

Advisory Committee on **JOB CORPS**



REPORT AND RECOMMENDATIONS TO THE SECRETARY OF LABOR



APRIL 2008

Table of Contents

LETTER FROM THE ADVISORY COMMITTEE	1
ADVISORY COMMITTEE CHARTER	3
ADVISORY COMMITTEE MEMBERS	7
INTRODUCTION	9
FINDINGS AND RECOMMENDATIONS	
<i>TIER ONE RECOMMENDATIONS</i>	11
<i>TIER TWO RECOMMENDATIONS</i>	25
APPENDIX A: PARTNERSHIP OPPORTUNITIES	31
APPENDIX B: ISSUE PAPERS	33
APPENDIX C: COMMITTEE INFORMATION	
<i>COMMITTEE MEMBER BIOS</i>	47
<i>COMMITTEE STAFF</i>	50
<i>COMMITTEE MEETINGS</i>	51
APPENDIX D: PROGRAM INFORMATION	
<i>MAPS AND DIRECTORY</i>	53
<i>GLOSSARY</i>	69

Letter from the Advisory Committee

April 30, 2008

The Advisory Committee on Job Corps is honored to submit the following recommendations to the Secretary of Labor pertaining to the review, development and implementation of policies, legislation and regulations for the Job Corps program.

This document represents the culmination of an intensive and comprehensive nine-month process undertaken by the Advisory Committee. We have worked together to evaluate the Job Corps program, including its purpose, goals, effectiveness, efficiency and performance measures. We have worked with a single and critical purpose in mind: helping Job Corps address the challenges it faces regarding the provision of job training and education to the youth population that it serves, particularly as related to creating a pipeline of young workers for a demand-driven workforce.

This work is the result of in-depth research via dozens of visits to Job Corps centers and scores of telephone interviews with staff members throughout the program. We are especially grateful for all of the assistance and support that the Office of Job Corps and its Regional Offices have provided during our work. These recommendations are the product of thorough and thoughtful discussion at committee meetings in each of the six Job Corps administrative regions across the country. We are confident that the recommendations contained in the following pages will serve the Job Corps program well and will help position it for continued success now and in the future.

It is with this mission in mind that the Advisory Committee respectfully submits these recommendations for consideration by the Secretary of Labor. This service has been an honor to perform on behalf of Job Corps and the Department of Labor. We look forward to seeing what promises to be an exciting and promising future for the program, and we are humbly grateful to have had a hand in the program's journey forward.

Sincerely,

The Advisory Committee on Job Corps

Advisory Committee Charter

Charter of the Advisory Committee on Job Corps

THE COMMITTEE'S OFFICIAL DESIGNATION

Advisory Committee on Job Corps (hereinafter called "Committee").

THE COMMITTEE'S OBJECTIVES AND THE SCOPE OF ITS ACTIVITY

This charter establishes the Advisory Committee on Job Corps in accordance with the provisions of the Workforce Investment Act, 29 U.S.C 2895, and the Federal Advisory Committee Act (FACA), (5 U.S.C.,App.), and its implementing regulations (41 CFR 101- 6.10 and 102-3). In order to advance Job Corps' New Vision for student achievement aimed at 21st century high-growth employment and to achieve the goal of a prepared workforce, it shall be the function of the Committee to provide advice and recommendations to the Secretary of Labor pertaining to the review, development and implementation of policies, legislation and regulations affecting Job Corps. It shall further serve to broadly evaluate Job Corps program characteristics, including its purpose, goals, and effectiveness, efficiency and performance measures in order to address the critical issues facing the provision of job training and education to the youth population that it serves, particularly as related to creating a pipeline of young workers for a demand-driven workforce. The Committee may provide other advice and recommendations with regard to identifying and overcoming problems, planning program or center development, or strengthening relations between Job Corps and agencies, institutions or groups engaged in related activities, as requested by the Secretary of Labor.

Job Corps is a national program with 122 Job Corps centers across the nation. It serves a population of more than 62,000 students annually; these students come from a myriad of backgrounds with multiple needs that require the advice and expertise from partners of the workforce investment arena, including education, labor, national organizations and employers. These partners have a vested interest in the education and training of the Job Corps student population, and in the enhancement of programs to ensure that Job Corps graduates students who can meet the needs of the 21st century workforce. This Committee ensures a balanced representation of these partners. There is no other Committee or existing entity that brings together the partners to provide the advice and expertise needed to advance Job Corps' New Vision for student achievement.

PERIOD OF TIME NECESSARY FOR THE COMMITTEE TO CARRY OUT ITS PURPOSES

Two years

THE AGENCY AND/OR OFFICIAL TO WHOM THE COMMITTEE REPORTS

The Secretary of Labor

THE AGENCY RESPONSIBLE FOR PROVIDING THE NECESSARY SUPPORT TO THE COMMITTEE

The Office of Job Corps of the Office of the Secretary

Advisory Committee Charter

MEMBERSHIP

The Committee shall consist of 16 members appointed by the Secretary as follows:

- (a) two representatives of the employer community
- (b) two representatives of organized labor
- (c) two representatives of the Job Corps contractor community
- (d) one representative of the workforce development community
- (e) two representatives of the interests of secondary and post-secondary education, including one representative with experience in multicultural education and diversity
- (f) one representative of career technical training
- (g) one representative of the counseling and mentoring profession
- (h) two representatives of armed forces (one service and one academy)
- (i) one representative of the law enforcement community
- (j) one representative of faith-based and community organizations
- (k) one representative of the disabilities community

The Secretary shall appoint one of the members as Chairperson to the Committee. A representative of the U.S. Department of Education, U.S. Department of Health and Human Services and the U.S. Department of Justice shall be invited to serve as non-voting members of the Committee ex-officio. The Deputy Secretaries of Labor, Agriculture, and Interior shall be non-voting members of the Committee ex-officio. The National Director, Office of Job Corps, Office of the Secretary (OSEC), shall be the designated federal official to the Committee.

All members will serve in a representative capacity. Terms of members shall be two years, as designated by the Secretary, and all Committee members shall serve at the pleasure of the Secretary. Appointments to vacancies occurring during the terms of such appointments shall be for the unexpired portions of the terms.

A DESCRIPTION OF THE DUTIES FOR WHICH THE COMMITTEE IS RESPONSIBLE

No later than April 30, 2008, the Committee shall submit to the Secretary a report setting forth its findings and recommendations as a result of its activities and evaluation of the Job Corps program. This shall include:

- How to best carry out Job Corps activities to assure that program goals and objectives lead to student success in 21st century high-growth employment and achieve the goal of a prepared workforce;
- How to best conduct a systemic review of the Job Corps program from an operational and programmatic perspective; make recommendations on ways to increase effectiveness and process improvements in such areas as performance outcomes, center operations, Outreach and Admissions, transition services, contracting and Regional and National Office operations; and advise on the feasibility and impacts of a potential new business model;
- How to best formulate and promote Job Corps policies and practices that safeguard the welfare of Job Corps students and how to effectively include such policies in contracts with Job Corps contractors and partners to achieve the goal of a prepared workforce;

Advisory Committee Charter

- How to best use the National Job Corps Data Center and other resources to safeguard the data management and security of Job Corps, and to accurately reflect established outcome measures for Job Corps student attainment;
- How to best develop policies and practices to ensure that Job Corps training environments are safe, healthy and fair, promote desired outcomes, and help achieve the goal of a prepared workforce;
- How to best identify and select research and demonstration projects to test new approaches to Job Corps training and education to help achieve the goal of a prepared and quality workforce;
- How to best coordinate the efforts of Job Corps, its internal and external partners, and other workforce development stakeholders to help achieve the goal of a prepared workforce by increasing participation in Job Corps;
- How best to expand participation in Job Corps as a means to reduce barriers to meaningful employment that are commonly experienced by young adults with disadvantaged backgrounds in order to help achieve the goal of a prepared workforce;
- How best to improve the image of Job Corps students and the Job Corps program as a vehicle to develop greater employment opportunities for Job Corps students, and advise on the development of an ongoing public information strategy that improves on preconceptions, raises generalized expectation levels for program outcomes, and better informs potential applicants about Job Corps training opportunities;
- How proposed and enacted legislation on Job Corps will affect the training of Job Corps students and the goal of a prepared workforce;
- How to help achieve a prepared workforce by encouraging cooperative linkages and partnerships at the state and local levels among vocational technical and academic education efforts and programs, including public school systems;
- How Job Corps training and education programs can most effectively meet future skilled worker needs, such as those of the information technology industry; and
- Any other Job Corps and youth employment matters which the Secretary asks the Committee to consider, including ways of accomplishing the Department's strategic plans for improving Job Corps education and training, and promoting economic opportunity, long-term labor market attachment, and lifelong learning for disadvantaged young adults.

Advisory Committee Charter

THE ESTIMATED ANNUAL OPERATING COSTS IN DOLLARS AND STAFF YEARS FOR SUCH COMMITTEE

It is anticipated that annual expenditures for the Advisory Committee could be up to \$500,000 including 2.0 FTEs for a two-year period.

THE ESTIMATED NUMBER AND FREQUENCY OF COMMITTEE MEETINGS

It is anticipated that the Committee will meet approximately four times during each year.

TERMINATION DATE

This charter was filed on August 3, 2007, and expires on September 7, 2008.

Advisory Committee Members and Job Corps Staff Support

Committee Members

Dr. Edythe M. Abdullah

Campus President, Downtown Campus
Florida Community College at Jacksonville

Jaime S. Fall

Deputy Secretary
Employment and Workforce Development
California Labor and Workforce Development
Agency

Ralph Gronefeld

President and Chief Executive Officer
ResCare

Ann Higdon

President
Improved Solutions of Urban Systems (ISUS)

Melanie Holmes

Vice President, Corporate Affairs
Manpower Inc.

Keith Ivy

National Director
Job Corps Program
United Brotherhood of Carpenters

Booker T. Jones

President and CEO
MINACT, Inc.

Timothy W. Lawrence

Executive Director
SkillsUSA

Richard O. Lester

Technician Development Manager
Toyota Motor Sales

Cheryl Magee

Executive Director
Hope Center, Inc.

Karen J. McCulloh

Executive Director: disabilityworks
Chicagoland Chamber of Commerce

Dennis J. O'Malley

Senior Executive Director
Transportation Communications Union
Job Corps Advanced Training Program

Dr. Melvyn D. Schiavelli

President and Chief Executive Officer
Harrisburg University of Science and
Technology

Major General David F. Wherley, Jr.

Commanding General
Joint Force Headquarters, District of
Columbia National Guard (JFHQ-DC)

Ex-Officio Members

Howard M. Radzely

Deputy Secretary
U.S. Department of Labor

Chuck Conner

Deputy Secretary
U.S. Department of Agriculture

Lynn Scarlett

Deputy Secretary
U.S. Department of the Interior

Mark Rey

Undersecretary for Natural Resources
and Environment
U.S. Department of Agriculture

Dr. Gail M. Schwartz

Director, Division of High School,
Post-secondary and Career Education
U.S. Department of Education

Advisory Committee Members and Job Corps Staff Support

Designated Federal Official

Dr. Esther R. Johnson
Job Corps National Director

Office of Job Corps Staff

Carol Abnathy
Team Lead, Health and Wellness

Ed Benton
Chief, Division of Information Technology
and Program Support

Aquila Branch
Team Lead, Program Accountability

Maggie Carson
Chief, Division of Budget and Facilities Support

John Chowning
Team Lead, Academic

Chris Conboy
Chief, Division of Program Accountability & Outreach
Admissions and Career Transition Service

Marcus Gray
Chief, Division of Program Planning and Development

Maria Temiquel
Deputy National Director

Ruth Webster
Team Lead, Outreach Admissions and Career
Transition Service

Crystal Woodard
Executive Assistant

Contract Support

Ancon Group
Ellen Calhoun, Project Manager
Carlitos Benton, Administrative Assistant

McNeely Pigott & Fox Public Relations
Katy Varney, Partner
Courtenay Rossi, Vice President
Rob Robinson, Account Supervisor
Maggie Huggins, Account Executive
Meghan Umphres, Account Executive
Kamaria Mack, Assistant Account Executive
Leigh Lindsey, Associate Account Executive

SECTION I: Introduction



The following recommendations have been prepared for the Secretary of Labor in accordance with the requirements established by the Advisory Committee on Job Corps charter, filed on August 3, 2007. The Committee respectfully submits this report to the Secretary for review.

“No later than April 30, 2008, the Committee shall submit to the Secretary a report setting forth its findings and recommendations as a result of its activities and evaluation of the Job Corps program. This shall include:

- How to best carry out Job Corps activities to assure that program goals and objectives lead to student success in 21st century high-growth employment and achieve the goal of a prepared workforce;
- How to best conduct a systemic review of the Job Corps program from an operational and programmatic perspective; make recommendations on ways to increase effectiveness and process improvements in such areas as performance outcomes, center operations, outreach and admissions, transition services, and contracting, and Regional and National Office operations; and advise on the feasibility and impacts of a potential new business model;
- How to best formulate and promote Job Corps policies and practices that safeguard the welfare of Job Corps students and how to effectively include such policies in contracts with Job Corps contractors and partners to achieve the goal of a prepared workforce;
- How to best use the National Job Corps Data Center and other resources to safeguard the data management and security of Job Corps, and to accurately reflect established outcome measures for Job Corps student attainment;
- How to best develop policies and practices to ensure that Job Corps training environments are safe, healthy and fair, promote desired outcomes, and help achieve the goal of a prepared workforce;
- How to best identify and select research and demonstration projects to test new approaches to Job Corps training and education to help achieve the goal of a prepared and quality workforce;
- How to best coordinate the efforts of Job Corps, its internal and external partners, and other workforce development stakeholders to help achieve the goal of a prepared workforce by increasing participation in Job Corps;
- How best to expand participation in Job Corps as a means to reduce barriers to meaningful employment that are commonly experienced by young adults with disadvantaged backgrounds in order to help achieve the goal of a prepared workforce;
- How to best improve the image of Job Corps students and the Job Corps program as a vehicle to develop greater employment opportunities for Job Corps students, and advise on the development of an ongoing public information strategy that improves on preconceptions, raises generalized expectation levels for program outcomes, and better informs potential applicants about Job Corps’ training opportunities;
- How proposed and enacted legislation on Job Corps will affect the training of Job Corps students and the goal of a prepared workforce;
- How to help achieve a prepared workforce by encouraging cooperative linkages and partnerships at the state and local levels among vocational technical and academic education efforts and programs, including public school systems;

Introduction

- How Job Corps training and education programs can most effectively meet future skilled worker needs, such as those of the information technology industry; and
- Any other Job Corps and youth employment matters which the Secretary asks the Committee to consider, including ways of accomplishing the Department’s strategic plans for improving Job Corps education and training, and promoting economic opportunity, long-term labor market attachment, and lifelong learning for disadvantaged young adults.”

The specific Issue Papers that the Advisory Committee has been tasked with addressing are included for reference in Appendix B of this document. Reference information regarding the Job Corps program follows in Appendix D.

SECTION II: Findings and Recommendations



Tier One Recommendations

The Advisory Committee has developed the following recommendations as its first-tier, highest priority recommendations for the Job Corps program.

Recommendation 1: Simplify and Streamline OMS

Job Corps' Outcomes Measurement System (OMS) is cumbersome, complex and confusing and needs to be revamped. The system is designed to "assess performance in specific areas of responsibility with respect to serving students throughout the Career Development Services System." (Policies and Procedures for Job Corps' PY 2007 Performance Management System, Appendix 501, page 1) The system needs to be revised to be simpler, more streamlined, easier to understand and able to collect pertinent data that supports strategic and tactical decision-making at national, regional, corporate and center levels.

If Recommendation 1 is implemented the following items should be considered in the redesign of the Outcomes Measurement System.

- The Center Quality Assessment (CQA) ratings could be combined with the recommended revised OMS. Use the expertise of an external consultant to thoroughly explore this combination.
- Center Culture, Health, Wellness and Safety measures should be included in the new measurement system. Use the expertise of an external consultant to thoroughly explore this combination.
- Various performance evaluation systems used by educational agencies, similar corporations, or under development by national research centers should be reviewed to determine best practices when developing the new system. While we understand that the OMS is considered quantitative data and the CQA qualitative data, it is the intersection and connection of these data we believe drive the true determination of a successful Job Corps center.

- The new system measurements should be maintained for at least a three- to five-year period. If changes must be made they should be done so as additions and clearly communicated to center staff.
- Employer surveys should be implemented to determine the satisfaction employers have with the students who complete Job Corps programs. These results should be incorporated into the performance and evaluation system(s) for Job Corps nationally.
- Job Training Match (JTM) is a worthwhile and purposeful measure. However, the implementation of the measure created a disincentive for some centers to move students forward to Advanced Training or other more beneficial placements due to the OMS rating system. The new system should consider how to incentivize JTM to include rewards for Advanced Training, post-secondary placement or additional training that might lead to higher wage employment.
- A "distance-traveled" or "value-added" outcome measurement should be included in the new system. Recognition must be given to the progress made by hard-to-serve participants (16- to 18-year-olds, disabled, emotionally challenged) as well as life skills acquisition that occur due to the efforts of center staff.
- The performance of 16- to 18-year-olds in a global economy training institution like Job Corps with a 24-month window presents tremendous issues for centers. Due consideration should be given to a flexible performance rating for this population that might include extended training time (36 months), pathways to other training programs allowing time for more maturity, and/or initial reduced wage and placement requirements.

Rationale and Findings

- New Vision National Goal 4 is in complete harmony with these recommendations. Goal 4 states, "Ensure the effectiveness of student career technical and academic programming through integrated resource

Tier One Recommendations

management and accountability systems. Establish and refine clear, measurable benchmarks of program success by monitoring student outcomes.”

