

# **JOB CORPS:** A SUCCESSFUL WORKFORCE PROGRAM FOR INTERNATIONAL CONSIDERATION



October 2010

By: Carl Nink and Jill Elkins

## ACKNOWLEDGEMENTS

### **Job Corps: A Successful Workforce Program for International Consideration**

The Institute is very grateful to various staff that provided input, improving the document. Their participation has enhanced the value of the information elected officials, policy makers, NGO's, international donors and program contractors.

We also extend thanks to the various MTC Executive staff who contributed their understanding and knowledge to the project. Finally, we recognize the valuable guidance and feedback of this project from Roberts T. Jones, President, MTC Institute as well as comments and observations from MTC Vice Chairman of the Board, Jane Marquardt, whose input helped make this document stronger.

Reprinted with permission from The International Vocational Education and Training Association. The article was originally published in 2010 in the International Journal of Vocational Education and Training; Volume 18, Number 2, pages 60 – 69. Retrieved from <http://www.iveta.org/members/index.php/IVETA-Journal/>.

Principal Authors: Carl Nink and Jill Elkins

Comments are appreciated and should be directed to Carl Nink, Executive Director at:

MTC Institute

500 North Marketplace Drive • P.O. Box 10 • Centerville, UT 84014

(801) 693-2870 • Fax: (801) 693-2900

[institute@mtctrains.com](mailto:institute@mtctrains.com)

[www.mtcinstitute.com](http://www.mtcinstitute.com)

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 rehabilitation is recognized. MTC manages and operates 21 Job Corps centers in 19 states for the U.S. Department of Labor, preparing disadvantaged youth for meaningful careers. MTC also operates 20 contracted correctional facilities across the US with approximately 25,000 beds under contract. In addition, MTC has expanded its education and vocational expertise into the international arena, working in countries such as Iraq, Sudan, Tunisia, China, Mongolia, Jordan, and Palestine. The MTC Institute is the research division of MTC, which is dedicated to promoting innovations and exemplary practices and projecting trends that are relevant to job training and corrections. The work of the Institute is geared toward a broad audience including policy makers, educators, researchers, practitioners, state and federal officials, workforce development entities, correctional agencies, Job Corps centers, international donors and operators.

## ABSTRACT

This article provides information about a US Department of Labor Job Corps program and the success it is having with at-risk youth. Information presented demonstrates the positive economic impact this education and training program is having in the US. Finally, the article describes the operation of the Job Corps program and suggests ways in which the program can be adapted to specific workforce needs of a donor agency or international partner, striving to address an undereducated and unskilled "youth bulge" (a large cohort of young people reaching a working age) in their country.

## INTRODUCTION

Over the past few years, many Americans began to realize the nation's economy crisis. This predicament has been driven in part by an education system that has not kept pace with the increased demands of tomorrow's jobs. The students, who are typically left behind, lost or on the verge of involvement in illegal activities, however, can play a key role in addressing a nation's economic needs. This dilemma is also troubling developing countries, which are experiencing a youth bulge and other economic issues (Ghose, Majid, & Ernst, 2008). Many economists and labor market experts believe that job growth would be much stronger if employers were able to find the skilled labor they so desperately need. This lack of skilled workers hampers the ability of businesses to take advantage of market conditions that would otherwise lend themselves to expansion. In the end, the shortage of skilled laborers has a negative impact on economic growth (Isidore, 2007).

Facing this crisis, America and other countries around the world need to continue to strengthen not only the education system, but invest in and expand on proven programs, such as Job Corps (OECD, 2009). This program is America's premier workforce training and dropout recovery program, working with over 60,000 at-risk students each year. Job Corps is not only the most successful program with the at-risk student population, but it also is very cost effective; studies have proven it has had a minimum positive \$2 return for every \$1 spent (McConnell & Glazeman, 2001).

