

1-1-1977

A study to determine staff training needs for job corps centers.

Kellene Underdown Bruce
University of Massachusetts Amherst

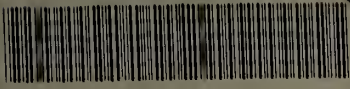
Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Bruce, Kellene Underdown, "A study to determine staff training needs for job corps centers." (1977). *Doctoral Dissertations 1896 - February 2014*. 3121.
https://scholarworks.umass.edu/dissertations_1/3121

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066013585140

A STUDY TO DETERMINE STAFF TRAINING NEEDS
FOR JOB CORPS CENTERS

A Dissertation Presented

By

KELLENE UNDERDOWN BRUCE

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1977

Education

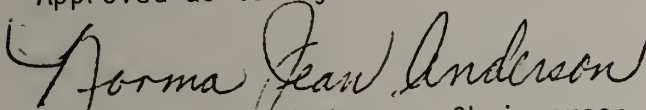
(c) Kellene Underdown Bruce 1977

All Rights Reserved

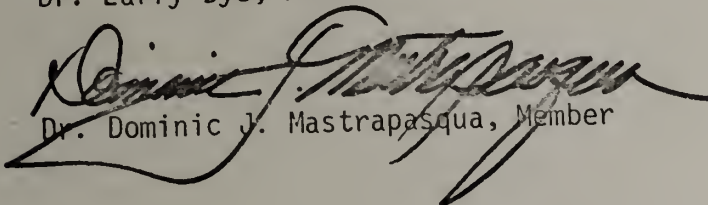
A STUDY TO DETERMINE STAFF TRAINING NEEDS
FOR
JOB CORPS CENTERS


A Dissertation Presented
by
KELLENE UNDERDOWN BRUCE

Approved as to style and content by:


Dr. Norma Jean Anderson, Chairperson


Dr. Larry Dye, Member


Dr. Dominic J. Mastrapasqua, Member


Dr. Grace J. Craig, Acting Dean
School of Education

February 1977

Dedication

Every person touches and is touched by many people as they go through life. One is inevitably moved and changed by these passing interactions, so that an individual personality is molded and altered by a series of human encounters. Constant, throughout this process of growth and change, is a core of individuals who provide the foundation in which basic character is rooted.

This dissertation is dedicated to those individuals whose love for me, belief in my worth as an individual, and support of every undertaking in which I have engaged, has allowed me freedom to grow and mature within a web of warmth and security.

To my husband, Preston, who is my guiding light, my laughter, my life.

To my children, Preston III and Kellene, whose joy in living and beauty in becoming keeps me young at heart.

And to my parents, Alice and Welker, and parents-in-law, Preston and Virginia, who are always there with love, acceptance and pride.

Acknowledgements

The author wishes to express deepest gratitude to the members of her Dissertation Committee, Dr. Norma Jean Anderson, Dr. Larry Dye and Dr. Dominic Mastrapasqua, whose continued support and encouragement over the past four years has been invaluable.

Appreciation is also extended to Dr. R. Dale McCollum, Project Director, for affording the author the opportunity to exercise her own judgment in the design, implementation and analysis of this study.

Gratitude is expressed to Dr. Richard Engler for his advice and guidance throughout the study, and for his assistance in developing the survey instruments used.

Dr. Theodore W. Horner receives a note of thanks for his expertise in treating the data collected and assisting in its analysis.

A special debt of appreciation is due Mr. Roy Littlejohn, President of Roy Littlejohn Associates, Incorporated, for his support of the author in this endeavor.

Through the years, Americans have taught one another that emotions and issues do not mix. However, if we examined our society carefully, we would discover that emotions are the issue.

We have created a society of systems, capable of achieving the most complex technological feats, but virtually incapable of dealing with people, feelings and emotions.

Job Corps has accepted the challenge of "beating the system," the challenge of putting human beings back in touch with themselves, their own feelings and emotions, and back in touch with one another.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.	v
LIST OF EXHIBITS.	ix
ABSTRACT.	x
PREFACE	xiii
 CHAPTER	
I. AN OVERVIEW.	1
Introduction	1
Statement of the Problem	3
Significance of the Study.	5
Limitations of the Study.	6
Objectives of the Study	7
Organization of the Dissertation	10
Summary.	10
 II. HISTORICAL PERSPECTIVES	 12
Program Development.	12
Current Status of Job Corps	17
Cooperative Efforts.	26
New Directions for Job Corps	30
 III. SURVEY DESIGN.	 35
General Methodology	35
Description of Survey Techniques	36
General Guidelines for Analysis of Data.	 39

CHAPTER	Page
IV. FINDINGS OF THE STUDY	42
Descriptors of Center Characteristics	42
Analysis of Survey Inventories	50
Center Directors	50
Physical Education and Recreation Program	54
Total Staff	59
Identified Training Areas	69
Goals and Objectives of Training	69
V. SUMMARY AND RECOMMENDATIONS	71
Rationale for Selected Training Areas	71
Proposed Training Techniques	75
Implications and Recommendations	80
ANNOTATED BIBLIOGRAPHY	86
APPENDICES	
Appendix A: Job Corps Centers Included in the Survey	96
Appendix B: Guidelines for Site Visitation Teams	98
Procedures for Site Visits of 2-3 Day Duration Data Points for Site Visit Check List of Possible Training Needs	
Appendix C: Survey Instruments Used	106
Needs Assessment Inventory for Job Corps Center Directors Physical Education and Recreation Inventory Training Needs Assessment Inventory for Staff Members	

List of Exhibits

Exhibit		Page
I.	Examples of Dimensions and Continuums	45
II.	Center Directors' List of Possible Training Needs: Highest Priority	52
III.	Center Directors' List of Possible Training Needs: Lowest Priority	53
IV.	Ethnic Composition of Corpsmen Group (P.E. and Rec. Program)	56
V.	Activities-Facilities Showing Highest Degree of Participation Use (P.E. and Rec. Program). . .	57
VI.	Facilities-Activities Most Desired by Staff	58
VII.	Length of Time at Center as Compared with Length of Time in Job Corps	62
VIII.	Characteristics of Total Staff Population.	63-64
IX.	Staff List of Possible Training Needs: Highest Priority	67
X.	Staff List of Possible Training Needs: Lowest Priority	68
XI.	Network for Training Program	79

ABSTRACT

A STUDY TO DETERMINE STAFF TRAINING FOR JOB CORPS CENTERS

(February 1977)

Kellene Underdown Bruce, B.A., American University;
M. Ed., University of Massachusetts;
Ed. D., University of Massachusetts

Directed by: Dr. Norma Jean Anderson

This document describes a needs assessment survey designed to determine the training needs of staff personnel at the Job Corps Civilian Conservation Centers operated by the Departments of Agriculture and the Interior. The study explores major staff problems and identifies relevant areas of staff training needs at selected Job Corps sites, with input from knowledgeable persons at central and regional levels.

The study is primarily a descriptive one, limited to the twenty-seven Job Corps Civilian Conservation Centers included in the survey. The principal goal of the needs assessment study was to identify and analyze those staff skills, both individual and group, which would increase the effectiveness of staff in creating and maintaining a more professional climate at the Job Corps Centers. The study examines staff problems against the backdrop of the impact of these problems on the total Job Corps program and on the delivery of services to Corpsmen. The general objectives of the study were to:

1. Collate and synthesize information on previous Job Corps training efforts;
2. obtain new information relevant to current training needs by inventorying the staffs of 27 Job Corps Civilian Conservation Centers; and
3. prepare and present the findings of the needs assessment in a form and manner which will facilitate decision-making by Job Corps administrators.

Three individual survey instruments were designed to elicit, directly from Center Directors and staff personnel, those specific areas in which they most felt the need for skills training, education and/or new information. Data was collected through on-site visits to eight centers and the analysis of survey instruments completed by the staff personnel from nineteen of the twenty-seven centers included in the survey.

The results of the survey indicated a definite correlation between the training needs identified by Center Directors and other staff, and those projected by the author after the on-site visits. Ten priority training needs were identified, and it is around these ten needs that the author would design a training program.

The author proposes a "network" approach to the delivery of a comprehensive staff development program, designed to address the specific needs and interests of the staff personnel who participated in the survey. The

key features of the proposed training program are on-site training and staff-determined priorities. It is envisioned that the success of such a staff development program could well serve as a model training effort to be replicated in other manpower programs across the country.

PREFACE

In March 1965, in his address to Congress on Poverty, President Lyndon B. Johnson made several salient points about the state of the disadvantaged in America. These points remain relevant and applicable to our society today, in general, and the task before those individuals involved in Job Corps, in particular.

President Johnson stated that our goal must be "an America in which every citizen shares all the opportunities of his society, in which every man has a chance to advance his welfare to the limit of his capacities."

In 1965, there were, and still are today, millions of Americans who do not share in the abundance which is the birthright of most Americans. To these disadvantaged Americans, the gates of opportunity remain closed.

Poverty means many things to those who endure it. Perhaps worst of all, it means hopelessness for the young. The young man or woman who grows up in a deprived environment, and suffers all of the related disadvantages and negative stigmatizations, is often trapped in a life of continuing poverty. These individuals do not have the skills demanded by a complex society and often do not know how to acquire them. The abundance, the comforts, the opportunities that they see all around them are beyond their grasp. They experience a mounting sense of despair which drains away initiative, ambition and energy.

Job Corps represents a powerful weapon in the 1960 war against poverty. Its power and energy are derived from the common search of disadvantaged young people for a way out of an environment of self-perpetuating indigence, deprivation and despair. A kindred spirit emerges from collective suffering-- a spirit which tends to draw people together in a common bond. Humanity becomes more important than technology, and the welfare of human beings achieves proprity over the individual's selfish concerns.

This is the spirit of and the philosophy behind Job Corps--a common goal of improved quality of living through an expansion of potential and a broadening of alternatives for each individual Corpsman. Administrators, staff and Corpsmen all work together to attain self-improvement.

The study proposed herein represents an attempt to ensure that this spirit and philosophy continue; that Job Corps staff continue to expand their personal and professional horizons; and that such growth on the part of staff is passed on to Corpsmen through improved services delivery.

C H A P T E R I

AN OVERVIEW

Introduction

The Job Corps was established in 1964 under the Economic Opportunity Act. The program was originally administered by the U.S. Office of Economic Opportunity, and opened its first center in January 1965. In 1969, the administrative responsibility for Job Corps was delegated to three Federal agencies--the Departments of Agriculture, the Interior, and Labor--while funds continued to be allocated through the Economic Opportunity Act.

Since 1965, more than 278,000 young men and women out of school and unable to obtain employment have sought a second chance at life through the Job Corps.¹ Most of these young people dropped out of school and took menial jobs because they lacked the basic skills necessary to succeed in a traditional educational setting or to obtain and maintain a meaningful position in the labor market. Before joining Job Corps, most typical Job Corps enrollees faced a bleak future of low-paying jobs or total unemployment, continued poverty, and quite probably, out of desperation, delinquency.

¹U. S. Department of Labor/Manpower Administration. The Job Corps--Residential Training for Disadvantaged Youth, U. S. Government Printing Office, 1970, p. 2.

The history of Job Corps, since its inception in 1964, has been one of overwhelming success. This success has been tempered with failures along the way, and has required periodic reassessment of direction and focus, and subsequent modifications of the program. However, the general picture has been that Job Corps represents one of the most successful efforts of the Federal government to assist disadvantaged, low-income youth.

The Job Corps is a national program, geared toward the provision of basic education and job training of young people, who are poor, have dropped out of school, and are out of work. The most unique feature of the program is its focus on residential training. It is this distinguishing feature which separates Job Corps from other Federal manpower programs.

The Job Corps philosophy is based on two key premises:

- (1) that it is advantageous to many young people to experience a change of environment in a training situation; and
- (2) that these young people need not only job training, but a full range of educational, health and recreational services on an on-going basis.

These are the premises upon which the foundation of the Job Corps was laid, and on which much of its success has been built.

Statement of the Problem

Despite the overall success of the Job Corps, many problems in actual Center operations have been encountered through the years, and these have been addressed through a number of training and staff development efforts.

Recently, central and regional Job Corps administrators expressed an interest in alternative possibilities for staff training which could be delivered primarily on-site and which would improve overall center operations and service to Corpsmen. There was general agreement that a number of operational problems could be alleviated through effective staff development activities.

Past training efforts often have not been relevant to the needs of specific Job Corps centers, nor have they drawn effectively upon the actual problems and experiences of the personnel in the Job Corps environment. The author proposed the establishment of an educational network between Job Corps Centers across the country, and the provision of Center staff personnel with opportunities for developing knowledge pertinent to improved job performance. The proposed "network approach" was designed to ensure comprehensive staff development programs that address both improved job performance and individual professional growth. However, both Job Corps administrators and the author agreed that an assessment of staff training needs must precede any efforts to design and implement a training program.

Based on this agreement, several survey instruments were developed and administered to the staffs at twenty-seven (27) Job Corps Centers across the country.

This document describes a needs assessment survey to determine training needs for Job Corps Center staffs from Centers run by the Departments of Agriculture and the Interior. The study explores major staff problems and identifies relevant areas of staff training needs at selected Job Corps sites, with input from knowledgeable persons at Central and regional levels. Data collected from such exploration and identification is analyzed in Chapter IV of this document.

The author has identified, through means of discussions and consultations with key Job Corps administrators from the Departments of Agriculture and Interior, four basic problem areas in Job Corps center operations.

1. Staff--Corpsmen Interrelations. Staff and corpsmen from varying cultural backgrounds, geographic locations, and age ranges often do not relate well to one another. There is mutual distrust, fear and lack of communication, all of which serve as a detriment to the effectiveness of service to Corpsmen.

2. Utilization of Center Services. Corpsmen are not taking full advantage of the services and experiences available at the Centers. Underutilization of services and facilities can be attributed to many probable causes, among them--poor dissemination of information to Corpsmen on availability

of services and programs; poor organization of activities, so that Corpsmen are not attracted to participate; and lack of Corpsmen involvement in the planning and scheduling of activities.

3. Residential Living Programs. One of the most unique features of the Job Corps is the Civilian Conservation Center, or Residential Living Program. However, this is also one of its biggest problem areas. The administrators of this component of center life are responsible for the Corpsmen during leisure times, and planning is not always adequate, relevant or realistic in terms of the Corpsmen's needs and interests.