- The various reporting requirements placed on Jobs Corps are too complex for this Committee to discern the true impact on the National Office and centers. However, we strongly believe that this complexity has a detrimental effect on the OMS and the reporting of success to US DOL and other monitoring agencies.
- Centers perceive the OMS weights as confusing and that they create unfairness among centers.
- According to the Policy Regulations Handbook (PRH) there are four “Report Cards” on Job Corps centers:
 - Outreach and Admissions
 - Center
 - Career Transition Services
 - Career Technical Training

These report cards loosely correlate with the four student components of Job Corps life. The student life cycle includes four phases:

- Outreach and Admissions (OA)
- Career Preparation Period (CPP)
- Career Development Period (CDP)
- Career Transition Period (CTP)

Additionally, there is a Center Quality Assessment that includes three ratings:

- On-Board Strength Rating
- Quality and Compliance Rating
- Student Satisfaction Survey

There are too many layers with too many evaluations in each layer that are not always correlated. Moreover, the “Report Cards” appear in some cases to be inconsistent in their goals and weighting. Further, providing consistent measures for a period of three to five years will allow centers to develop strategies and activities to effectively improve or manage performance and for the Department of Labor to evaluate progress.

Recommendation 2:

Re-evaluate Common Outcomes Measures

US DOL is currently required by the Office of Management and Budget to collect information that is not collectible. As mentioned in Recommendation 1, the Common Outcomes Measures information tracking requirement needs to be re-evaluated for Job Corps and untraceable data removed from the requirement.

Rationale and Findings

- Job Corps must comply with or is measured by at least five different systems: Workforce Investment Act; Common Outcomes Measures; PART: Program Assessment Rating Tool; DOL Strategic Plan; APAR, Annual Performance and Accountability Report; and other independent program reviews. US DOL should find commonalities among these reports and reduce staff time devoted to reporting allowing staff to invest in student outcome improvement. Legislative efforts may be necessary to accomplish this.
- As a program, the National Office is only allowed to negotiate common measure algorithms to a very small extent. In the past, they have successfully renegotiated the definition for certificate attainment (HSD/GED/vocational completion). Until all new systems are in place and fully functional, Job Corps has been reporting placements for only former enrollees and graduates during their initial placement window, as opposed to placements for all separated students in the first quarter after the exit quarter. Job Corps is currently working with the state of Kansas to gain access to U.I. Wage Records and FEDES data to report placements as defined by Common Outcomes Measures.

Tier One Recommendations

Recommendation 3: Align Training with Industry and Educational Requirements

Job Corps' career and technical education training experiences should align with nationally recognized industry standards and educational institution requirements in the following ways:

- Job Corps center performance in career and technical instruction should be consistently and continually measured against accepted national industry standards (these standards may periodically require modification based on local industry requirements). This will ensure that “trade” programs are employer-driven and lead to the acquisition of industry-, national- and state-recognized credentials.
 - The industry standards initiative already cited in the Job Corps Vision should be expedited. Each center should be required to adopt curriculum based on industry standards and their academic underpinnings for each trade program offered. Moreover, instructors must possess the industry certifications they are teaching and be professionally skilled in instructional methodologies that are effective in delivering the curriculum in innovative and engaging ways to these unique students. Additional examination of state community college, university and apprenticeship requirements should be implemented.
 - Ensure that instructional staff members possess current industry, community college or university certifications or credentials.
- Students who leave Job Corps with industry- or educational institution-recognized credentials will have an advantage in the job market.
 - This recommendation aligns with the current Vision for the 21st century initiative. (See Appendix B.)
 - This recommendation supports New Vision National Goal 1 as stated earlier but also resonates with Goal 2: “Increase students’ entry into high-growth industry sectors through industry-focused career technical training and occupational clustering that prepares students to be agile workers with expanded career options.” (See Appendix B.)
 - This recommendation aligns with Job Corps’ mission to provide a training experience that, above all, results in an employable individual.

Rationale and Findings

- Real-world learning, based on current industry needs, will create a higher employability success rate and will allow for students to enter high-skill, high-wage occupations, and/or advanced training

Tier One Recommendations

Recommendation 4:

Emphasize Post-secondary Education and Advanced Training as Exit Destinations

Revise Job Corps' New Vision National Goal 1 to include encouraging students to receive post-secondary education or advanced training leading to a credential or licensure. The last sentence of the goal should read: "Ensure training is certification-based and aligned with academic, industry and career success standards that lead to registered apprenticeships, high-growth and high-wage occupations, state licensure, secondary credential attainment and/or post-secondary credential or licensure." It is important to note that this does not exclude training for "high-need" (lower wage) jobs like child care worker or home health aide, but it does encourage Job Corps to concentrate on high-wage jobs and/or create articulated career ladder instructional programs so students may obtain employment that leads to self-sufficiency.

Rationale and Findings

- To achieve high-wage, high-demand job placement in a global economy, individuals must possess both a secondary credential and one to two years of post-secondary instruction.
- To achieve a livable wage, students must be employed in high-wage, high-demand jobs.
- 80% of all new jobs require high school plus post-secondary training.

Recommendation 5:

Support Center Implementation of the Standards-based Curriculum Model

Provide sufficient resources to centers *as soon as possible* for the full implementation of the Standards-based Curriculum Model developed by US DOL staff and practitioners. Moreover, as a part of this implementation, research and identify additional student assessments that would enhance centers' and US DOL's ability to diagnose student learning needs, prescribe instruction and quantify academic, technical and life skills gains by students. Additionally, ensure the professional development of instructional staff so that they can effectively use various instructional methodologies to deliver this curriculum. A standards-based curriculum model should be implemented with the inclusion of two additional items:

- The inclusion of a non-native-speaker appropriate assessment instrument – Test of Adult Basic Education is not appropriate for this population.
- Inclusion of post-secondary education and training as an integral part of preparing students for work in the global economy.

Rationale and Findings

- Students require instruction that teaches academic and technical skills in an authentic format.
- Students require instruction that helps them apply both knowledge and skills to various situations.
- Students need to be fully "engaged" in theory and practice (knowledge and hands-on instruction) to be retained in instructional programs.
- Students' mastery of industry standards and certification attainment are tied to their mastery of the academic standards related to the technical knowledge and skills.

Tier One Recommendations

- The current implementation of this curriculum and other instructional efforts are inconsistent from location to location and do not contain the critical elements for effectively tracking student outcomes and abilities.
- Distance-traveled or value-added determinations can be more easily evaluated through the implementation of this recommendation.
- This recommendation is strongly aligned with New Vision Goal 1 as stated earlier in this document.

Recommendation 6:

Center Staff Disability Education

Job Corps should continue its work on the professional development of all center staff in regard to providing information and education about disability-related information, ensuring that all center staff are given the time at centers to participate in educational opportunities. Center directors should ensure that all staff who come into contact with students with disabilities, who work in food service, maintenance, dormitories and other areas, and who may not have immediate access to Web sites are included in this educational process.

Rationale and Findings

This recommendation addresses Bullets #2 and #3 in the Briefing Report and New Vision Goal 4.

- It is recognized that Job Corps has already developed staff training materials, developed disability Web sites, offers webinars, distributes a disability newsletter and has been involved in educational initiatives and is currently working on a kick-off in the fall of 2008 to implement a comprehensive systemwide training plan. This training plan is being developed in collaboration with the DOL Civil Rights Center, DOL Solicitor Office and Health and Wellness contractors.
- The Committee recognizes the magnitude of systemwide education and applauds Job Corps for its work in this area.
- Staff development should be a high priority with ongoing professional development on a regularly scheduled basis.
- Professional development should emphasize working with students with cognitive/learning disabilities.
- Training should be provided on all federal disability nondiscrimination laws.

Tier One Recommendations

- Training should emphasize the abilities of students with disabilities.
- The appropriate use of language when referring to and addressing students with disabilities, as well as students' rights to privacy and the confidentiality required of medical and disability information, should be provided through professional development and training activities.
- Disability information should be disseminated as part of hiring and staff orientation.

Recommendation 7:

Self-advocacy Skills Development--Employer Outreach--Employer Education

Education is recognized as a key agent in initiating and sustaining meaningful change, therefore Job Corps centers should:

- Assist students with disabilities in developing self-advocacy skills and understanding their rights under the federal nondiscrimination laws, including the Americans with Disabilities Act, 1990. These skills and this knowledge may impact their success in employment if they require accommodations on the job;
- Provide continuing education for Career Transition Specialists on the benefits of hiring people with disabilities and on employer compliance with the Americans with Disabilities Act, 1990; and
- Under the direction of the National Job Corps Office, centers should maintain a list of employers that hire people with disabilities and encourage center staff to recruit and educate additional employers that have not yet begun to hire Job Corps graduates who have disabilities.

Rationale and Findings

Self-advocacy Skills Development recommendation addresses Bullet #1 in the Briefing Report and New Vision Goals 1, 6 and 7. Employer Outreach addresses Bullet #3 in the Briefing Book and New Vision Goals 6 and 7 while Employer Education addresses Bullets #3 and #4 in the Briefing Report and New Vision Goals 6 and 7.

- Self-advocacy skills training offered to Job Corps students with disabilities by center staff will allow students to become familiar with:
 - appropriate, legal employer interview techniques;

Tier One Recommendations

- when to disclose a disability to an employer if an accommodation is required;
- how the employer should handle the confidential documentation provided about a disability as with all employee medical information;
- when to ask for accommodations if necessary for job success once a job has been offered; and,
- submitting an accommodation request to the employer in writing.

This will have lifelong impact on students in all areas of their lives. It will enhance their self-confidence, sense of identity and independence.

- Job Corps centers should inform students about the availability of the Job Corps Disability Web site (<http://jcdisability.jobcorps.gov>), which contains a wealth of information about self-determination, self-advocacy and career transition. The following link may be especially useful: http://jcdisability.jobcorps.gov/html/cdss_cd.htm.
- While all employers should hire qualified individuals with disabilities and information is made available by the National Office, the reality is that some employers embrace the idea while others do not. Continued communication with employers and examples of student successes should help employers become more comfortable hiring students with disabilities.
- Identifying employers currently hiring qualified people with disabilities and continuing to expand the list will increase employment opportunities for Job Corps graduates with disabilities.
- The Career Transition Specialists are critical in the placement of students. Their ability to communicate to potential employers on the benefits of employing individuals with disabilities will increase the opportunity for employment success. The Job Corps Disability Web site is a useful tool that can be used in conjunction with Career Transition Specialists' outreach to business. Face-to-face discussions with employers to encourage the hiring of qualified candidates with disabilities can be very productive. And, when a Job Corps student with a disability graduates and is ready for employment, the Career Transition Specialist can be instrumental in helping employers understand the numerous issues that are associated with the ADA if the student discloses the disability and requires accommodations.
- Career Transition Specialists are in an excellent position to bring additional community resources to assist or provide resources for the employer to contact.
- Career Transition Specialists can educate employers to dispel myths and alter stereotypes associated with people with disabilities that continue to present barriers to their employment.
- Employers should be educated that disability is part of diversity.

Tier One Recommendations

Recommendation 8:

Outreach/Admissions Recruitment and Enrollment

For those individuals willing to disclose their disability, Outreach and Admissions should document the admissions of students with disabilities at a level approximately equal to the percentage of youth with disabilities in the general student population and identify efforts to reach out to groups that are likely to have eligible candidates. Centers that accept at least a 50% higher enrollment of youth with disabilities than the percentage in the general school population should receive incentives; for example, weighted performance credit or priority points in contract competitions.

Rationale and Findings

This recommendation addresses Bullet #1 and New Vision Goals 3 and 4.

- Youth with disabilities are disproportionately represented among dropout youth (28%), compared to 12% in the general school population. In a report on the percentage of youth with disabilities accepted in six sample centers, the percentage varied from a low of 5% to a high of 20%.
- The attempt to serve those youth with disabilities or the “neediest youth” could carry penalties in that starting salaries may be lower or positions in the fields for which they were trained may not be available as readily as for those youth without disabilities.

Recommendation 9:

Center Staff: Special Education Teachers

Each Job Corps center should be staffed with a full-time special education teacher who will serve as a resource to staff in educating students with disabilities in the most integrated setting possible.

Rationale and Findings

This recommendation addresses Bullet #5 in the Briefing Report and New Vision Goal 6.

- It is important to note that Job Corps does encourage centers to hire special education teachers where possible.
- Responses that the Committee received from the DOL Civil Rights Center stated that the recommendation “appears to be consistent with legal requirements, provided that the teacher’s role is to assist staff in serving students with disabilities in as integrated a setting as possible.”
- Special education teachers can assist centers to move forward on setting up a Disability Initiative in its educational objectives for those centers that have not yet accomplished this goal.
- Different funding strategies may apply to different centers. Centers not covered by the Individuals with Disabilities Education Act could explore internships with local colleges and schools of education for graduate students majoring in special education.

Tier One Recommendations

Recommendation 10:

Linkages to Partnerships and Resources

Job Corps should encourage and model an even greater focus on high-impact leveraging of resources through education system partnerships for high school re-entry.

- Students jointly enrolled in the public education system can qualify for high school diplomas, and educational services can be supported through average daily attendance funding.
- Students with disabilities who are jointly enrolled in the public education system can also qualify for services supported by weighted special education funds.
- A public education partner can share information on or forward information to high school dropouts as a high school re-entry outreach initiative with Job Corps. Resulting graduations would also count as a graduation success for the school system.
- Centers can partner to access AmeriCorps resources to provide service-learning opportunities and education awards for Job Corps students and education awards for graduate students who provide volunteer services.
- Post-secondary institutions can partner to provide access to graduate-students who must complete a practicum in health care, counseling, mental health, health and wellness, special education, psychology and numerous other disciplines.

Rationale and Findings

- A Job Corps/school system high school re-entry partnership could potentially increase student achievement and educational attainment levels and improve outcomes for both systems by playing to the strengths of the partners. Together, the partners could provide more appropriate resources for the task of preparing the neediest youth for the workforce. Creating relationships with other federal programs such as VISTA, Senior Corps and, possibly, Youthbuild could also improve outcomes.

Tier One Recommendations

Recommendation 11: **Clean Entry Drug Testing**

Job Corps should require young people to have a clean drug test prior to being admitted to the program combined with adding interval testing as well as pre-employment testing; furthermore it is recommended, based on the results and outcome of the current pilot, that the pilot be expanded nationwide in a regionally phased approach.

BACKGROUND

Although the Philadelphia Job Corps Center is currently conducting a random sample assignment study to test the benefits of requiring students to pass a drug test prior to enrollment, it could be several years until results are known. The study began in January 2007 and is to measure the outcomes for 200 students in the study against 200 of their peers not required to have a negative test prior to enrollment. Results from the study will not be available until each of the 400 students has exited the program and results can be analyzed. In the meantime, the statistical information stated in the rationale below shows there is a direct link between students who do not successfully complete the program and positive or “dirty” drug tests.

Rationale and Findings

Failure of the initial drug test is a critical predictor of negative program outcomes. For example:

- Failure of the initial drug test is the single most important factor that determines whether a student will separate early from Job Corps.
 - Students with a positive initial test are four times more likely to separate from Job Corps within the first 60 days as compared to students with a negative initial test.
 - Students with a positive initial test are also more likely to separate due to other disciplinary reasons.
- Among all students, 33% with a positive initial test separated within the first 60 days compared to only 11% with a negative initial test.
 - Only 37% of students with a positive initial drug test graduate from Job Corps while 63% of those with a negative test graduated.

Job Corps is a training program, not a treatment program. It is aimed at helping at-promise youth who are serious about their futures. In addition, most students will be required to pass drug tests upon graduation from Job Corps in order to gain employment. Requiring students to be drug-free will make them better learners and better prepared for the workplace upon graduation.

Although this policy could have an impact on On-Board Strength, we believe the impact would be temporary and the program would adjust over time as it has in the past. However, during this transition period a dip in OBS performance should be expected and tolerated in order to achieve the long-term positive result.

Tier One Recommendations

Recommendation 12:

Marketing Job Corps

Market Job Corps with potential students, parents, schools, potential employers and the community as some type of earned benefit versus as an entitlement program, one that is earned and must be maintained through hard work, study, cooperation, and a drug- and violence-free life.

BACKGROUND

To many, the perception of Job Corps is that it is the option of last resort for troubled teens. It is thought by some that the most Job Corps referrals come from parole officers. This results in many students who are not positioned to succeed.

Rationale and Findings

Job Corps offers federal scholarships for young adults under the age of 25. This changes the perception of the program in several ways.

- It helps each center to be viewed as a school.
- It removes any sort of entitlement mentality since scholarships must be earned to be retained.
- It allows graduates to be proud of the fact that they successfully studied on a scholarship.
- It raises the bar of suitability for potential scholarship recipients.
- It assists with the proper placement of qualified and suitable students into the program.

Job Corps is the only federal scholarship program of its kind for young adults under the age of 25. The scholarship includes up to two years of vocational, academic and social skills training in addition to clothing, housing, food, equipment, basic medical and dental care, and even a small amount of pocket money

every two weeks. Successful students can leave with an academic diploma, a vocational certification that is recognized nationwide, a driver's license, and the social skills that all employers desire in new employees.

Tier One Recommendations

Recommendation 13:

Building Industry Partnerships

Job Corps should institutionalize a culture of building partnerships with high-growth industries to bring the employers of today and tomorrow to the Job Corps table. Partner with the Employment and Training Administration (ETA) business relations group to develop a strategic plan to engage high-growth industries as identified. Identify and remove barriers to industry engagement with Job Corps training programs. Adopt industry standards in training (in support of Recommendation 3). Provide the resources needed to centers to ensure they can adopt and operate training that meets industry standards. Further, ensure that contracts allow sufficient flexibility for centers to adapt to changes in industry standards over the lifespan of a contract.

BACKGROUND

Building connections between education and industry is a cornerstone of the modern career and technical educational system within the U.S. This best practice is exemplified in numerous models that demonstrate the value added to building and maintaining such partnerships. Outside the Job Corps system, Automotive Youth Educational Systems (AYES) is just one example in one industry sector of such a partnership model.

While Job Corps has several partnerships with unions and private industry, a culture of developing such partnerships does not exist today. The value to Job Corps students is not in question. Specifically, Job Corps students would benefit through greater access to current industry:

- Equipment and technology
- Training information

It also cannot be forgotten that the demographic currently enrolling and being trained by Job Corps (often referenced as Gen “Y”) is highly brand-conscious.