Now, more than ever, Job Corps is playing a key role in delivering educated and skilled workers to meet the needs of high demand occupations. Due to multiple factors, America is facing a crisis-level deficiency in skilled workers. As the population in the rest of the world grows larger, younger, and more educated, technological change and global competition are demanding more of America's workers; and high school dropout rates are alarmingly high that is, 50 percent in some major cities (Balfanz, 2007). Further, America's population growth has slowed; the population and workforce are aging; and the education system has not kept pace with the increased demands of tomorrow's jobs. The US economy is growing increasingly dependent on the dropouts, minorities, and disadvantaged students as well as traditional education and social systems.

The economic success of the US, its companies, and workforce is extremely dependent, at this time, on the ability to significantly increase the education and training levels of every student in the school systems. The Job Corps program model, as described in this report, can and should be adapted to help meet the needs of developing countries that are experiencing economic development issues as well as problems with youth who are under-educated, under-trained, and under-utilized.

## FUTURE DEMAND FOR WORKERS

Today's US economy – driven by the pace of technological change, the expansion of international trade and the globalization of capital markets – requires a more highly skilled workforce (Aspen Institute Domestic Strategy Group, 2010). Those entering the workforce for the next four plus decades are not necessarily going to be as educated as those they replace. To a great degree, those in the pipeline to take the place of aging "baby boomers" (Baby Boomer Headquarters, 2010) are minority populations that for a number of reasons have had a lower level of academic success than the national average (Baby Boomer Headquarters, 2010). These demographic trends are putting the nation at an academic crossroads. Incoming minorities have large hurdles to overcome in achieving the skill level obtained by exiting baby boomers.

African Americans and Hispanics comprise the largest portion of the at-risk student population (Alliance for Excellent Education, 2009). For the 2005-2006 school year, it was reported that 24% of white students failed to graduate from high school (Alliance for Excellent Education, 2009). While this number is high, 45% and 49% of Black and Hispanic students respectively failed to graduate (Alliance for Excellent Education, 2009). Against this backdrop, the labor market is demanding more highly-skilled workers than ever before – people who can analyze computer networks, provide financial expertise and give medical care to such groups as the growing population of senior citizens. Job Corps, which provides training in industry-recognized certificated programs, is playing a key role in delivering educated and skilled workers to meet the needs of high demand occupations.

## INCREASED PREMIUM ON EDUCATION AND TRAINING

There are over 3.1 billion individuals working across the globe and 73% of those are in developing countries (Ghose, Majid, & Ernst, 2008). There is also a growing youth bulge as teenagers unsuccessfully seek entry to formal employment. An ever-increasing expansion of the 15-24 year old group in terms of the total workforce population has not provided the fuel for reducing a global skills shortage. As the global demand for skilled workers has strengthened, the capacity of national economies to meet that demand has declined. This is particularly true given these important facts (Moses, 2009):

- An extra one billion people will become of working age within the next decade,
- The 15 to 25 year age group in developing countries represents 85% of the world's population, and
- Conservatively, 89 million more secondary training places are needed by 2015.

With most jobs requiring education beyond secondary education, dropouts face a life of challenges and economic disadvantage. Without education and training, dropouts will become a huge burden on economies.

While overall educational attainment went up in the US for all ethnic and racial groups, the educational gap between whites and most minority groups also went up. In 1980, the disparity between whites and African Americans was 11% (The National Center for Public Policy and Higher Education, 2005). Two decades later, it was 15%. In 1980, the disparity between whites and Hispanics was 12% (The National Center for Public Policy and Higher Education, 2005). Two decades later, it was 19% (The National Center for Public Policy and Higher Education, 2005). If these kinds of gaps stay in place, the increase in the number of workers with a post-secondary education will no longer remain the same. Instead, between 2000 and 2020 it is expected to be 4% (Aspen Institute Domestic Strategy Group, 2010).

In short, the least educated segment of the population is growing the fastest. And if current trends continue, those coming into the labor market will lower the education level of the American workforce.

Job Corps is one major US program addressing this foreseeable problem. This undereducated, fast-growing and diverse group of young people so desperately needed by our economy is exactly the group that Job Corps is training. A redesigned Job Corps type program could play a crucial role in helping countries experiencing a youth bulge where at-risk, lost or orphaned youth are predominantly undereducated with little or no work skills.