4. Staff Development Programs. There is a lack of staff development programs for Job Corps personnel which address both improved job performance and professional growth.

Survey instruments for the study were designed to identify specific training needs in these areas, as well as general needs in other areas of center operations. These instruments are presented in the Appendices.

Significance of the Study

Justification for this study is provided in the lack of successful training efforts for Job Corps staff personnel. The significance of this document rests in its comprehensive examination of the Job Corps Center system as it currently operates, and its identification of areas of strength and weakness. A brief review of the literature provides the reader with a background on the history

and development of Job Corps and the establishment of the rural Civilian Conservation Centers, particularly as these effect staff development and subsequent service to Corpsmen.

The information contained in this document has potential value as a guideline for the development of a comprehensive Job Corps staff training model. In addition, this study can provide a substantial base for the development of more detailed studies of the social dynamics involved in manpower training programs similar to Job Corps.

Limitations of the Study

This is primarily a descriptive study, limited to twenty-seven (27) Job Corps Civilian Conservation Centers surveyed. The study cannot be generalized, except as these generalizations that relate to the Job Corps Residential Living Centers.

A second limitation is the degree of behavioral dynamics integral to the study. The dynamics by which individuals interact, which have direct bearing on the study proposed herein, are complex and often difficult to identify. Hence, this writer has concentrated on staff training needs as related to job performance and professional growth.

Combined with the above limitations is the lack of evaluative material as viewed by the consumer--the Corpsmen. The author would like to see this study extended into a second phase which would concentrate on the attitudes, interests, perspectives and needs of the Corpsmen.

Objectives of the Study

The principal goal of the needs assessment study was to identify and analyze those staff skills, both individual and group, which would increase the effectiveness of staff in creating and maintaining a more professional Job Corps center climate. The study examines staff problems against the general backdrop of the impact of these problems on the total Job Corps program and the delivery of services to Corpsmen.

The objectives of the study are to:

- (1) Collage and synthesize information on previous Job Corps training needs assessment and training programs and their effects.
- (2) Obtain new information relevant to training needs by visiting 8 selected Job Corps Centers and inventorying 19 others, and by involving central and regional Job Corps staff in the needs assessment process.
- (3) Prepare and present findings of the assessment in a form and manner that will facilitate decision-making by Job Corps administrators regarding the development of a training program.

Basic steps in the needs assessment process were:

Step One: The collection and analysis of information on previous training needs assessments of Agriculture-Job Corps Centers; discovery and recording of information on previous training programs and their effects.

Step Two: The establishment of relationships with regional and central-level Job Corps administrators, to discover their views on training needs and arrange for their involvement in the needs assessment (including site visits).

Step Three: The development of data collection instruments for site visits.

Step Four: On-site visits to 8 Agriculture and Interior Job Corps Centers to perform systematic data gathering targeted at performance problems and their resolution (spending 2-3 days at each site).

Step Five: The synthesis and analysis of findings and preparation of a draft document on performance problems and possible training needs.

Step Six: The presentation of draft document to Job Corps Administrators to elicit reactive feedback and involvement in report modification.

Step Seven: The completion of a final document on training needs and an implementation strategy for future training in Agriculture and Interior Job Corps Centers.

Preliminary plans for data gathering included the development and use of the following data gathering instruments and methods during the course of each needs assessment site visit:

- (1) Needs Assessment Inventory to be completed by Center Directors.
- (2) List of Observation Points and Cues for Center Descriptions to be used by interviewers.

- (3) Format or Guide for Individual Interviews/Conversations to be used by Interviewers.
- (4) Format or Guide for Group Discussion Session to be used by Interviewers.
- (5) Needs Assessment Inventory to be completed by all staff members except Center Directors and Recreation Directors.
- (6) Physical Education and Recreation Inventory to be completed by Recreation Directors.

These instruments were organized, for each site, in a notebook (a copy to be carried by each on-site observer/analyst) so that all information relevant to the needs assessment could be gathered and maintained systematically.

These same instruments were delivered to the other nineteen (19) centers, via their regional offices, for completion. Prior to delivery, personal contact was made by the author with each Regional Director and each Center Director involved in the survey, so that full understanding of instrumentation procedures and complete cooperation with the survey was facilitated.

Each packet of instruments was accompanied by a directive outlining explicit procedures for completion of inventories. Center Director and other staff personnel were encouraged to contact the author personally if there was any need for further information or clarification.

Organization of the Dissertation

In Chapter I of this dissertation, a statement of the issues involved, the design and significance, and the limitations of the study have been presented. In this Chapter, the author has outlined the reasons for undertaking the study, and personal anticipations regarding the outcome of the study.

Chapter II will present the historical development of Job Corps Centers over the past ten years. Further, in Chapter II, the author will examine the program as it was originally conceived, and as it currently exists.

Chapter III will describe the actual study proposed herein. The author will describe the methodology used, data collection procedures, and techniques of analysis.

Chapter IV will present the findings of data collection and analysis, and will identify specific training needs areas highlighted in the data analysis.

Chapter V will review the study, make suggestions and recommendations for curriculum development and delivery, and identify implications for further study.

Summary

This document represents a review of the history and development of Job Corps, and the current state of staff development programs at the twenty-seven (27) Civilian Conservation Centers operated by the Departments of Agriculture

and Interior. The document was developed primarily to provide Job Corps administrators with current information on the need for effective staff development programs at the Centers.

The author has attempted to design a study which will elicit directly from staff personnel those specific areas in which they most feel the need for training, education and information. By so doing, the author anticipates that the results of the study will be of particular relevance to the sample population involved, and as such, will be better disseminated and utilized.

It is hoped that this study may provide the vehicle for modification and improvement of Job Corps philosophy toward, and implementation of, staff development programs for the staffs at the Civilian Conservation Centers.

C H A P T E R I I
HISTORICAL PERSPECTIVES

Program Development

In 1964, when the Congress passed the Economic Opportunity Act it provided for a program called Job Corps to prepare young people for a life of work, it established a program that dared seek a future for young people who had none, in a land where the future had always seemed to belong to the young.

Job Corps was to find out why so many young people, better educated and prepared for work than ever before in our history, were turned off by school and turned down for decent jobs. Job Corps determined to open futures--limitless futures, if possible--for these young men and women.

The name of Job Corps places the emphasis where it should be: on work--ultimately jobs for the young enrollees, and on fellowship--active membership in a body of people sharing problems, interests, and prospects for the future.

While Job Corps itself is yet to reach teenage, the concept behind it is a mature one. In fact, it predates vocational education systems and organized youth associations. Job Corps was built on the lessons of the past--the relatively immediate past of the Depression and the long past of educators

from Socrates to John Dewey who had struggled to find ways of helping young people become thinking, working, responsible adults.

Even though the concept was not new, its application was, especially since Job Corps was established at a time that was good generally. Many Americans felt that there was very little we could not accomplish in the 1960's. We were reaching out, successfully, toward the moon. We were anticipating a quick end to Communist violence in Vietnam. We were stepping up to our long postponed responsibilities toward making ours a color-blind society. We were declaring war on some of man's most ancient and intractable foes--poverty, disease, ignorance. And along the way we were discovering new facts about some of our most confusing problems--facts that would eventually become part of the solution.

Among the ideas produced during the almost euphoric time in our history was that there existed in this country a culture of poverty which, as with any culture, provided a way of looking at the world and of responding to those perceptions. Those who resided in this culture of poverty were trapped in a self-perpetuating cycle. Each generation provided to the next a set of views, beliefs and expectations that were almost certain to produce the same severely limiting perceptions in the next generation.

One of the proposals for interrupting this cycle was the Job Corps, dedicated to the principle that young men and women could escape from the cycle of poverty by being removed from deprived or disruptive environments and helped to join the mainstream of American economic and social life.

The major means for dealing with largely urban poor and unemployed young people was the Depression-born Civilian Conservation Corps (CCC). Of all the programs created at a time when a troubled Nation was seeking a way to end a situation which found one-third of its citizens ill-housed, ill-fed, and ill-clothed, the CCC was one of the most successful and least controversial. More than 2 million young Americans accepted the chance offered through the CCC for wholesome food, a healthy environment, and hard work. Objective assessment of the program indicates that most gained by the experience.

Early on, the Job Corps established a number of centers in rural areas. Run mostly by the Department of Agriculture's Forest Service and the Interior's National Park Service, the conservation centers (82 at the peak in 1969) served about 180 men each. Enrollees worked with heavy equipment, training for careers in building maintenance, carpentry, painting, and other outdoor work.

The experiments and conclusions of the social scientists had pointed to the need for intensive support services--basic education, "life skills" preparation, and physical and recreational activities--to supplement the vocational training for the young enrollees. This view was held also by those experienced with another Depression-spawned program, the National Youth Administration, whose activities emphasized training and education rather than income and work.

Job Corps then was an amalgamation of tried experiments and new approaches, including the element that is its major distinction from other

manpower and training programs--residential centers which offer a variety of services to help young people discover and develop their job potentials.

During the first ten years of operation, Job Corps built up an impressive record of achievements. In all sections of the country (including Hawaii and Puerto Rico), the Job Corps program established centers for young people. Almost three-quarters of the centers offer training which is strongly job-oriented, union-sponsored and pre-apprenticeship level. In addition, the Job Corps has achieved the following:²

Trainees at Civilian Conservation Centers have completed more than \$125 million worth of vocational training projects in national forests, parks, and other public lands.

Eight centers have bilingual programs to help Spanish-speaking enrollees, and there is a special center for Indians run by Indians.

Job Corps developed innovative educational methods and materials widely used in other training programs and in hundreds of American public schools.

Through its general education program, it helped thousands of young men and women obtain the equivalent of a high school diploma--without which many young people are barred from jobs with a future.

And it opened the possibility of a college education to those who were potential college material.

Given the philosophy that each person who enters the Job Corps has individual needs, differs from all other Corpsmembers and also changes from

²U. S. Department of Labor, Manpower Administration. Leaving the Future Open--Job Corps, The First Decade. Washington, D. C.: U. S. Government Printing Office, 1974, p. 2.

day to day, will progress at his or her own rate and hence needs flexible personalized teaching, then the Job Corps had to develop a variety of facilities to permit flexibility:

Civilian Conservation Centers, operated by the Department of Agriculture or the Department of the Interior in national parks and on other public lands. These small centers, averaged 180 enrollees, concentrate on teaching such skills as heavy equipment operation and maintenance and construction trades.

Regional Centers, operated under contract by business firms or, in one case, a State educational foundation. These centers provide training in a wide variety of skills and vary in size from 200 to 2,200.

Historically, the larger regional centers have been for men only and the smaller ones for women. But Job Corps, in response to a changing society, has begun to experiment with coeducational components in some of the regional centers and has begun offering non-traditional training to women, such as welding and pre-apprenticeship training in the construction trades.

Local Job Corps Centers, designed to train young men and women from a single State or locality and to coordinate their activities with existing community services. These more recently developed centers concentrate on training for 125 to 350 enrollees for jobs needed in the immediate area, are operated by private industry or nonprofit organizations, and are located in or near metropolitan areas.

The application of the principle of individualized training begins when a young man or woman enrolls in Job Corps. A new enrollee is assigned to the

center nearest home that fits his or her individual needs.

Each center then seeks to identify as early as possible the individual strengths, weaknesses, goals, and educational deficiencies of the new Corpsmembers, sets up a schedule to respond to this spectrum of need, and continually evaluates individual progress.

Current Status of Job Corps

To gain a total perspective of the Job Corps Program, one must look not only at the programmatic achievements, but also, at the achievements of the individuals it serves--the changes in status, self-image and outlook for the future. The following pages present this total perspective and begin by examining the eligibility criteria for enrollment in Job Corps; the types of individuals the Job Corps serves; and the manner in which the Job Corps Program operates.³

Entering the Job Corps

Job Corps enrollees are recruited by the various State employment services, by Women in Community Service (a group of volunteers), and by trade union locals and other organizations. All Corpsmembers volunteer for the program. In order to qualify they must:

³U. S. Department of Labor, Manpower Administration. Leaving the Future Open--Job Corps, The First Decade. Washington, D. C.: U. S. Government Printing Office, 1974, pp. 2-4.

Be 16 through 21 years old at the time of enrollment.

Be permanent residents of the United States.

Have dropped out of school or be unable to benefit from continuation in a regular school.

Need a vocational training in order to get and hold a decent job.

Come from a low-income family.

Have the physical health and mental ability to benefit from the program.

Express a firm interest in joining the Job Corps and a desire to do their best to complete the training.

Not have a history of serious criminal or anti-social behavior that would jeopardize their own safety or that of others.

Once in Job Corps, enrollees are encouraged to remain long enough to complete training, which can take up to two years, although the average stay is six months.

The Average Corpsmember

What is the average Job Corpsmember like? There are two ways to answer this question, and both answers are needed. First, on a statistical basis, of those who enter Job Corps:

60 percent are black and approximately 11 percent Spanish speaking.

73 percent are young men.

27 percent are women.

80 percent are from urban areas, where social problems are concentrated.

69 percent, upon entry into the Job Corps, score below sixth grade reading level.

89 percent are school dropouts.

63 percent are from families whose annual incomes are \$4,999 or less.

But averages, by their nature, are abstractions. They cannot reflect the flesh and blood reality--the good, the bad; the indifferent, the eager; the beautiful. And perhaps this second measurement, is the most important.

For example, there's Job Corps graduate, George Foreman. Who, by his own admission grew up as a confused, young juvenile delinquent in Houston, with at least a local record of having broken 200 windows in a single day of intensive vandalism. He was on a long ride downward when he was encouraged to join the Job Corps. "Don't talk down the American system to me," he now says. "I know what men go through to make it run. I know also some of its rewards can be there for anybody, if he will make up his mind, bend his back, lean hard into his chores, and refuse to allow anything to defeat him." And then he adds, "I'll wave that flag in every public place I can."

