VA	24230-5914	540-395-3384	540-395-2043	224	USDA, FS
Flint-Genesee	2400 North Saginaw St.	Flint, MI	48505	810-232-9102	810-232-6835	330	TRW/Vinnell
Flint Hills	4620 Eureka Dr.	Manhattan, KS	66503-8488	785-537-7222	785-537-9517	250	MTC

Fort Simcoe	40 Abella Lane	White Swan, WA	98952	509-874-2244	509-874-2342	224	USDI, BurRec
Fred G. Acosta	901 South Campbell Av.	Tucson, AZ	85719-6596	520-792-3015	520-628-1552	300	ResCare
Frenchburg	HCR 68 - Box 2170, Hwy 77	Mariba, KY	40322	606-768-2111	606-768-3080	168	USDA, FS
Gadsden	P.O. Box 286 (600 Valley St.)	Gadsden, AL	35902	256-547-6222	256-547-9040	286	Minact
Gainesville	5301 NE 40th Terrace	Gainesville, FL	32609-1670	352-377-2555	352-374-8257	350	Del-Jen
Gary	P.O. Box 967 (2800 Airport, Hwy. 21)	San Marcos, TX	78667-0967	512-396-6652	512-396-6666	1900	MTC
Glenmont	P.O. Box 993 (822 River Road)	Glenmont, NY	12077-0993	518-767-9371	518-767-2106	340	CSDC
Golconda	Rural Rt. 1, Box 104A	Golconda, IL	62938	618-285-6601	618-285-3121	230	USDA, FS
Grafton	100 Pine St.	North Grafton, MA	01536-1847	508-839-6904	508-839-9781	300	Adams & Assoc.
Grand Rapids	110 Hall St., SE	Grand Rapids, MI	49507	616-243-6877	616-243-1701	270	Minact
Great Onyx	3115 Ollie Ridge Rd.	Mammoth Cave, KY	42259-9801	270-286-4514	270-286-8824	214	USDI, NPS
Gulfport	3300 - 20th St.	Gulfport, MS	39501	228-864-9691	228-865-0154	280	RCI
Guthrie	3106 W. University	Guthrie, OK	73044-8712	405-282-9930	405-260-1907	650	ResCare
Harpers Ferry	237 Job Corps Rd.	Harpers Ferry, WV	25425	304-728-5702	304-728-8200	158	USDI, NPS
Hawaii	41-467 Hihimanu St.	Waimanalo, HI	96795-1423	808-259-6010	808-259-7907	362	PacEdFound
Homestead	12350 SW 285th St.	Homestead, FL	33033	305-257-4800	305-257-3920	496	TRW/Vinnell
Hubert H. Humphrey	1480 North Snelling Av.	St. Paul, MN	55108	651-642-1133	651-642-0123	290	TRW/Vinnell
Indypendence	17 West Market St., Suite 400 (Satellite of Atterbury)	Indianapolis, IN	46204	317-684-2555	317-684-7640	100	MTC
Inland Empire	P.O. Box 9550 (3173 Kerry St.)	San Bernardino, CA	92407	909-887-6305	909-473-1511	310	MTC
Iroquois	11780 Tibbets Rd.	Medina, NY	14103	716-798-7000	716-798-7046	255	Satellite Serv.
Jacksonville	205 West Third St.	Jacksonville, FL	32206	904-353-5904	904-359-4747	250	DESI
Jacobs Creek	984 Denton Valley Rd.	Bristol, TN	37620	423-878-4021	423-878-7034	224	USDA, FS
Joliet	1101 Mills Rd.	Joliet, IL	60433	815-727-7677	815-723-7052	280	MTC
Keystone	P.O. Box 37 (Foothills Dr.)	Drums, PA	18222	570-788-1164	570-788-1119	700	MTC
Kicking Horse	2000 Mollman Pass Trail	Ronan, MT	59864	406-644-2217	406-644-2343	224	Confed. Tribes
Kittrell	P.O. Box 278 (1096 Hwy. US 1 South)	Kittrell, NC	27544	252-438-6161	252-492-9630	350	MTC
Laredo	P.O. Box 1819 (1701 Island St.)	Laredo, TX	78044-1819	956-727-5147	956-727-1937	250	TRW/Vinnell
Little Rock	2020 Vance St.	Little Rock, AR	72206	501-376-4600	501-376-6152	200	Del-Jen
Long Beach	1903 Santa Fe Av.	Long Beach, CA	90810-4050	562-983-1777	562-983-0053	300	CSDC
Loring	36 Montana Rd.	Limestone, ME	04750-6107	207-328-4212	207-328-4219	380	TDC
Los Angeles	1106 S. Broadway	Los Angeles, CA	90015-2292	213-748-0135	213-741-5359	735	YWCA of LA
Lyndon B. Johnson	3170 Wayah Rd.	Franklin, NC	28734	828-524-4446	828-369-0286	205	USDA, FS
Memphis	1555 McAlister Dr.	Memphis, TN	38116	901-396-2800	901-396-8712	312	Minact
Miami	3050 NW 183rd St.	Carol City, FL	33056	305-626-7800	305-626-7857	300	ResCare
Mingo	4253 State Hwy. T	Puxico, MO	63960	573-222-3537	573-222-2680	224	USDI, F&WL
Mississippi	P.O. Box 817 (400 Harmony Rd.)	Crystal Springs, MS	39059	601-892-3348	601-892-3719	405	Del-Jen
Montgomery	1145 Air Base Blvd.	Montgomery, AL	36108	334-262-8883	334-265-2339	322	DESI
Muhlenberg	3875 State Rte., Hwy. 181 N	Greenville, KY	42345	270-338-5460	270-338-3615	404	Horizon Youth Serv.
New Orleans	3801 Hollygrove St.	New Orleans, LA	70118	504-486-0641	504-486-0823	225	CSDC
North Texas	P.O. Box 8003 (1701 N. Church St.)	McKinney, TX	75070	972-542-2623	972-542-8870	650	TRW/Vinnell
Northlands	100A Macdonough Dr.	Vergennes, VT	05491	802-877-2922	802-877-0295	280	CSDC
Oconaluftee	502 Oconaluftee Job Corps Rd.	Cherokee, NC	28719	828-497-5411	828-497-4417	210	USDI, NPS