## US WORKFORCE DYNAMICS

The myriad numbers pertaining to age, race, ethnicity and educational attainment do not bode well for meeting the needs of a 21st century workforce. Nor do they bode well for maintaining the nation's economic edge in an increasingly global marketplace.

Instead they point to three troublesome trends:

1. Job growth is outpacing population growth;
2. The jobs themselves will require increasingly complex tasks; and
3. Gains in educational attainment are on the wane.

Gone are the days when manufacturing jobs allowed people without a high school diploma to excel in the workforce and provide a comfortable living for their families. As the number of those jobs has dwindled, they have been eclipsed by jobs that require, at the very least, a high school diploma. More than likely, however, they require some postsecondary education.

The value of education is an important message imparted to Job Corps students by a dedicated staff that tutors, teaches, coaches and encourages students to excel. The message is very similar to one published in a Department of Labor report called America's Dynamic Workforce. "Today, and increasingly in the future, a solid education foundation, including completion of post-secondary courses or degrees is needed to compete successfully in the job market," the report said (US Department of Labor, 2007, p. 41).

A solid educational foundation is also needed if the United States wants to remain competitive in a global marketplace where technology and outsourcing allow the educated populations of India, Mexico, Brazil and a number of other countries to compete – in essence – for American jobs.

If educational disparities stay in place, experts predict there will be a damaging ripple effect in the U.S. economy. They will “depress personal income levels for Americans, in turn create a corresponding decrease in the nation’s tax base,” said the National Center for Public Policy and Higher Education (US Department of Labor, 2005, p. 1). Such disparities will also lead to more outsourcing, according to the US Department of Labor (2005).

The group’s report predicted that between 2000 and 2020, there will be a loss of personal income totaling \$395 billion. If the gap is closed, future gains should be over \$421 billion and may be as high as \$805 billion, depending on a variety of factors (The National Center for Public Policy and Higher Education, 2005).

Closing that gap requires educating those youth who have traditionally been left behind. Dealing with those left behind is a Job Corps program focus. With the help of the Job Corps education, training, and transitional programs in 2009 nearly 21,751 students obtained employment (Job Corps Data Center, 2010).

## HOW THE JOB CORPS PROGRAM OPERATES IN THE US

Job Corps is a concentrated, comprehensive program whose goal is to help disadvantaged youth between the ages of 16 and 24 become more responsible, employable, and productive citizens. Most of the 123 Job Corps Centers across America provide residential services; only about 12% are nonresidential with students living at home (MTC Institute, 2009). The Federal Job Corps National Office provides all funding, programmatic, and policy guidance; regional offices directly oversee the provision of contract services. The program encompasses a demand driven approach utilizing both an Industry Advisory Council and Community Relations Council to improve the ability of centers to meet the needs of business and the community.

Job Corps serves these fast-growing segments of the population. It has over four decades of experience working with minority students, as well as dropouts of all racial and ethnic backgrounds. Of those who enter Job Corps, 76.5% are high school dropouts; without Job Corps, they would be much more likely to depend on taxpayer dollars via the welfare system, the criminal justice system and other government-run programs (US Department of Labor, 2009).

The average length of stay for student graduates is almost a year. However, students can stay in the program for up to two or three years, if they choose to go to college. Most Job Corps participants enter the program with many needs. By the time they leave the program, most have obtained a high school diploma or a GED and an industry-recognized certificate in one of nearly 100 career technical training programs. Of the 59,353 youth who separated from the Job Corps programs in 2009, nearly half, or 29,415, earned a vocational certificate; 10,711, earned a GED; and 8,855, earned a high school diploma (Note: 16,934 entered the program with a GED or High School Diploma) (Job Corps Resource Library, 2009). Most (78%) of the graduates complete their high school diploma or GED and/or an industry-recognized certificate leading to careers in skilled trades, the military or entered college (Job Corps Resource Library, 2009).