When a training program is affiliated with a well-regarded brand of any type there is a higher perceived value of the training on the part of the trainees.

Rationale and Findings

- Provides a learning environment that will have a higher employability success rate.
- Job Corps’ mission compels the programs to provide a training experience that – above all – results in an employable individual.

Tier One Recommendations

Recommendation 14: **Outreach and Admissions Success** **Performance Contract**

Job Corps should base Outreach and Admissions (OA) contracts on performance.

BACKGROUND

We do what is measured. And while too much might already be measured at Job Corps, the ultimate success of the program hinges on a student's ability to get and keep a job. So holding the OA accountable for recruiting suitable students and linking that measure to Career Transition Services' (CTS) ability to place them will measure the correct thing.

Rationale and Findings

It is possible that the OA may send unsuitable students to Job Corps. Since they are not being measured on their employability at the end of the program, there are no consequences. If the OA and CTS staff are one and the same, they will have a personal stake in a student's long-term success.

Recommendation 15: **Serving 16- and 17-year-olds**

Develop a pre-Job Corps Preparatory Enrollment Program for applicants who are less than 18 years of age. Components of the program could include:

- Urban setting where resources are available
- Partnerships with civic and other governmental programs such as Department of Defense's Youth Challenge Program
- Career exploration period
- Life skills instruction
- Local school district partnerships to provide HSD/GED education
- Non-residential program
- A pipeline of potential students for the Job Corps program

BACKGROUND

The percentage of minors (16- and 17-year-olds) participating in Job Corps has averaged more than 30% in the last five program years. While many students who were minors when they enrolled in Job Corps have been successful in the program, there have been ongoing concerns regarding overall retention, completion and placement outcomes for this population of students. (Extracted from the Advisory Committee on Job Corps, 7/10/07, Briefing Report)

Rationale and Findings

Talking with students and staff during the subcommittee's site visits, the response was consistent that mixing younger youth with older, more mature students presents several problems. The older students' concerns were that the younger students are not there

Tier One Recommendations

to learn, that they have a tendency to “goof off” more and not take learning a trade or obtaining their HSD/GED education seriously. Particularly if students come in early in their 16th year, by the time they complete their HSD/GED and trade, they are still at an age where they are not able to obtain long-term, full-time employment in the trade they obtained at Job Corps.

Tier Two Recommendations

The Advisory Committee has developed the following additional recommendations as its second tier of recommendations for the Job Corps program.

Recommendation 16

Consistent and Clear Communications

Develop, implement and sustain a timely, clear and consistent system of communication of the national vision, goals, policies, procedures and regulations through the Job Corps system all the way down to Job Corps centers. Currently, there are misunderstandings, miscommunications and failures to collaborate that negatively impact the center's and staff's ability to achieve the program's goals. Further, we suggest the addition of a communication goal added to the New Vision National Goals.

Job Corps' policy regarding requests for extended length of stay on center for students who need more time to complete the program should be well-publicized within the program so that centers and students are aware of the opportunity to request additional time to complete training.

Rationale and Findings

- A critical issue in a Job Corps center's performance is the identification of pools and how student pools impact performance and center evaluation. The current complexity and confusion surrounding pools and how student enrollment impacts performance should be given thorough and thoughtful consideration and communicated clearly and concisely to center operators.
- Confusion exists with regard to understanding the changing Outcome Measurement Systems measures and weights from year to year.
- There is lack of clarity regarding the role and responsibilities of the Regional Director and the Contract Officer. Communication lines must be enhanced. This is true despite the definitions outlined in the Policy and Requirements Handbook.

Recommendation 17:

Assess Effectiveness of Regional Disability Specialists

Since the Disability Specialists have been in place full time at the six Regional Offices only since October 2007, it is recommended that the Job Corps National Office monitor the effectiveness of the Disability Specialists and assess the impact they have on the improved service provision for students with disabilities who require accommodations at each of the centers and, after one year, in October 2008, determine the need to have individual Disability Services Coordinators present at individual centers.

Rationale and Findings

This recommendation addresses Bullet #4 in the Briefing Report and New Vision Goals 3, 4 and 5.

- This recommendation may require staff ratio adjustment once the assessment has been accomplished if it is determined that Disability Services Coordinators are required at centers to improve services and be in compliance with federally mandated laws.
- The Committee commends Job Corps for already putting in place Disability Specialists at each of the Regional Offices, which has enhanced the dissemination of disability information related to reasonable accommodations and has begun to address the education and support services that may be needed by various centers and their students with disabilities. In addition, the "Specialists" have begun to identify more resources from which centers may consult. Nevertheless, the Committee has been informed by numerous center directors that there is an intense demand for onsite coordination of support services and reasonable accommodations. This demand may require an onsite staff member to facilitate services, communicate and advocate on behalf of students with disabilities in addressing their needs.

Tier Two Recommendations

- There is a delay at some centers in meeting federally mandated laws that require centers to provide reasonable accommodations. Some students with disabilities may experience significant delays in their ability to move forward through the Job Corps program while nondisabled students are progressing.
- The goal of this recommendation is to recognize Job Corps' National Office for already putting Disability Specialists at the Regional Offices, but also to request an assessment of center needs after the "Specialists" have been on board for one year. The Committee wants to ensure that equal opportunity is available to all applicants and students within the Job Corps system.
- Individual centers must coordinate the support services and reasonable accommodations that some students with disabilities may require onsite.
- In order to ensure that quality and consistent disability services are provided at each Job Corps center according to the legal mandates set forth in the Workforce Investment Act (WIA) of 1998, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, a Disability Services Coordinator may be required onsite.

Recommendation 18: Disclose Federal Disability Nondiscrimination Laws Regarding Information Dissemination

Job Corps' National Office should ensure that new student packets currently being developed include information about federal disability nondiscrimination laws.

Rationale and Findings

This recommendation addresses Bullet #1 in the Briefing Report and New Vision Goals 1 and 3.

- Information about federal disability nondiscrimination laws that are added to the new student packets offers the opportunity to educate all students.
- Dissemination of this information will begin the education for students' self-advocacy skills and enhance their self-determination.

Tier Two Recommendations

Recommendation 19:

Enforce Existing Reasonable Accommodations Guideline

The National Office of Job Corps should enforce an existing guideline requiring that a response be given to centers within 30 days, once a request is submitted on the Disability Web site, that notifies the centers regarding payment or reimbursement requested that will provide for the cost of reasonable accommodations and/or support services required by students with disabilities.

Rationale and Findings

This recommendation addresses Bullets #1 through #3 in the Briefing Report and New Vision Goal 4.

- Members of the Committee have learned that the 30-day notification response does not always occur.
- Funding for reasonable accommodations/support services may not be available through any community resource. Centers must therefore request funding through the Disability Web site.
- A delay in the notification to centers of whether they will receive the funds required to assist in providing accommodations to their students with disabilities can seriously impact student success.
- Delayed response does not comply with the federal nondiscrimination laws.
- Retention of students with disabilities may be at risk since centers may view the cost of providing accommodations as a hardship, and ultimately, the students with disabilities may be forced to drop out of the Job Corps program.
- Some students with disabilities will require reasonable accommodations and additional support services upon entry into Job Corps. The delay of response impacts the quality of the full inclusion of students with disabilities into the Job Corps program and their ability to move forward in the program while their nondisabled peers are progressing.

Recommendation 20:

Multiple-level Exposure to Center Rules

Students should receive multiple exposures to center rules and have them both presented in writing and explained orally prior to admission to the Job Corps program. Exposure to the rules should come at each of the following times:

- Each Job Corps center should maintain a Web site and include a link to the center rules from the “Center Life” or similar page.
- OA counselors should send prospective applicants a list of the rules for the center closest to the prospective applicant’s current address in the first information packet sent.
- During the appointment when students are interviewed for eligibility and suitability, the admissions counselor should:
 - provide applicants with a written copy of the rules of the center to which the applicant is most likely to be admitted;
 - read and explain the rules to the applicant; and,
 - have the student sign a form saying that they have read and understand the center rules.
- The center rules should again be provided to the student in writing and explained orally upon admission to the center.

Rationale and Findings

During site visits to Job Corps centers and focus groups with students, faculty and administrators, and outreach and admissions staff, it was widely agreed that students don’t have reasonable expectations of center rules when they enter the program. Although opinions differ greatly on why students have unrealistic expectations of the rules (lack of exposure to the rules, poor reading comprehension, selective memory, etc.), there appears

Tier Two Recommendations

to be near universal agreement that everyone benefits from the students' having appropriate expectations of the rules they will be required to abide by while on the center.

Because young people can learn differently (visual vs. auditory learners), forget, lose focus when listening or reading, and selectively remember what is important to them, prospective applicants should receive multiple exposures to the rules prior to entering Job Corps so they have more reasonable expectations about their Job Corps experience.

Recommendation 21:

Mirroring Industry

Job Corps' training experience needs to mirror industry.

- Accelerate the industry standards initiative already under way requiring each center to adopt curriculum based on accepted national standard(s) for each trade they provided – without exception.
- Further, the Department of Labor should plan to provide the resources needed for this effort and ensure that contracts allow sufficient flexibility for centers to adapt to changes in industry standards over the lifespan of a contract.
- Ensure that instructional staff carry current industry certifications or credentials – where available – and are given the opportunity to spend developmental time in the field for which they train.
- Provide an environment where trainees are regarded as if they were employees within their chosen trades and where respect for others is a core value.
- OA recruiters should be provided suitability guidance on matching interested individuals with industry working and employability requirements.

Rationale and Findings

During the Committee's site visits, comments were received from both students and staff that they saw value in a stronger alignment with industry standards. Specifically, not only should the training experience mirror current industry requirements, but the center environment should also reflect an employment environment.

Comments provided during Committee visits led the team to conclude that there is a cause and effect relationship between training quality and On-Board Strength. A few sample comments were:

Tier Two Recommendations

- Current absentee policies do not mirror an employment environment and are inflexible, resulting in early separations.
- Training content and/or equipment are not keeping pace with industry.
- Entry guidelines into specific trades do not reflect employment requirements.
- Students feel various levels of disrespect from staff.
- An industry-aligned training experience will provide a learning environment that will have a higher employability success rate.
- This recommendation aligns with the current Vision for the 21st century initiative – Part 1, Goal 1. Job Corps’ mission compels the programs to provide a training experience that – above all – results in an employable individual.

Recommendation 22: **Student Expectations**

The Job Corps National Leadership would better increase OBS and retention and reduce declining rates by closing the differential in expectations of Job Corps students prior to enrollment and center arrival of the students.

The institution of prior onsite visits for potential students, virtual site tours of centers, and mandatory center visits for Outreach and Admissions Counselors recruiting for respective centers would increase OBS and retention.

In addition the development of line OA staff to fully grasp the New Vision priorities to implement in recruiting potential students would increase OBS and retention.

Improved communication is necessary between center staff and OA contractors.

Rationale and Findings

Since PY 2002, the average annual National OBS has dropped by more than 7% (from 99.2% to 91.9% as of 12/31/06). Factors that impact center OBS levels and percentages include pre-center admissions practices including marketing and student recruiting methods; National Call Center operation; Geographic Assignment Plan; OA interviewing, processing and intake procedures; and initial transportation to centers. (Extracted from the Advisory Committee on Job Corps, 7/10/07, Briefing Report)

In the subcommittee’s site visits to various centers across the country, a consistent response was heard when focus groups were conducted. Students conveyed unmet expectations when arriving on center, specifically the environment was not what they expected or was exhibited in media videos they were exposed to prior to entry. This factor can affect OBS and retention, especially pre-90-day separations and average length of

Tier Two Recommendations

stay rates. In addition, for the focus groups conducted with Outreach and Admissions contractor staff most counselors had neither visited nor been on most of the centers they recruited for; therefore, how can they effectively steer the potential Job Corps student's expectations to a realistic and actual perception? The Committee does not suggest that the centers will meet every expectation of youth entering, but that the youth's expectation as conveyed in the institution of this recommendation will better serve OBS and retention rates by avoiding students' entering and then terminating prior based on disappointment in life on center.

In developing the recommendation and rationale, the Committee used available statistical data provided by the National staff, the National Job Corps Leadership Council Liaison, center staff and the focus groups' response data, which is summarized below.

Center staff in consensus conveys that today the youth eligible to participate in the Job Corps program are significantly different from the youth who first entered the program in 1965, '75, '85 and even 1995. With the explosion of technology (computers, mobile phones and gaming consoles, etc.) youth have become better connected, more technologically savvy, increasingly independent and less willing to exhibit patience. Today's youth have a much different set of interests, values and expectations. To effectively recruit and retain students for Job Corps we must know our target audience and devise a way to present Job Corps not only to business and industry but to our target audience, youth.

This recommendation is a response to the following questions posed to the Committee:

- Are current recruitment and outreach strategies sufficient to meet arrivals and OBS goals?
- Are Outreach and Admissions Counselors equipped to deliver the New Vision message?
- Are Outreach and Admissions Counselors equipped to establish necessary partnerships to implement New Vision recruitment and assignment strategies as well as meet arrival goals and OBS needs?

Furthermore, the proposed recommendation will align with the New Vision in achieving Goal 3: establishing a comprehensive admissions process that prepares students for life on center and ensures that students are ready for and committed to successful program participation to optimize their opportunities for positive training, placement outcomes, self-sufficiency and lifelong learning. This is accomplished through realistic expectations of students arriving being realized, OA staff being well-equipped to convey the New Vision, and center expectations including site visits and the implementation for more staff development and training on the field level to have a better understanding of current initiatives and priorities in which national or regional conferences are held.



APPENDIX A: Partnership Opportunities

Partnership Opportunities

The Advisory Committee has conducted extensive research regarding potential partnerships for the Job Corps program. The following opportunities would allow Job Corps to extend linkages and develop collaborative partnerships with organizations on the local, state and national levels, particularly where partnerships may benefit students with disabilities. The Committee determined that this information was important to include in its reports.

- Partnerships with local colleges and universities within a reasonable distance of the center ought to be encouraged if equipment for an instructional program, faculty and/or staff is already available.
- Continue to collaborate with the Department of Labor Civil Rights Center (CRC) in writing policy revisions.
- Work with the Department of Labor Office of Disability Employment Policy (DOL ODEP) Youth Services Team and the CRC to assist Job Corps centers with the disability training needs of individual centers.
- Publicize the Web site Job Accommodation Network (JAN), www.jan.org. This Web site and staff are available through the University of West Virginia. The staff at JAN is available to assist center staff and employers to obtain suggestions for reasonable accommodations and resources. JAN can suggest ways to provide reasonable accommodations to Job Corps students who may be involved in work-based learning and/or are ready for employment as well as the Job Corps National Office, Regional Offices and center staff who may have disabilities that require reasonable accommodations in order to perform the essential functions of their jobs. JAN also offers various conferences across the United States.
- Network with the Department of Education's Office of Special Education and Rehabilitative Services (OSERS) to explore options for partnership, including potential funding opportunities for centers that develop special transition programs in collaboration with vocational rehabilitation directed to their students with disabilities.
- Partner with the Department of Defense Computer/Electronic Accommodations Program (CAP), which provides assistive technology and services to people with disabilities, federal managers, supervisors and IT professionals. CAP increases access to information and works to remove barriers to employment opportunities by eliminating the costs of assistive technology and accommodations solutions. The Undersecretary of Defense for Personnel and Readiness established CAP in 1990 as the centrally funded reasonable accommodations program for employees with disabilities in the Department of Defense. Following the National Defense Authorization Act of October 2000, Congress granted CAP the authority to provide assistive technology, devices and services free of charge to federal agencies that have a partnership agreement with CAP. The TRICARE Management Activity, a field activity in the Office of the Assistant Secretary of Defense (Health Affairs), serves as the executive agent for CAP.
- Extend and nurture the partnership with the Department of Education's Office of Vocational and Adult Education where career pathways and community college research and demonstration projects are under way.
- United States Business Leadership Network (USBLN) is a national organization that has recruited hundreds of businesses to hire youth and adults with disabilities. Local Business Leadership Network organizations, which are under the

Partnership Opportunities

umbrella of USBLN, are located across the United States. USBLN can advise Job Corps in its development of educational materials directed to employers so that businesses may learn more about the benefits of hiring Job Corps graduates with disabilities. USBLN offers many opportunities for conferences and other educational activities that Job Corps staff could be involved in for their own professional development. John Kemp is the executive director of USBLN, Washington, D.C.

- USBLN provides numerous opportunities for professional staff development on the local, state and national levels where Job Corps could support staff participation. The next national conference will be held in September 2008 in Portland, Ore.
- USBLN offers webinars at its Web site, www.usbln.org.
- There is the potential that Career Transition Specialists can be assisted by USBLN in becoming better educated about the recruitment of employers to hire graduates with disabilities and why it is good for businesses' bottom lines to do so.



Program Performance Summary

JOB CORPS PROGRAM PERFORMANCE SUMMARY

BACKGROUND

The Workforce Investment Act (WIA) became law in August 1998, mandating major changes for Job Corps' performance assessment. The WIA included an increased focus on accountability and contained core indicators of performance for Job Corps concerning recruitment, education and placement rates, wages, and long-term outcomes of graduates after initial placement that related to the Government Performance and Results Act (GPRA). WIA legislation [§159(c) Information on Indicators of Performance] focuses on reporting of program graduates and former enrollees. Under the President's 2001 Management Agenda, however, a performance management system with one core set of definitions, measures and procedures (common measures) was introduced to be implemented across federal programs with similar goals. Thus Job Corps is currently required to report on both WIA/GPRA criteria, as well as for common measures. The three performance indicators specified by common measures include placement in employment or higher education, attainment of a degree or certificate, and literacy and numeracy gains.

To meet these federal and legislative accountability requirements, Job Corps uses a comprehensive management system. This comprehensive management system is also used to assess centers' and agencies' accomplishments in implementing program priorities and serving students effectively, and as a management tool that provides useful and relevant feedback on performance while encouraging continuous program improvement.