George Foreman may be Job Corps' most publicized grad, but there are tens of thousands of others whose lives it has touched and changed, for their own good and our own. For example, there's Walter Mitchell, a high school dropout from Vaiden, Mississippi. Immediately after graduating from

the Job Corps, he got a job running a bulldozer in New Haven, Connecticut, at \$5.85 an hour. Four years later he was making \$7.05 an hour, had his own apartment and car, was coaching a basketball team, and planning to enter college and become a civil engineer.

And Willa Young of Louisville, Kentucky, who, though a high school graduate, just couldn't find a job. Despite feeling that she had no hope for the future, Willa learned about Job Corps. At the Cleveland Job Corps Center, Willa trained to become a physical therapist. Her year in Job Corps did for Willa what it has done for tens of thousands of others. It provided more than a skill. It provided a whole set of keys for unlocking doors to a better future. As she put it, the experience in Job Corps remolded her "from head to toe and inside the head--everything that makes a person."

After graduation, Willa started as a physical therapist assistant at General Hospital in Louisville. According to her supervisor, Willa ". . . was very good, very responsible. She was one of the best workers I've had, and she got better with more confidence."

But Miss Young wasn't satisfied. She decided to enter the University of Louisville and take the courses needed to qualify her as a certified physical therapist. One reason she doesn't worry about her ability to do well there is the Job Corps experience, for "after being in the Job Corps, you get used to learning something every day."

There are thousands of success stories in the 12-year history of Job Corps. And there are failures too, just as there are in every area of life.

Where Job Corps differs is that, in a very real sense, failure is an unwritten requirement for entry into Job Corps. The young people who come to Job Corps are the dropouts, the pushouts, and the fallouts from our school system, indeed of our society.

Thus, the raw human material arriving at Job Corps centers consists of what some might call "losers." But Job Corps does not approach them as losers; rather it regards them as potential "winners."

Job Corps does not make assumptions about negative learning potential. It makes the assumption that the discouraging statistical profile of the average recruit gives no measure, no idea of what this particular young person's real capacity for learning may be.

It makes the assumption that positive stimulation--staff reinforcement of the concept that "you have abilities you haven't begun to tap"--is essential throughout the formal and informal programs at a center.

And it dares to make the additional assumption that the young man or woman will be motivated to learn when his or her needs are recognized and the training program is tailored to those needs. In short, the philosophy that has evolved emphasizes the principle that nothing is more unequal than the equal treatment of unequals.

When a Corpsmember arrives at a Job Corps center, he or she begins a new kind of life. The Corpsmember is assigned to comfortable quarters and is responsible for keeping them neat and clean. Since about 50 percent of Job Corps enrollees have not seen a doctor or dentist in 10 years, the new

Corpsmember receives comprehensive medical, dental, mental health, and other health-related services, which now include screening for sickle cell anemia and sickle cell trait, and a culturally sensitive health education program.⁴ The Corpsmember can expect nutritious meals served in the center cafeteria. He or she will take part in physical training classes, hobby groups, and student government. On weekends, the Corpsmember can visit nearby communities under supervision for recreation and can attend religious services. After six months, the Corpsmember is eligible for two weeks of home leave. There are other benefits as well.

A Corpsmember receives work and dress clothing. The Federal Government pays for travel, usually by bus, from home to the center and return. There is a monthly allowance of \$30, which may be increased to \$50 if performance comes up to standard expectations. In return, the Corpsmember is expected to attend classes, work hard, and observe center regulations. When he or she has completed Job Corps training or performed satisfactorily in Job Corps for six months, a readjustment allowance of \$50 for every month of service is paid. There also are allowances for dependents.

Life in a center is, of course, more than rewards and obligations. It is, first and foremost, a learning experience, one carefully designed to combine education and work training and modified over the years to maximize the many lessons learned in dealing with Job Corps enrollees.

⁴U. S. Department of Labor, Manpower Administration. Leaving the Future Open--Job Corps, The First Decade. Washington, D. C.: U. S. Government Printing Office, 1974, p. 5.

Education Plus Work Training: The Job Corps program combines remedial education, work-skill training, on-the-job work experience, and social redirection, if needed. Under the guidance of professional educators and instructors--some from industry and labor unions--Job Corps enrollees can progress from performing at the lowest grade levels to acquiring their high school equivalency certificates.

The Job Corps general education program includes reading, mathematics, language and study skills, consumer education, advanced general education, standard English, English as a second language, home and family living, health education, and orientation to the world of work.

The program concentrates on using the best instructional materials and techniques available, emphasizing instructional curriculums which permit students to proceed at their own pace.

Advanced General Education Program: Because a great many jobs require a high school diploma or its equivalent to qualify for employment, the Job Corps has undertaken to provide Corpsmembers with the information, concepts, and general knowledge needed to complete successfully the American Council on Education's High School General Educational Development (GED) test.

This program, designed to meet the learning needs of students who qualify--those with a sixth-grade mathematics and reading ability--has now been thoroughly tested at Job Corps centers. Results have been highly

encouraging. Approximately 4,000 Corpsmembers receive their GED's each year.

Vocational Training Programs: The Job Corps vocational training programs prepare young men and women for specific jobs with known manpower shortages. Corpsmembers are trained for jobs in automotive and machinery repair, food services, electronics assembly, electrical appliance repair, construction and metal trades, transportation and heavy equipment operation, health occupations, clerical and business skills, cosmetology, and other occupations currently in demand. As described later in this chapter, civilian conservation centers offer enrollees pre-apprenticeship training in heavy equipment and other construction trades (carpentry, painting, plastering, cement masonry, and bricklaying), which is conducted by labor unions.

Work Experience: The Job Corps work-experience program gives Corpsmembers actual training on the job. Youth often work in nearby business firms, hospitals, and government agencies or on conservation and building on public lands.

Overcoming the Language Barrier: Once a young man or woman steps through the door of a center, the Job Corps accepts responsibility for helping the new Corpsmember achieve his or her potential. But some enrollees stumble at the threshold because they speak a different language or have a different cultural orientation from that of most Corpsmembers.

Job Corps determined the enrollees should not be penalized because of their language and culture. Its aim is to serve all Americans, regardless of language, culture, or origin. Perhaps that point of view is more precisely expressed by revising it from "regardless of language, culture, or origin," to "with due regard to language, culture, or origin." Job Corps saw clearly that there was no better example of the principle of equal treatment of unequals being unequal than with its Spanish-speaking enrollees.

As a result of this self-examination, an action program was designed to respond to the needs of the Spanish-speaking Corpsmember. Now there are eight centers with bilingual programs; Spanish-speaking enrollment has grown to 12.5 percent of the total Corpsmembers; and 9.5 percent of the staff are of Spanish origin.

Entry To College: Job Corps is not "just" a mechanism by which young people learn vocational skills and remedy deficient educational backgrounds. It also provides a reservoir of college candidates. Of the 22,000 youth currently enrolled in Job Corps centers across the Nation, about 10 percent are potentially excellent college material.

In fact, many Job Corps youth have already gone on to college and have established good achievement records. Individual attention given Corpsmembers by trained instructors and counselors soon identifies those whose attitudes, motivation, and life style give promise of success in higher education. During the 10-year history of the Corps, there have been many examples of Corps-

members who, once given a chance to unlock motivations and ambitions, rapidly overcame previous educational deficiencies and went on to gain a momentum that can stimulate greater achievement.

Cooperative Efforts

Education

One of the many ways by which Job Corps has returned dividends to the Nation is by enriching educational methods. Multimedia materials and techniques developed and used by Job Corps are now being widely used in other youth training programs, in the Armed Forces, and in hundreds of public schools across the country to speed the learning rate of students and help potential dropouts stay in school.

In a variety of ways, Job Corps has involved several school systems in its program--systems in Milwaukee, Seattle, Portland, Oregon, Chicago, Los Angeles, Phoenix, Cincinnati, and in New Jersey and the Commonwealth of Puerto Rico. Five Job Corps centers have been accredited as high schools by certifying agencies.

Under a joint program with the National Education Association (NEA), some 400 public school teachers from 270 school systems have taught in Job Corps centers, lending their expertise to the centers and taking back with them techniques learned in the Job Corps.

Under another project, with the American Association of Colleges for Teacher Education (AACTE), 20 institutions of higher learning placed more than 300 student teachers and graduate counseling students in 19 Job Corps centers. The work experience with Corpsmembers prepares them to work specifically with youth who do not normally meet with success in the public schools. Centers have also had the services of VISTA workers, volunteers from surrounding communities, work-study students, student interns, health science students, foreign social workers, and youth leaders.

Unions

The Job Corps seeks to be more than an isolated success story. Its objective is to serve as an important link in a chain of achievement that stretches from idleness and lack of hope at one end to a productive and well-paying job at the other. Few actions have been more effective in building this chain than the cooperation extended to the Job Corps by organized labor, which began at the Jacobs Creek Job Corps Center in Bristol, Tennessee, back in 1966. The Job Corps and the International Union of Operating Engineers launched a small scale, almost experimental, effort to see if pre-apprenticeship training programs could be a practical option for Job Corps trainees.

That early effort was encouraging. And it paved the way for cooperation with other interested and concerned unions, initially the Bricklayers, Masons and Plasterers International Union of America; the United Brotherhood of

Under another project, with the American Association of Colleges for Teacher Education (AACTE), 20 institutions of higher learning placed more than 300 student teachers and graduate counseling students in 19 Job Corps centers. The work experience with Corpsmembers prepares them to work specifically with youth who do not normally meet with success in the public schools. Centers have also had the services of VISTA workers, volunteers from surrounding communities, work-study students, student interns, health science students, foreign social workers, and youth leaders.

Unions

The Job Corps seeks to be more than an isolated success story. Its objective is to serve as an important link in a chain of achievement that stretches from idleness and lack of hope at one end to a productive and well-paying job at the other. Few actions have been more effective in building this chain than the cooperation extended to the Job Corps by organized labor, which began at the Jacobs Creek Job Corps Center in Bristol, Tennessee, back in 1966. The Job Corps and the International Union of Operating Engineers launched a small scale, almost experimental, effort to see if pre-apprenticeship training programs could be a practical option for Job Corps trainees.

That early effort was encouraging. And it paved the way for cooperation with other interested and concerned unions, initially the Bricklayers, Masons and Plasterers International Union of America; the United Brotherhood of

Carpenters and Joiners of America; the International Brotherhood of Painters and Allied Trades; and the Operative Plasters' and Cement Masons' International Association of the United States and Canada. Later, two additional unions joined the training program--the Brotherhood of Railway, Airline, and Steamship Clerks, and the Marine Cooks' and Stewards' Union of the Seafarers' International.

As a result of the growing willingness of unions to cooperate in this training, from that small beginning at one Job Corps center has grown a program that now includes over 2,000 training opportunities in 33 centers.

Most encouraging, the placement rate for graduates on whom we have reports and who are available for placement is 96 percent. This is the highest placement rate achieved by any federally funded manpower program. And these are placements in good jobs--jobs with a future.

In fiscal year 1971, nearly 600 trainees were placed through these cooperative programs at an average starting wage of \$3.26 an hour. The following year, 912 were placed at an average starting wage of \$3.66 an hour. In fiscal year 1973, 1,200 were placed at an average wage of \$4.02 an hour.⁵

Much of the success indicated by this kind of placement record is due to the kind of training provided. It is highly practical training. Reese Hammond, Operating Engineers research director, likes to tell the story of a badly damaged

⁵U. S. Department of the Labor, Manpower Administration. Manpower Report of the President. Washington, D. C.: U. S. Government Printing Office, 1972, p. 6.

bulldozer declared excess property by the Atomic Energy Commission and given to Job Corps. "The had of the engine block was cracked and had been welded on the inside, but the weld hadn't been ground down," Hammond relates. "As a result, the coolant had leaked into the oil pan, corroding the sleeves and bearings. We spent \$1,400--all for parts--and 12 Job Corps mechanic-trainees rebuilt the whole machine under the supervision of an Operating Engineer Journeyman."

"When the job was done," Hammond adds, "we had a 35-ton bulldozer on which to train youngsters and the manufacturer's representative said the dozer now has a fair market value of \$20,000."⁶

Thus, through this practical effort, one man's junk turns out to be another's vehicle to a \$7-an hour job as a heavy equipment operator or mechanic.

From the day an enrollee arrives at a Job Corps center, a program is planned to help him or her move on to a good job. When training is completed, graduates are helped to get a job by Job Corps placement officers, by the local office of the State employment service, or by one of the Job Corps GATE (Graduate Aid to Employment) Houses, located in 13 cities with heavy concentrations of returning Corpsmembers. Volunteer organizations such as JACS (Joint Action in Community Service) and WICS provide the support services former Corpsmembers often need to adjust to the world of work.

⁶ U. S. Department of Labor, Manpower Administration, Leaving the Future Open--Job Corps, The First Decade. Washington, D. C.: U. S. Government Printing Office, 1974, p. 7.

Most recent studies undertaken to measure the success of Job Corps have shown that more than 93 percent of graduates available for placement during the past year got jobs, returned to school, or went into the Armed Forces. Of the remainder, some were looking for better jobs, others were not yet employed because they were too young to meet age requirements for certain jobs, and some of the young women had married and were no longer in the labor force.

New Directions for Job Corps

Most teachers will admit that the learning process works both ways--the instructor learns from the class as the class learns from the instructor, the interchange vitalizing the process. So it has been with Job Corps in the first decade of its existence. Some of its basic principles--training in a residential setting, vocational education, job placement--are as essential to today's Job Corps as to that of 1965. But some practices such as sending participants far from home, emphasizing conservation work at the expense of skill training, and providing only limited support services were found to be of questionable value.

So from the beginning, Job Corps evaluated its principles, its processes, and its progress. High dropout rates following enrollment cast serious doubt on the wisdom of transporting young men and women from their home areas to other sections of the country. The commercial job potential of conservation

work was measured against work experience and skill training. And Job Corps learned in its early stage of the urgent need for health education, comprehensive health care, and support services, including counseling and career guidance.

One of the most significant lessons of the first years was that young people who lack a basic foundation in language and mathematics do poorly in many kinds of vocational training and in most jobs. Job Corps pioneers in methods of imparting the basic educational skills to young people who had a history of school failure and who were not motivated by traditional school methods. To respond to their needs, it established a general education program that has been copied by hundreds of local school systems concerned about similar problems.

