

JOB CORPS WORKS!

MEETING THE NEEDS FOR A SKILLED WORKFORCE



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Job Corps Works! Meeting the Needs for a Skilled Workforce
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Management & Training Corporation (MTC) is an international corporation dedicated to helping people realize their learning potential. MTC creates nurturing environments in which education is encouraged and recognized. MTC manages and operates 26 Job Corps centers in 19 states for the U.S. Department of Labor, preparing disadvantaged youth for meaningful careers. MTC also operates 15 contracted correctional facilities across the country with approximately 19,000 beds under contract. In addition, MTC has expanded their education and vocational expertise into the international arena, working in countries such as Iraq, Sudan, Tunisia, China, and Mongolia. The MTC Institute is the research division of MTC, which is dedicated to promoting innovations, exemplary practices, and projecting trends that are relevant to job training and corrections. The work of the Institute is geared towards a broad audience including policy makers, educators, researchers, practitioners, state and federal officials, workforce development entities, correctional agencies and Job Corps centers.

JOB CORPS WORKS! MEETING THE NEEDS FOR A SKILLED WORKFORCE

The Department of Labor's Job Corps program is the most effective education and training program in the U.S., producing skilled workers from a group of students who have typically been left behind by our traditional educational system.¹ With the U.S. economy increasingly becoming more reliant on a highly skilled workforce than ever before, and in the years to come, the need for a well-trained labor force will be even greater. By the year 2020, there is expected to be demand for an additional 14 million skilled workers.² The good news is that educational attainment in the U.S. is also on the rise, but there are concerns that educational gains are not keeping pace and that large numbers of America's youth – particularly among the fast-growing minority populations – are not acquiring the skills they need to excel in a 21st century workforce.

For the first time in American history, a significant downturn in the economy is also going to be accompanied by extreme shortages and high demands for skilled workers, driven in part by slowing population growth and retirement of more senior workers. The U.S. is experiencing a widening educational and skills gap that is adversely affecting the ability of American workers to compete in the global workplace.³ While we are experiencing turmoil in the labor markets and layoffs in a number of sectors, there is growing evidence that a high school diploma and capacity for post secondary education are essential to the economy and worker security. In 2007, there were over 14 million civilians aged 16 to 24 who did not have a high school diploma.⁴ The Job Corps program is the most effective way of reaching those who are in economic distress. The U.S. economy needs everyone to become part of the skilled workforce, particularly those youth who do not have a high school diploma, especially in light of the fact that by the year 2014, 78% of all jobs will require post-secondary education.⁵

The U.S. stands at a crossroads which will decide the economic future for years to come. Population growth in the U.S. is slowing from 0.92 ten years ago⁶ to currently only 0.88 percent a year and is projected to slow even further.⁷ At the same time, the percentage of our older population is growing rapidly. All of these factors mean that the U.S. workforce is shrinking. Job Corps, as the most effective program at educating and training a very diverse group of youth, many of who are the hardest to serve and have dropped out of the traditional education system, is helping the country continue to be an economic world leader.

While population growth is slowing, new jobs, over the long term, are being created faster than positions can be filled. Most of the new jobs are high-skilled, requiring high school completion and some post secondary education and training.⁹ Even more important, low skill entry level jobs that many high school dropouts depended upon are disappearing. While there is clearly increased opportunity, there is constant change in the education and skills required to succeed in a job that pays a sustainable living wage. The key to economic security in the 21st century is an academic and technical preparation that ensures workers are ready for new jobs, new skill requirements, and continuous learning.



“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 postsecondary instruction.”
Advisory Committee on Job Corps⁸

Job Corps Works! Meeting the Needs for a Skilled Workforce

WHAT BUSINESSES SAY:

As a business owner in the construction field it's difficult to gainfully employ individuals with a great work ethic, positive personality and trade specific experience. After partnering with the Dayton Job Corps Center, I was gratified to find, through the work-based learning program, individuals with the aforementioned credentials. Working with and hiring Job Corps students has been a great experience. I have benefited so much, that I readily have shared my experience with other members of the community. We are all thankful for such a dependable and effective organization.

Malike Mize, Owner, M & M Remodeling and Construction, Dayton, Ohio

I feel that Job Corps is an excellent program that prepares young adults with the necessary career and life skills to help them succeed as they transition into adulthood.