The performance management system is composed of individual Outcomes Measurement System (OMS) for Outreach and Admissions (OA) agencies, centers, Career Technical Training (CTT) and Career Transition

Services (CTS) agencies, and provides a comprehensive picture of performance throughout all phases of a student's Job Corps experience. In addition to the OMS, Job Corps utilizes three measures to ensure that centers deliver quality services to students. These three measures are valuable management tools that complement the other systems by assessing the quality of the services provided by Job Corps and capturing information on aspects of center life that are not accounted for in the other management systems. These aspects include Job Corps center capacity utilization (OBS), assessment of center operations (QR), and student satisfaction with respect to safety (SSS).

Program Performance Summary

PERFORMANCE TRENDS

The Performance Summary Table below provides detailed indicators for the Job Corps program; however, because the Job Corps program operates on a program year, performance results for PY 2006 (July 1, 2006 – June 30, 2007) are not yet available.

Job Corps Common Measures - Performance and Results PY 2004-PY 2006 YTD*						
Performance Goal 1.1B: Improve the educational achievements of Job Corps students and increase participation of Job Corps graduates in employment and education						
Indicator	PY 2004 **		PY 2005		PY 2006	
	Target	Result	Target	Result	Target	Result
1. Placement: The percent of participants who will enter employment or enroll in post-secondary education or training/occupational skills training in the first quarter after exit.	85%	84%	85%	80%	87%	75%
2. Certificate Attainment: The percent of students who will attain a GED, high school diploma, or certificate while enrolled in the program.	64%	64%	64%	60%	65%	56%
3. Literacy/Numeracy: The percent of students who will achieve literacy or numeracy gains of one Adult Basic Education (ABE) level, equivalent to two grade levels.	45%	47%	45%	58%	58%	56%
* PY 2006 YTD data through 3/31/07 ** Placement (for PY 2004 and PY 2005) was defined as the percent of Job Corps graduates (within one year of program exit) and former enrollees (within 90 days of program exit) who will enter employment or enroll in post-secondary education or advanced training/occupational skills training.						

Per the performance above, the Department of Labor reported “Goal Not Achieved” for Job Corps in the DOL Annual Reports for both FY 05 and FY 06. Given the PY 2006 performance, as reported for the third quarter, it is again anticipated that Job Corps will fail to achieve the overall performance goal.

Program Performance Summary

DISCUSSION OF TRENDS IN PERFORMANCE OUTCOMES

In both PY 2004 and PY 2005, Job Corps was successful in exceeding the learning gains targets by increasing literacy or numeracy skills by one Adult Basic Education (ABE) level for students who were deficient in basic skills at entry. While the program met the target of 64% for certificate attainment – students attaining a high school diploma (HSD), GED or completing their career technical training (CTT) while enrolled in Job Corps – in PY 2004, it fell below the target in PY 2005. More aggressive data integrity reviews revealed that in past years, misreporting of certificate attainments may have occurred; the resulting stringent documentation requirements may have therefore contributed to the reported drop in HSD, GED and CTT certificate attainments.

Prior to PY 2004 placement in employment/education was reported for graduates only; in PY 2004, the pool of students increased due to the addition of former enrollees (students who did not complete their programs but were enrolled in Job Corps for more than 60 days). This lowered overall success rates (from 90% and above for graduates only prior to PY 2004) since outcomes for former enrollees are more difficult to verify due the transient nature of this student population. PY 2004 was the first year that former enrollees were included, producing a modest impact on the results. In PY 2005, however, the full effect was apparent, as placement results dropped five percentage points. Placement for PY 2006 as of the third quarter was at 75% and is therefore unlikely to meet the target.

TRENDS AND CONTINUING CHALLENGES

In order to continue to support the Department's Outcome Goal 1.1B: Improve educational achievements of Job Corps students, and increase participation of Job

Corps graduates in employment and education, the Job Corps program faces a number of performance challenges.

PLACEMENT REPORTING

To assist in the process of reporting initial placements (per the common measures timeframe of the first quarter after exit from the program), a Memorandum of Understanding was signed through the Kansas Department of Commerce, beginning in PY 2006 for data matching with the Wage Record Interchange System (WRIS) to augment Job Corps' survey system for verification of placement data. However, during the first year of the WRIS matching system, the number of states reporting data to WRIS had been sizably reduced, which severely limited the ability of the WRIS matching system to provide comprehensive wage record data for all states. As more states return to providing wage record data to the WRIS system, Job Corps will be able to more accurately report employment placement in the first quarter after exit.

ATTAINMENT OF CERTIFICATES

Job Corps is in the process of transforming its training programs by increasing rigor and relevance. Such a comprehensive, systemic change is not expected to immediately result in increased performance in certificate attainment or literacy/numeracy gains. In fact, the expectation is that requiring tougher standards for certificate attainment may initially have a slightly detrimental impact on certificate attainment rates. Thus, as the system undergoes the transformation process, performance may temporarily dip; however, the expectation is that the longer-term impact of providing more intensive programming, standards-based curricula and industry-recognized certification requirements will result in increased certificate attainment, broader employment opportunities and higher placement rates for students exiting the program.

Program Performance Summary

LITERACY AND NUMERACY GAINS

While Job Corps has been consistently successful in meeting and exceeding the literacy and numeracy gains goals, the program will further target programs for students with learning disabilities as well as educational and CTT ESL programs to serve Hispanic/Latino youth.

RECENT NATIONAL PERFORMANCE TRENDS

Based on a comparison of outcomes PY 2001 – PY 2005 (see Attachment 1), and the current PY 2006 results through 4/30/07, the following observations can be made:

ALOS

While the average length of stay (ALOS) for graduates continues at a positive rate (11.6 months), the ALOS for all trainees is dropping (from a high of 8.3 months for PY 2003 down to 7.8 months currently).

GRADUATE PLACEMENT RATE

Graduate placement, which reached a high of 91% in PY 2004, is currently at 83%. While the rate of graduates enrolled in education is steady at approximately 10%, the rate of graduates entered employment/military is down to 73% from a high of 80% in PY 2004.

CERTIFICATE ATTAINMENTS

The overall certificate attainment rate for common measures is currently at 56% compared to the PY 2006 target of 65%.

Academic Attainments: The percentage of HSDs attained remains relatively steady at 15%, (which is substantially higher than the pre-HSD Initiative rate in PY 2001 of 6%), but it has declined slightly since the high of 17% in PYs 2003 and 2004. While the percentage of HSDs has increased from PY 2001, the percentage of GEDs attained has gradually decreased (from a high of 29% in PY 2001) to a current level of 24%. The current

percentage of academic attainments (GEDs and HSDs) is 39%, down from a high of 45% in PY 2003.

Career Technical Training (CTT) Attainments: The CTT completion rate has declined significantly from 62% in PY 2003 and is currently 51%. As discussed above, having more rigorous training requirements is expected to further lower the CTT completion rate.

ISSUES AND QUESTIONS FOR CONSIDERATION

Questions for the Advisory Council as to how Job Corps can improve performance may be categorized into three categories: Programming, Services and Managerial/Monitoring.

PROGRAMMING QUESTIONS

- Could scheduling changes to the training day produce better results?
- How can Job Corps attract and retain more highly qualified teachers?
- What additional supports and incentives are needed for teachers to stay at Job Corps?
- What additional after-school activities would increase student performance?
- As curricula become more rigorous, and career technical training achievement requirements become more challenging, how can Job Corps retain students longer in the program?

SUPPORT SERVICES

- What additional support services would assist students in achieving better academic and career technical outcomes?
- How could additional mental health services help improve performance outcomes?

Program Performance Summary

- How can the transition incentive system and the array of transition support services be expanded within reasonable cost limitations?
- What additional on-center support services are needed for Job Corps' diverse population?

MANAGERIAL/MONITORING FUNCTIONS

- How will more frequent/more focused Regional Office monitoring and technical assistance help centers in producing better performance outcomes?
- How can Job Corps balance the need for maintaining full capacity while providing more intensive services needed by students with disabilities or learning-disabled students?
- How can Job Corps balance working to increase length of stay while attempting to serve more students and reach a higher proportion of the eligible population?
- What additional policy issues can be addressed by the National Office that will result in increased performance?
- How do various center management styles affect performance?
- How could modifications to the NO/RO/operator/agency relationship work to improve performance outcomes?
- What other factors should Job Corps consider in providing oversight to centers, OA and CTS operators?

Serving Students with Disabilities

SERVING STUDENTS WITH DISABILITIES IN THE JOB CORPS PROGRAM

Current estimates indicate that the number of individuals with disabilities participating in the Job Corps program is approximately 15%. The most common types of disabilities are cognitive disabilities, such as learning disabilities, (50%, followed by mental health and medical, each about 21%).

The table below compares outcome data for students with and without disabilities for PY 2005.

Statistic	Students with Disabilities	Students without Disabilities
Separation Type		
Medical separation with reinstatement	3.0%	2.7%
Absent without leave	16.9%	21.7%
Discipline	21.8%	22.9%
GED Status		
Failed GED	4.8%	4.8%
Passed GED	8.4%	9.0%

The rest of this brief issue paper describes Job Corps' disability program requirements, accomplishments, and key related issues and questions for current consideration by the Advisory Council.

1. REQUIREMENTS

Congressional and administrative mandates require Job Corps to serve all individuals regardless of abilities, provided they meet the eligibility requirements set forth in Job Corps regulations and that accommodations requested by individuals with disabilities are reasonable. These mandates include but are not limited to (1) the nondiscrimination and equal opportunity

provisions of the Workforce Investment Act of 1998, as amended; (2) Section 504 of the Rehabilitation Act of 1973, as amended; and (3) their implementing regulations.

2. ACCOMPLISHMENTS

In 1997, Job Corps developed an action plan that identified the policy and program changes necessary for Job Corps to better serve students with disabilities. Highlights of the actions completed as part of this plan include:

- Developing disability-related policy and guidelines (e.g., reasonable accommodation, addition of nondiscrimination and equal opportunity provision to the Policy and Requirements Handbook, and center disability program requirements)
- Conducting hundreds of disability-related training/technical assistance trainings for staff and contractors
- Developing and maintaining Job Corps Disability Web sites for center operators, Regional Office staff, Outreach and Admissions staff, and center staff
- Developing disability-related technical assistance materials for center operators, Regional Office staff, Outreach and Admissions staff, and center staff
- Creating a Job Corps-wide data system to collect required information about students with disabilities
- Making Job Corps centers more accessible to individuals with disabilities
- Establishing linkages with organizations serving persons with disabilities

Serving Students with Disabilities

3. ISSUE

Given Job Corps' responsibilities under the law, how can Job Corps ensure that adequate and appropriate resources are available to provide resources and support necessary to ensure that its academic standards are met, its career technical training is completed, and its students are employable?

4. QUESTIONS FOR ADVISORY COUNCIL CONSIDERATION

- Do Job Corps' regulations related to recruitment, eligibility, screening, selection, assignment and enrollment need to be reassessed to better define applicant criteria that meet the academic and training requirements envisioned under the New Vision for Job Corps? If yes,
 - What are the implications of redefining the criteria for meeting legal mandates for serving individuals with disabilities?
 - How can Job Corps meet the legal mandates within existing system constraints?
 - What is needed to improve Job Corps' ability to serve individuals with disabilities who qualify under new criteria?
- Can center training on disability-related issues be supported through regular training at the regional and national levels? How can centers build the capacity to provide the specialized training that is needed?
- How can centers provide more professional development opportunities on disability-related issues for staff? How can current professional development opportunities provided by Job Corps be better utilized? What resources outside of Job Corps are available?
- Should an at least part-time disability coordinator position be a requirement? If yes, can current staff ratios be adjusted to include this position without increasing center budget allocation? If no, how can centers improve their disability program with the resources currently available?
- Should special education teachers/resource staff be required for each center? If yes, can current staff ratios be adjusted to include this FTE without increasing center budget allocation? If no, how can community resources be leveraged to provide additional support to center staff in serving students with disabilities lawfully and appropriately? Are there partnering arrangements that could enhance services at the national/local level?
- Is the level of mental health services sufficient to support the students' needs? How can community resources be leveraged to provide additional support for students who need counseling? Are there partnering arrangements that could enhance services at the national/local level?
- For high-cost accommodations, is it reasonable to spend such a large portion of a center/regional/national budget on a particular student?

OVERVIEW OF JOB CORPS' 21ST CENTURY VISION

PURPOSE/DESCRIPTION

Job Corps is developing a 21st century approach to training and educating to prepare its graduates to compete in the new workforce economy. This will involve a systemic transformation of the Job Corps program and curriculum. Job Corps has utilized the principles and the momentum of the President's High Growth Job Training Initiative (HGJTI), along with the most current information on evidence-based education practices, as major catalysts for transformation.

BACKGROUND

In July 2004, DOL initiated the strategic development of a new direction for Job Corps. Since that time, the Job Corps National Office has been engaged in ongoing activities to establish a foundation, framework and key elements of this new direction. To that end, subject matter experts, leaders, and professionals in academic and technical education, business and industry leaders, internal partners (e.g., Business Relations Group, Office of Apprenticeship), and others have participated with Job Corps in substantial review and/or discussion pertaining to best practices for delivering youth education and training based on industry standards and their academic underpinnings and implications for 21st century employment. As a result of these and related activities, Job Corps has established national goals centered on attracting, retaining and graduating a greater number of students, providing industry-based certifications in high-growth career areas, and increasing the number of students who complete a high school diploma and advance into post-secondary education and training.

HIGHLIGHTS OF STRATEGIC PLANNING

Job Corps has initiated strategic planning to implement major transformation elements using its new national goals as a framework. This includes:

- Adopting a systemwide, standards-based curriculum that is delivered within a career cluster framework (based on high-growth industry sectors), allowing program graduates to obtain industry-based certifications
- Developing strong relationships with business, industry, and other secondary and post-secondary education and training providers to ensure that the program's curriculum and training methods remain relevant to today's workforce
- Refocusing academic achievement to increase high school diploma attainment, create greater opportunities for entry into post-secondary institutions, and enable career pathways and lifelong learning
- Focusing on establishing robust on-center supports, including tutoring and mentoring, after-hours instructional opportunities, and eLearning
- Developing a professional development strategy to ensure our instructors are certified in the industry they are teaching
- Conducting an in-depth review of Job Corps' mandates, policies and procedures in light of the plan for systemic transformation

ISSUES AND QUESTIONS FOR CONSIDERATION

How can Job Corps training and education programs most effectively meet future skilled worker needs, such as those of the information technology industry?

What is the best approach for a systemic review of the Job Corps program (performance outcomes, center

21st Century Vision

operations, Outreach and Admissions, transition services, contracting, and Regional and National Office operations), in order to identify gaps and challenges between the existing Job Corps model and the national goals?

How can Job Corps best develop policies and practices to ensure that Job Corps training environments are effective, safe, healthy and fair, and promote desired outcomes?

What other aspects of youth education/training could be considered as Job Corps strives to update its programs to prepare students for the 21st century workforce?

On-Board Strength and Retention

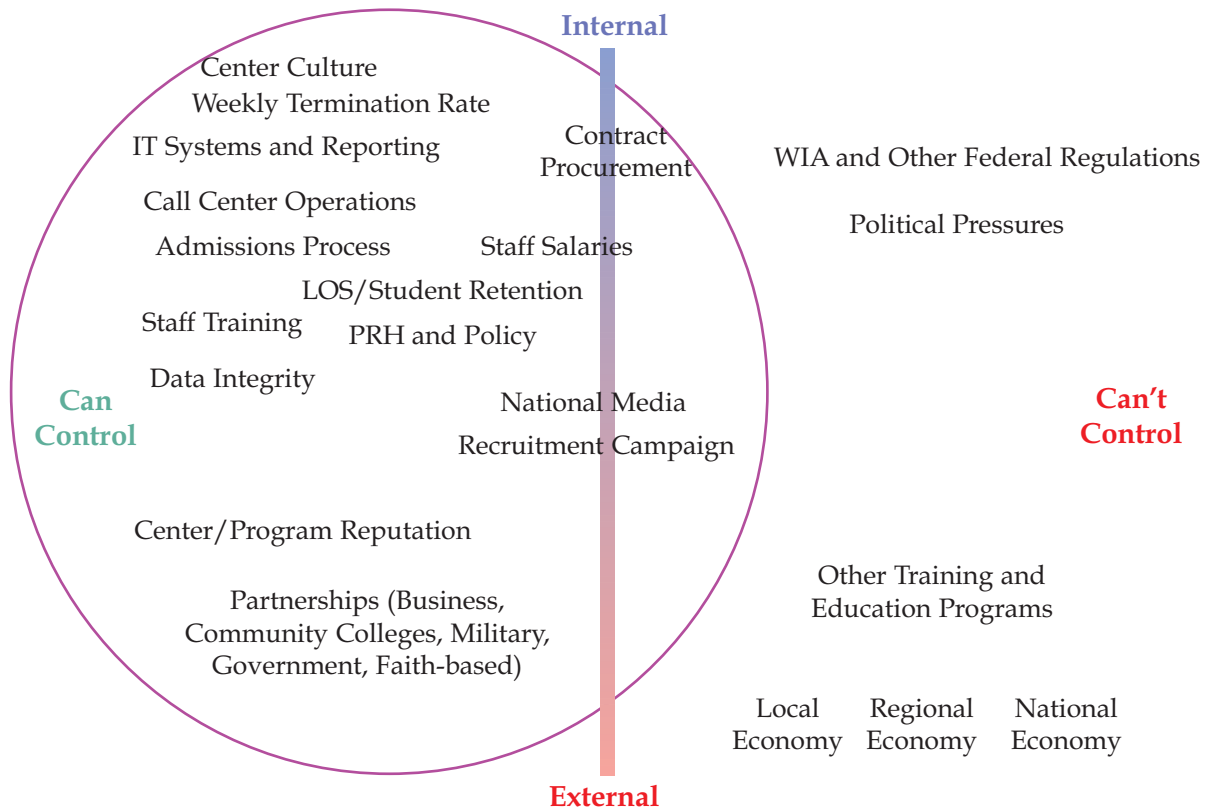
JOB CORPS ON-BOARD STRENGTH AND RETENTION

BACKGROUND

On-Board Strength (OBS) is a function of center arrivals, length of stay, and separations, and is reported as a center's average daily population count over the specified period as compared to that center's contracted capacity. It is expressed both in actual numbers and as a percentage of the planned OBS and can be viewed by center, by region, or by the program as a whole.