### Job Corps Students

The typical Job Corps student comes from a low socioeconomic background and has had a very ineffective experience with the school system, either dropping out and /or failing to achieve significant competence. Students generally join Job Corps because they are motivated to change their lives and want to gain the education and skills they need to become successful in life and the workplace. Students are encouraged and volunteer to perform community service, that is tutoring, mentoring, and/or work.

### Demographics

Based on the demographic information from Management and Training Corporation (MTC) Institute (2009), most students are male (59%), are on average 19 years of age, are predominantly African American and have not finished high school. A recent review of the active Job Corps students by race and ethnicity revealed the following breakout:

- African American 51.9%
- Latino 17.4%
- White 25.2%
- Native American 3.3%
- Asian American 2.2%

**Program Overview**

In a comprehensive/holistic approach, the program includes academic education, vocational training, health care and health education, soft/life skills training, counseling and job placement assistance. In the US, rigorous evaluations concluded that the Job Corps increases participants’ skills and employment, reduces criminal and other anti-social behavior, and is cost-effective (Schochet, Burghardt & McConnell, 2008). The Job Corps program can essentially be separated into four components. Each component provides the student essential services, education, and training to prepare them for the next stage of the program and ultimately graduation, as a skilled worker with an industry-recognized credential. Figure 1 below illustrates each of the components described above.

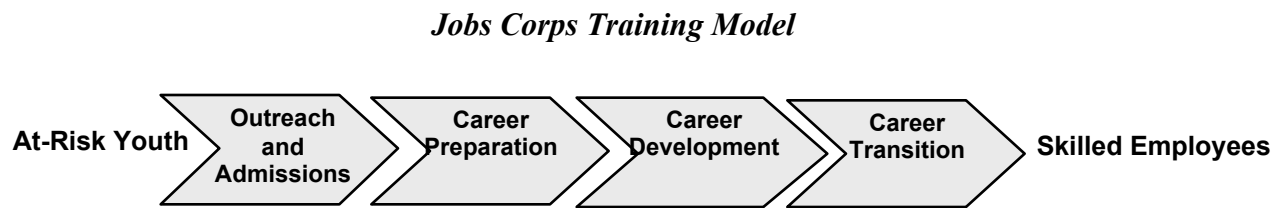


Figure 1

**Outreach and Admissions**

A variety of public and private entities under contract with the Federal National Office of Job Corps, conducts outreach, admissions, and screening of new students as well as help graduating students find jobs or further education.

**Career Preparation / Development**

Job Corps students enter with varying levels of academic abilities and progress at their own pace. Many centers offer English Language Learner (ELL) classes. In addition to providing participants with basic courses in literacy and numeracy, workforce skills, life skills (including conflict resolution) and tools for civic engagement, the Job Corps program helps build the skills and attitudes that promote personal and career growth, offering opportunities to learn the value of community service through civic engagement with a variety of charities and other social functions. Job Corps encourages a team-building approach to assist in establishing alternative group affiliations for participants, which helps with retention.

Trainees, in collaboration with program staff, develop group process rules and procedures to maintain discipline. Self-regulation and democratic processes are critical factors in the success of Jobs Corps and help participants become engaged in the center culture, leadership and gain a better understanding of themselves and how they can make a positive contribution to society.

**Career Transition**

Job Corps centers help in many ways to prepare the student who is near completion of a program to be ready for the transition to a new place to live, finding a job or entering the military. In addition, working closely with the center are public and private entities, under contract to the Federal Job Corps National Office, who are focused on helping graduating students find jobs or go on to college.

## CONSIDERING THE JOB CORPS MODEL FOR INTERNATIONAL ADOPTION

The Job Corps program is very beneficial for the US, recovering a number of students who would otherwise continue through life as undereducated and lacking skills that would help them become self-sustaining. The US Job Corps program is expansive, thus the cost of replicating such a program would most likely be prohibitive. The programming elements however, could readily be modified and adapted to fit the needs of youth for training in support of workforce demands in emerging countries. Much of the structure in the existing program supports an accountability framework of a very competitive program, which has a number of contractors. This structure would also not be something that would need to be transferred to another country.