During these years, experience proved also that there were some enrollees who did not need the intensive educational and support services of a residential center. These Corpsmembers could become job-ready through skill training provided in a setting close to their homes and in the labor area where they planned to work. Starting in 1970, Job Corps set up a number of smaller centers to train Corpsmembers for available jobs in their own communities.

Over the first decade of its existence, Job Corps has changed continually as the result of more realistic understanding of its potential and as a response to new methods and programs for achieving that potential. Two changes are outstanding because of their influence on Job Corps philosophy and operation-- transfer of the Job Corps from the Office of Economic Opportunity to the

Department of Labor in 1969 and passage of the Comprehensive Employment and Training Act (CETA) in 1973.

The former provided for a close linkage between Job Corps and the manpower training activities of the Labor Department, as well as closer ties between Job Corps and the State employment services. The Department's Bureau of Apprenticeship and Training, for example, worked with Job Corps in developing the Union-sponsored pre-apprenticeship programs which have proved so successful. And close ties with the employment service have made it easier for Job Corps to utilize the job development and placement services of the State agencies.

When Congress passed CETA, which decentralized most manpower programs, it reaffirmed the mandate it had given to Job Corps in 1964 by retaining it as a separate entity (Title IV) in the Act. It was the only national program so treated. Under CETA, Job Corps enrollees are being trained increasingly by existing local manpower programs and educational institutions, including local technical schools and skills centers. At the same time, enrollees in other manpower programs can benefit through the availability of Job Corps services and facilities under local agreements on a non-residential basis.

The Assessment

The author has attempted simultaneously to count Job Corps achievements, and confess its sins. In its desire to accomplish much, Job Corps has dared much, failed sometimes, created controversy, and earned both accolades and criticism. What is certain is that it has added incalculably to the art of motivating and training alienated young men and women, and that it has touched the lives of hundreds of thousands of young people and guided them into the mainstream of American life.

Mary Doolittle, former director of the Los Angeles Job Corps Center, has said, "You've got to remember, nobody else wants and will take the young ladies in our center to do anything with them. They are have-not girls. They are a lost generation."⁷ That so many young people who did not have the education, the skill, and the social attitudes to attain what most Americans regard as their birthright--a good job, self-respect, and hope for the future--have now realized these goals is a cause for satisfaction.

But there is a greater source of satisfaction about Job Corps' first 10 years, as well as encouragement about the future. It is perhaps best summed up in some words from Lillian Smith's The Journey:⁸

To believe in something not yet proved and to under-
write it with our lives; it is the only way we can
leave the future open. . .

⁷ U. S. Department of Labor, Manpower Administration. Leaving the Future Open--Job Corps, The First Decade. Washington, D.C.: U. S. Government Printing Office, 1974, p. 9.

⁸Ibid., p. 10.

Taking action to leave the future open to young people otherwise lacking hope and the means to secure it is what the Job Corps is all about.

The needs assessment survey undertaken by the author represents one attempt by the administrators of Job Corps to continue to "leave the future open for the young." One of the criticisms, both internal and external, of the Job Corps residential living program, is the inconsistencies between Job Corps philosophy and current staff/Corpsmen relationships. This assessment is the first phase of a long-range plan to retrain Job Corps staff members to interface more effectively with Corpsmen, and thus, improve service delivery, thereby maintaining the high achievement record of Job Corps.

C H A P T E R I I I

SURVEY DESIGN

General Methodology

Data for the survey was collected through two primary means: (1) on-site visits to eight selected Job Corps Centers and (2) the administration of a number of survey instruments to the staff personnel of all Job Corps Centers participating in the study.

Of the twenty-seven (27) Civilian Conservation Centers included in the survey, seventeen (17) were administered by the Department of Agriculture and ten (10) by the Department of Interior. A total of five hundred twenty (520) staff persons participated in the survey, for an average of nineteen (19) responses per site.

The eight Centers chosen for site visits were selected, from the total sample of twenty-seven clusters, on the basis of geographic location, in an attempt to establish a representative sample of all centers for firsthand observation. The centers visited were:⁹

<u>Anaconda</u>	in Anaconda, Montana (A)
<u>For Simcoe</u>	in White Swan, Washington, (I)
<u>Golconda</u>	in Golconda, Illinois (A)

⁹An (A) indicates that the Center is under the auspices of the Department of Agriculture. An (I) indicates that the Center is administered by the Department of the Interior.

<u>Harpers Ferry</u>	in Harpers Ferry, West Virginia (I)
<u>Ouachita</u>	in Royal, Arkansas (A)
<u>Pine Ridge</u>	in Chadron, Nebraska (A)
<u>Timber Lake</u>	in Estacado, Oregon (A)
<u>Treasure Lake</u>	in Indrahoma, Oklahoma (I)

A total listing of all twenty-seven Centers included in the survey may be found in Appendix A.

Site visits were made by four (4) two-person teams who spent two to three days at each site, observing and making anecdotal records.¹⁰ All additional information used in the study was collected through the use of three survey instruments¹¹ designed by the author to inventory those areas in which the staff members themselves felt that they most needed or wanted training.

Description of Survey Techniques

On-Site Visits

Two-person teams visited eight selected Job Corps Centers across the country. Each on-site survey team visited two sites and, usually, was accompanied by a Regional staff person from the U. S. Forest Service.

The objectives of the survey teams were as follows:

To make personal contact with the Center Directors,
staff and Corpsmen;

¹⁰ See Appendix B for samples of interview guides used by survey teams.

¹¹ See Appendix C for samples of survey instruments used.

To gain a personal perspective of the total Job Corps experience; and

To observe, firsthand, the many varied Job Corps environments.

Each site visit covered a two-to-three day span of time, and afforded the survey teams the opportunity to observe all facets of the daily routine in the Center.

Teams were able to observe general Center environment and record overall impressions. They were allowed to meet and talk with staff members on an individual basis, and were also given a chance to participate in group staff discussion sessions.

Teams observed the Corpsmen at meals, in class, in training sessions and during leisure periods. The informality of the visits allowed the survey teams to observe Center life in actual daily operation and to get to know a few of the Corpsmen personally. The Corpsmen group meetings, in which the teams participated, were conducted in a free and open manner. Concerns and issues were honestly revealed and discussed by the Corpsmen, so that the observers were given a clear perspective on Corpsmen attitudes, adjustments and problems.

Some very significant information was obtained from the on-site visits, and the author feels that this information is invaluable as a supplement to the data base obtained through the analysis of the completed survey instruments.

It is relevant at this point in the document to express appreciation to the Center Directors, staff personnel and Corpsmen of the eight sites visited. Everyone was most cooperative, interested and supportive. The active participation and cooperation of Center personnel in the visits made the job of the survey teams easier and most pleasant.

Survey Instruments

It is the personal philosophy of the author that the most effective training is that which is designed specifically to meet the expressed needs of those individuals who are to receive the training. Therefore, the author developed three survey instruments designed to assess areas in which staff members felt the greatest need for training and/or knowledge.

The instruments used in the study were designed to assess total staff needs, and were addressed to staff members, in general. The Center Directors received a form somewhat different from that of the general staff, due to their unique positions as chief administrators. In addition, an entirely separate questionnaire was developed for the Directors of Physical Education and Recreation. This questionnaire was designed to elicit a description of the total recreation program, as well as identifying the training needs of the program director.

Twenty-seven (27) survey packets were delivered or mailed to each site included in the survey. Each packet contained one Center Director's Inventory,

one Physical Education and Recreation Inventory and sixty Staff Needs Assessment Inventories. Of the twenty-seven (27) packets sent out, nineteen (19) were returned to the author in time to be included in the study. Sixteen (16) Centers submitted their staff returns by the deadline date for inclusion in the data analysis. It is on these sixteen (16) staff returns (representing approximately 520 individual inventories), along with nineteen (19) returns from individual Center Directors and sixteen (16) returns from individual Directors of Physical Education and Recreation programs that the data referred to in this study is based.

General Guidelines for Analysis of Data

Site Visits

In an attempt to characterize and classify the eight (8) Centers to which site visits were made, and in so doing, establish a framework for classifying all other Centers involved in the project, the author identified a series of descriptive dimensions. These dimensions can each be broken down on a continuum which will describe the probable spread within each dimension. There are positives and negatives at both ends of the continuum. The dimensions,¹² their specific components and the continuum are described in detail in the following chapter. In general, the seven dimensions identified are as follows:

¹²These dimensions do not reflect any inferences, direct or indirect. They are simply descriptors of the facts as they were observed. They do, however, provide implications for characterizing training needs and conceptualizing training approaches.

1. Total Center environment
2. Center accessibility
3. Composition of Corpsmen group
4. Corpsmen stability
5. Composition of staff
6. Organizational structure
7. Center communications

Staff Inventory

For purposes of analyzing expressed training needs, various staff occupational categories were grouped together. These aggregates were based primarily on type and degree of interaction with Corpsmen. There were four basic categorical breakdowns:

1. Group living and Recreation personnel: those staff members who interact with Corpsmen daily, primarily on an informal basis during evening hours.
2. Educational and Vocational personnel: those staff members who interact with Corpsmen daily, primarily on a more formal, structured basis during the daytime hours.
3. Administrators, Counselors and Health personnel:¹³ those staff members whose primary contact with Corpsmen is centered around special needs and is, therefore, infrequent.

¹³ Although counselors should appear in Group 1 under ideal circumstances, the observational data collected from the on-site visits has shown that, in the majority, counselors are functioning in a daytime capacity.

4. Second-level Administrators (e.g., secretaries) Clerks, Kitchen Staff and other Support personnel: those staff persons whose contact with Corpsmen is frequent, but informal and not directly related to Job Corps objectives.

C H A P T E R I V
FINDINGS OF THE STUDY

Descriptors of Center Characteristics

In an attempt to get a general feel for the atmosphere of the individual Job Corps Centers in which staff members were working, the author identified seven dimensions of importance to the functional, social and emotional environment of the Centers. Each of these dimensions can be broken down into component parts, as outlined below.

I. Total Center Environment (Open and Involved as opposed to Closed and Restrictive). This dimension refers to the degree to which the Center is supportive of Job Corps objectives as expressed in the Job Corps philosophy. All other dimensions of the Center revolve around and are reflective of this primary dimension, in large measure. Some components of this dimension are as follows:

- A. Use of innovative learning techniques.
- B. Method of developing and modifying rules and regulations.
- C. Degree of Corpsmen involvement in Center management.

II. Center Accessibility (Isolated as opposed to Non-Isolated).

This dimension refers to the degree of external relationships, both institutional and social, in which the Center is active. Some components of this dimension are:

- A. Physical location
- B. Social remoteness
- C. Community interface

III. Composition of Corpsmen Group (Homogeneous as opposed to Heterogeneous). This dimension describes the characteristics of the Corpsmen groups in terms of their degree of compatibility with staff. Some components of this dimension are:

- A. Similar background to that of majority of staff.
- B. Similar background to surrounding citizenry.

IV. Corpsmen Stability (High as opposed to Low). This dimension simply describes the degree of turnover in Corpsmen during the initial phase after their entry into the program. Some probable contributors to this dimensions are:

- A. False information given by screeners and resulting disillusionment with Center environment.
- B. Improper or inadequate orientation to Center life.
- C. Inability to relate to other Corpsmen and/or staff.

V. Composition of Staff (Close as opposed to Distant). This dimension describes the composition of staff personnel particularly as they relate to and interact with the Corpsmen. Some descriptors of this dimensions are:

- A. Ethnicity
- B. Rigidity
- C. "Age" (empathy as opposed to chronology)
- D. Origins

VI. Organizational Structure (Rigid as opposed to Flexible). This dimension describes techniques of Center management and operation particularly as reflected in Center rules, regulations and policies. Components of this dimension are:

- A. Articulation of policies
- B. Frequency of policy changes and updates
- C. Corpsmen input
- D. Staff promulgation
- E. Dissemination of information

VII. Center Communications (Gaps as opposed to Free Channels). This dimension describes the degree of communication existent between and among Corpsmen and staff.

Exhibit I: Example of Dimensions and Continuums

Closed and Restrictive 1	Total Center Environment	Open and Involved 10
Isolated 1	Center Accessibility	Non-Isolated 10
Homogeneous 1	Composition of Corpsmen Group	Heterogeneous 10
Low 1	Corpsmen Stability	High 10
Distant 1	Composition of Staff	Close 10
Rigid 1	Organizational Structure	Flexible 10
Gaps 1	Center Communications	Free Channels 10

In making observations about the eight Centers visited, the site teams attempted to place the Centers along a continuum of 1-10 for each dimension. One (1) represents the far left side of the continuum and ten (10) represents the far right side, with varying degrees in between. After examining the results of all site visit observation reports, two Centers were identified as being at opposite ends of the continuum, with the other six, being spaced fairly evenly along the continuum. The eight-Center sample demonstrated that environmental characteristics vary from Center to Center, ranging along the entire continuum. The sample further revealed that Center environment is, in almost all cases, directly related to the administrative posture of the Center Director.

For purposes of this document, the author will describe the two Centers placed at the far ends of the continuum. It is unnecessary to outline the specifics of each site visit. It is important to describe how the centers were rated, to emphasize the differences which exist among centers, and to demonstrate how various situations can be improved through proper staff training and motivation. Also, the author did not feel that it was necessary to identify Centers by name, since the purpose of this study is not to evaluate any one Center as "good" or "bad". Rather the objective is to assess the entire network of Job Corps Civilian Conservation Centers in terms of those areas in which staff training could upgrade the entire Center operation in terms of effectiveness and service to Corpsmen.

Center 1 was placed at number two (2) on the scale in terms of total center environment. Center is somewhat isolated and removed, both physically and socially, from surrounding communities--placed at number three (3) on the scale. The composition of the Corpsmen group is neither homogeneous nor heterogeneous, and was given a rating of five (5). Corpsmen group is highly motivated to get through the Job Corps program, so stability is fairly high, despite isolation and other difficulties. Corpsmen get through and out as quickly as they can--number six (6) on the scale. Staff at this Center were remote from and not committed to the Corpsmen to the degree that they could be--number one (1) on the scale. The organizational structure provided to be rather rigid and not conducive to policy change nor receptive to Corpsmen input--number one (1) on the scale. Communication, between staff and Corpsmen and among the staff members themselves, was minimum--number two (2) on the scale. The overall impression of this Center was one of a highly structured organization, insensitive to the needs, desires and interests of the Corpsmen it is to serve, and designed primarily to maintain order and discipline. This Center was given an overall rating of two point six (2.6).