OBS is affected by a variety of factors that are both internal and external to Job Corps, some of which we (the Job Corps system) can control, and others that are outside of our control. Below is a noncomprehensive list of factors.

FIGURE 1: FACTORS AFFECTING OBS



On-Board Strength and Retention

HISTORICAL PERSPECTIVE

Since PY 2002, the average annual national OBS has dropped by more than 7% (from 99.2% to 91.9% as of 12/31/06).

OBS is not necessarily limited by a center's physical/architectural capacity (dormitories, classrooms, etc.), since Job Corps' authorizing legislation allows up to 20% of students to be "non-residential." Therefore a center's OBS at any given time may reflect students who are enrolled but not residing at the center, or students who are enrolled but not currently participating in classes at the center. Currently, non-residential slots attribute to approximately 13.6% of planned OBS, and are 16.7% of actual OBS.

Additional factors that impact center OBS levels and percentages include, but are not limited to:

Pre-center admissions practices including marketing and student recruiting methods; National Call Center operations; Geographic Assignment Plans (GAPs); OA interviewing, processing and intake procedures; and initial transportation to centers.

On-center operations including center capacity (residential capacity for male students and female students); on-center culture; types of trade offerings (gender-specific and gender-neutral); administrative reporting issues including the accuracy of quotas for res/non-res and males/females; average length of stay for graduates, former enrollees and uncommitteds; appropriate use of leave status; timeliness and efficiency of processing student separations, etc.

Post-center issues including not only the number of separations, but the types of separations, reasons for separations, timing of administrative separations, seasonal issues, and the weekly termination rate (WTR), etc.

Recognizing that many inter-related factors connect to OBS levels, the National Office analyzed possible contributing factors. The research, conducted in December 2005, looked at data from PY 01 through PY 04, and found that, contrary to what might be expected, the following factors DID NOT contribute to OBS performance:

- Sameness of OA contractor and center operator
- Center size
- Proportion of students from the same state as the center, and the average distance between enrollees' original addresses and their centers
- Urban/rural locations of centers
- Center average safety ratings from the student satisfaction survey
- Number of vocational offerings on-center
- Not-present rate

The analysis found, however, that the following factors DID contribute to OBS performance to varying degrees:

MAJOR (40% to 50% of OBS variance explained)

- Separations (the more graduates and fewer uncommitted, the better)
- 90-day-plus Commitment Rate

MODERATE (15% to 39% of OBS variance explained)

- OMS Commitment Ranking
- Separations (the fewer former enrollees, the better)

MINOR (less than 15% of OBS variance explained)

- OMS Ranking
- Commitment Ranking
- Weekly Termination Rate

On-Board Strength and Retention

Below is additional discussion on the various, inter-related factors that impact OBS.

DATA INTEGRITY

Since the onset of data integrity audits nationwide in PY 2005, centers are increasingly enforcing student leave policy. This may have had a negative effect on OBS, as centers separate students in AWOL status appropriately, instead of extending their enrollments.

Another factor of OBS, that can be controlled by centers, is the weekly termination rate (WTR). During the data integrity audits it was found that some centers had apparently delayed departure of students for a period of time after students had completed their vocational training, thereby having a positive effect on the OBS.

Another issue identified by the audits has been improper classification of students as vocational completers when only 80% of the Training Achievement Record (TAR) was completed, inflating the number of students classified as graduates. This practice has now been corrected, leading to a drop in the number of students who are graduates (which is the group who stay, on average, three months longer than the average length of stay for the entire population).

NON-RESIDENTIAL SURGING

As mentioned above, the overall national OBS can be artificially inflated through an increase in the number of non-residential students. While WIA allows for up to 20% of Job Corps students to be non-residential, many centers are far exceeding that mark (primarily in male non-res as indicated by the national rate of 138%).

OA GEOGRAPHIC ASSIGNMENT PLANS

OA Geographic Assignment Plans (GAPs) determine to which Admissions Counselors potential applicants are

referred. (GAPs are not the process by which students are assigned to centers.) The basic GAP formula uses the planned OBS, WTR, and actual OBS, to calculate the OA production goal, as depicted below:

$$(\text{Planned OBS} \times \text{WTR} \times 52 \text{ weeks}) + (\text{Planned OBS} - \text{Actual OBS}) = \text{OA Production Goal}$$

GAP may also affect OBS if inadequate quotas are set for Admissions Counselors.

OA ADMINISTRATIVE FUNCTIONS

Some centers are not correctly using the CIS enrollment functions, allowing applications to remain “pending” in the system even after those cases have been cleared. This makes it appear that the center has a backlog of students waiting to be enrolled, which in turn discourages OA offices from sending additional files to the center, delaying the rate at which students are enrolling in the program. In addition, slow response-time of OA offices following up on call center referrals can further affect OBS by decreasing student enrollment rates.

APPLICATION PROCESS

The National Office is taking steps to increase the efficiency of the application and referral process. The National Call Center and JCDC are working to integrate the call center’s database with the Outreach and Admissions Student Information System (OASIS). This will allow for a real-time transfer of information into OASIS, shortening the interval between contacting the call center and being referred to an Admissions Counselor.

On Board Strength and Retention

ISSUE

Job Corps is not meeting OBS goals, and student retention and length of stay are declining.

The chart below details national recruitment results, OBS and pre-90-day separation results for Program Years 04, 05 and 06.

Program Year	Arrivals *	OBS *	Pre-90-day separations **
PY 04	94.3%	95.1%	26.5%
PY 05	90.8%	91.5%	27.3%
PY 06	94.3%	91.9%	28.6%

*Arrivals and OBS expectation is to achieve 100% of goal

**Pre-90-day separation: expectation is to separate fewer than 5% of pre-90-day students

STRATEGIES BEING IMPLEMENTED TO IMPROVE BOTH OBS AND RETENTION ARE AS FOLLOWS:

- Consolidated Marketing and Media Plan
- Improved technological advances to rapidly enroll and monitor recruitment and arrival outcomes (OASIS)
- OBS Workgroup
- Pre-enrollment drug testing pilot
- Standardized Geographic Assignment Plans

QUESTIONS FOR THE ADVISORY COUNCIL

1. What additional strategies can Job Corps employ to improve recruitment and arrivals?
2. Are current recruitment and outreach strategies sufficient to meet arrival and OBS goals?

3. Are Outreach and Admissions Counselors equipped to deliver the New Vision message and establish necessary partnerships to implement New Vision recruitment and assignment strategies as well as meet arrival goals and OBS needs?

4. What additional strategies can be implemented to positively impact overall student retention, particularly pre-90-day student retention?



Advisory Committee Member Bios

Advisory Committee on Job Corps

DR. EDYTHE M. ABDULLAH

Edythe Abdullah, of Jacksonville, is president of the Downtown Campus of Florida Community College. Abdullah has served in numerous state and local leadership roles. She was a Kellogg Fellow in the League for Innovation in Community Colleges Leadership Diversity program in 1994-95. Abdullah was also instrumental in developing the standards for implementing performance-based funding legislation for the community college system and recently chaired a local committee of citizen leaders responsible for the publication of a study on adult literacy and its impact on economic development.

MR. JAIME FALL

Jaime Fall is the deputy secretary of employment and workforce for the Labor and Workforce Development Agency. He has served as assistant secretary of workforce strategies for the Labor and Workforce Development Agency since 2004. From 2002 to 2003, Fall served as communications director for employment and training administration within the U.S. Department of Labor.

MR. RALPH GRONEFELD

Ralph Gronefeld became president and CEO of ResCare in 2006. He continues to serve in his previous capacity as president of the company's Community Services Group, and was named to the company's board of directors in fall 2006. He has served the company as executive vice president - Operations of the Division for Persons with Disabilities, chief financial officer, executive vice president of Operations for the Division for Youth Services and vice president responsible for two youth subsidiaries. Gronefeld, a certified public accountant, joined ResCare in June 1995 as director of Internal Audit. Previously, he was president of a graphic arts firm.

MS. ANN HIGDON

Ann Higdon is president and founder of Improved Solutions of Urban Systems (ISUS), based in Dayton, Ohio. ISUS began in 1992 to develop more effective approaches to educating and training troubled youth and has created a highly effective program that connects youth development, workforce development and community development to rebuild lives and communities.

MS. MELANIE HOLMES

Melanie Holmes is vice president for corporate affairs - North America for Manpower. In this position, she is dedicated to advancing Manpower's position as the thought leader in the contemporary world of work. She shares Manpower's extensive knowledge while building strategic partnerships with government, universities and other leadership organizations across the country. Holmes is also responsible for social responsibility at Manpower, which includes diversity, volunteerism, community involvement, community relations and workforce development.

MR. KEITH IVY

Circa 1982, Keith Ivy became a Job Corps instructor at McKinney Job Corps Center, now the North Texas Job Corps Center. After several years of dedication to the students, his hard work was noticed and he was promoted to the position of UBC field coordinator, as they were known at that time. In 1997, Ivy was promoted to the office of assistant director; in 1999, he took over as director of the UBC NJCTF Inc., where he has continued to display wonderful leadership qualities.

Advisory Committee Member Bios

MR. BOOKER T. JONES

In 1978, Booker Jones founded MINACT, Inc., and successfully competed for his first Job Corps contract. Under Jones' leadership and guided by his deep commitment, MINACT, Inc., has grown to occupy a significant position in Job Corps training. Jones is a graduate in sociology from Indiana State University in Evansville, Ind., and has done additional graduate studies in business administration at the University of Evansville.

MR. TIMOTHY LAWRENCE

In 1996, Timothy Lawrence accepted the position of director of business and industry partnerships at the SkillsUSA national leadership headquarters in Leesburg, Va. He also serves as a board of directors member for several national organizations and was also involved as a member of the Manufacturing Skill Standards Council. In January 2001, Lawrence became the chief executive officer of SkillsUSA, one of our nation's largest individual membership organizations. In this position, Lawrence works for the students and teachers of America's technical education system.

MR. RICK LESTER

Rick Lester is a technician development manager with Toyota Motor Sales USA Inc. Lester is in charge of human resource training and development for Toyota's industry-standardized T-TEN, AYE, TPCT and TPAT programs. Lester oversees educational partnerships throughout the country, and has worked extensively with community colleges nationwide to foster state-of-the-art industry/education partnerships. He is a member of the Career Technical Education Foundation, and an active leader in driving workforce development to meet industry-sector demand.

MS. CHERYL MAGEE

Cheryl Magee is executive director of the Hope Center Inc., a nonprofit organization serving the needs of victims of Hurricane Katrina. HCI provides links to the One-Stop Career center for skills-specific training, pre- and post-job placement mentoring, life skills training, employability skills training, and job coaching to adults. These individuals consist of ex-offenders, dislocated workers, non-custodial parents, single mothers, and limited English speakers between the ages of 18 and 24. This project is a response to Hurricane Katrina and the devastating effect it had on the demographics, populations and labor market of the region.

MS. KAREN MCCULLOH

Karen McCulloh, R.N., B.S., is executive director of the Chicagoland Chamber of Commerce's **disabilityworks** initiative, a cooperative effort with the city of Chicago and the state of Illinois Department of Commerce and Economic Opportunity that promotes the employment of youth and adults with disabilities through the development of collaborative partnerships with both the private and public sectors. In 2006 **disabilityworks** received the U.S. Department of Labor New Freedom Initiative Award. McCulloh specialized in neurosurgery, emergency room and community health nursing prior to becoming disabled and also has more than 18 years of professional experience in the "disability field." McCulloh is currently under contract with the American Printing House for the Blind to write a "Train the Trainer" manual on teaching nonverbal communication skills to people who are blind.

Advisory Committee Member Bios

MR. MARK E. REY

Mark Rey was sworn in as the undersecretary for natural resources and environment by Agriculture Secretary Ann M. Veneman on October 2, 2001. In this position, he oversees the U.S. Department of Agriculture's Forest Service and Natural Resources Conservation Service. Rey is a native of Canton, Ohio. He holds a Bachelor of Science degree in wildlife management, a Bachelor of Science degree in forestry, and a Master of Science degree in natural resources policy and administration, all from the University of Michigan in Ann Arbor.

MR. DENNIS O'MALLEY

Dennis O'Malley began his career with the Transportation Communications Union Advanced Training Program, formerly BRAC, in 1975 as an instructor after leaving Norfolk Southern Railroad. In 2002, O'Malley was promoted to regional coordinator and then associate director in 2005. He was promoted to executive director of TCU Advanced Training in January 2006 and has actively explored new educational opportunities that could be offered to Job Corps students as well as new industry partnerships.

DR. MELVYN D. SCHIAVELLI

Mel Schiavelli serves as the founding president of the Harrisburg University of Science and Technology. Schiavelli earned his Ph.D. in organic chemistry at the University of California, Berkeley. He has taught at the College of William and Mary, the University of Utah, the University of Aberdeen, Scotland, and the University of Delaware during his 37-year career in higher education. He has served as a department chair, dean, provost and acting president at William and Mary and as provost at the University of Delaware. He is also the former president of Opera Delaware.

DR. GAIL SCHWARTZ

Gail Schwartz is the director of the Division of High School, Post-secondary and Career Education (DHSPCE) in the Office of Vocational and Adult Education (OVAE),

U.S. Department of Education. She has more than 10 years of experience in OVAE, most recently as the director of the Discretionary Programs and Innovation Group. The mission of DHSPCE is to support academic achievement for all students and foster the development of effective transition strategies for students as they move from secondary to post-secondary education and training.

MAJOR GENERAL DAVID F. WHERLEY, JR.

David Wherley is the commanding general, Joint Force Headquarters, District of Columbia National Guard. He is responsible for operational readiness and command and control of District of Columbia Army and Air National Guard units with an authorized strength of 3,200 soldiers and airmen.

Advisory Committee Staff

Committee Staff

The Committee would like to thank the Office of Job Corps for its support, counsel and assistance during the Committee's work. Ellen Calhoun and Carlitos Benton served directly to fulfill the needs of the Committee, and the Committee is grateful for their help. The Committee would also like to thank the staff members of the six Job Corps Regional Offices and the many individual center campuses who provided additional support, advice and assistance. This effort would not have been possible without them.

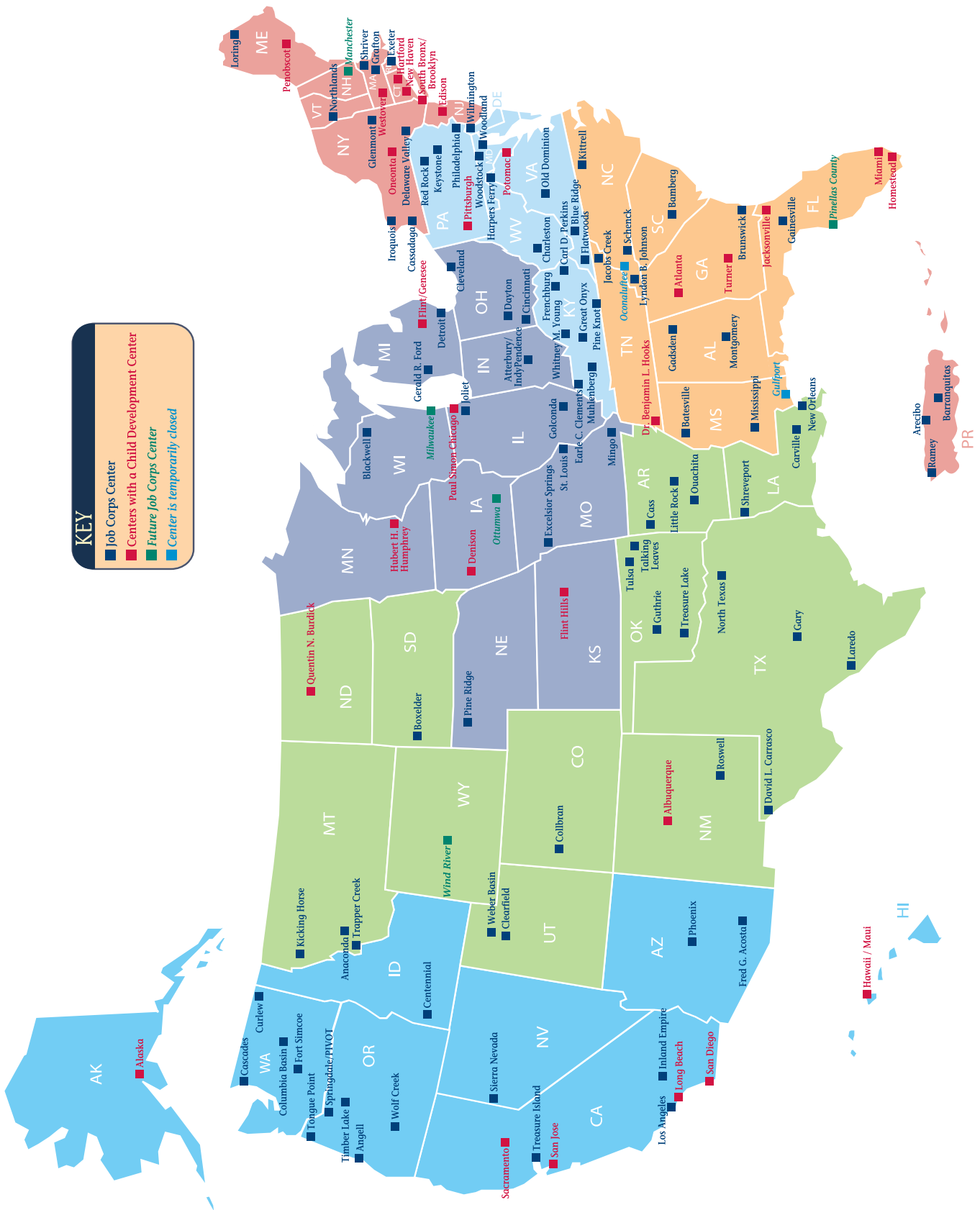
Advisory Committee Meetings

Committee Meetings

July 10, 2007	Arlington, Va.
September 12-13, 2007	New York City, N.Y.
October 18, 2007	Washington, D.C.
November 13-14, 2007	Phoenix, Ariz.
January 23-24, 2008	Austin, Texas
March 19-20, 2008	Jacksonville, Fla.
April 21-22, 2008	St. Louis, Mo.