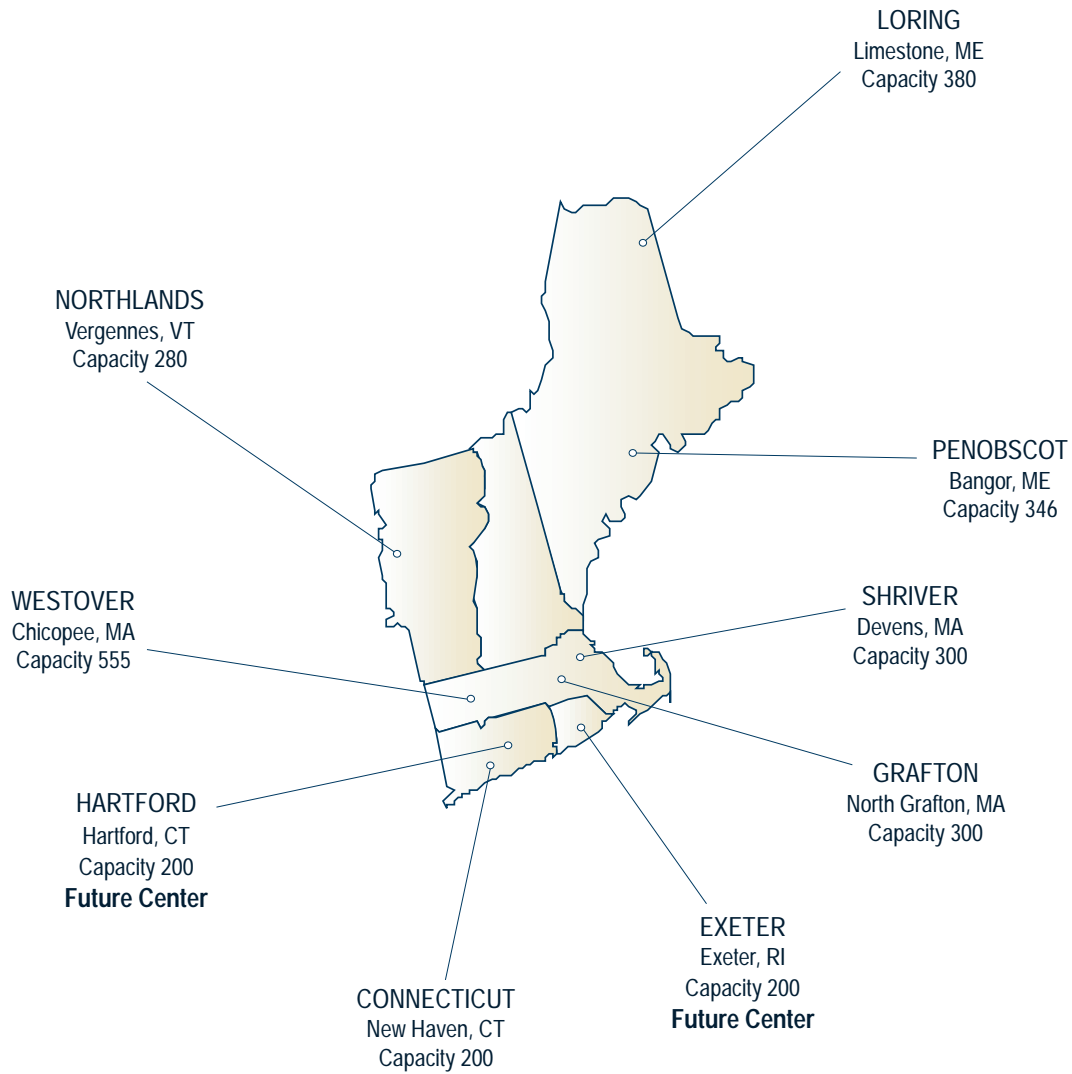
Old Dominion	1073 Father Judge Rd.	Monroe, VA	24574	434-929-4081	434-929-0812	350	ResCare
Oneonta	21 Homer Folks Av.	Oneonta, NY	13820	607-433-2111	607-433-1629	370	KRA
Ouachita	570 Job Corps Rd.	Royal, AR	71968	501-767-2707	501-767-2768	224	USDA, FS
Penobscot	1375 Union St.	Bangor, ME	04401	207-990-3000	207-942-9829	346	TDC
Philadelphia	4601 Market St.	Philadelphia, PA	19139	215-471-9689	215-747-8552	305	MTC
Phoenix	518 South Third St.	Phoenix, AZ	85004	602-254-5921	602-340-1965	415	ResCare
Pine Knot	P.O. Box 1990 (U.S. Hwy 27)	Pine Knot, KY	42635-1990	606-354-2176	606-354-2170	224	USDA, FS
Pine Ridge	15710 Hwy. 385	Chadron, NE	69337	308-432-3316	308-432-4145	224	USDA, FS
Pittsburgh	7175 Highland Dr.	Pittsburgh, PA	15206	412-441-8700	412-441-1586	800	ResCare
PIVOT	2508 NE Everett, Rm. 107a (Satellite of Springdale)	Portland, OR	97232	503-916-6170	503-916-2710	50	MTC
Potomac	#1 D.C. Village Lane, SW	Washington, DC	20032	202-574-5000	202-373-3181	500	MTC
Quentin Burdick	1500 University Av., West	Minot, ND	58703	701-857-9600	701-838-9979	250	Minact
Ramey	P.O. Box 250463	Aguadilla, PR	00604-0463	787-890-2030	787-890-4749	335	ResCare/CoPR
Red Rock	P.O. Box 218 (Route 487 North)	Lopez, PA	18628	570-477-2221	570-477-3046	318	MTC
Roswell	57 G St.	Roswell, NM	88203	505-347-5414	505-347-2243	225	TRW/Vinnell
Sacramento	3100 Meadowview Rd.	Sacramento, CA	95832-1498	916-394-0770	916-394-0751	412	CSDC
San Diego	1325 Iris Av., Bldg. #60	Imperial Beach, CA	91932	619-429-8500	619-423-5194	650	CSDC
San Jose	3485 East Hills Dr.	San Jose, CA	95127-2790	408-254-5627	408-254-5663	440	CSDC
Schenck	98 Schenck Dr.	Pisgah Forest, NC	28768	828-862-6100	828-877-3028	224	USDA, FS
Shreveport	2815 Lillian St.	Shreveport, LA	71109	318-227-9331	318-222-0768	350	Minact
Shriver	192 MacArthur Av.	Devens, MA	01432	800-454-6322	978-784-2721	300	Adams & Assoc.
Sierra Nevada	5005 Echo Av.	Reno, NV	89506-1225	775-972-5627	775-972-7480	570	MTC
South Bronx	1771 Andrews Av.	Bronx, NY	10453	718-731-7700	718-731-3543	275	ResCare
Springdale	31224 E. Historic Columbia River Hwy.	Troutdale, OR	97060	503-695-2245	503-695-2254	165	MTC
St. Louis	4333 Goodfellow Blvd.	St. Louis, MO	63120	314-679-6200	314-383-5717	604	Minact
Talking Leaves	P.O. Box 1066 (5700 Bald Hill Rd.)	Tahlequah, OK	74465	918-456-9959	918-456-1270	250	Cherokee Nat.
Timber Lake	59868 East Hwy. 224	Estacada, OR	97023	503-834-2291	503-834-2333	234	USDA, FS
Tongue Point	37573 Old Hwy. 30	Astoria, OR	97103-7000	503-325-2131	503-325-5375	540	MTC
Trapper Creek	5139 West Fork Rd.	Darby, MT	59829	406-821-3286	406-821-3290	224	USDA, FS
Treasure Island	655 H Av., Bldg. 442	San Francisco, CA	94130-5027	415-277-2400	415-277-2438	850	ResCare
Treasure Lake	Rt. 1, Box 30	Indianapolis, IN	46203	317-246-3203	317-246-8222	180	USDI, F&WL
Tulsa	1133 N. Lewis Av.	Tulsa, OK	74110	918-585-9111	918-592-2430	300	Adams & Assoc.
Turner	2000 Schilling Av.	Albany, GA	31705	229-883-8500	229-434-0383	1030	CSDC
Weber Basin	7400 S. Cornia Dr.	Ogden, UT	84405-9605	801-479-9806	801-476-5985	224	USDI, BurRec
Westover	103 Johnson Dr.	Chicopee, MA	01022	413-593-5731	413-593-5170	555	MTC
Whitney Young	8460 Shelbyville Rd.	Simpsonville, KY	40067	502-722-8862	502-722-3601	382	Edu. Mgt. Corp.
Wolf Creek	2010 Opportunity Lane	Glide, OR	97443	541-496-3507	541-496-8515	231	USDA, FS
Woodland	3300 Fort Meade Rd.	Laurel, MD	20724	301-725-7900	301-497-8978	300	Adams & Assoc.
Woodstock	10900 Old Court Rd.	Woodstock, MD	21163	410-461-1100	410-461-5794	505	Adams & Assoc.