Center 2 was placed on number nine (9) in terms of total center environment. There was evidence of openness toward and involvement with the Corpsmen, and it was apparent that the Center Director desired to move along the continuum in the direction of number ten. The Center was not too isolated and has built up some relationships with the local communities and

surrounding institutions. It was placed number eight (8) along the continuum in terms of accessibility. The Corpsmen group is relatively heterogeneous, in that several races are represented, though not in equal degrees--number six (6) on the continuum. Corpsmen stability was generally high. The orientation program was effective and Corpsmen adjustments was good--number eight (8) along the continuum. Staff composition exhibited a staff that was concerned about the Corpsmen and was attempting to serve their best interests. The center was placed at number nine (9) on the continuum for this dimension. Organizational structure was not rigid and was designed around meeting the needs of the Corpsmen. Center Director was open to changes and improvements if they would benefit the Corpsmen--number seven (7) on the continuum. Communication was relatively open and receptive--number seven (7) on the scale. The overall impression of this Center is a good one. One observes an environment in which there are efforts being made to maintain and upgrade the objectives of Job Corps while improving service to Corpsmen. The average rating for the Center, looking at all dimensions, is a seven point seven (7.7).

The visitation teams observed that, for most centers, the greatest areas of difficulty were with the residential living and recreation programs. Staff coverage was often poor during leisure hours, and planned activities for the Corpsmen were minimum. Many counselors, who were needed more

during this period of the program than at any other time, were assigned to a day shift and were not even on site.

The major concern with the education and vocational training programs was lack of interstaff communication, which resulted in less than maximum benefit to the Corpsmen. Staff members were unaware of problems and issues in the other program, were not sharing information on the progress of individual Corpsmen in the other program, and were not knowledgeable about the total program. Day staff and evening staff seldom had an opportunity for interaction and communication.

An additional area which was observed as an area of difficulty was that of staff/Corpsmen communication. There were problems with staff communicating with Corpsmen. The total center communications system represented a problematic area.

Obviously, these problems are not inherent in all centers to the same degree, as can be seen from the descriptions of the two centers mentioned earlier in this section. However, there were areas of concern which were observed as being prevalent in all centers in varying degrees. There is immense variability among centers. No two centers are alike, and no one training program or approach is going to satisfy the needs of all centers. The eight site visitations served to reinforce the author's position that any training effort must be tailored to meet the unique and specific needs of the particular center being served.

Analysis of Survey Inventories

Three survey instruments were used for the staff inventory. The Needs Assessment Inventory for Job Corps Center Directors was given to twenty-seven Directors and completed by nineteen. The Physical Education and Recreation Inventory was sent to twenty-seven Directors of Physical Education and Recreation and was completed by sixteen. The Training Needs Assessment Inventory for Staff Members were sent to 810 staff persons (30 per site). Five hundred twenty were returned from seventeen sites. Samples of the survey instruments appear in Appendix C.

Center Directors

Nineteen (19) Center Directors out of the twenty-seven included in the survey had returned their questionnaires at the time that the data was analyzed. The following information is based on the responses from these nineteen questionnaires.

The average number of staff with which Center Directors are working is fifty-two (52), with a range of forty (40) to sixty-one (61). These staff are serving an average of one hundred ninety-four (194) Corpsmen, with a range of ninety-nine (99) to two hundred thirty-two (232). This means an average staff/Corpsmen ratio of 1 to 3.

The Job Corps Administrative Manual states that it is the responsibility of the Center Director to make efficient use of available staff resources, to

provide a balanced scheduling of Center resources, and to insure that each Corpsman is given the opportunity for full development as an individual.

The manual further states that each staff member must serve as a counselor.

In an effort to accomplish the above-stated mandates, every Center Director in the survey expressed a desire for staff training in some area.

The charts on the following pages, labeled Exhibits II and III, show those areas of possible training to which the Center Directors assigned highest and lowest priority. Several areas stood out as priority items from the perspective of the Center Directors. These are listed below in random order.

1. Effective counseling--group and individual
2. Communicating successfully
3. Developing teamwork
4. Management by objectives
5. Developing goals and objectives
6. Improving interpersonal relations
7. Handling problems
8. Staff motivation
9. Corpsmen motivation

Physical Education and Recreation Program

Sixteen (16) centers returned the survey instrument for the Physical Education and Recreation program. The data in this section is based on the responses contained in these sixteen returns.

Seven (7) of the P. E. and Recreation Program Directors showed a Corpsmen population being served that is primarily White/Anglo; six (6) showed a majority population of Blacks; and three (3) showed a heterogeneous population composed of relatively equal members of White/Anglo, Black and Spanish-speaking Corpsmen (See Exhibit IV following this section). For most centers, with the possible exception of the three with a heterogeneous Corpsmen population, participation in the P. E. and Recreation Program rested with the majority. The minority group was excluded from most organized activities. Whether from choice or coercion, the minority were generally non-participants.

The site visitation teams observed that there was little in the way of a total recreation program for the leisure hours at most centers. The data from the P. E. and Recreation Director's inventories substantiates this observation, in that the activities and facilities most participated in and used were those which could be done on a solitary or small-group basis (See Exhibit V). The degree of involvement in such activities as pool, ping pong, television watching, arts and crafts, table games and weight lifting indicates that there is a lack of organization and planning on the recreation side of the

program; so that Corpsmen are left to their own devices during leisure hours. Of the nineteen Center Directors whose responses were analyzed, eight (8) listed a "more well-rounded recreation program" as a priority need at their center.

A brief look at those facilities and/or activities which the Recreation Directors would most like to have included in the program reveals that they, too, perceive the need for a more well-balanced and well-organized program. (See Exhibit VI). The Recreation Directors indicated that there were four major groups which were not being reached by their programs:

1. White/Anglo Corpsmen (especially at those centers where the majority of the Corpsmen are Black)
2. Corpsmen with little or no athletic background or experience.
3. Older Corpsmen (20 years and older)
4. Corpsmen with physical handicaps

The Recreation Directors further indicated there were three general needs which, if met, would improve their programs:

1. Larger and better trained staff
2. Improved and additional facilities
3. Greater Corpsmen interest and motivation

The Center can have a significant impact on the total personal and social development of each individual Corpman through the simple mechanics involved with cooperative group living. The recreation program is an integral part of group living and contributes significantly to the total success and effectiveness of the residential living component of Job Corps.

Exhibit IV

Physical Education and Recreation Program
 Ethnic Composition of Corpsmen Group
 (N = 16 Centers; Average # Corpsmen - 195)

Total # of Corpsmen	White/ Anglo	Black	Spanish- Speaking	Asian- American	Native American
210	180	15	5	-	10
175	31	54	67	-	23
169	140	20	9	-	-
168	26	139	2	-	1
227	185	29	10	-	3
210	40	70	-	-	-
220	20	185	15	-	-
200	68	125	6	-	-
207	73	76	53	-	5
168	68	84	61	-	-
172	34	138	-	-	-
180	50	130	-	-	-
225	108	109	6	-	2
233	112	74	43	4	-
190	85	20	85	-	-

Exhibit V

P. E. and Recreation Program Activities-
Facilities Showing Highest Degree of
Participation-Use

Activity	Percent of Participation
Weight Lifting/Body Building Pool/Ping Pong/Music/ Television/Radio	94
Basketball	88
Arts and Crafts/Special Events/ Baseball/Softball/Movies	81
Table Games	85
Skating (Ice and Roller)/ Football/Volleyball/ Fundamentals of Physical Fitness	69
Horseshoes/Badminton/ Bowling/Boxing/Wrestling	44
Swimming/Diving	38
Track and Field	31
Musical and Talent Shows	25
Skiing (Water and Snow) Archery	19
Band/Orchestra/Combo Miniature Golf/Glee Club/ Tennis/Fishing/Hiking	13
Soccer	6

Exhibit VI

Facilities/Activities Most Desired by Staff

Facility--Activity	Percent of Centers Desiring Inclusion in Program
Band, Orchestra or Music Program	31
Talent--Variety Shows	25
Swimming	
Soccer	
Bicycling	19
Additional Crafts	
Baseball	
Bowling	
Glee Club - Choir	
Skating	13
Football	
Tennis	
Boxing--Wrestling	
Corrective P. E.	
Photography	
Water Skiing	
Drill Team	
Cultural Awareness Trips	6
Corpsmen Newspaper	
Dances	
Speedball	
Gymnastics	

Total Staff

Five hundred twenty (520) staff needs assessment survey instruments were analyzed. The data included in this section is based on the responses set forth in those questionnaires. Although the occupational categories were explained earlier in this document, it is well to note them again in this section, since the groups are referred to frequently.

Group 1 - Group Living and Recreation Personnel

Group 2 - Education and Vocation Personnel

Group 3 - Top Administrative, Counseling and Health Personnel

Group 4 - Kitchen, Secretarial and Other Support Personnel

There were 415 responses to the question on occupational title.

The break-out, in terms of numbers of staff in each category follows:

Administration = 76; Education = 60; Vocation = 102; Counseling = 17; Group Living = 90; Recreation Program = 15; Health Services = 10; Kitchen Services = 24; and Other Support Services = 21.

This data indicates that the greatest numbers of staff personnel are in the vocational training program/group living programs, administration and education program, respectively. It shows a very small number of staff in counseling and recreation--two areas in which requests for training have been prevalent throughout this survey.

The data reveals that of the 453 responses to the question on sex, 83 percent of the staff is male and 17 percent is female.

The responses to the question on ethnicity revealed that the majority of the staff (80%) is White/Anglo. Of the remaining 20 percent, 11 percent are Black, 6 percent are American Indian, 2 percent are Spanish-speaking, and 1 percent checked "Other" for ethnic origin. If one looks at categorical breakdown in terms of occupational groups, Group 1, Group Living and Recreation Personnel, has the largest degree of heterogeneity of staff with 66 percent White/Anglo, 23 percent Black, 9 percent American Indian and 2 percent Spanish-speaking. The other three occupational groups are 81-90 percent White/Anglo.

The average age of the 505 respondents to the question on age is between 36 and 40. The majority of staff was raised in small cities and towns or on farms in the Southeast and the Middle West. Only 15 percent of the total staff population was raised in large or medium-sized cities.

Most of the total staff population are high school graduates, and twenty-eight (28) percent have had some college work.

One very interesting statistic was revealed in the responses to the question on length of time at present Center as compared with total length of time in Job Corps. Seventy (70) percent of the 415 staff who responded to the question had been at the same Center for the entire time that they have been in the Job Corps. The group which showed the highest degree of mobility was Group 3, Administrative, Counseling and Health personnel. Of 51 responses from Group 3, fifty-three (53) percent indicated that the

length of time at the present Center was different from the total length of time in Job Corps. Group 4 showed the least movement, with 87 percent of the ninety-seven respondents indicating no movement from center to center (See Exhibit VII).

The overall picture of staff characteristics presented by the data analysis is a primarily middle-aged, White staff from rural backgrounds serving a Corpsmen population of young, urban-oriented men. This is a generalization and, of course, there are exceptions from center to center in terms of both staff and Corpsmen populations, but the above is the general schema. (See Exhibit VIII).

Relative to training needs perceived by the general staff, five needs stood out as top priority areas. They were:

Corpsmen motivation

Effective counseling--group and individual

Communicating successfully

Motivation and behavior (general)

Staff motivation

In comparing Exhibit II with Exhibit X, it is significant to note the high degree of correlation between the needs identified by the general staff.

In addition to the information just described, the questionnaire asked staff personnel to indicate whether or not their effectiveness could be improved by training and, if so, what single factor would most improve their preparedness for serving the Corpsmen. Responses to these two questions show that a majority of the staff (90% of 513 responses) felt that their preparedness could be improved through training and identified the following factors as those which would most improve their effectiveness in serving the Corpsmen:

Greater knowledge of Corpsmen's backgrounds

More opportunities to interact with Corpsmen

More staff interaction and sharing

Additional training in a specific skills area

The last section of the survey questionnaire was addressed to interest in continuing education. The data reported that almost all staff were interested in continuing education, with most exhibiting interest in a non-degree program. Groups 1, 2 and 3 indicated that highest degree of interest in an advanced degree, with 57% of Group 3, 55% of Group 2 and 53% of Group 2 respondents interested in a B.A. or M.A. degree. The four major areas of advanced study which were of greatest interest to the Job Corps staff were:

Management and organization: Group 1 = 13%;
Group 2 = 20%; Group 3 = 21%; Group 4 = 37%.

Counseling and guidance: Group 1 - 18%;
Group 2 = 18%; Group 3 = 16%; Group 4 = 10%.