The most important reward I have observed from my affiliation with Job Corps is the satisfaction that as an employer we've given the students in the program an opportunity at a real-life business experience. While performing internships at our organization, we have watched the students grow and achieve life goals. We are able to offer positive reinforcement and constructive criticism that can help shape the student's work ethic, working style, and understanding of employer expectation.

Some have completed their 6 or 12 week assessment with us and moved on, into great entry level positions in other companies. In some instances, we have been fortunate enough to have an open position to offer the students a job, who began with us as a work-based learning student. This has been a great asset to our company as we are gaining a skilled employee who has the benefit of knowing not only the job they are being hired to do, but interoffice relationships and the corporate culture that exists within our organization.

Heather Salek, Recruitment and Eligibility Manager, Portland Habilitation Center, Portland, OR

Job Corps centers across the nation are continuing to meet challenges faced by the many disadvantaged, low income, minority students all too frequently left behind by the traditional education system. More than 75 percent of those who enter Job Corps do not have a high school diploma.¹⁰ This group represents those who experienced the greatest challenges in schools due to their special needs (i.e., learning differences) and youth (e.g., 16 and 17 year olds) who are the hardest student group to serve. Further, these students believe they can gain the knowledge and skills required in the workplace in a very short period of time, despite research which demonstrates that the longer they stay, the better their success. In the face of these struggles, the program continues to excel at helping these young men and women gain the education, skills, and the credentials they need to succeed in today's workplace. Last year, 19,499 students received a high school diploma or a GED in Job Corps.¹¹ Of those receiving a high school diploma, more than \$2 billion in lost earnings was avoided had they continued through life without a high school diploma.¹²

If we are going to continue and significantly increase the outcomes, the program will require more resources to make more legitimate investments in the systems, technology, and teachers that are needed. Job Corps cannot be asked to do everything for everybody with the same model that has been used over the last four decades. If Job Corps is to be as effective with the diverse, younger, hard to serve students, then the program will need additional expertise, competence and resources. Job Corps is moving ahead with strategies to meet new demands, and like other educational institutions – public schools, private schools, colleges and universities -- Job Corps can and will do more.¹³

JOB CORPS: EFFECTIVELY SERVING THE HARD TO SERVE

Over the years, Job Corps has been most effective with those who are within close range of achieving their goals, whether they are working toward a high school diploma, a GED, or a vocational certificate. Just like other schools, Job Corps has been most successful with those who have fewer learning difficulties, mental health and/or behavioral challenges. Further, reports have shown that Job Corps students ranging in age from 18 to 24 benefit the most from the program.¹⁴

An ever increasing number of students, however, are now falling into high-risk categories. While Job Corps continues to serve 16 to 24 year olds, as it has for the last 40 years, center operators have observed an increase in mental health issues, learning disabilities, drug dependency, developmental disabilities, and physical disabilities.¹⁵

Job Corps has been very effective in serving students with learning disabilities, behavioral problems and special needs. However, even as the program seeks to increase outcomes with this group, more students with special needs are entering the program and are being served with ever finite resources. As this group gets larger within the general public, Job Corps is receiving more of these students. In view of the fact that the program needs to succeed even more with hard to serve students, more resources are needed to address the special needs of these students. To meet these increases, Job Corps will need more programs and specially trained instructors to address student needs for special education, as well as counselors to focus on mental health issues.

An increase in the capacity of these kinds of programs, including the instructors and counselors, come with a higher price tag, but we believe the initial investment in the well-being of these students will provide them with a foundation to be productive members of the nation's 21st century workforce.

ENCOURAGE JOB CORPS STUDENTS TO STAY LONGER SO THEY CAN ACHIEVE MORE

Job Corps has been very effective, given the short period of time that the students typically stay in the program (e.g., about eight months).¹⁶ However, studies and reports have shown that the longer a student stays in Job Corps the more successful they are in the program and in the marketplace once they graduate.¹⁷ The retention rate of students has declined over the last few years and the use of new education models (e.g., career clusters, career academies, small learning communities) are proving not only successful in traditional schools but in Job Corps.