**Due to lack of space, addresses may lack complete information for express deliveries. For example, "barrios" must be added for Puerto Rican Centers. Capacity is the long-term, facility design capacity. Current capacity may vary due to construction/renovation projects. (Current December '02)

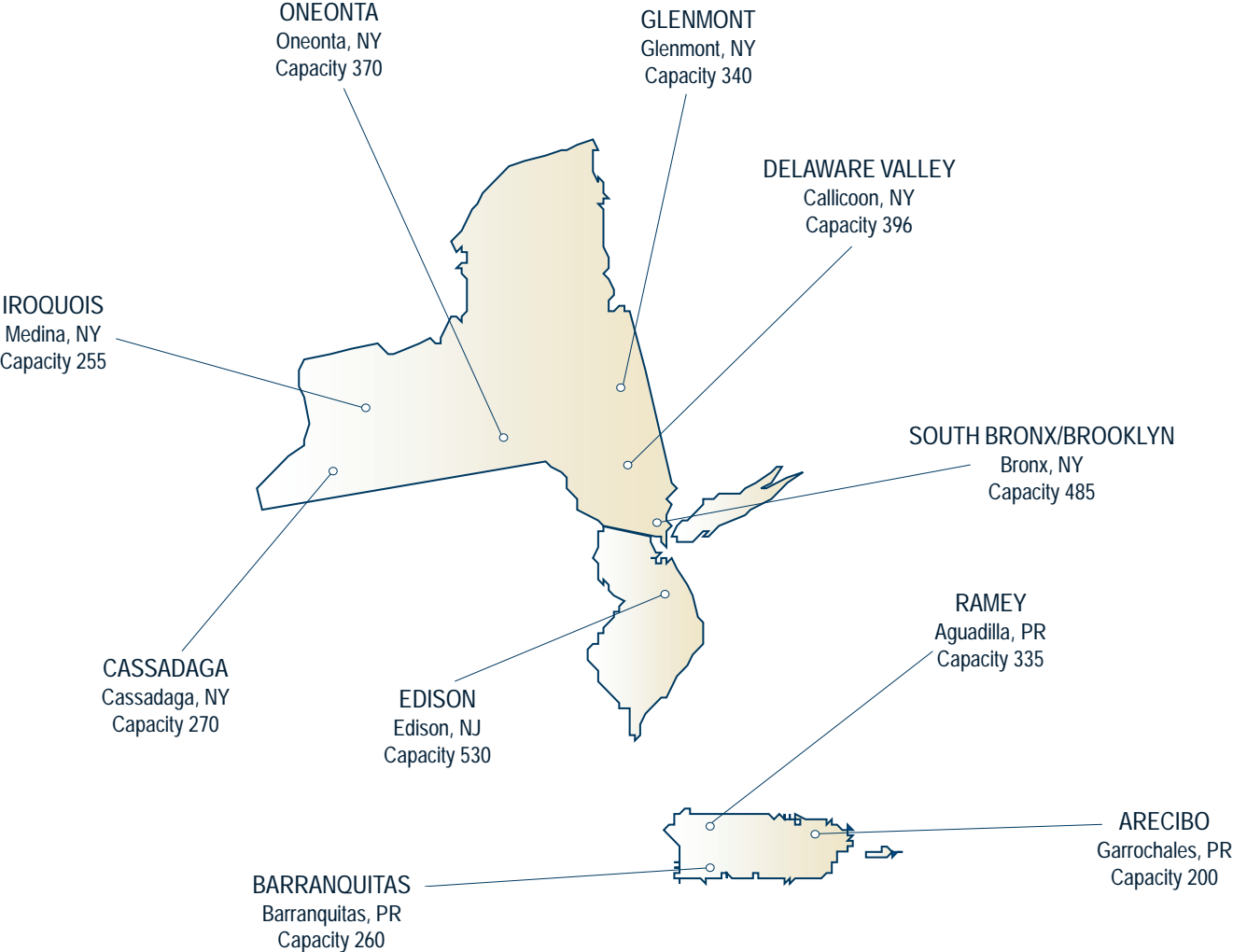
JOB CORPS REGIONAL OFFICES (MAPS)