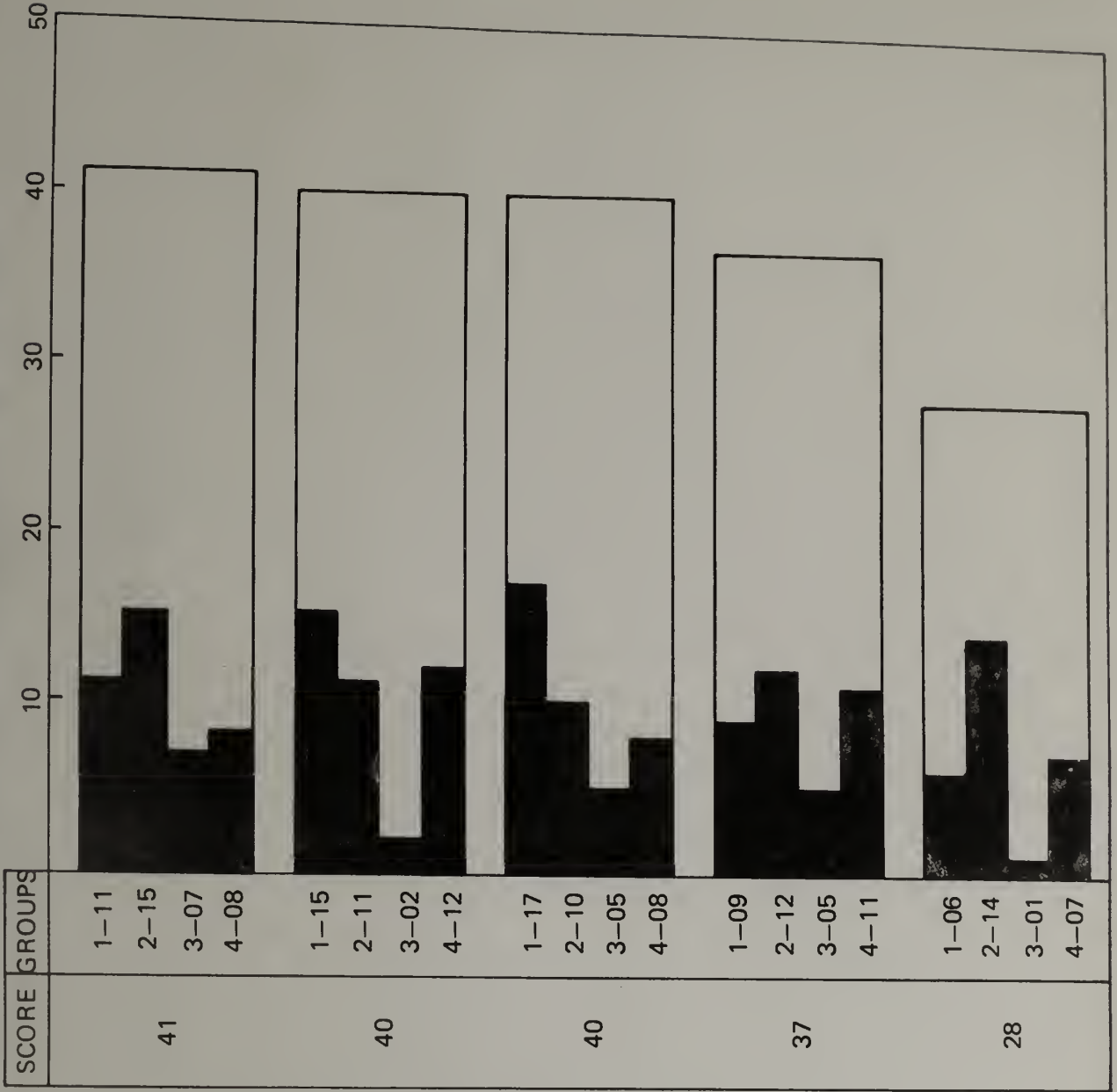
Psychology: Group 1 - 17%; Group 2 = 9%;
Group 3 = 16%; Group 4 = 11%.

Education: Group 1 = 8%; Group 2 = 20%;
Group 3 = 11; Group 4 = 7%.

Group 1 also indicated a high degree of interest (12%) in health, physical education and recreation.

The data analysis supports the perception of Job Corps central and regional administrators--that a staff training effort of substance is needed at the local center level, and that the center staffs want such training. It was because of these perceptions, in combination with the failures of many past training efforts, that the Job Corps central administration requested Roy Littlejohn Associates to undertake this survey, and Roy Littlejohn Associates assigned the author primary responsibility for the design, implementation and analysis of the effort.

TRAINING NEEDS PRIORITIES BY STAFF MEMBERS



LOWEST PRIORITY

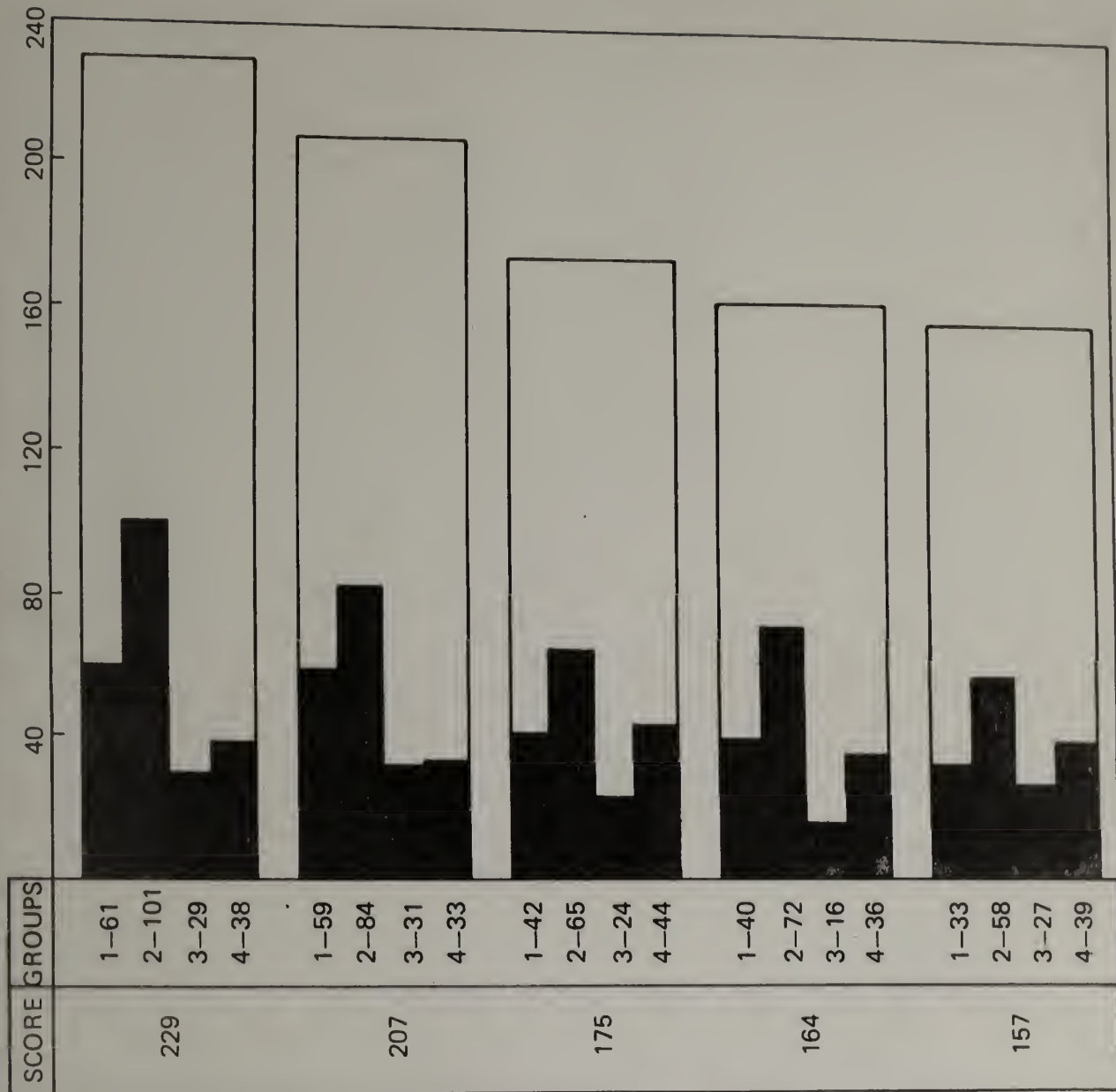
INTERPERSONAL ACTIVITIES, OR SKILL COMMUNICATION

IMPROVING RELATIONS WITH SURROUNDING INSTITUTIONS

DECISION MAKING: THEORY AND PRACTICE

PERSONAL TIME MANAGEMENT

MAKING EFFECTIVE PRESENTATION (WRITTEN)



HIGHEST PRIORITY

CORPSMAN MOTIVATION

EFFECTIVE COUNSELING—
GROUP AND INDIVIDUAL

COMMUNICATING
SUCCESSFULLY

MOTIVATION AND
BEHAVIOR (GENERAL)

STAFF MOTIVATION

Identified Training Areas

Listed below are the ten training areas which were given top priority by the staff personnel and Center Directors surveyed.

Corpsmen motivation

Effective counseling--group and individual

Communicating successfully

Motivation and behavior--general

Staff motivation

Teamwork or team-building

Handling problem employees and problem Corpsmen

Developing of goals and objectives

Improving work group or department effectiveness

Elevating the image of Job Corps

With these ten training areas as primary targets, the author has developed some tentative approaches to training which are discussed in the final chapter of this document.

Goals and Objectives of Training

The goals of any staff training effort should be three-fold:

1. To improve the quality of service to Corpsmen;
2. To increase the personal growth and development of the trainee; and
3. To heighten the effectiveness of the entire Job Corps program.

In support of these goals, staff training should be directed toward the movement of Centers from the right to the left on the continuums described earlier in this document, so that Centers become increasingly:

Open and involved environments

Non-isolated socially

Heterogeneous in Corpsmen group composition

High in Corpsmen stability

Close in staff/Corpsmen interaction

Flexible in organization and management

Free with channels of communication

Part of an effective staff training effort would involve a measurement capability which will evaluate degree of progress toward objectives.

C H A P T E R V

SUMMARY AND RECOMMENDATIONS

This study was predicated on the assumption that Job Corps Centers are veritable laboratories for the ongoing development and application of knowledge in the general area of social-behavioral science and in such subtropical areas as mental health and group dynamics. They represent frontier outposts for comprehending and coping with the problems, attitudes, motivations and value systems of today's youth. The author assumed that any subsequently-developed training program would build heavily on the problems and experiences and other resources readily available in the Job Corps working environment. Therefore, the rationale for training is based on the problems, experiences and resources common to all of the twenty-seven sites surveyed; while the recommended training program addresses the individuality and uniqueness of each center as it attempts to cope with its own internal problems.

Rationale for Selected Training Areas

The ten areas identified as priority training needs by Job Corps staff persons, have been combined into eight areas by the author. Group

Counseling and individual counseling problems have been combined into training for effective counseling techniques on both levels. Improving group effectiveness and elevating the image of Job Corps have been combined into one area directly related to successful training in each of the other seven areas.

Therefore, in conceptualizing the rationale for the development of training programs for Job Corps staff, the author looked at seven content areas and one area which should improve as a result of effective training in the content areas. These areas are outlined below.

Corpsmen motivation. Corpsmen attitudes and behaviors are generally reflective of the images which the staff personnel have of them. If staff exhibit attitudes of respect and genuine concern towards them, Corpsmen will feel good about themselves and what they are trying to achieve, and will be motivated to achieve even more. Staff training in attitudinal changes and behavior modification will do much to effect a change in Corpsmen motivation.

Effective counseling--group and individual. Effective counseling begins with the development of listening skills. The counselor must "hear" and be able to relate to what the counselee is saying, before he/she can effectively address the problem. An essential component of effective counseling is confidentiality. Without mutual respect and trust, no counseling program can be effective. Staff training in various counseling techniques and

in methods of developing respect and trust will improve the effectiveness of the counseling services provided to Corpsmen.

Communicating successfully. Successful communication is very closely related to effective counseling, in that both require an understanding of and respect for the Corpsmen as a group and as individuals. Staff can learn from the benefit by listening to the Corpsmen. Once the Corpsmen perceive that staff members really are listening to and responding to them as individuals, gaps in communication will become less and less broad. Staff training in role playing techniques (i.e., putting themselves in the Corpsmen's shoes) will reveal to the staff members the realities of how they are approaching and are perceived by the Corpsmen. Learning obtained through role playing is generally internalized quite readily, because one has actually been there, in a sense.

Motivation and behavior (general). Behavioral motivation is frequently controlled by the degree of vested interest in what one is doing, and reflective of the degree of self-worth and potential for self-improvement perceived in a given situation. Staff personnel, like the Corpsmen, need to feel that what they are doing is worthwhile, is achieving some personal objective, and is contributing to personal and professional growth. Staff training in self-assessment and self-improvement techniques can be very beneficial in terms of providing the "shot in the arm" which is often necessary to redirect and stimulate anew both staff and Corpsmen.

Staff motivation. Low staff motivation permeates the entire facility and has a negative effect on all Center operations. Staff personnel frequently need to be made aware of where they are going, what their personal and professional goals are, and how their daily, routine activities are benefitting the Corpsmen. Frequent reassessment and redirections are necessary for a continuously high level of motivation. Training in methods of self-evaluation, self-direction and goal-setting can provide the staff with the capability to stimulate themselves to a higher level of motivation.

Framework or team-building. Teamwork is generally developed through striving toward a common goal. Members of a group will work as a team when they can see that, despite different methods and different ideas, they are all striving to achieve the same end result. Staff training in the development of goals and objectives, in the techniques of group dynamics, and in the art of intergroup relations will help staff members develop the skills and abilities conducive to working as a team.

Handling problem employees and problem Corpsmen. Most "problems" in both staff personnel and the Corpsmen group can be attributed to poor leadership and management. Without a sense of direction and purpose, and careful planning of time and scheduling, staff members and Corpsmen are likely to become difficult to manage. Staff training in management by objectives (MBO) can aid in avoiding potential problem areas by providing clear direction, meaningful activity, and effective use of time and resources.

Improving work group (or department) effectiveness and Elevating the Image of Job Corps. Both of the last two areas given top priority by staff members on the questionnaire will be improved in direct relation to effective staff training in the other eight (8) areas. Both are reflective of total Center attitude, direction, objectives and self-image. Staff training which improves these areas will, in turn, improve overall effectiveness of work groups and departments, while improving the external image of Job Corps.

Proposed Training Techniques

Objectives

During the lifespan of the Job Corps program, many staff training projects have been launched in an effort to improve Center operation--some with more success than others--some with little or no success at all. The author has determined, through the initial needs assessment survey, that one of the primary deterrents to the success of previous training efforts has been that such training required the staff personnel to leave their center in order to receive the benefits of training.

The author proposes to bring teams of trainers to the staff on site. In this way, individual Centers will receive training relevant to their personnel needs, from trainers who know them as individuals, who know the Center and those problem areas that are unique to that Center, and who know the Corpsmen and their needs.

Knowledge of the Corpsmen and their needs is an essential pre-requisite to the ultimate success of any staff training program since the end product must be better service to the Corpsmen.

The author proposes delivery of on-site training to staff personnel, in those areas that the staff has identified, through needs assessment interviews and inventories, as the areas in which they most need assistance in working with the Corpsmen. The key features of the proposed training program the end result of which must be improved services delivery to Corpsmen are:

1. On-site training
2. Staff-determined priorities
3. Utilization of existing resources.

In the proposed training program, the author is emphasizing the development and delivery of a core training program to address the solution of operational and programmatic problems through improved staff performance.