Job Corps is increasingly adopting new sets of instructional strategies designed to create career clusters (i.e., academies) and integrated academics in smaller learning communities. This successful education and training model provides organized career training built around specific occupational areas and integrated academic education. Students generally progress as a cohort, often grouped together in the same classes for a large portion of the day. Students take a mix of academic and vocational courses aimed at emphasizing the relationship and the relevance between the two.¹⁸

Integrated with these models is the demand for technology to keep pace with changing business practices. Job Corps Centers are expanding the number of active business partners which helps them reap benefits in equipment currency (i.e., getting newer equipment). Being able to train students on the type of equipment that industry is presently using, is critical to the student feeling prepared to enter the workplace and succeed. In many cases, industry partners will donate equipment and materials, to ensure that student graduates are prepared for jobs at their workplace.

By integrating academics and technical training, students are provided essential content in a practical, hands-on setting. This model, for example, allows students to work on a single project for more than one class, thereby drawing on multiple classroom resources at once and giving them an opportunity to see how various subject areas – math, reading and writing, for example – might be used to resolve a real-world, work related problem. The best part of this model, however, is the ability for industry and employer partners to be actively involved in curriculum, training and placement of students.¹⁹

WHAT BUSINESSES SAY:

I have been a recruiter for the Army about 2 ½ years and have had approximately 20 to 30 students from Job Corps enter the Service. Job Corps is the most receptive organization with respect to our recruiting activities out of all the schools we work with. Further, Job Corps has a very structured environment with its rules, regulations and educational expectations, which helps the students readily adapt to the requirements of the Army, as well as entering with the skill sets of a certified trade which makes them job ready. This results in exceptional retention rates. Of those students who entered the service, I can only recall one student who failed to successfully complete basic training and that was for a health related reason. Job Corps is an excellent partner with the United States Army.

Sgt. Lee Priest, Recruiter – Wilkes-Barre Station, US Army, Wilkes-Barre, PA

As an Education Specialist with Navy Recruiting for over 31 years, I have had the opportunity to work with a number of organizations and educational institutions. Job Corps centers have always been open, receptive and supportive of our efforts to enlighten students about careers opportunities available in the Navy. I have also observed many recruits coming into the Navy, the recruits coming from Job Corps are of high quality. I recognize that the Job Corps centers have a regiment which in many ways prepares the recruits for life in the Navy. Job Corps also work to build character, discipline as well as preparing students academically and with a technical trade. The technical skills learned at Job Corps help applicants to advance quickly in their specialty rate within the Navy. In discussing the Job Corps support personnel with our Navy Recruiters they believe there is a positive rapport and willingness from Job Corps to support our Navy Recruiting efforts. It is the view of our Recruiters that there is a positive partnership that exists between Navy Recruiting and Job Corps.

Bruce Baron, Education Service Specialist - US Navy Recruiting Command, Salt Lake City, UT

WHAT BUSINESSES SAY:

Mackin's Auto Body has worked with Springdale Job Corps for many years. We have several students, who as employees, have progressed to become Master Painters within our organization. We employ approximately 110 people at 6 locations in the Portland Area and Job Corps has proved to be a great talent resource.

The Job Corps program, working with young people, has helped to develop them into productive members of our society. It is very rewarding for us as well as the Job Corps students, to have our senior employees train and mentor people who will be the next generation of our Family-Owned Business.

Job Corps students often come with different priorities and agendas and it has been rewarding for us to guide them toward a successful career. I would highly recommend Job Corps to any organization that is looking for talented young people who can be molded into a very productive member of their team.

Larry R. Mackin, President, Mackin's Auto Body, Portland, OR

Horn Industrial Services has had a positive experience working with Earle C. Clements Job Corps Center, connecting our organization with their talented students who have a desire to pursue a career in welding. Job Corps provides essential training and certifications that are important in assisting the student's movement from the classroom to the worksite. We have had good success in placing Job Corps students, who have completed additional company specific training, on assignment in the field of welding.

The most important reward that our affiliation with Job Corps has brought Horn Industrial Services, is watching students achieve personal and professional success, while enabling them to attain a higher standard of living.

Dave Tames, Human Resources Recruiter, Titan Contracting & Leasing, Owensboro, KY

MORE TEACHER PREPARATION AND SUPPORT

Schools across the nation are learning more and more about the impact of effective teachers on learning. For students in Job Corps, where educators have shorter periods of time to overcome greater challenges, the necessity for competent teachers to work with those who are the hardest to serve is imperative. Job Corps stands to benefit greatly by continuing to improve working conditions and professional training opportunities for its teaching staff. Job Corps instructors work diligently to educate their students, and with the support of supervisors, they are seeking new ways to provide time to adequately partner with their colleagues, to keep current, research curriculum changes and participate in additional training.