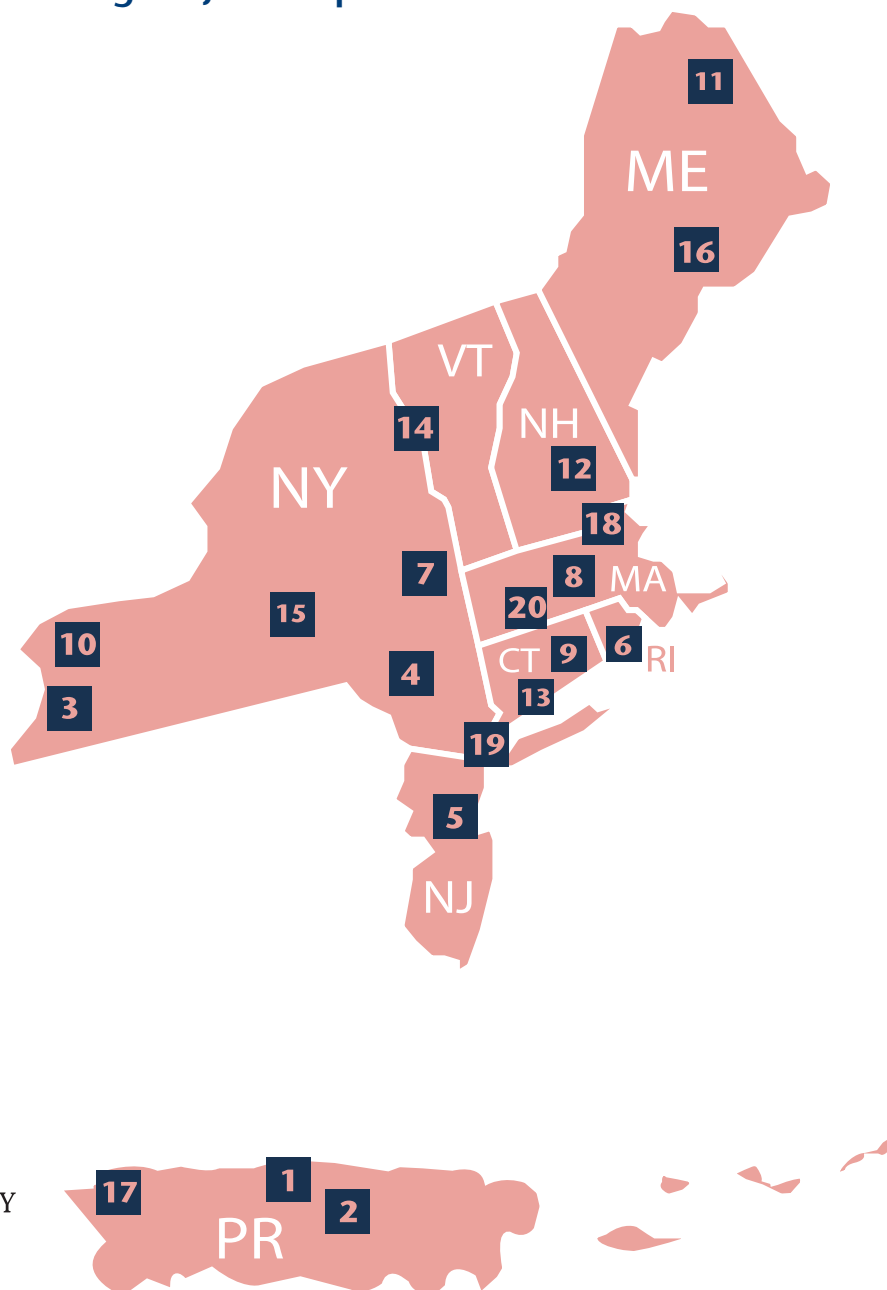
Maps and Directory



BOSTON

Boston Region Job Corps Centers

- 1 Arecibo ■ Garrochales, PR
- 2 Barranquitas ■ Barranquitas, PR
- 3 Cassadaga ■ Cassadaga, NY
- 4 Delaware Valley ■ Callicoon, NY
- 5 Edison ■ Edison, NJ
- 6 Exeter ■ Exeter, RI
- 7 Glenmont ■ Glenmont, NY
- 8 Grafton ■ North Grafton, MA
- 9 Hartford ■ Hartford, CT
- 10 Iroquois ■ Medina, NY
- 11 Loring ■ Limestone, ME
- 12 Manchester (Future Center)
■ Manchester, NH
- 13 New Haven ■ New Haven, CT
- 14 Northlands ■ Vergennes, VT
- 15 Oneonta ■ Oneonta, NY
- 16 Penobscot ■ Bangor, ME
- 17 Ramey ■ Aguadilla, PR
- 18 Shriver ■ Devens, MA
- 19 South Bronx/Brooklyn ■ Bronx, NY
- 20 Westover ■ Chicopee, MA



PHILADELPHIA

Philadelphia Region Job Corps Centers



- 1 Blue Ridge ■ Marion, VA
- 2 Carl D. Perkins ■ Prestonsburg, KY
- 3 Charleston ■ Charleston, WV
- 4 Earle C. Clements ■ Morganfield, KY
- 5 Flatwoods ■ Coeburn, VA
- 6 Frenchburg ■ Mariba, KY
- 7 Great Onyx ■ Mammoth Cave, KY
- 8 Harpers Ferry ■ Harpers Ferry, WV
- 9 Keystone ■ Drums, PA
- 10 Muhlenberg ■ Greenville, KY
- 11 Old Dominion ■ Monroe, VA
- 12 Philadelphia ■ Philadelphia, PA
- 13 Pine Knot ■ Pine Knot, KY
- 14 Pittsburgh ■ Pittsburgh, PA
- 15 Potomac ■ Washington, DC
- 16 Red Rock ■ Lopez, PA
- 17 Whitney M. Young ■ Simpsonville, KY
- 18 Wilmington ■ Wilmington, DE
- 19 Woodland ■ Laurel, MD
- 20 Woodstock ■ Woodstock, MD

ATLANTA

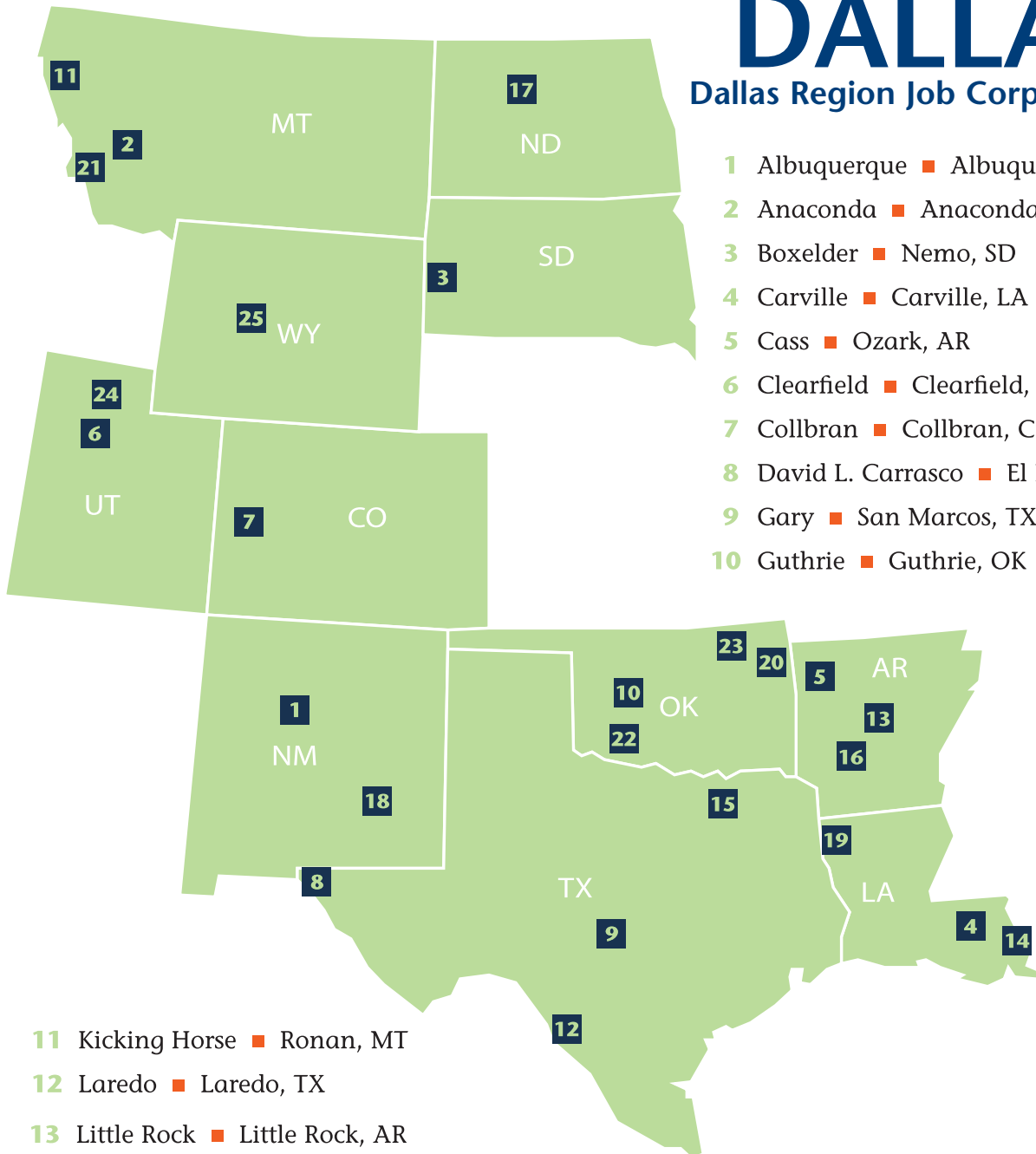
Atlanta Region Job Corps Centers



- 1 Atlanta ■ Atlanta, GA
- 2 Bamberg ■ Bamberg, SC
- 3 Batesville ■ Batesville, MS
- 4 Brunswick ■ Brunswick, GA
- 5 Dr. Benjamin L. Hooks ■ Memphis, TN
- 6 Gadsden ■ Gadsden, AL
- 7 Gainesville ■ Gainesville, FL
- 8 Gulfport ■ Gulfport, MS
- 9 Homestead ■ Homestead, FL
- 10 Jacksonville ■ Jacksonville, FL
- 11 Jacobs Creek ■ Bristol, TN
- 12 Kittrell ■ Kittrell, NC
- 13 Lyndon B. Johnson ■ Franklin, NC
- 14 Miami ■ Miami Gardens, FL
- 15 Mississippi ■ Crystal Springs, MS
- 16 Montgomery ■ Montgomery, AL
- 17 Oconaluftee ■ Cherokee, NC
- 18 Pinellas County (Future Center) ■ Pinellas County, FL
- 19 Schenck ■ Pisgah Forest, NC
- 20 Turner ■ Albany, GA

DALLAS

Dallas Region Job Corps Centers



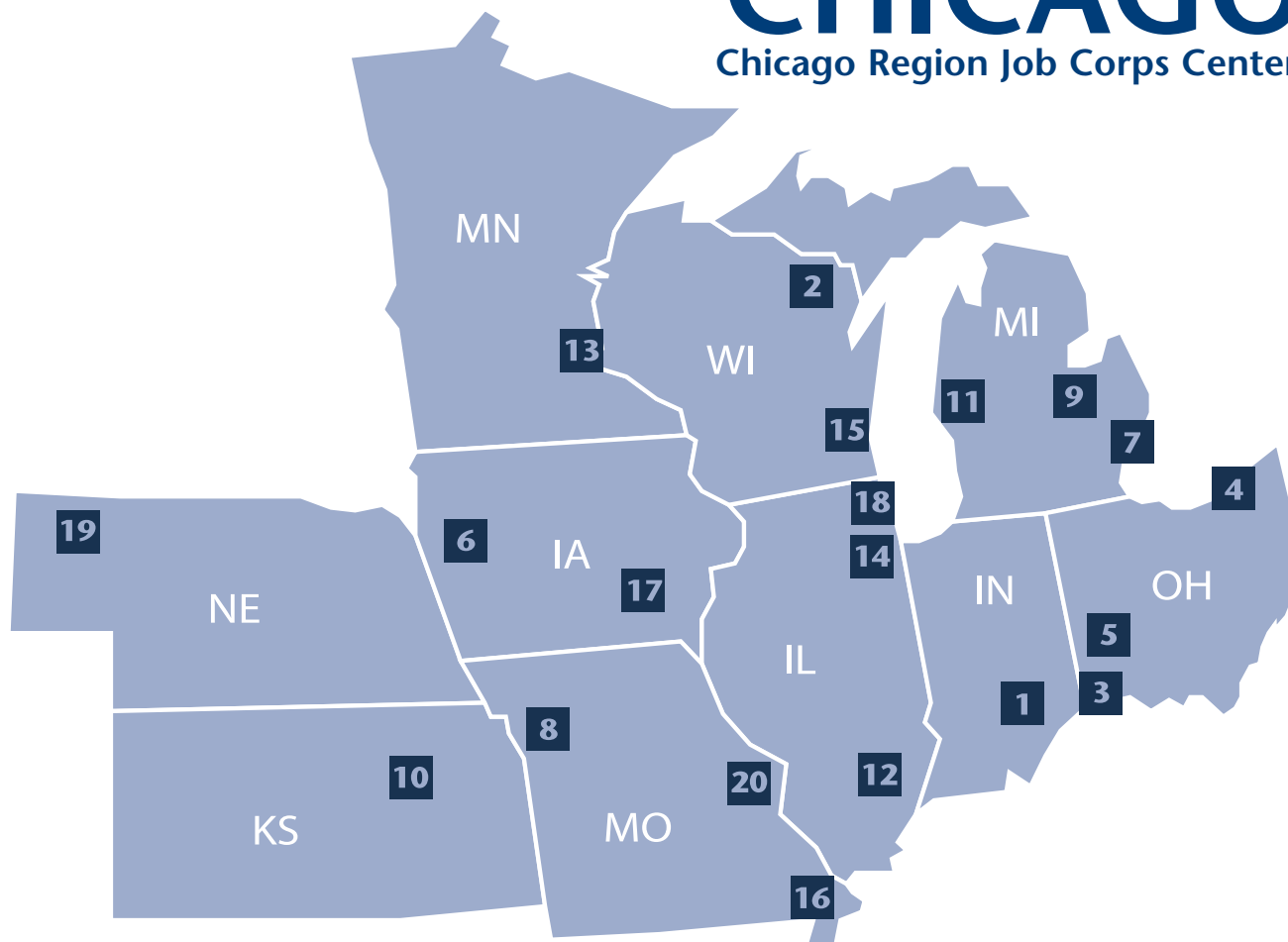
- 1 Albuquerque ■ Albuquerque, NM
- 2 Anaconda ■ Anaconda, MT
- 3 Boxelder ■ Nemo, SD
- 4 Carville ■ Carville, LA
- 5 Cass ■ Ozark, AR
- 6 Clearfield ■ Clearfield, UT
- 7 Collbran ■ Collbran, CO
- 8 David L. Carrasco ■ El Paso, TX
- 9 Gary ■ San Marcos, TX
- 10 Guthrie ■ Guthrie, OK

- 11 Kicking Horse ■ Ronan, MT
- 12 Laredo ■ Laredo, TX
- 13 Little Rock ■ Little Rock, AR
- 14 New Orleans ■ New Orleans, LA
- 15 North Texas ■ McKinney, TX
- 16 Ouachita ■ Royal, AR
- 17 Quentin N. Burdick ■ Minot, ND
- 18 Roswell ■ Roswell, NM
- 19 Shreveport ■ Shreveport, LA

- 20 Talking Leaves ■ Tahlequah, OK
- 21 Trapper Creek ■ Darby, MT
- 22 Treasure Lake ■ Indianahoma, OK
- 23 Tulsa ■ Tulsa, OK
- 24 Weber Basin ■ Ogden, UT
- 25 Wind River (Future Center) ■ Riverton, WY