Approach

Based on the expressed desires of Job Corps staff personnel and on the perceptions of the visting teams, the author has drawn on three basic principles of learning to develop the approaches which she proposes to use if asked to conduct a Job Corps staff training effort. These principles are: (1) learning by doing; (2) learning by observing; and (3) learning by teaching.

To learn by doing, the staff trainee must be immersed in experience and problem-oriented training relative to his/her immediate environment, and must be totally involved in the learning process as an active participant.

To learn by observing, the staff trainee must be provided opportunities to observe others sharing similar problems and experiences, both within his own Center environment and at other Centers.

To learn by teaching, the staff trainee must become a third-party agent and serve as a catalyst in the teaching-learning process. The author sees significant value in utilizing the skills and talents of Job Corps staff personnel in the training effort.

The author recognizes that there are disadvantages to having an external agent enter the system, in that outsiders tend to alter the system to some degree, and to elicit feelings of resentment from internal members of the system. However, it has been the author's experience that these disadvantages are outweighed by the advantages which an external agent brings to the system. Those advantages are the ability to observe the situation objectively and approach problem-solving as a disinterested party; the ability to bring a holistic approach to the training effort; and the capacity to revitalize the entire learning process--something which is difficult to do from within.

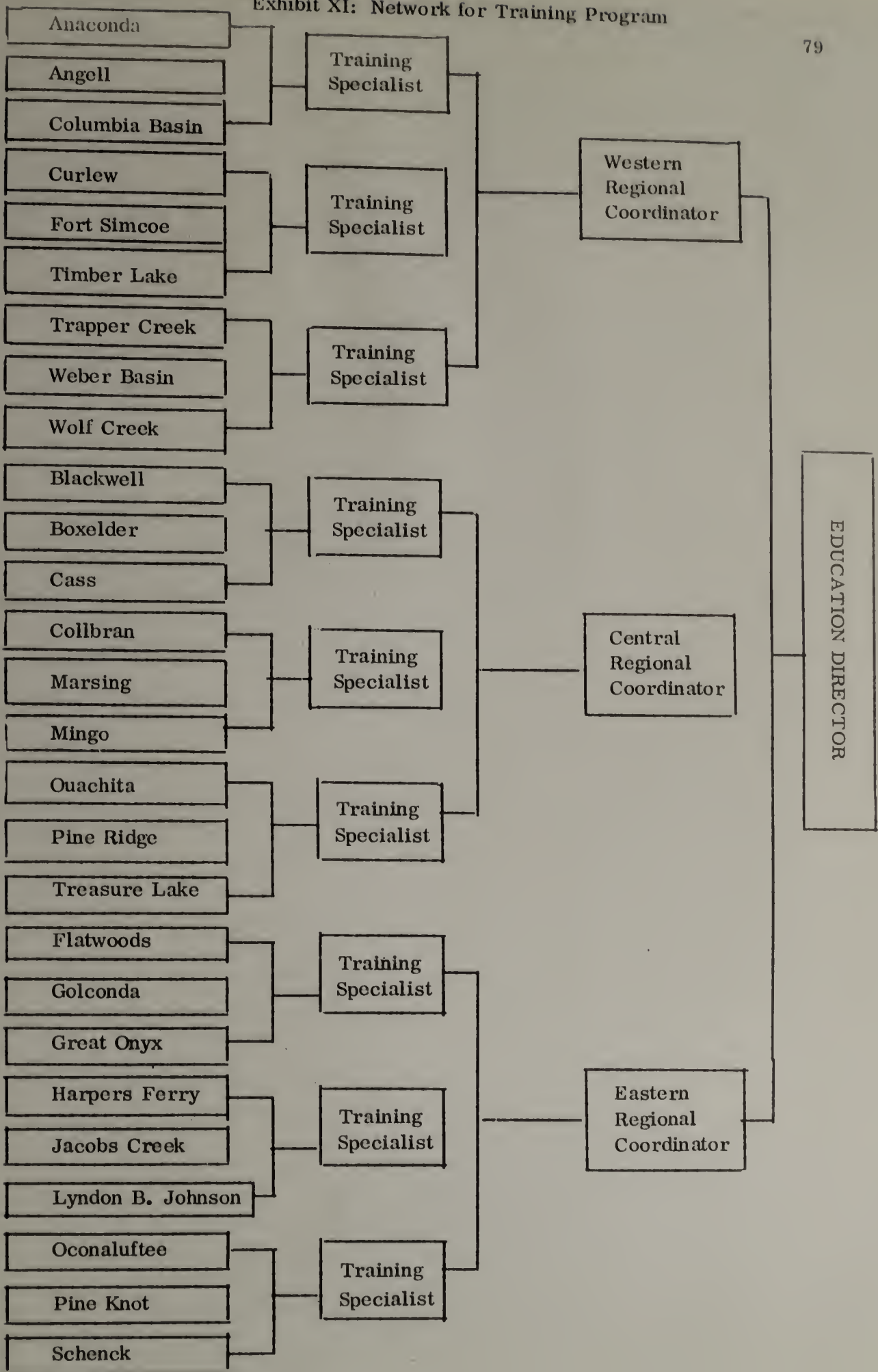
The author perceives the entire Job Corps Program and, in particular the twenty-seven Centers involved in this survey, as a comprehensive network

for service delivery. The network represents the problematic base as well as the primary resource for problem-solving. If the ultimate goal of training is to open up the system, to make it more responsive to the needs and desires of its members, and to upgrade the quality of services in general, then one must work from within the system. The author perceives the principles and approaches described above as the most effective methodology for achieving the ultimate goal.

Each Center involved in the training program will be part of an overall network of twenty-seven Centers, and one member of a core group of three Centers. Each Center in the core group will be served by a Training Specialist, who will meet with their staff every three weeks to initiate new training, conduct follow-up activities on previous training and/or to evaluate the training effort. The Training Specialists will be supported by Center staff personnel throughout the training program, with external resource persons brought in on an as-needed basis to supplement the training effort.

A Regional Coordinator will have supervisory responsibility for the three Training Specialists within a given region. The country has been divided into three regions--Western, Central and Eastern--with nine Centers in each region. The entire training network will be under the supervision of the Education Director, who will have overall responsibility for the general management and operation of the program. The chart in Exhibit XI illustrates the proposed network.

Exhibit XI: Network for Training Program



Implications and Recommendations

It is the author's hope that the primary result of this study will be the eventual implementation of a training program, similar to the one proposed herein, in all Job Corps Civilian Conservation Centers administered by the Departments of Agriculture and the Interior.

Additionally, there is potential for the establishment of a model staff training program applicable to most manpower programs currently in operation. Effective staff training is absolutely essential to a successful manpower program. Most government agencies concerned with human services delivery through manpower programs are acutely aware of this fact. Unfortunately, the social services arena has not been a priority budget item with the current administration, and funds for training efforts of the kind proposed by this author have not been forthcoming. It is envisioned that with a new administration will come a renaissance in the field of social services provision and a reawakening of interest in improving the delivery of human services.

Recommendations

Based on the personal contact established with Job Corps staff and Corpsmen throughout this study, the author recommends that the following training "hints" be considered in the development of any training program designed for a similar population:

Involve participants in program. Adults learn more when they and conduct their own learning experiences. The degree of involvement should vary depending on the amount of information an individual brings to a situation.

New staff members, for example, might be asked to plan the final day of their orientation program. On the other hand, experienced staff could begin an in-service training session by devoting as much as an entire day to planning. In either case, the adult learner knows he is being respected for the experience and knowledge he brings with him.

Use Corpsmembers in training. Corpsmembers represent reality and their use, too often ignored, can provide a swift and constructive means of getting to critical and sensitive issues. Outline the program to a group of corpsmembers, explain that their assistance is needed to help staff do a better job FOR THEM and ask if they are interested in helping.

At least three corpsmembers are recommended for each ten-person discussion group.

Use small groups. In a small group each participant has the opportunity to express his views candidly. This kind of honest exchange is necessary for an effective training session.

Try to include representation from the various center departments within each small group.

Value of role playing. Role playing is recommended for several reasons: it provides the personal involvement necessary for honest discussion, offers the staff a "safe" way to test out behavior and is probably the best indication of the trainer's effectiveness.

Two productive role-playing techniques are "role reversal" and "doubling." The first occurs when a player seems stuck or fails to see another's point of view. The leader asks them to "reverse roles." This gives each a greater appreciation of the other's ideas of his own blind spots.

"Doubling" is a good way to involve an entire group in a role-playing situation. When a member feels he knows what a role player is trying to say, he stands behind him and, with the other's consent, speaks for him. He continues as long as the role players says he represents his views. Any number can serve as "doubles" at the same time.

Importance of video-tape feedback. Video-tape replay of group discussion or role playing is perhaps the best way to demonstrate the importance and impact of non-verbal expressions. Each person sees himself as others see him. Certainly when a camera catches the expressions (and yawns) of an entire group, the 'picture (re-play) is worth a thousand words."

Be consistent. Make sure there are no inconsistencies between what the trainer says and what he does. In other words, practice what you preach!

These training "hints," combined with the objectives and techniques outlined by the author should make a very effective training program for Job Corps staff members.

The author found it both interesting and encouraging to note that the expressed needs of the staff members correlated very closely with the needs which she had projected after the on-site visits. This indicates that staff generally are aware of their weaknesses and are cognizant of the need for improvement in overall effectiveness. The author views such awareness and willingness to attempt change as the first, and perhaps the most important, step toward a successful in-service training effort.

Implications for National Policy Direction

While the study described herein is addressed to the staff training needs of Job Corps personnel, much of the information gained during the study has implications for much broader application.

One can discern within the study a real need for the merger of educational preparation with the reality of the job for which preparation is being made. In truth, programs like Job Corps should not be needed in this country. For Job Corps, despite its apparent success, represents yet another perpetuation of the standard approach to human problems in America. Rather than examining the source of the problem and developing policies for change, we have consistently approached the solution of human problems by removing the visible evidence of the problem.

Instead of asking ourselves why so many of our young men and women are drop-outs or "potential" drop-outs, and seeking alternative solutions to the deep-seated problems of youth in our society, we simply put the problem out of sight. Instead of using archaic juvenile justice facilities to institutionalize our youth, we institutionalize them in "progressive" programs like the Job Corps Civilian Conservation Centers.

What is needed is a national policy for youth which would direct all national efforts toward the dissolution of those conditions which create the need for ameliorative programs like Job Corps. There is a real need for educational institutions to reconstruct their teacher-training programs, so that educators

are prepared to meet the needs of our young people from the elementary years on. With this kind of national commitment to youth on the part of educational and other social institutions, we will not lose our young people; we will not have drop-outs or "potential" drop-outs; and we will not need programs like the Job Corps.

As long as Job Corps and programs like it continue to exist, educators and other socially conscious individuals must direct their efforts toward the improvement of staff training, the modification of staff attitudes and behaviors, and the increase of cultural and ethnic awareness on the part of those staff persons working with young people. The author would hope that institutions of higher education would undertake an in-depth examination of the philosophy, attitudes and objectives behind their teacher-training programs. Then, eventually, "innovative" techniques such as self-concept/identity counseling will no longer be needed, and system-perpetuating programs like the Job Corps will no longer exist.

Our ultimate goal as educators and individuals committed to our children and their futures must be the establishment of a national policy for youth. In the interim, until such a national policy and commitment becomes a reality, we must each accept the responsibility for doing all that we can to upgrade the conditions under which young people in the country are molded and nurtured.

ANNOTATED BIBLIOGRAPHY

This bibliography provides reference citations and brief content summaries for a number of documents relevant to the needs assessment survey, which the author used in preparing for the study, and to which she referred as the study progressed.

Atkinson, J. W. (ed.). Motives in fantasy, action and society. Princeton, New Jersey: D. Van Nostrand Co., Inc., 1958.

Discusses human motivation with an application to the world of work. Six components of motivation in this area are: motive to work, motive to avoid work, expectancy to work, expectancy to avoid work, incentive to work, and incentive to avoid work.

Atkinson, J. W. An introduction to motivation. Princeton, New Jersey: D. Van Nostrand Co. Inc., 1964.

Advances a theory of motivation that includes a discussion of the components of motivation as applied to work.

Bates, P., Harrison, D. K., & Gordon, J. E. Client taxonomies for vocational decision-making in manpower agencies. U. S. Department of Labor, Contract No. 51-24-70-01. Ann Arbor, Michigan: Manpower Science Services, Inc., March 1972.

An evaluation of various classification models, or "taxonomic schemes," for use by manpower agencies in working with disadvantaged job seekers. After reviewing three approaches --trait-factor, historical-genetic and systems--the authors conclude that the systems approach is best because it provides individualized services in helping particular individuals overcome specific obstacles to achieving specific goals at specific stages in the employment process. A model for the systems approach in program design is presented.

Berman, Louise. New priorities in the curriculum. Columbus, Ohio: Charles E. Merrill Co., 1968.

Can be viewed as one possible curriculum based on the work of Carl Rogers. The authoress' major goal, the process oriented person, is very much a Rogerian concept. The work, however, stands on its own as an interesting and comprehensive reformulation of curriculum goals.

Borus, M. E., & Tash, W. R. Measuring the impact of manpower programs: A Primer. Ann Arbor, Michigan: Institute of Labor and Industrial Relations, 1970.

A critical look at the designs for evaluation of program performance in the area of manpower training. Stresses the need to use more than a "univariate" criterion of success.

Atkinson, J. W. (ed.). Motives in fantasy, action and society. Princeton, New Jersey: D. Van Nostrand Co., Inc., 1958.

Discusses human motivation with an application to the world of work. Six components of motivation in this area are: motive to work, motive to avoid work, expectancy to work, expectancy to avoid work, incentive to work, and incentive to avoid work.

Atkinson, J. W. An introduction to motivation. Princeton, New Jersey: D. Van Nostrand Co. Inc., 1964.

Advances a theory of motivation that includes a discussion of the components of motivation as applied to work.

Bates, P., Harrison, D. K., & Gordon, J. E. Client taxonomies for vocational decision-making in manpower agencies. U. S. Department of Labor, Contract No. 51-24-70-01. Ann Arbor, Michigan: Manpower Science Services, Inc., March 1972.