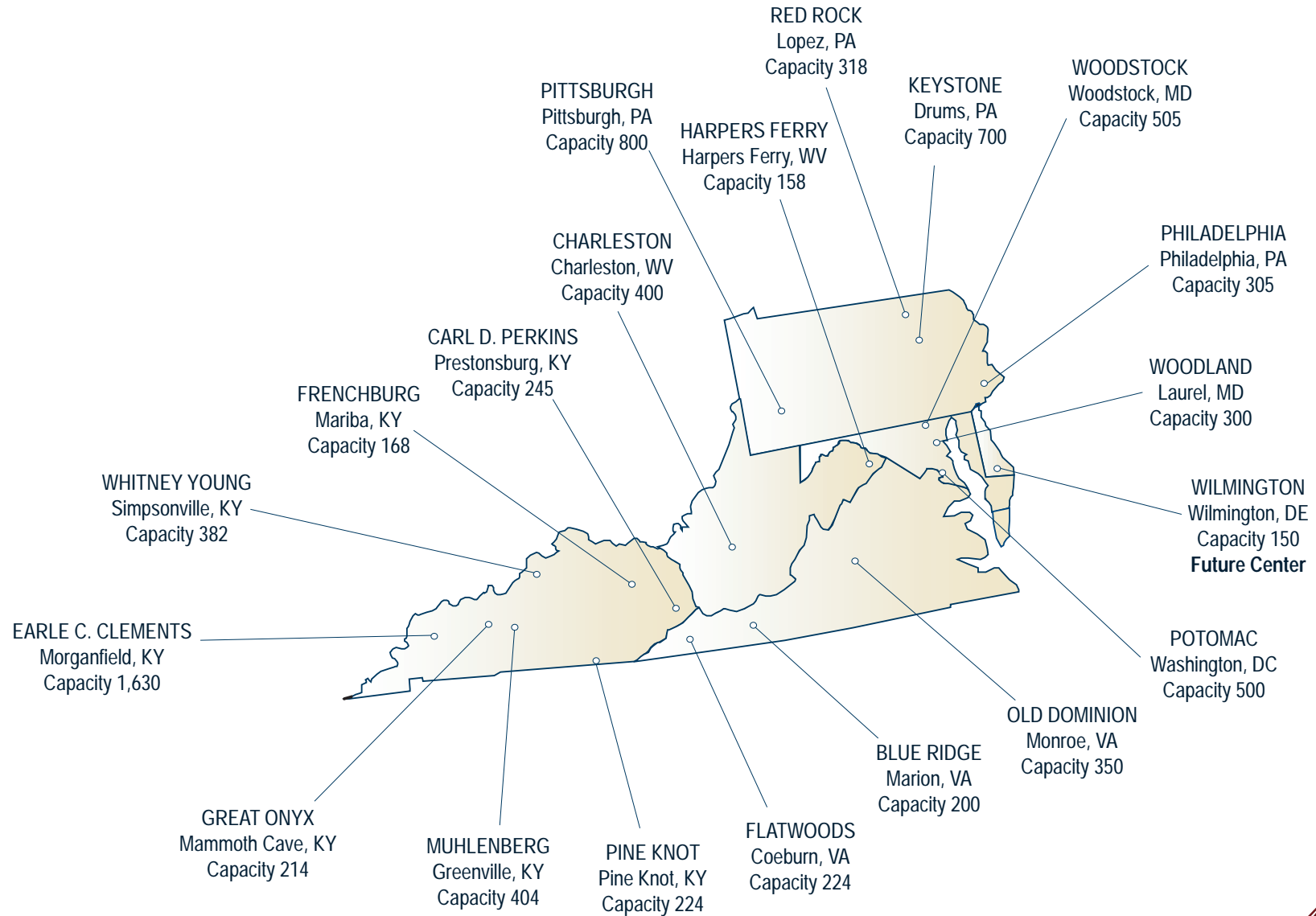
BOSTON REGION



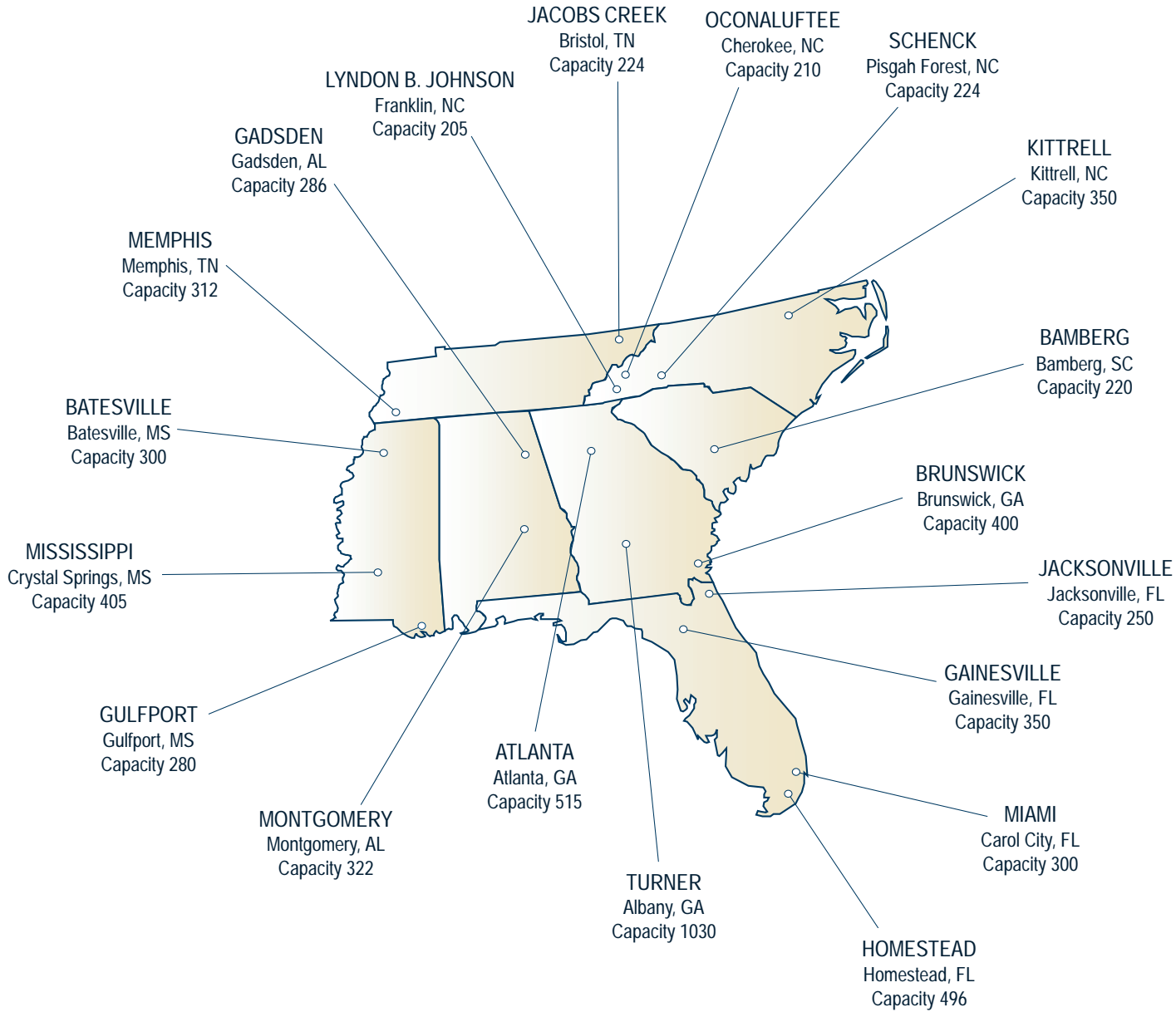
NEW YORK REGION



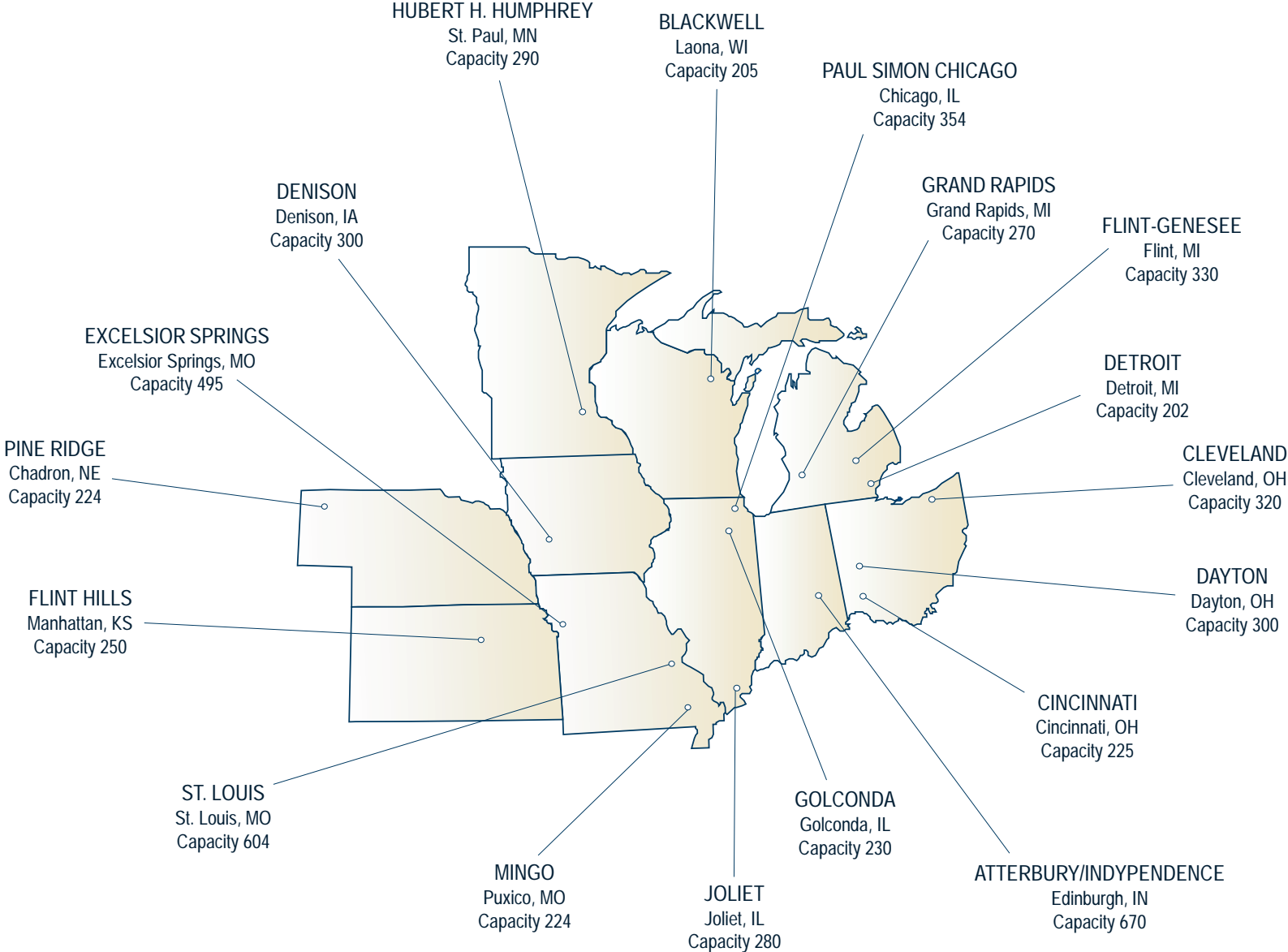
PHILADELPHIA REGION



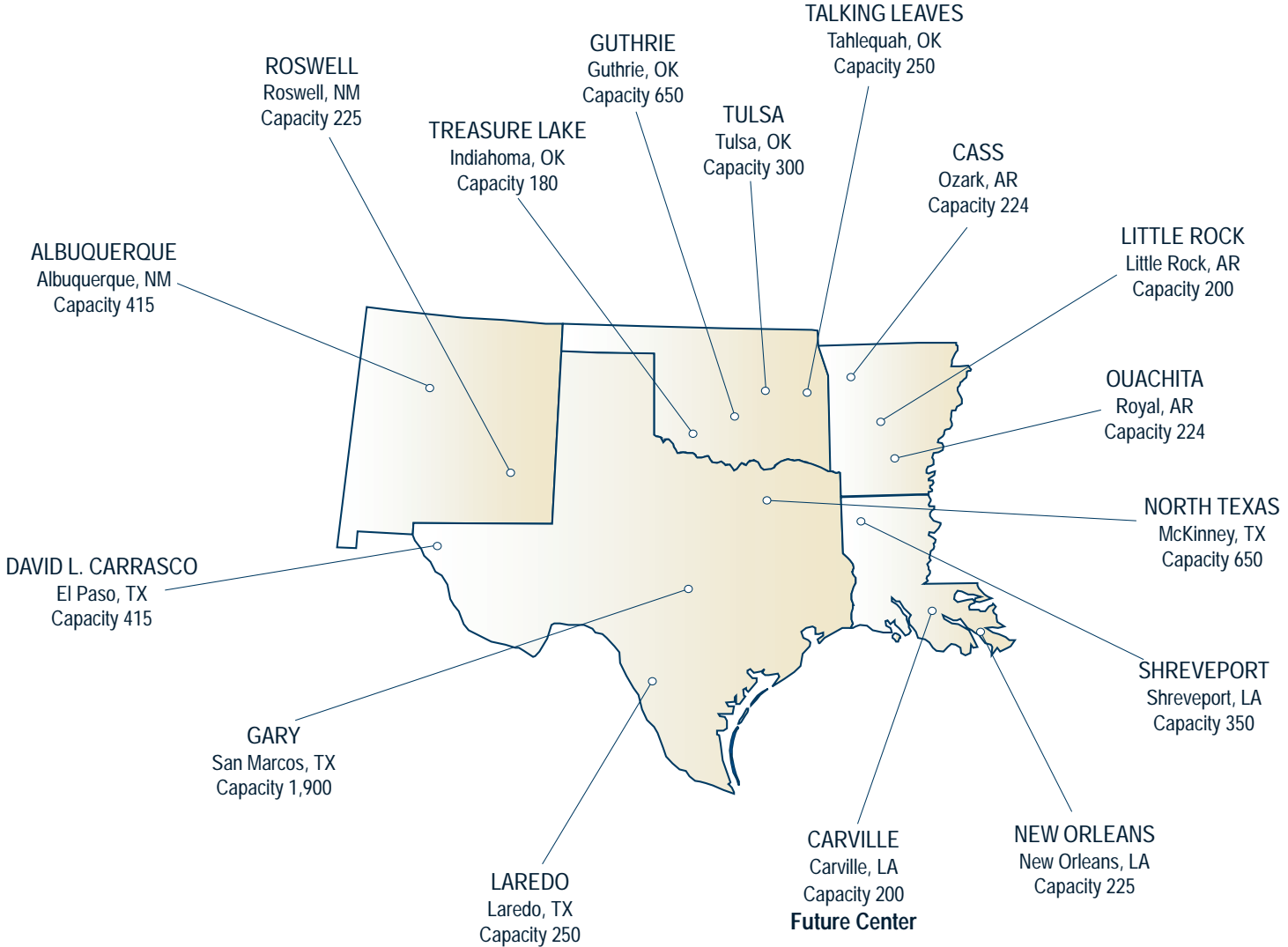
ATLANTA REGION



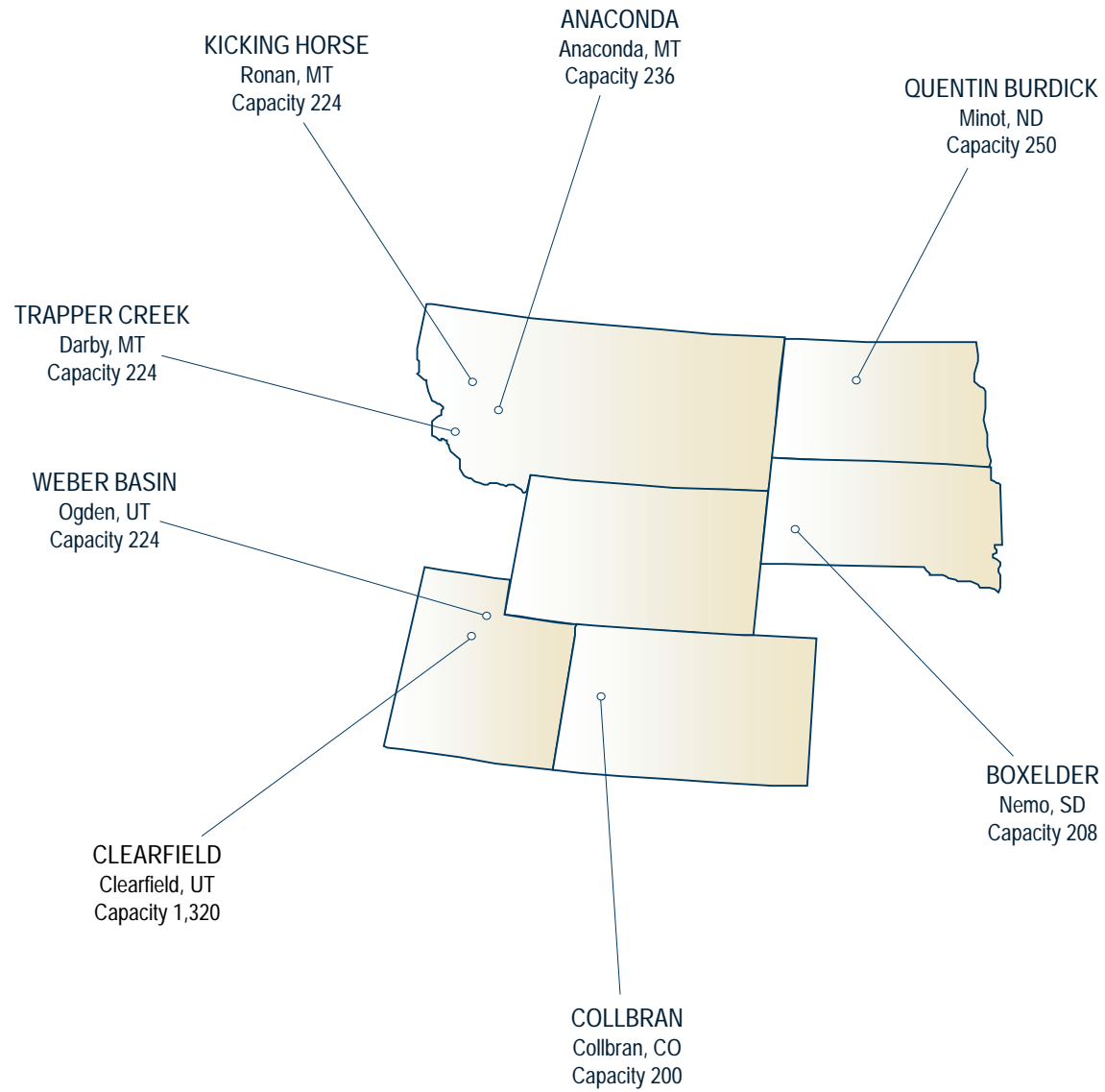
KANSAS CITY/CHICAGO REGION



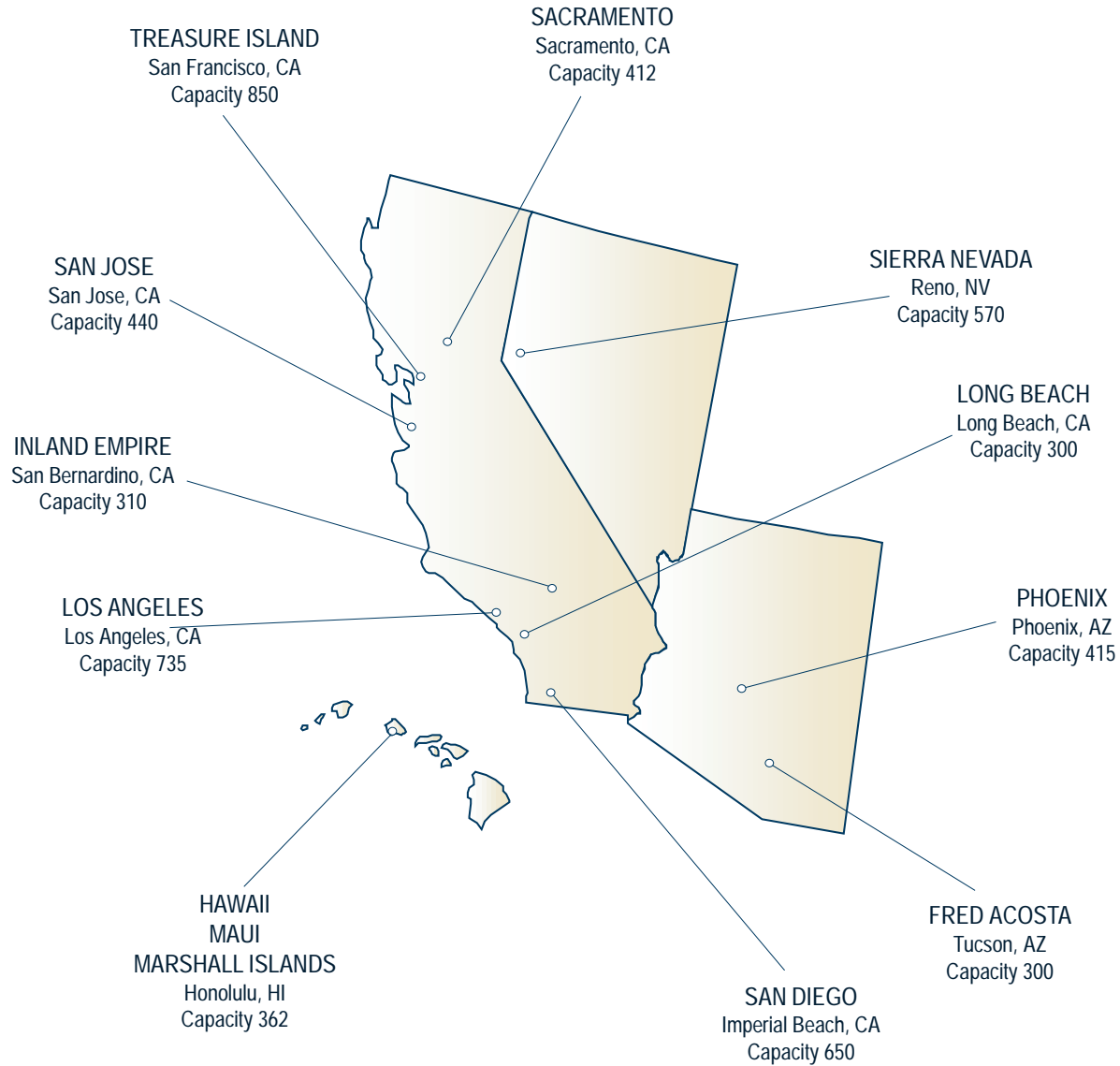
DALLAS REGION



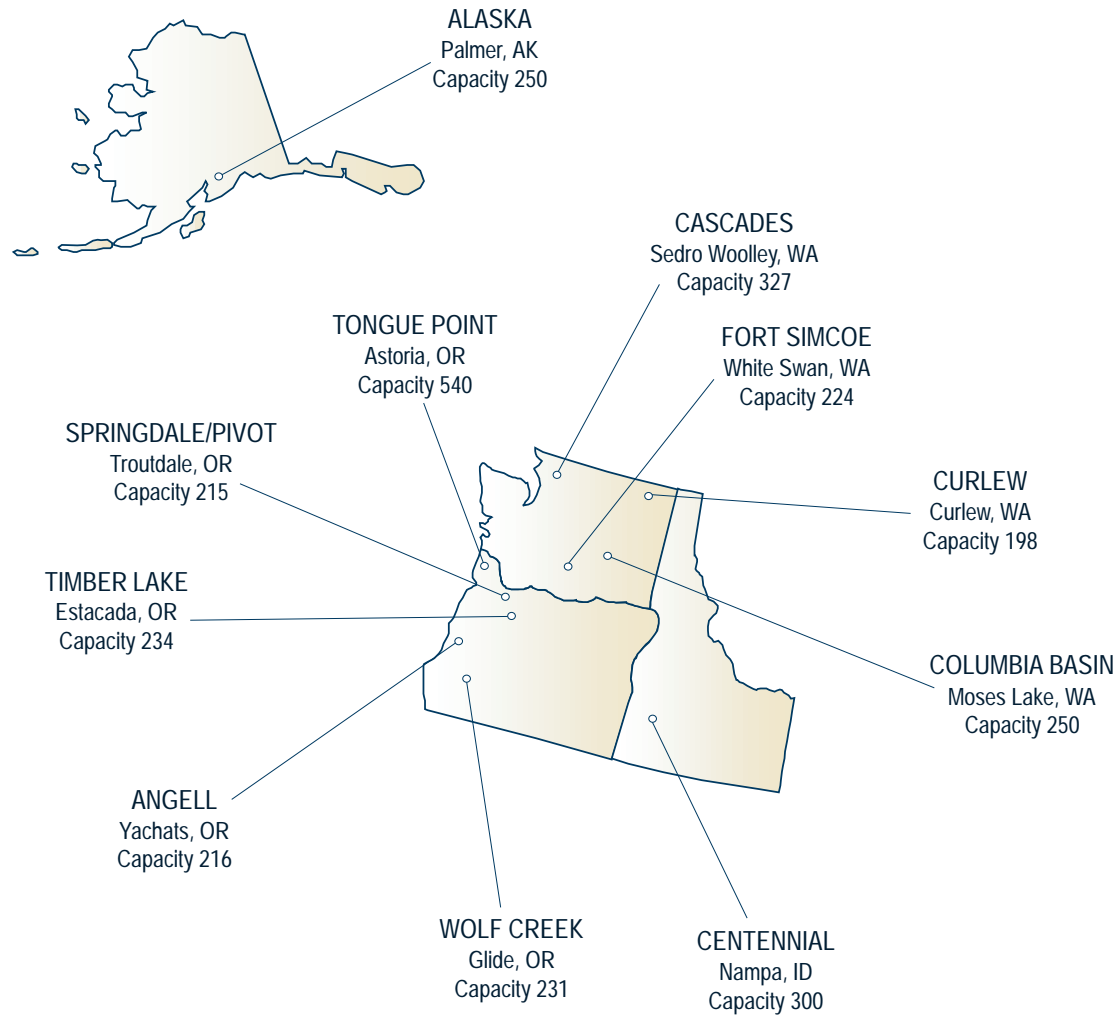
DENVER REGION



SAN FRANCISCO REGION



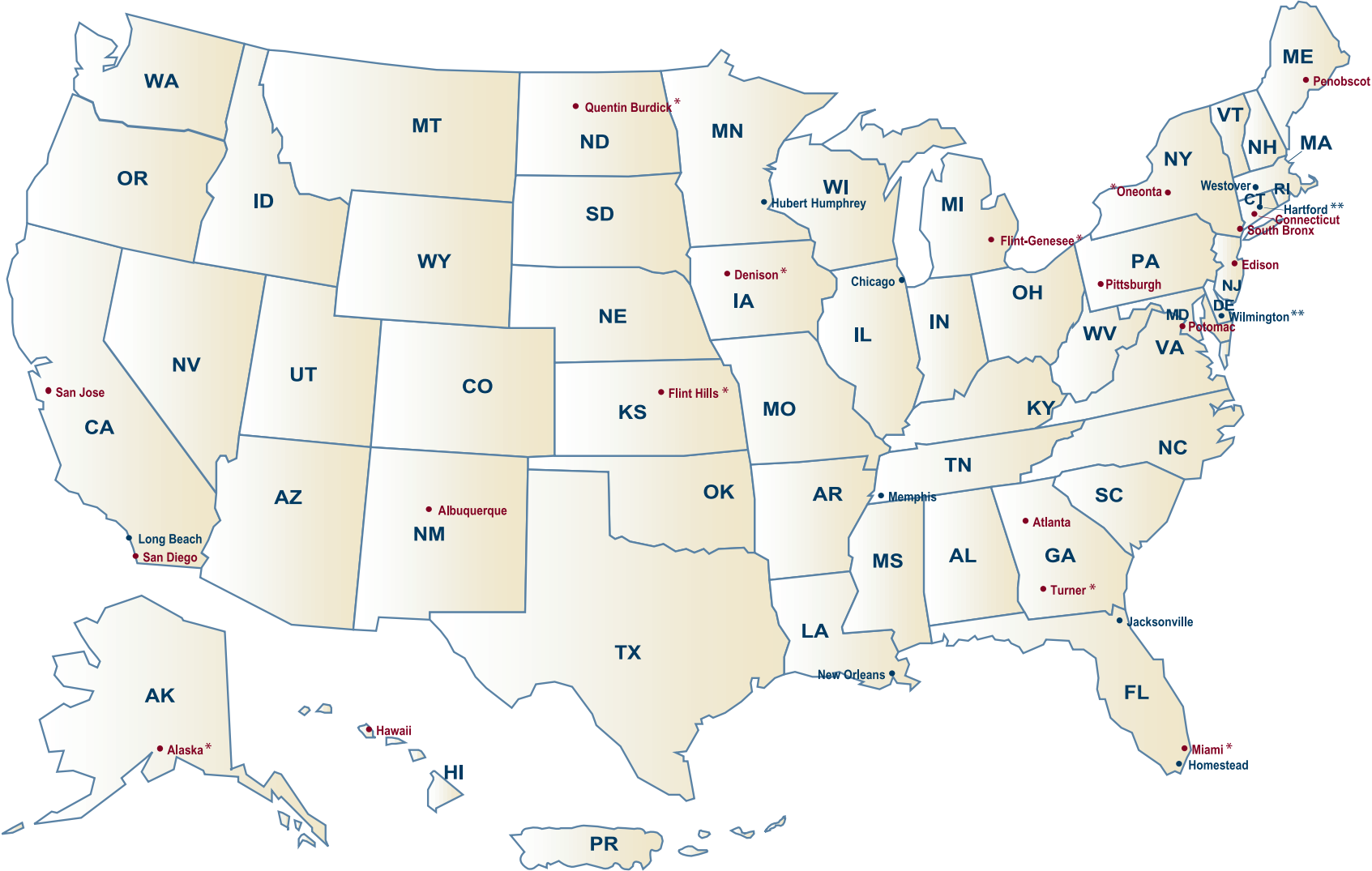
SEATTLE REGION



CHILD DEVELOPMENT CENTERS (CDCs)

Current CDCs (* Residential parent/child program)

CDCs Under Development (** New Job Corps centers under development)