Job Corps benefits from motivated well trained instructors in classrooms to engage, inspire, and excite students. Job Corps is continuing to seek more relationships with colleges and universities, which can provide student teachers with opportunities to explore the teaching profession. This effort can pay off by demystifying Job Corps, and giving hands on experience of educating disadvantaged youth for those coming through schools of higher education and by establishing beneficial relationships with colleges and universities. Such relationships would also enable instructors within Job Corps to take classes to become skilled in the latest techniques in instructional methodologies and the use of technology. This activity will strengthen the programs, energize the curriculum and create innovative ways to approach the students who frequently are tired of the same old approach.

Job Corps is making great progress with the hard to serve students, but as in public schools, the impact of teachers on student learning and retention is critical. Job Corps is being called upon to more effectively serve greater numbers of these students, given the short term the students tend to stay at Job Corps. The program is evolving to be more effective with the hard to serve students. Job Corps is having to dig deep to find the time for professional development and funding to acquire quality staff who are able to teach the hard to serve in such a short period of time. In tandem with this, Job Corps is working to schedule more teachable time. Some Job Corps centers have implemented initiatives to reduce paperwork and administrative tasks so educators can spend more time teaching.

Consistent with the most recent efforts to maximize student learning gains, many school districts are implementing different pay structures, which recognize instructor performance in the classroom. Job Corps is continuing to seek out the most qualified educators and is focusing more attention on how it can more effectively attract and retain these staff in a market which is very competitive.

PARTNERSHIPS: EDUCATORS AND EMPLOYERS

Partnerships are increasingly becoming more important for effective education and training programs. Educators have long been focusing on literacy, numeracy and dropout prevention, while employers face increasing demand for skilled workers. Job Corps centers nationwide are developing and expanding partnerships with high schools, colleges, and industry and business leaders all in an effort to maximize the use of available resources and improve outcomes which lead to student success in the real world.

Job Corps is consistently looking for ways to enhance its collaboration with local high school and colleges. The goal is to create opportunities for the exchange of ideas and instructional practices and to share available resources. This type of collaboration will also have the beneficial outcome of spreading the knowledge of Job Corps and its message about how it can help youth become productive members of society instead of a burden.

Job Corps has many existing partnerships with post-secondary institutions for vocational training, joint enrollment and joint credit. The program is actively seeking additional partners to expand on those programs, and push for alignment with local high schools so that they receive credit for dropouts that enroll in Job Corps and gain a diploma or complete their GED.²⁰ Furthermore, Job Corps, in collaboration with community colleges across the country, will continue to pursue its goal of ensuring that career and technology instructors are certified in their respective fields.

Most importantly, business leaders recognize the huge dropout problem in America and how it undermines the local and national economy. The demand for skilled workers is extremely powerful, consistently driving business leaders to work with Job Corps, which is the most effective dropout recovery program, to address this need. As a result, the program continues to strengthen its ties with industries and the industrial associations to assist Job Corps with curriculum development, mentoring, internships, job placement for qualified students, and the upkeep of technology, equipment and materials.

NEW SMALL JOB CORPS CENTERS

Roughly 2,000 high schools located largely in urban areas are now considered by some to be “dropout factories.”²¹ They account for 60 percent of the dropouts nationwide.²² These schools tend to be large comprehensive high schools, and research shows that many of the at-risk students who attend them are likely to do better in a small-school setting.²³

WHAT BUSINESSES SAY:

We are a Long Term Care and Rehabilitation facility providing services to Chicago’s geriatric population. Our facility population is diverse.

The Paul Simon Chicago Job Corps has been a valuable resource in the hiring of skilled, qualified and eager young people to work as Certified Nursing Assistants. Job Corps has definitely provided added value in the hiring process due to their excellent provision of training and early employment development of its students. The programs additional screening processes have allowed our Human Resources department to easily facilitate employment of its students.