CHICAGO

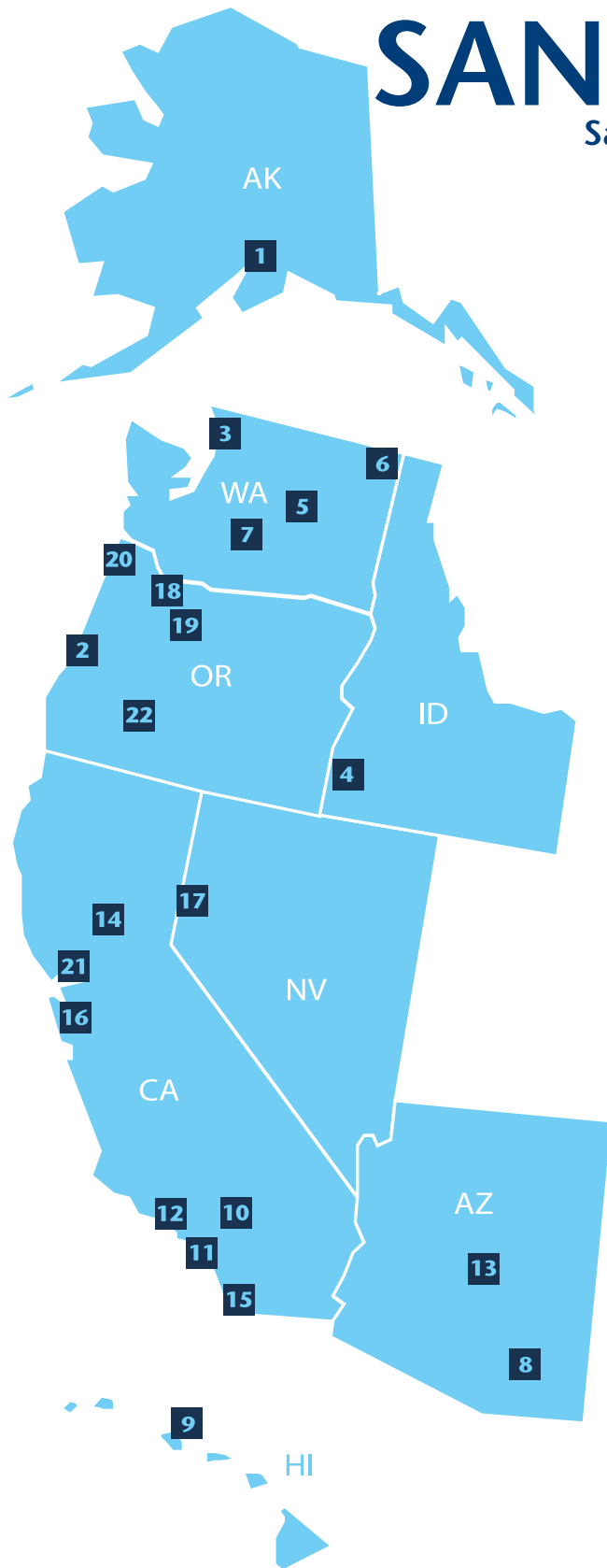
Chicago Region Job Corps Centers



- | | |
|---|--|
| 1 Atterbury/IndyPendence
■ Edinburg, IN | 11 Gerald R. Ford ■ Grand Rapids, MI |
| 2 Blackwell ■ Laona, WI | 12 Golconda ■ Golconda, IL |
| 3 Cincinnati ■ Cincinnati, OH | 13 Hubert H. Humphrey ■ St. Paul, MN |
| 4 Cleveland ■ Cleveland, OH | 14 Joliet ■ Joliet, IL |
| 5 Dayton ■ Dayton, OH | 15 Milwaukee (Future Center)
■ Milwaukee, WI |
| 6 Denison ■ Denison, IA | 16 Mingo ■ Puxico, MO |
| 7 Detroit ■ Detroit, MI | 17 Ottumwa (Future Center)
■ Ottumwa, IA |
| 8 Excelsior Springs
■ Excelsior Springs, MO | 18 Paul Simon Chicago ■ Chicago, IL |
| 9 Flint/Genesee ■ Flint, MI | 19 Pine Ridge ■ Chadron, NE |
| 10 Flint Hills ■ Manhattan, KS | 20 St. Louis ■ St. Louis, MO |

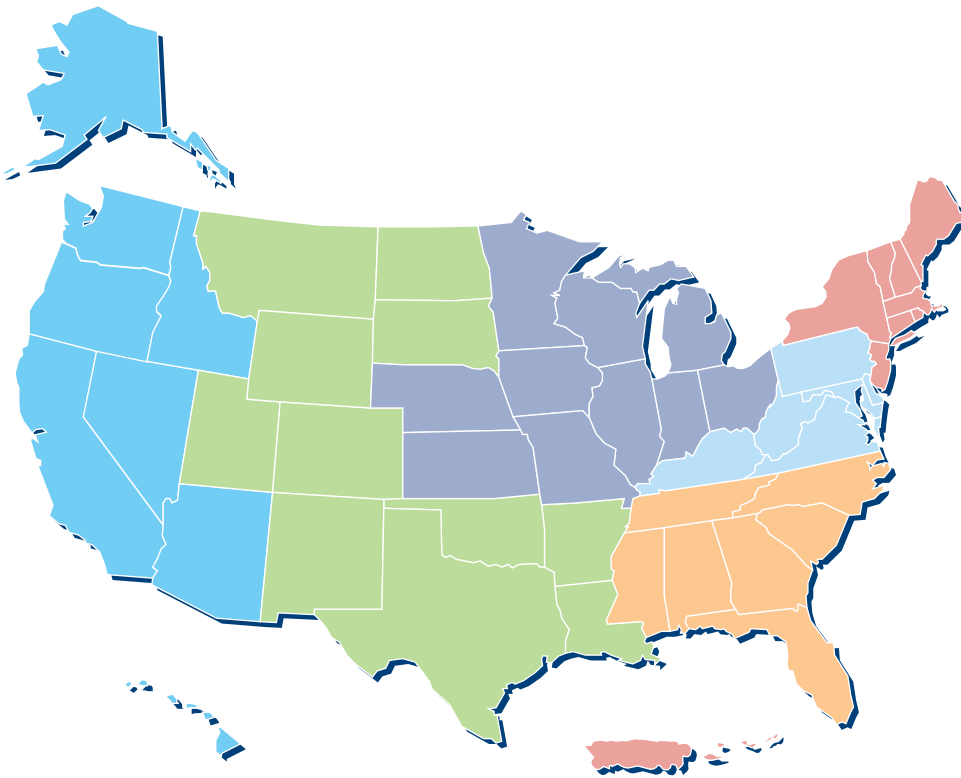
SAN FRANCISCO

San Francisco Region Job Corps Centers



- 1 Alaska ■ Palmer, AK
- 2 Angell ■ Yachats, OR
- 3 Cascades ■ Sedro Woolley, WA
- 4 Centennial ■ Nampa, ID
- 5 Columbia Basin ■ Moses Lake, WA
- 6 Curlew ■ Curlew, WA
- 7 Fort Simcoe ■ White Swan, WA
- 8 Fred G. Acosta ■ Tucson, AZ
- 9 Hawaii/Maui ■ Waimanalo, HI
- 10 Inland Empire ■ San Bernardino, CA
- 11 Long Beach ■ Long Beach, CA
- 12 Los Angeles ■ Los Angeles, CA
- 13 Phoenix ■ Phoenix, AZ
- 14 Sacramento ■ Sacramento, CA
- 15 San Diego ■ Imperial Beach, CA
- 16 San Jose ■ San Jose, CA
- 17 Sierra Nevada ■ Reno, NV
- 18 Springdale/PIVOT ■ Troutdale, OR
- 19 Timber Lake ■ Estacada, OR
- 20 Tongue Point ■ Astoria, OR
- 21 Treasure Island ■ San Francisco, CA
- 22 Wolf Creek ■ Glide, OR

Maps and Directory



- Boston Region**
- Philadelphia Region**
- Atlanta Region**
- Chicago Region**
- Dallas Region**
- San Francisco Region**

KEY

JOB CORPS CENTER

JOB CORPS CIVILIAN CONSERVATION CENTER

ALASKA
 800 E. Lynn Martin Drive
 Palmer, AK 99645
 Tel: (907) 746-8800
 Fax: (907) 746-8810
 Capacity: 250
 Operator: Chugach McKinley, Inc.

ALBUQUERQUE
 1500 Indian School Road, N.W.
 Albuquerque, NM 87104
 Tel: (505) 346-2562
 Fax: (505) 346-2769
 Capacity: 415
 Operator: Del-Jen, Inc.

ANACONDA
 1407 Foster Creek Road
 Anaconda, MT 59711
 Tel: (406) 563-8700
 Fax: (406) 563-8243
 Capacity: 236
 Operator: USDA Forest Service

ANGELL
 335 Blodgett Road
 Yachats, OR 97498
 Tel: (541) 547-3137
 Fax: (541) 547-4236
 Capacity: 216
 Operator: USDA Forest Service

ARECIBO
 P.O. Box 544
 Garrochales, PR 00652-0544
 Tel: (787) 816-5520 or
 (787) 816-5521
 Fax: (787) 881-0971
 Capacity: 200
 Operator: ResCare, Inc.

ATLANTA
 239 West Lake Avenue, N.W.
 Atlanta, GA 30314
 Tel: (404) 794-9512
 Fax: (404) 794-8426
 Capacity: 515
 Operator: MTC

ATTERBURY
 1025-A Hospital Road
 P.O. Box 187
 Edinburgh, IN 46124
 Tel: (812) 314-6000
 Fax: (812) 526-9551
 Capacity: 650
 Operator: Adams and Associates, Inc.

BAMBERG
 19 Job Corps Avenue
 P.O. Box 967
 Bamberg, SC 29003
 Tel: (803) 245-5101
 Fax: (803) 245-5915
 Capacity: 220
 Operator: DESI, Inc.

BARRANQUITAS

P.O. Box 68
Barranquitas, PR 00794
Tel: (787) 857-1577
Fax: (787) 857-2262
Capacity: 260
Operator: ResCare, Inc.

BATESVILLE

821 Highway 51, South
Batesville, MS 38606
Tel: (662) 563-4656
Fax: (662) 563-0659
Capacity: 300
Operator: MINACT, Inc.

BLACKWELL

4155 County Highway H
Laona, WI 54541
Tel: (715) 674-2311
Fax: (715) 674-7640
Capacity: 205
Operator: USDA Forest Service

BLUE RIDGE

245 W. Main Street
Marion, VA 24354
Tel: (276) 783-7221 or
(276) 783-4555
Fax: (276) 783-1751
Capacity: 210
Operator: ResCare, Inc.

BOXELDER

22023 Job Corps Place
P.O. Box 110
Nemo, SD 57759
Tel: (605) 578-2371
Fax: (605) 578-1157
Capacity: 208
Operator: USDA Forest Service

BROOKLYN

585 DeKalb Avenue
Brooklyn, NY 11205
Tel: (718) 623-4000
Fax: (718) 623-9626
(Satellite of South Bronx JCC)
Capacity: 210
Operator: ResCare, Inc.

BRUNSWICK

4401 Glynco Parkway
Brunswick, GA 31525
Tel: (912) 264-8843
Fax: (912) 267-7192
Capacity: 400
Operator: MTC

CARL D. PERKINS

478 Meadows Branch
Prestonsburg, KY 41653-1501
Tel: (606) 886-1037 x105
Fax: (606) 886-6048
Capacity: 280
Operator: DESI, Inc.

CARVILLE

5465 Point Clair Road
Carville, LA 70721
Tel: (225) 642-0699
Fax: (225) 642-3098
Capacity: 200
Operator: MINACT, Inc.

CASCADES

7782 Northern State Road
P.O. Box 819
Sedro Woolley, WA 98284-8241
Tel: (360) 854-3400
Fax: (360) 854-2227
Capacity: 327
Operator: MTC

CASS

21424 N. Highway 23
Ozark, AR 72949
Tel: (479) 667-3686
Fax: (479) 667-3989
Capacity: 224
Operator: USDA Forest Service

CASSADAGA

8115 Glasgow Road
Cassadaga, NY 14718-9619
Tel: (716) 595-4200
Fax: (716) 595-4396
Capacity: 270
Operator: CSD

CENTENNIAL

3201 Ridgecrest Drive
Nampa, ID 83687
Tel: (208) 442-4500
Fax: (208) 442-4506
Capacity: 300
Operator: DOI, Bureau of Reclamation

CHARLESTON

1000 Kennawa Drive
Charleston, WV 25311
Tel: (304) 925-3200
Fax: (304) 925-7127
Capacity: 400
Operator: MTC

CINCINNATI

1409 Western Avenue
Cincinnati, OH 45214
Tel: (513) 651-2000
Fax: (513) 651-2004
Capacity: 225
Operator: MTC

CLEARFIELD

20 W. 1700 S. Antelope Drive
P.O. Box 160070
Clearfield, UT 84016-0070
Tel: (801) 774-4000 or
(800) 442-5627
Fax: (801) 416-4635
Capacity: 1320
Operator: MTC

CLEVELAND

10660 Carnegie Avenue
Cleveland, OH 44106
Tel: (216) 541-2500
Fax: (216) 721-9518
Capacity: 320
Operator: ATSI

COLLBRAN

57608 Highway 330
Collbran, CO 81624-9702
Tel: (970) 487-3576
Fax: (970) 487-3823
Capacity: 200
Operator: DOI, Bureau of Reclamation

Maps and Directory

COLUMBIA BASIN

6739 24th Street
Moses Lake, WA 98837-3246
Tel: (509) 793-1630
Fax: (509) 779-0718
Capacity: 250
Operator: DOI, Bureau of Reclamation

CURLEW

3 Campus Street
Curlew, WA 99118
Tel: (509) 779-4611
Fax: (509) 779-0718
Capacity: 198
Operator: USDA Forest Service

DAVID L. CARRASCO

11155 Gateway West
El Paso, TX 79935
Tel: (915) 594-0022
Fax: (915) 591-0166
Capacity: 415
Operator: Texas Educational Foundation

DAYTON

3849 Germantown Pike
Dayton, OH 45418
Tel: (937) 268-6571
Fax: (937) 267-3822
Capacity: 300
Operator: MTC

DELAWARE VALLEY

9368 State Route 97
P.O. Box 846
Callicoon, NY 12723-0846
Tel: (845) 887-5400
Fax: (845) 887-4762
Capacity: 396
Operator: DESI, Inc.

DENISON

10 Opportunity Drive
P.O. Box 610
Denison, IA 51442
Tel: (712) 263-4192
Fax: (712) 263-6910
Capacity: 300
Operator: MTC

DETROIT

11801 Woodrow Wilson Street
Detroit, MI 48206
Tel: (313) 852-0311
Fax: (313) 865-8791
Capacity: 280
Operator: ATSI

DR. BENJAMIN L. HOOKS

1555 McAlister Drive
Memphis, TN 38116
Tel: (901) 396-2800
Fax: (901) 396-8712
Capacity: 312
Operator: MINACT, Inc.

EARLE C. CLEMENTS

2302 U.S. Highway 60 East
Morganfield, KY 42437
Tel: (270) 389-2419
Fax: (270) 389-1134
Capacity: 1630
Operator: CSD/DJ Joint Venture

EDISON

500 Plainfield Avenue
Edison, NJ 08817
Tel: (732) 985-4800
Fax: (732) 985-8551
Capacity: 530
Operator: ResCare, Inc.

EXCELSIOR SPRINGS

2402 Swope Parkway
Kansas City, MO 64130
Tel: (816) 630-5501
Fax: (816) 629-3842
Capacity: 495
Operator: MINACT, Inc.

EXETER

162 Main Street
Exeter, RI 02822
Tel: (401) 268-6000
Fax: (401) 294-0471
Capacity: 200
Operator: Adams and Associates, Inc.

FLATWOODS

2803 Dungannon Road
Coeburn, VA 24230
Tel: (276) 395-3384 or
(276) 395-5175
Fax: (276) 395-2043
Capacity: 224
Operator: USDA Forest Service

FLINT/GENESEE

2400 North Saginaw Street
Flint, MI 48505
Tel: (810) 232-9102
Fax: (810) 232-6835
Capacity: 330
Operator: Alutiiq Professional Services, LLC/ResCare, Inc.

FLINT HILLS

4620 Eureka Drive
Manhattan, KS 66503-8488
Tel: (785) 537-7222
Fax: (785) 537-9517
Capacity: 250
Operator: MTC

FORT SIMCOE

40 Abella Lane
White Swan, WA 98952
Tel: (509) 874-2244
Fax: (509) 874-2342
Capacity: 224
Operator: DOI, Bureau of Reclamation

FRED G. ACOSTA

901 South Campbell Avenue
Tucson, AZ 85719-6596
Tel: (520) 792-3015
Fax: (520) 628-1552
Capacity: 300
Operator: ResCare, Inc.

FRENCHBURG

6969 Tarr Ridge Road
Frenchburg, KY 40322
Tel: (606) 768-2111
Fax: (606) 768-3080
Capacity: 168
Operator: USDA Forest Service

GADSDEN

600 Valley Street
Gadsden, AL 35901
Tel: (256) 547-6222
Fax: (256) 547-9040
Capacity: 286
Operator: Adams and Associates,
Inc.

GAINESVILLE

5301 N.E. 40th Terrace
Gainesville, FL 32609-1670
Tel: (352) 377-2555
Fax: (352) 374-8257
Capacity: 350
Operator: Adams and Associates,
Inc.

GARY

2800 Airport, Highway 21
P.O. Box 967
San Marcos, TX 78666
Tel: (512) 396-6651
Fax: (512) 396-6666
Capacity: 1900
Operator: MTC

GERALD R. FORD

110 Hall Street, S.E.
Grand Rapids, MI 49507
Tel: (616) 243-6877
Fax: (616) 243-4012
Capacity: 270
Operator: MINACT, Inc.

GLENMONT

822 River Road
P.O. Box 993
Glenmont, NY 12077-0993
Tel: (518) 767-9371
Fax: (518) 767-2106
Capacity: 340
Operator: Adams and Associates,
Inc.

GOLCONDA

Rural Route 1, Box 104A
Golconda, IL 62938
Tel: (618) 285-6601
Fax: (618) 285-5296
Capacity: 230
Operator: USDA Forest Service

GRAFTON

100 Pine Street
North Grafton, MA 01536
Tel: (508) 887-7300
Fax: (508) 839-9781
Capacity: 300
Operator: Adams and Associates,
Inc.

GREAT ONYX

3115 Ollie Ridge Road
Mammoth Cave, KY 42259
Tel: (270) 286-4514
Fax: (270) 286-1120
Capacity: 214
Operator: DOI, National Park
Service

GULFPORT

3300 20th Street
Gulfport, MS 39501
Tel: (228) 863-1141
Fax: (228) 863-1142
Capacity: 280
Operator: Temporarily closed

GUTHRIE

3106 W. University
Guthrie, OK 73044
Tel: (405) 282-9930
Fax: (405) 282-9501
Capacity: 650
Operator: ResCare, Inc.

HARPERS FERRY

237 Job Corps Road
P.O. Box 237
Harpers Ferry, WV 25425
Tel: (304) 724-3403
Fax: (304) 728-8200
Capacity: 210
Operator: DOI, National Park
Service

HARTFORD

100 William "Shorty" Campbell St.
Hartford, CT 06106
Tel: (860) 953-7201
Fax: (860)-953-7216
Capacity: 200
Operator: Education Management
Corp.