Management & Training Corporation has over 30 years of experience providing education and training of young adults under the Job Corps model and over 20 years of experience teaching academics, developing personal and workforce skills with offenders in correctional facilities. It is this experience that provided a foundation for successfully adapting the model for use in other countries over the last six years, piloting initiatives designed to test processes and explore what works in relation to Job Corps type program elements. In most of the initiatives, MTC has brought in outside expertise to partner with local business leaders and training experts.

The MTC protocol typically includes a gap analysis to determine the potential for growth in specific occupational areas, integrating the available training providers (e.g. employers, TVET schools, person to person) so as to be able to meet a training need. Any analysis would also take into account gender, cultural and religious considerations in the development of the pilot program.

A pilot program, which has some of the aspects of the US Job Corps program, will need to limit the costs by starting with a small initiative, focusing on entry level training with possibly only one or two trades. It may be possible, depending on the structures that are available, to have a residential training facility. While it would be less expensive in an emerging country to renovate, staff, and operate a residential facility, it may be necessary to operate the pilot program as a non-residential program. One of the barriers with a non-residential program is transportation, which will need to be taken into account during any feasibility study. Preferably, the location of training facilities would be near the location of various business partners who would not only participate in helping guide the center's training, but hire graduates. The pilot initiative would necessarily need strong partnerships with local experts and businesses/industries to create a sustainable TVET program.

Many countries, especially developing countries, do not have the dedicated funding streams to meet the needs of an ever-expanding group of under-educated, under-trained and under-utilized youth. One of the key elements to a good workforce training program is ensuring that training will be delivered to take into account the employers' skill demands and makes sense for the country (Berryman, Natsios, Elkins, & Marquardt, 2008). Any interest in adapting the Job Corps model to another country should start by talking with various donor agencies to determine more specifically what they want to do in various countries and if possible, Technical and Vocational Education and Training (TVET) experts knowledgeable of the countries that have a need and interest.

Following the discussion with the stakeholders and donor agencies, one should conduct an analysis, utilizing experts in TVET, with a focus on creating a demand driven program with extensive business and industry partnerships. The Job Corps TVET model can be segmented and overlaid with the wants and needs of an identified country. These may include:

- Residential and non-residential,
- Academics and technical vocational education,
- Life skills and other soft skills training,
- Tracking the performance after setting clear outcomes,
- Partnerships with business leaders and industry, colleges, universities, and
- Entrepreneurial training for students who would return home to open a small business.

Another advancement, which could be included in the design of a program, is the use of information and communications technology (ICT). ICT is a growing practice in a number of countries, recognizing the adaptability and access granted through the variety of mediums available, including social networking forums. Using E-Learning can greatly increase participation, reduce space needs and allow large numbers to access education, as well as address the limited academic resources in many developing countries (Moseki & Pence, 2009).

## CONCLUSION

As noted earlier, the Job Corps program is a comprehensive program model that can be readily adapted or replicated to meet the demands of countries around the world. Research demonstrates that both skills training and comprehensive workforce development programs have improved labor market outcomes for youth in developing countries (Betcherman, Godfrey, Puerto, Rother, & Stavreska, 2007).

Opportunities exist for foreign countries to identify experts who operate Job Corps centers in the US who will consult or help with implementing and building a program or providing knowledge transfer. Finding an organization that has experience with demand driven workforce programs can assist government in exploring the development of conceptually similar programs. A partnership of this nature could assist countries in their efforts to address economic issues and the burdens of an undereducated, untrained youth bulge, either through their own resources or through the support of a donor agency. Many elements of the US Job Corps program can be implemented in other countries to assist with the problems associated with unskilled youth and businesses which are limited as a result of too few qualified employees.

The economy continues to struggle in the US and many other countries, which are facing the demand for skilled workers. Job Corps is a successful workforce program for at-risk youth and is one of the best examples of how the US Department of Labor is working to address the pressing issue of under-educated and unskilled youth.