Our facility, its residents and other staff are appreciative and grateful for the referral of these graduates, students and other individuals that may meet our skilled employment needs. The program has provided us with an opportunity to hire qualified and skilled personnel without the additional advertising, recruiting and other associated cost. The graduates of the program have demonstrated that they have been very well prepared for the workplace and its demands, clinically and otherwise.

It is a great pleasure working with and providing employment opportunities to Job Corps graduates. This relationship and availability of qualified persons for the workforce is essential in providing health care services to our community’s older population.

Norme Torres, LNHA, Administrator, Center Home for Hispanic Elderly, Chicago, IL.

WHAT BUSINESSES SAY

Over the past two years, Good Samaritan Society – Fairlawn Village, has been honored to actively partner with Springdale Job Corps Center to provide work-based learning for at least 12 students.

I am proud of my own staff for their willing participation in this program. They have eagerly accepted the added responsibility. Each student has added a new dimension to their jobs and staff have bought into the adage “as you teach, you learn.”

The culinary students have worked with our cooks to provide daily meals for nearly 200 residents and staff members. They quickly became part of the team, perfecting their prep skills and getting the feeling first hand of how a commercial kitchen operates. I enjoy seeing them grow, not only in their skills, but in their relationships with the team.

The nursing students have worked in our Restorative Nursing Department. They spend some of their time in the therapy room, assisting with residents’ exercise routines, kickball, and wheelchair transportation to and from therapy and meals, as well as personal interaction. Several nursing students have become Fairlawn staff members over the past years.

The Work Based Learning program provides Fairlawn with an opportunity to reach out and lessen the usual fears of a nursing home. I sincerely feel that we benefit from this interaction as much as the students do.

Lorraine Westendorf, Administrator, Good Samaritan Society – Fairlawn Village, Gresham, OR

By opening additional small Job Corps centers in the vicinity of these troubled schools, Job Corps can be increasingly effective in serving this group of students with the small-school setting that can help them succeed. Whether in non-residential or residential settings, additional students will be able to have a different learning environment, be able to receive care for their nutritional and medical needs, as well as live in a geographic area the students know and can more easily transition upon completion of their training program. These centers can develop and expand existing partnerships with area schools, programs, and other organizations to significantly impact dropout recovery. As is the current practice, these new centers will develop ties with the local community to assist in creating the small learning communities which have been proven successful in various venues. These centers could also potentially fulfill local needs as community centers.

Research with Job Corps students supports current initiatives within the program to create small learning communities focused on specific career clusters. Analysis of PY07 Student Satisfaction Survey results (without the Civilian Conservation Centers), which all Job Corps students take quarterly, are one of a number of indicators used by the Department of Labor to determine performance of Job Corps centers. While these surveys are notably subjective, the centers rated by students as the best (i.e., in the top 10) are those centers with a student body that averages 338, whereas those centers rated lower (i.e., bottom 10) have an average student body of 778 students.²⁴

As a growing body of research and practice indicates, schools that are effective, particularly for low-income, African-American, and Hispanic youth, tend to be small and emphasize relationships as well as academic rigor and relevance.²⁵ Furthermore, these small centers can better serve students and their communities by leveraging local programs, funds, and industry.

IMPROVE THE PERFORMANCE MEASUREMENT SYSTEM

Job Corps has, over the last 40 years, measured outcomes for every student, every center, every contractor, and the program as a whole. These measures have time and again demonstrated Job Corps success with students and value of the program.

The Outcomes Measurement System (OMS) used by Job Corps is a complex data collection system used to measure student success (e.g., placement wage, learning gains, attainment of High School Diploma or GED) and center performance (e.g., number of students in the program, students that complete the program). Each year it provides policy makers with detailed information about the program as a whole, by center, and operator.

A question that Job Corps continues to address is how to effectively measure performance in a manner that describes a measure of success against the segment of the population that can be grouped together (e.g., is this group of students a high school diploma candidate and did they obtain the diploma), ensuring the maximum benefit for the resources dedicated.