HAWAII

41-467 Hihimanu St.
Waimanalo, HI 96795
Tel: (808) 259-6010
Fax: (808) 259-7907
Capacity: 250
Operator: Pacific Education
Foundation

HOMESTEAD

12350 S.W. 285th Street
Homestead, FL 33033
Tel: (305) 257-4800
Fax: (305) 257-3920
Capacity: 496
Operator: ResCare, Inc.

HUBERT H. HUMPHREY

1480 North Snelling Avenue
St. Paul, MN 55108
Tel: (651) 642-1133
Fax: (651) 642-0123
Capacity: 290
Operator: CSD

INDYPENDENCE

Career Development Center
(Satellite of Atterbury JCC)
222 E. Ohio Street, Suite 300
Indianapolis, IN 46204
Tel: (317) 524-6788
Fax: (317) 524-6798
Capacity: 100
Operator: Adams and Associates,
Inc.

INLAND EMPIRE

3173 Kerry Street
San Bernardino, CA 92405
Tel: (909) 887-6305
Fax: (909) 473-1511
Capacity: 310
Operator: MTC

IROQUOIS

11780 Tibbets Road
Medina, NY 14103
Tel: (585) 798-7000
Fax: (585) 798-7046
Capacity: 255
Operator: Education and Training
Resources

Maps and Directory

JACKSONVILLE

4811 Payne Stewart Drive
Jacksonville, FL 32209
Tel: (904) 360-8200
Fax: (904) 632-5498
Capacity: 300
Operator: DESI, Inc.

JACOBS CREEK

984 Denton Valley Road
Bristol, TN 37620
Tel: (423) 878-4021
Fax: (423) 878-7034
Capacity: 224
Operator: USDA Forest Service

JOLIET

1101 Mills Road
Joliet, IL 60433
Tel: (815) 727-7677
Fax: (815) 727-7052
Capacity: 280
Operator: Adams and Associates,
Inc.

KEYSTONE

P.O. Box 37
Drums, PA 18222
Tel: (570) 788-1164 or
(570) 708-0400 or
(570) 708-0401
Fax: (570) 788-1119
Capacity: 600
Operator: MTC

KICKING HORSE

2000 Mollman Pass Trail
Ronan, MT 59864
Tel: (406) 644-2217 or
(800) 234-5705
Fax: (406) 644-2343
Capacity: 224
Operator: Confederated Salish and
Kootenai Tribes of the Flathead
Nation

KITTRELL

1096 U.S. Highway, #1 South
P.O. Box 278
Kittrell, NC 27544
Tel: (252) 438-6161
Fax: (252) 492-9630
Capacity: 350
Operator: MTC

LAREDO

1701 Island Street
P.O. Box 1819
Laredo, TX 78044-1819
Tel: (956) 727-5148
Fax: (956) 727-1937
Capacity: 250
Operator: CSD

LITTLE ROCK

2020 Vance Street
Little Rock, AR 72206
Tel: (501) 376-4600
Fax: (501) 376-6152
Capacity: 200
Operator: Del-Jen, Inc.

LONG BEACH

1903 Santa Fe Avenue
Long Beach, CA 90810-4050
Tel: (562) 983-1777
Fax: (562) 983-0053
Capacity: 300
Operator: Chugach McKinley, Inc.

LORING

Loring Commerce Center
36 Montana Road
Limestone, ME 04750
Tel: (207) 328-4212
Fax: (207) 328-4219
Capacity: 380
Operator: Training and
Development Corp.

LOS ANGELES

1106 South Broadway
Los Angeles, CA 90015
Tel: (213) 748-0135
Fax: (213) 741-5309
Capacity: 735
Operator: YWCA of Greater L.A.

LYNDON B. JOHNSON

3170 Wayah Road
Franklin, NC 28734
Tel: (828) 524-4446
Fax: (828) 369-7338
Capacity: 205
Operator: USDA Forest Service

MIAMI

3050 N.W. 183rd Street
Miami Gardens, FL 33056
Tel: (305) 626-7800
Fax: (305) 626-7857
Capacity: 300
Operator: ResCare, Inc.

MINGO

4253 State Highway T
Puxico, MO 63960
Tel: (573) 222-3537
Fax: (573) 222-2685
Capacity: 224
Operator: USDA Forest Service

MISSISSIPPI

400 Harmony Road
P.O. Box 817
Crystal Springs, MS 39059
Tel: (601) 892-3348
Fax: (601) 892-3719
Capacity: 405
Operator: Del-Jen, Inc.

MONTGOMERY

1145 Air Base Boulevard
Montgomery, AL 36108
Tel: (334) 262-8883
Fax: (334) 265-2339
Capacity: 322
Operator: DESI, Inc.

MUHLENBERG

3875 State Route Hwy. 181 N.
Greenville, KY 42345
Tel: (270) 338-5460 x515
Fax: (270) 338-3615
Capacity: 405
Operator: Horizons Youth Services

NEW HAVEN

455 Wintergreen Avenue
New Haven, CT 06515
Tel: (203) 397-3775
Fax: (203) 392-0299
Capacity: 200
Operator: CSD

NEW ORLEANS

8825 Airline Drive
New Orleans, LA 70118
Tel: (504) 484-3501
Fax: (504) 484-3598
Capacity: 225
Operator: Career Systems

NORTH TEXAS

1701 N. Church Street
McKinney, TX 75069
Tel: (972) 542-2623
Fax: (972) 547-7703
Capacity: 650
Operator: Horizons Youth Services

NORTHLANDS

100A MacDonough Drive
Vergennes, VT 05491
Tel: (802) 877-2922
Tel: (800) 869-2901
Fax: (802) 877-0394
Capacity: 280
Operator: ResCare, Inc.

OCONALUFTEE

502 Oconaluftee Job Corps Road
Cherokee, NC 28719
Tel: (828) 497-5411
Fax: (828) 497-8079
Capacity: 210
Operator: Temporarily closed

OLD DOMINION

1073 Father Judge Road
Monroe, VA 24574
Tel: (434) 929-4081
Fax: (434) 929-0812
Capacity: 350
Operator: ResCare, Inc.

ONEONTA

21 Homer Folks Avenue
Oneonta, NY 13820
Tel: (607) 433-2111
Fax: (607) 431-1518
Capacity: 370
Operator: Chugach Alaska Corp.

OUACHITA

570 Job Corps Road
Royal, AR 71968
Tel: (501) 767-2707
Fax: (501) 321-3798
Capacity: 224
Operator: USDA Forest Service

PIVOT (Partners in Vocational

Opportunity Training)
Montgomery Park
2701 NW Vaughn Street, Ste. 151
Portland, OR 97210
Tel: (503) 274-7343
Fax: (503) 223-5771
(Satellite of Springdale JCC)
Capacity: 60
Operator: MTC

PAUL SIMON CHICAGO

3348 South Kedzie Avenue
Chicago, IL 60623
Tel: (773) 890-3100
Fax: (773) 847-9823
Capacity: 354
Operator: MTC

PENOBSCOT

1375 Union Street
Bangor, ME 04401
Tel: (207) 990-3000
Fax: (207) 942-9829
Capacity: 346
Operator: CSD

PHOENIX

518 South Third Street
Phoenix, AZ 85004
Tel: (602) 254-5921
Fax: (602) 340-1965
Capacity: 415
Operator: ResCare, Inc.

PHILADELPHIA

4601 Market Street
Philadelphia, PA 19139
Tel: (215) 471-9693 or
(215) 966-0108
Fax: (215) 747-8552
Capacity: 355
Operator: MTC

PINE KNOT

U.S. Highway 27
P.O. Box 1990
Pine Knot, KY 42635
Tel: (606) 354-2176
Fax: (606) 354-2170
Capacity: 224
Operator: USDA Forest Service

PINE RIDGE

15710 Highway 385
Chadron, NE 69337
Tel: (308) 432-3316
Fax: (308) 432-4145
Capacity: 224
Operator: USDA Forest Service

PITTSBURGH

7175 Highland Drive
Pittsburgh, PA 15206
Tel: (412) 441-8700
Fax: (412) 441-1586
Capacity: 850
Operator: ResCare, Inc.

POTOMAC

#1 DC Village Lane S.W.
Washington, DC 20032
Tel: (202) 574-5000 or
(202) 373-3000
Fax: (202) 373-3181
Capacity: 480
Operator: Eagle Group
International, Inc.

QUENTIN N. BURDICK

1500 University Avenue
Minot, ND 58703
Tel: (701) 857-9600
Fax: (701) 838-9979
Capacity: 250
Operator: MINACT, Inc.

Maps and Directory

RAMEY

P.O. Box 250463
Aguadilla, PR 00604-0463
Tel: (787) 890-2030
Fax: (787) 890-4749
Capacity: 335
Operator: ResCare, Inc.

RED ROCK

Route 487 North
P.O. Box 218
Lopez, PA 18628
Tel: (570) 477-2221 or
(570) 477-0200
Fax: (570) 477-3046
Capacity: 318
Operator: MTC

ROSWELL

57 G Street
P.O. Box 5970
Roswell, NM 88202
Tel: (505) 347-5414
Fax: (505) 347-2243
Capacity: 225
Operator: Chugach Support
Services, Inc.

SACRAMENTO

3100 Meadowview Road
Sacramento, CA 95832-1498
Tel: (916) 394-0770
Fax: (916) 394-0751
Capacity: 477
Operator: CSD

SAN DIEGO

1325 Iris Avenue
Imperial Beach, CA 91932
Tel: (619) 429-8500
Fax: (619) 429-4909
Capacity: 635
Operator: CSD

SAN JOSE

3485 East Hills Drive
San Jose, CA 95127-2790
Tel: (408) 254-5627
Fax: (408) 254-5663
Capacity: 440
Operator: CSD

SCHENCK

98 Schenck Drive
Pisgah Forest, NC 28768
Tel: (828) 862-6100
Fax: (828) 877-3028
Capacity: 224
Operator: USDA Forest Service

SHREVEPORT

2815 Lillian Street
Shreveport, LA 71109
Tel: (318) 227-9331
Fax: (318) 222-1084
Capacity: 350
Operator: MINACT, Inc.

SHRIVER

270 Jackson Road
Devens, MA 01434
Tel: (978) 784-2600
Fax: (978) 784-2721
Capacity: 300
Operator: Adams and Associates,
Inc.

SIERRA NEVADA

5005 Echo Avenue
Reno, NV 89506-1225
Tel: (775) 789-1000
Fax: (775) 789-1098
Capacity: 570
Operator: MTC

SOUTH BRONX

1771 Andrews Avenue
Bronx, NY 10453
Tel: (718) 731-7700 or
(718) 731-7702
Fax: (718) 731-3543
Capacity: 275
Operator: ResCare, Inc.

SPRINGDALE

31224 E. Historic Columbia River
Highway
Troutdale, OR 97060
Tel: (503) 695-2245
Fax: (503) 695-2254
Capacity: 155
Operator: MTC

ST. LOUIS

4333 Goodfellow Boulevard
St. Louis, MO 63120
Tel: (314) 679-6200
Fax: (314) 383-5717
Capacity: 604
Operator: MINACT, Inc.

TALKING LEAVES

5700 Bald Hill Road
P.O. Box 1066
Tahlequah, OK 74465
Tel: (918) 456-9959
Fax: (918) 207-3489
Capacity: 250
Operator: Cherokee Nation

TIMBER LAKE

59868 East Highway 224
Estacada, OR 97023
Tel: (503) 834-2291
Fax: (503) 834-2333
Capacity: 234
Operator: USDA Forest Service

TONGUE POINT

37573 Old Highway #30
Astoria, OR 97103-7000
Tel: (503) 325-2131
Fax: (503) 325-5375
Capacity: 500
Operator: MTC

TRAPPER CREEK

5139 West Fork Road
Darby, MT 59829
Tel: (406) 821-3286
Fax: (406) 821-3290
Capacity: 224
Operator: USDA Forest Service

TREASURE ISLAND

655 H Avenue, Building 442
Treasure Island Station
San Francisco, CA 94130-5027
Tel: (415) 277-2411
Fax: (415) 705-1776
Capacity: 800
Operator: ResCare, Inc.

TREASURE LAKE

1111 Indianoma Road
Indianoma, OK 73552
Tel: (580) 246-3203
Fax: (580) 246-8222
Capacity: 180
Operator: DOI, Bureau of Reclamation

TULSA

1133 N. Lewis Avenue
Tulsa, OK 74110
Tel: (918) 585-9111 or
(800) 676-9111
Fax: (918) 592-2430
Capacity: 300
Operator: ResCare, Inc.

TURNER

2000 Schilling Avenue
Albany, GA 31705
Tel: (229) 883-8500
Fax: (229) 434-0383
Capacity: 1030
Operator: Education and Training Resources

WEBER BASIN

7400 South Cornia Drive
Ogden, UT 84405
Tel: (801) 479-9806
Fax: (801) 476-5985
Capacity: 224
Operator: DOI, Bureau of Reclamation

WESTOVER

103 Johnson Drive
Chicopee, MA 01022
Tel: (413) 593-5731 or
(800) 533-0051
Fax: (413) 593-4091
Capacity: 555
Operator: MTC

WHITNEY M. YOUNG JR.

8460 Shelbyville Road
Simpsonville, KY 40067
Tel: (502) 722-8862
Fax: (502) 722-3601
Capacity: 400
Operator: Horizons Youth Services

WILMINGTON

9 Vandever Avenue
Wilmington, DE 19802
Tel: (302) 575-1710 or
(302) 230-2561 or
(302) 230-2520
Fax: (302) 575-1713
Capacity: 150
Operator: MTC

WOLF CREEK

2010 Opportunity Lane
Glide, OR 97443
Tel: (541) 496-3507 or
(800) 588-9003
Fax: (541) 496-8515
Capacity: 231
Operator: USDA Forest Service

WOODLAND

3300 Fort Meade Road
Laurel, MD 20724
Tel: (301) 725-7911 or
(301) 725-7900 or
(301) 497-3943
Fax: (301) 497-8978
Capacity: 300
Operator: Adams and Associates, Inc.

WOODSTOCK

10900 Old Court Road
Woodstock, MD 21163
Tel: (410) 696-9301
Fax: (410) 461-5794
Capacity: 505
Operator: Adams and Associates, Inc.

JOB CORPS PROGRAM OPERATORS

CENTER OPERATORS

- Adams and Associates, Inc.
- Alutiiq LLC
- Applied Technology Systems, Inc.
- Career Systems Development Corporation
- Cherokee Nation of Oklahoma
- Chugach Support Services, Inc.
- DEL-JEN, Inc.
- Dynamic Educational Systems, Inc.
- Eagle Group
- Education Management Corporation
- Education and Training Resources
- Horizons Youth Services
- Management and Training Corporation
- MINACT, Inc.
- Pacific Education Foundation
- ResCare, Inc.
- Texas Educational Foundation
- Training and Development Corporation
- Tribal Confederation of the Salish and Kootenai Tribes of the Flathead Indian Reservation
- United States Department of Agriculture
 - Forest Service
- United States Department of Interior
 - Bureau of Reclamation
 - National Park Service
- YWCA of Los Angeles

OUTREACH AND ADMISSIONS (OA) OPERATORS

- Affordable Supply Company
- Alutiiq LLC
- American Business Corporation
- CHP International, Inc.
- Career Development Services
- Cornerstone
- DEL-JEN, Inc.
- Dynamic Educational Systems, Inc.
- Education Management Corporation
- Florida Agency for Workforce Innovation
- Innovations Group Inc.
- Insights Group
- Jackson Pierce Public Affairs, Inc.
- Management and Training Corporation
- McNeil Technologies, Inc.
- ODLE Management Group
- South Dakota Department of Labor
- Texas Educational Foundation

CAREER TRANSITION SERVICES (CTS) OPERATORS

- American Business Corporation
- CHP International, Inc.
- DEL-JEN, Inc.
- Dynamic Educational Systems, Inc.
- Education Management Corporation
- Innovations Group, Inc.
- Management and Training Corporation
- ODLE Management Group
- South Dakota Department of Labor

Glossary

GLOSSARY OF ACRONYMS

ACT	Advanced Career Training	PBSC	Performance-based Service Contracting
CCC	Civilian Conservation Center	PCDP	Personal Career Development Plan
CDC	Child Development Center	Pre-IST	Pre-Integrated Systems Training
CDP	Career Development Period	PY '05	Program Year 2005
CDSS	Career Development Services System	RO	Regional Office
CETA	Comprehensive Employment and Training Act	RN	Registered Nurse
CIC	Center Industry Council	SGA	Student Government Association
CNA	Certified Nursing Assistant	SHARE	Safety, Health and Return-to-Employment initiative
CPP	Career Preparation Period	SHIMS	Safety and Health Information Management System training
CRA	Construction, Rehabilitation and Acquisition	SST	Social Skills Training
CSS	Career Success Standards	STARS	Speakers, Tutors, Achievement, Retention and Success
CTP	Career Transition Period	TABE	Test of Adult Basic Education
CTS	Career Transition Services	TAR	Training Achievement Record
CTST	Career Technical Skills Training	WBL	Work-based Learning
DOL	U.S. Department of Labor	WIA	Workforce Investment Act
ELL	English Language Learner	WIB	Workforce Investment Board
FAR	Federal Acquisition Regulations		
FedNet	Federal Network for Young Worker Safety and Health		
FGIPC	Federation of Government Information Processing Councils		
FMS	Financial Management System		
GED	General Educational Development		
GPRA	Government Performance and Results Act		
HSD	High School Diploma		
IAC	Industry Advisory Council		
IT	Information Technology		
JTM	Job Training Match		
JTPA	Job Training Partnership Act		
LMI	Labor Market Information		
LPN	Licensed Practical Nurse		
NATEF	National Automotive Technicians Education Foundation		
NIMS	National Institute for Metalworking Skills, Inc.		
OA	Outreach and Admissions		
OBS	On-Board Strength		
OSHA	Occupational Safety and Health Administration		
OWCP	Office of Workers' Compensation Programs		
PAG	Program Assessment Guide		