## REFERENCES

- Alliance for Excellent Education (2009). Understanding high school graduation rates in the United States. Retrieved from [http://www.all4ed.org/files/National\\_wc.pdf](http://www.all4ed.org/files/National_wc.pdf)
- Baby Boomer Headquarters (2010). Baby boomer defined as the generation from 1946 - 1964. Retrieved from <http://www.bbhq.com/whatsabm.htm> and <http://www.aginghipsters.com/>
- Balfanz, R. (2007). AP dropout factory story. Retrieved from Johns Hopkins University: <http://web.jhu.edu/CSOS/images/AP.html>
- Berryman, S., Natsios, A., Elkins, J., & Marquardt, J. (2008). Critical elements of international workforce training DEVEX. Retrieved from [http://www.mtctrains.com/workforce/publications/pdf/The%20White%20Paper07\\_09.pdf](http://www.mtctrains.com/workforce/publications/pdf/The%20White%20Paper07_09.pdf)
- Betcherrman, G., Godfrey, M., Puerto, S., Rother, F., & Stavreska, A. (2007). A review of interventions to support young workers: Findings of the youth employment inventory. Washington, DC: World Bank.
- Ghose, A. K., Majid, N., & Ernst, C. (2008). The global employment challenge. International Labour Organization. Retrieved from [http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/article/wcms\\_092210.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/article/wcms_092210.pdf)
- Grow faster together. Or grow slowly apart. How will America work in the 21st century? (2003). Retrieved from The Aspen Institute Domestic Strategy Group: <http://www.pwib.org/downloads/GrowFast.pdf>
- Ghose, A. K., Majid, N., & Ernst, C. (2008). The global employment challenge. International Labour Organization. Retrieved from [http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/article/wcms\\_092210.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/article/wcms_092210.pdf)
- Isidore, C. (2007, January 5). CNN Money.com. Retrieved from CNN Money.com: [http://money.cnn.com/2007/01/04/news/economy/jobs\\_outlook/index.htm](http://money.cnn.com/2007/01/04/news/economy/jobs_outlook/index.htm)
- Job Corps Data Center (2010). Data used in calculations by MTC Institute
- Job Corps Resource Library (2010). MTC Institute calculations using data (MPO35).
- Jobs for Youth/Des emplois pour les jeunes, United States 2009. Retrieved from Organisation for Economic Co-operation and Development <http://www.oecd.org/dataoecd/34/30/44161929.pdf>
- Long, D. A., Mallar, C. D., & Thornton, C. V. (2008). Evaluating the benefits and costs of the Job Corps. In D. Weimer (Ed.). *Cost-benefit analysis and public policy* (pp.333-349). New York, NY: John Wiley and Sons.
- McConnell, S., & Glazeman, S. (2001, June). National Job Corps study: The benefits and costs of Job Corps. Retrieved from Mathematica Policy Research, Inc.: [http://www.mathematica-mpr.com/publications/PDFs/01-es\\_jcbenefit.pdf](http://www.mathematica-mpr.com/publications/PDFs/01-es_jcbenefit.pdf)
- Moseki, J., & Pence, T. C. (2009). Improving TVET instruction with ICT. Presentation to IVETA conference. November 19, 2009.
- Moses, K (2009). The Emerging Challenge. Presentation at the IVETA Conference November 18, 2009.
- Management & Training Corporation (MTC) Institute (2009). JOB CORPS: Changing lives, building futures, one student at a time. Retrieved from <http://www.mtctrains.com/institute/publications/Job%20Corps%20Data%20Spotlight%202009.pdf>
- Policy alert: Income of US workforce projected to decline if education doesn't improve. (2005, November). Retrieved from The National Center for Public Policy and Higher Education: [http://www.highereducation.org/reports/pa\\_decline/pa\\_decline.pdf](http://www.highereducation.org/reports/pa_decline/pa_decline.pdf)
- Schochet, P. Z., Burghardt, J., & McConnell, S. (2008). "Does Job Corps Work? Impact Findings from the National Job Corps Study." *American Economic Review*, 98(5): 1864-8186.