CENTER OPERATORS

Adams and Associates, Inc.

Applied Technology Systems, Inc. (ATSI)

Career Systems Development Corporation (CSDC)

Cherokee Nation of Oklahoma

Chugach Support Services, Inc. (CSS)

Commonwealth of Puerto Rico

DEL-JEN, Inc.

Dynamic Educational Systems, Inc. (DESI)

Education Management Corp. (EMC)

Horizon Youth Services

KRA Corporation

Management and Training Corporation (MTC)

Minact, Inc.

Pacific Education Foundation (PacEdFound)

ResCare, Inc.

Resource Consultants, Inc. (RCI)

Satellite Services, Inc.

Texas Educational Foundation (TEF)

Training and Development Corporation (TDC)

Tribal Council of the Confederated Salish and
Kootenai Tribes of the Flathead Indian
Reservation (Confederated Tribes)

Vinnell Corporation

United States Department of Agriculture (USDA)
Forest Service (FS)

United States Department of Interior (USDI)
Bureau of Reclamation (BurRec)
Fish and Wildlife Service (F&WL)
National Park Service (NPS)

YWCA of Los Angeles

NATIONAL OFFICE OF JOB CORPS

200 Constitution Avenue, NW
Washington, D.C. 20210
Tel: (202) 693-3000
Fax: (202) 693-2767
<http://jobcorps.doleta.gov>

PHOTOGRAPHY

Annual Report photographs are presented courtesy of Chris Kuhn and the Hubert H. Humphrey Job Corps Center.

ADDITIONAL REPORTS

Additional copies of this Annual Report may be obtained by contacting the National Office of Job Corps.

GLOSSARY OF ACRONYMS

CDC	Child Development Center	HSD	High School Diploma
CDSS	Career Development Services System	IAC	Industry Advisory Council
CDP	Career Development Period	JTM	Job Training Match
CIS	Center Information System	NEP	National Employer Partnership
CPP	Career Preparation Period	NJCAA	National Job Corps Alumni Association
CRA	Construction, Rehabilitation, and Acquisition	OA	Outreach and Admissions
CTP	Career Transition Period	OIG	Office of Inspector General
CTS	Career Transition Services	OMS	Outcome Measurement System
DOL	Department of Labor	PAG	Program Assessment Guide
ESL	English as a Second Language	PCDP	Personal Career Development Plan
ESP	Evaluation of Student Progress	QMS	Quality Measurement System
GAO	General Accounting Office	SGA	Student Government Association
GED	General Educational Development	SST	Social Skills Training
GPRA	Government Performance Results Act	TAR	Training Achievement Record
		VST	Vocational Skills Training
		WBL	Work-Based Learning
		WIA	Workforce Investment Act
		WIB	Workforce Investment Board



U.S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION
OFFICE OF JOB CORPS