With clearer outcome measures, expectations can be better aligned with investments. Job Corps uses assessments of students to determine their needs. However, if the program measured performance using like groups (e.g., those that are likely to be able to obtain a high school diploma), it could then establish standards for that group. In that manner, the system could then measure the distance students within those groups traveled toward a specific performance standard. There could also be performance time frames established to maximize the use of resources. It is in this manner that centers/staff can be incentivized to do more with the hardest to serve, especially when their extraordinary efforts bring about better outcomes with various student groupings, such as the following:

- Those with very low academic skills (e.g., below 8th grade level) who achieve a learning gain.
- Students who are judged (e.g., by TABE score) close to achieving a GED or high school diploma.
- Those who are academically ready and can achieve an industry-recognized certificate.
- The student who completes requisite programming and subsequently completes some number of college courses.

As Job Corps meets the challenges posed by the variety of students with unique needs entering the program, the screening of new students entering Job Corps should be accomplished in a more scientific manner to increase retention of students so more complete the program.

Student retention is an important objective within the performance system which can be enhanced by the knowledge of personality factors that are likely to impact persistence and program completion. This knowledge will help staff focus their attentions, support, and instruction. In addition, information about each participant's occupational interests and values will help facilitate training program identification and center placement.

INCREASED INVESTMENTS

Job Corps has been extremely effective in serving disadvantaged, low income, minority students all too frequently left behind by the traditional education system. To be a part of preparing the nation's youth for a modern-day workforce, Job Corps cannot be asked to do everything for everybody with the same model that has been used for the last four decades. As a consequence, with an increasing number of students entering the program with special education and behavioral challenges, with the need to more effectively serve more students with these challenges, and with many of these students coming in with greater and more diverse needs; to increase its effectiveness Job Corps will need additional expertise, competence and resources.

WHAT BUSINESSES SAY:

Working with the Earle C. Clements Job Corps Center and their students has been a rewarding experience. We have felt lucky to be a part of such a life changing experience. In our line of work determination and ambition is key. Like many students our goal is to be successful as a company and to create success for our employees along the way.

Our organization reaps rewards as we observe staff working with and supporting the students. Regardless of the issue, we can always count on the support of the Center. The staff are to be applauded for a job well done and recognized for dedication and hard work as they prepare the students for tomorrow.

Another major impact is getting students that are prepared socially and have the job skills necessary to become successful. We have worked closely with the staff to set the tone for our goals and expectations; each time they have completed the task of delivering qualified applicants. We have been able to participate in various on-center functions enabling us to watch the students in action as they have learned. The center does a great job working with the students and getting them ready for real world experiences ahead.

Earle C. Clements Job Corps Center has produced several employees we are proud to call one of us. Together, we strive to become more successful and are excited by the talented students coming out of the Sykes and Job Corps partnership.

Erica G. Shack, Human Resources Assistant, Sykes Enterprises Inc., Morganfield, KY

To that end, we recommend that the Job Corps receive appropriate funding for the following efforts:

1. Serving the very young cohort (i.e., the 16- to 18-year olds), who are hardest to serve as well as those with physical and mental challenges who require additional counseling, special education and other support services .
2. To facilitate dropout recovery, there is a need for Job Corps to expand its success at creating small learning communities. This school model of learning will encourage students to stay in school and complete the Job Corps program.
3. The acquisition of new learning technologies. Harnessing technology to support instruction throughout the educational experience is crucial, even more so for Job Corps where students seek to complete programs as fast as possible, many to meet family obligations. For some, this will also demystify the use of technology, especially for those who are college-bound.
4. Job Corps stands to benefit greatly by continuing to improve working conditions and professional training opportunities for its teaching staff. Job Corps instructors need support as they continue to seek ways to adequately partner with their colleagues, to keep current, research curriculum changes and participate in additional training.
5. The creation of new smaller Job Corps centers. New centers located in urban areas which are the most subject to dropouts would allow for more students to access Job Corps and keep them close to their support system.

“ . . . I am occasionally asked for investment choices. Usually the question is posed in jest. No one really expects me to tell them which three stocks they should buy. However, I know the answer to that question and I will share it with you today. Education is the best investment. . . ”

Ben S. Bernanke, Chairman Federal Reserve²⁶

CONCLUSION

Job Corps works! That much we know. The world is changing and Job Corps is continuing to change with it, adapting to meet the nation's economic needs. Job Corps is the most cost effective program at providing the education and training that leads to high school diplomas, certified training, and higher wages for thousands of at-risk students.²⁷ It's an important asset for economic development in any community, and with foresight, planning and greater investment, it will continue to play a pivotal role in meeting the workforce needs in the 21st Century.

ENDNOTES

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