Understanding high school graduation rates in the United States. (2009) Retrieved from Alliance for Excellent Education: [http://www.all4ed.org/files/National\\_wc.pdf](http://www.all4ed.org/files/National_wc.pdf)

US Department of Labor. (2007). America's dynamic workforce: 2007. (2007, August). Retrieved from US Department of Labor: [http://www.dol.gov/asp/archive/reports/workforce2007/ADW2007\\_Full\\_Text.pdf](http://www.dol.gov/asp/archive/reports/workforce2007/ADW2007_Full_Text.pdf)

US Department of Labor. (2009). FY 2009 congressional budget justification-Job Corps. Retrieved from <http://www.dol.gov/dol/budget/2009/PDF/CBJ-2009-V3-04.pdf>

## OTHER INSTITUTE PUBLICATIONS

### **Principles and Strategies for Successful International Technical and Vocational Education and Training (TVET) Programs**

As countries continue to adapt and expand in the global economy it is critical that countries create a TVET system that will best provide for their citizens. This report provides principles of success for TVET systems and policy recommendations for government consideration.

### **Job Corps: Needed Now More Than Ever**

This paper provides compelling information on why Job Corps is the training and education program youth across America need to succeed. America's economic success is dependent on typical Job Corps students, aged 16 to 24, and the economically disadvantaged, since they are the workforce needed to fill skilled jobs being left vacant. We need more production out of those students who are dropping out of school.

### **Partnerships Between Job Corps and Community Colleges: A Guide**

With the increasing importance on partnerships in education and training, the MTC Institute has created a guide on how to establish and maintain partnerships between Job Corps centers and community colleges.

### **Value of Education**

Today's workplace pays a premium for education. More skills and training correlate with higher earnings and better positions. The majority of job growth will take place in fields requiring a high school degree as well as further training and technical or vocational certification.

### **Career and Technical Education Certificates**

Today's labor market places greater value on individuals with employer-recognized vocational certificates. Thus, the formal vocational training leading to certification must be aligned with the needs of industries and employers.

### **Removing Barriers: Strategies and Suggestions For Teaching Those Who Learn Differently**

Mounting research shows how we can effectively teach students with various learning differences, including those in Job Corps and correctional classrooms. This report outlines the elements of instruction and the classroom environment proven most effective with struggling students.

### **Job Corps: Changing Lives One Student at a Time**

Every year Job Corps helps thousands of young people begin satisfying careers. This Data Spotlight provides general information about Job Corps centers and students.

### **Identifying Successful Strategies for Job Placement**

#### **Industry-Recognized Certificate Programs and Job Corps**

The continuing success of students requires they develop skills consistent with industry standards and that they obtain recognized and marketable credentials. Increasingly, linkages between formal technical job training based on industry-established skill standards are changing the dynamics of the certification process in ways that will affect individuals entering the workforce. This report explores the increasing need to work together with industry and communities to ensure training programs align with labor market needs.

#### **Contracting Prison Operations: A Plan to Improve Performance**

Learn how to implement contracting for correctional services. This research study provides elected officials and public policy makers a planning document with detailed information about the public policy issues (i.e., constitutional, legal and financial), roadblocks, practitioner considerations, and operational information for entities considering contracted correctional services.

#### **Measuring Success: Improving the Effectiveness of Correctional Facilities**

This report answers directly who is responsible for the effectiveness of prisons. It also describes how those responsible should be held accountable to a set of performance standards. The report provides a roadmap for establishing a formal structure of accountability through firmly recognized outcomes. The foundation of a successful prison is described through the four dimensions of (1) Safety and Security, (2) Quality of Life, (3) Re-entry Preparation, and (4) Management.



**Job Corps:**

A successful workforce program  
for international consideration

500 North Marketplace Drive  
P.O. Box 10, Centerville, UT 84014  
(801) 693-2870 Fax (801) 693-2900

[www.mtctrains.com](http://www.mtctrains.com)

Copyright © 2011