An evaluation of various classification models, or "taxonomic schemes," for use by manpower agencies in working with disadvantaged job seekers. After reviewing three approaches --trait-factor, historical-genetic and systems--the authors conclude that the systems approach is best because it provides individualized services in helping particular individuals overcome specific obstacles to achieving specific goals at specific stages in the employment process. A model for the systems approach in program design is presented.

Berman, Louise. New priorities in the curriculum. Columbus, Ohio: Charles E. Merrill Co., 1968.

Can be viewed as one possible curriculum based on the work of Carl Rogers. The authoress' major goal, the process oriented person, is very much a Rogerian concept. The work, however, stands on its own as an interesting and comprehensive reformulation of curriculum goals.

Borus, M. E., & Tash, W. R. Measuring the impact of manpower programs: A Primer. Ann Arbor, Michigan: Institute of Labor and Industrial Relations, 1970.

A critical look at the designs for evaluation of program performance in the area of manpower training. Stresses the need to use more than a "univariate" criterion of success.

Boyd, J. L., Jr., & Shimberg, B. Directory of achievement tests for occupational education. Princeton, New Jersey: Educational Testing Service, 1971.

A directory of achievement tests in various trade and technical occupational areas. Intended for use by teachers and researchers who need to evaluate performance in these areas. A survey of test publishers, various training programs, unions, and readers of the American Vocational Journal resulted in a collection of over 150 tests in seven major areas. All tests listed are available commercially and pertinent information is presented about each one (cost, purpose, and publisher).

Brandon, G. L., & Golden, M. Manpower development/vo-ed for the disadvantaged. In research visibility. American Vocational Journal, 1970, 45, 41-56.

Comprehensive summaries of 16 research projects in the manpower areas. Projects are categorized under: Manpower Development, Training the Disadvantaged and Training Disadvantaged Youth. Critical evaluation as well as descriptive information is given on each project.

Carroll, S. J., & Pascal, A. H. A systems analytic approach to the employment problems of disadvantaged youth. Santa Monica, California: The Rand Corporation, March 1969.

A model, stated in mathematical symbols, by means of which the economic prospects of low income urban youth can be appraised. The model can be used for hypothesis testing both in terms of critical determinants and policy effects. This would provide a direct comparison of two competing or opposing hypotheses about cause or impact.

Elliot, John, ed. Human development and cognitive processes. New York: Holt, Rinehart and Winston, 1971.

This book, a collection of articles from the 50's and 60's is a fine place to begin a study of perception, language or thinking. One learns mostly, however, how little is known about these areas and how diverse the major theories are. One can also get a good feel for the thinkings and workings of experimental psychology and psychologists.

Eckerman, W., Gerstel, E., & Williams, R. A comprehensive assessment of the problems and characteristics of the Neighborhood Youth Corps enrollees: A pilot investigation. U. S. Department of Labor, Contract No. 81-35-67-01. Durham, North Carolina: Research Triangle Institute, 1969.

A survey of the academic and other characteristics of 202 NYC enrollees from 24 programs in North Carolina. Among study findings were that 21% of enrollees are above the level of the present services in academic achievement and potential, another 43% are below the level for valid administration of the tool used (the GATB) and training programs and therefore only 36% are being served appropriately.

Erikson, Erik. Identity, youth and crisis. New York: W. W. Norton, 1968.

Erikson, being highly psychoanalytic in outlook, naturally formulates his theories of identity formation in terms of the id, ego, super-ego theoretical construct. The book, although very interesting, is extremely tightly written and requires careful reading.

Gordon, J. E. Testing, counseling and supportive services for disadvantaged youth. Ann Arbor, Michigan: University of Michigan, Institute of Labor and Industrial Relations, 1969.

A review of services developed and offered in a number of manpower programs for disadvantaged adolescents. Criticizes current assessment practices, pointing out the inappropriateness of available paper-and-pencil tests for this population. Further development and use of the work sample technique is recommended.

Harrison, D. K. Prevocational training for the hard-to-employ: A systems approach. Perspectives on training the disadvantaged: The hard-to-employ. Personnel Services Review, Series 1. Department of Health, Education, and Welfare, Contract No. OEC-3-6-002487-1579-(010). Ann Arbor, Michigan: ERIC Clearinghouse on Counseling and Personnel Services, May 1970.

Describes and discusses a training program using a systems approach to tailor activities to specific needs of disadvantaged job applicants. States as program objectives: behavior modification in basic job skills, communication skills, social skills and stress tolerance.

Harrison, D. K., & Brown, D. R. Approaches to selection and hiring. Perspectives on training the disadvantaged: The hard-to-employ. Personnel Services Review, Series 2. Department of Health, Education, and Welfare, Contract No. OEC-3-6-002487-1579-(010). Ann Arbor, Michigan: ERIC Clearinghouse on Counseling and Personnel Services, May 1970.

Examines screening practices of business and industry, noting ways the disadvantaged would be "screened out." Concludes that tests, interviews, and even work samples can screen out disadvantaged under certain circumstances. Cites as attempts to reduce undesired screening effects: identification of positive characteristics of applicants, and a procedure for reducing test anxiety.

Hoffman, P. R. World evaluation: An Overview. In Work Evaluation in rehabilitation, W. A. Pruitt & R. N. Pacinelli (eds.). Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1969.

Jorgensen, G. Q., et al. Interpersonal relationships: Factors in job placement. Regional Rehabilitation Research Institute, Bulletin No. 3. Salt Lake City, Utah: University of Utah, Graduate School of Social Work, Department of Educational Psychology, 1968.

Describes a study using two scales developed by the Institute for use with rural rehabilitation clients. Clients' self-concepts and concepts of others were measured and clients were then divided into those who were placed with assistance from the counselors and those who found their own jobs. One conclusion was that the counselor's initial impression of the client largely determines how much help he gives him in job placement.

Kirkpatrick, J. J., Ewen, R. B., Barrett, R. S., & Katzell, R. A. Testing and fair employment: Fairness and validity of personnel tests for different ethnic groups. New York: New York University Press, 1968.

Examines the issues in testing for employment selection. Discusses validity of tests for different ethnic and racial groups. Reporting results of five studies conducted to examine differential validities of selection tests.

Kohlberg, Lawrence and Mayer, Rochelle. "Development as the Aim of Education," an article in the Harvard Educational Review, 1972.

A must for anyone trying to formulate educational programs of any sort. Although the major thrust of the article is to explain and promote the "developmental-philosophic" approach to education, it also gives a construct within which one can compare his work to any other work in the field in terms of psychological theories, epistemological conceptions, ethical value positions, and strategies for defining educational objectives. It is an excellent vehicle for clarifying and examining individual thought.

Levitan, S. A., & Mangum, G. L. Federal training and work programs in the sixties. Ann Arbor, Michigan: University of Michigan, Institute of Labor and Industrial Relations, 1969.

Includes discussion of recent developments in strategies for evaluating federal manpower programs.

Mandell, W., Blackman, S., & Sullivan, C. E. Disadvantaged youth approaching the world of work: A study of NYC enrollees in New York. A final report. U. S. Department of Labor, Contract No. 41-7-009-34. Staten Island, New York: Wakoff Research Center, November 1969.

Describes a study of attitudes, beliefs, and knowledge of NYC enrollees about work, employers' expectations, etc. that would effect transition from training to work. Through interviews it was found that NYC enrollees were expecting more stringent work rules than actually existed. They also expected they should have more skill than employers thought necessary.

Marshall, P. Testing without reading. Manpower, published by the U. S. Department of Labor, 1971, 3, 7-12.

Discusses some of the developments in testing beginning with the GATB and ending with the NATB and work samples. Briefly described the format and content of the NATB and the conditions under which its use would be indicated. Special emphasis is given to the importance of making meaningful assessments of people who do not perform well on tests requiring reading.

Maslow, Abraham. Toward a psychology of being. An Insight book. Princeton, New Jersey: D. Van Nostrand Co., Inc., 1962.

This book must be viewed as the second in a series of three books, (Motivation and personality, 1954 and The Farther Reaches of Human Nature, 1971) which constitute the exposition and development of Maslow's theories. The author draws upon his experience as a therapist for his notion of the "psychopathology of the normal" and its antithesis, "The self actualizing person." His theory of needs and meta-needs is also presented although Motivation and Personality is probably a better reference for that topic.

McClelland, C. C., Atkinson, J. W., Clark, R. A., & Lowell, E. C. The achievement motive. New York: Appleton-Century-Crofts, 1953.

Basic text providing the foundations of McClelland's theory of achievement motivation.

Olympus Research Corporation. The total impact of manpower programs: A four-city case study. Volume I. Summary of the final report. Prepared for the Office of Evaluation, U. S. Department of Labor, Contract No. 43-8-008-47. Washington, D. C.: Olympus Research Corporation, August 1, 1971a.

Assess the total impact--changing the employability of program enrollees and changing the labor markets--of the entire effort under MDTA to make change in four specific cities.

Olympus Research Corporation. Total impact evaluation of manpower programs in four cities. Volume II, Final Report. Prepared for Office of Policy, Evaluation and Research, U. S. Department of Labor, Contract No. 43-8-008-47. Washington, D. C.: Olympus Research Corporation, August 1, 1971b.

Describes in detail the MDTA programs for four cities and discusses the impact of these programs on their enrollees and their communities.

Richardson, Bellows, Henry & Company, Inc. A report on a method for identifying potential job corps dropouts. Job Corps Contract No. B99-5025. Washington, D. C.: Richardson, Bellows, Henry & Company, Inc., October 1970.

Reports the results of a validation study using the BIB to predict length of participation in the Job Corps. Describes the development of scoring keys for different racial ethnic groups and both sexes to identify 30 day and 90 day dropouts. Recommends that enrollees be given the BIB on enrollment so those identified as potential dropouts can be given special attention and programs.

Rogers, Carl. On becoming a person. Boston: Houghton Mifflin Co., 1961.

A collection of articles written by Rogers in the 40's and 50's. Does not deal with his particular theory of personality formation, but rather with a general framework for psychological growth and health. His most important concept is that of movement along the psychological illness-health continuum being viewed as a movement from, "a state of fixity, rigid structure, stasis" to a "state of changingness, flow, process."

Slobodin, L., Collins, M. L., Crayton, J. L., Feldman, J. M., & Weldon, D. E. Cultural assimilator: For interaction with the economically disadvantaged. Department of Health, Education, and Welfare, Research Grant No. 15-P-55175/5. Champaign, Illinois: University of Illinois, Department of Psychology, 1971.

Presents an instructional program for whites who need to be more sensitive to the experiences and feelings of disadvantaged blacks. Responses to situations described in the booklet lead to different routes depending on how sensitive the reader shows himself to be.

U. S. Department of Labor, Manpower Administration. Orientation, counseling and assessment in manpower programs. MDTA Experimental and Demonstration Findings No. 5. Washington, D. C.: U. S. Government Printing Office, 1969.

Provides a portrait of culturally disadvantaged individuals who are being served by manpower programs. Educational, emotional, health, social and financial factors are identified. Examines the techniques that have been used to gather data on poverty-level urban groups and the problems encountered.

U. S. Department of Labor. Manpower report of the President. Including a report on manpower requirements, resources, utilization and training. Washington, D. C.: U. S. Government Printing Office, March 1972.

Official presentation of manpower program needs and accomplishments over the year preceding the report date. Includes a discussion of general priorities in programs serving the disadvantaged and relationships of these programs to many other ongoing efforts.

U. S. Department of Labor, Manpower Administration. Leaving the future open--Job Corps, the first decade. Washington, D. C.: U. S. Government Printing Office, 1974.

Comprehensive report of development of Job Corps, achievements over the past ten years, and current status. Presents some interesting statistics.

APPENDICES

APPENDIX A

Job Corps Centers Included in the Survey

INCLUDED IN THE SURVEY

Department of Agriculture

Anaconda CCC	Anaconda, Montana*
Angell CCC	Yachats, Oregon
Blackwell CCC	Laona, Wisconsin
Boxelder CCC	Nemo, South Dakota
Cass CCC	Ozark, Arkansas
Curlew CCC	Curlew, Washington
Flatwoods CCC	Coeburn, Virginia
Golconda CCC	Golconda, Illinois*
Jacobs Creek CCC	Briston, Tennessee
Lyndon B. Johnson CCC	Franklin, North Carolina
Ouachita CCC	Royal, Arkansas*
Pine Knot CCC	Pine Knot, Kentucky
Pine Ridge CCC	Chadron, Nebraska*
Schenck CCC	Pisqah Forest, North Carolina
Timber Lake CCC	Estacado, Oregon*
Trapper Creek CCC	Darby, Montana
Wolf Creek CCC	Glide, Oregon

Department of the Interior

Collbran CCC	Collbran, Colorado
Columbia Basin CCC	Moses Lake, Washington
Fort Simcoe CCC	White Swan, Washington*
Great Onyx CCC	Manmoth Cave, Kentucky
Harpers Ferry CCC	Harpers Ferry, West Virginia*
Marsing CCC	Marsing, Idaho
Mingo CCC	Puxico, Missouri
Oconaluftee CCC	Cherokee, North Carolina
Treasure Lake CCC	Indianhoma, Oklahoma*
Weber Basin CCC	Ogden, Utah

Note: * Represents Centers Visited by Survey Teams

APPENDIX B

Guidelines for Site Visitation Teams

Have initial session with Center Director.

Give him the Needs Assessment Inventory (to be filled out and returned before we leave). Also, share problems of scheduling with him immediately.

Indicate that, in the two days, the team will want to:

a. Have a chance to observe as much of the Center -- and its various settings -- as possible. (We will be writing brief descriptions of the various settings.)

b. Interview key staff members.

(This may occur, at times, in the course of observations, if and when we have a chance to chat with a staff member who is showing us something about the Center. But some interviews might have to be arranged more formally.)

c. Interview a number of Corpsmen.

(These interviews may be more in the nature of "conversations," and it is probably best if they can occur, fairly informally, in the course of observations. However, again, some -- for example, with a person or persons in the leadership program -- might have to be arranged more formally).

d. Hold a group discussion session with Corpsmen (perhaps 3 persons from each dorm being selected).

e. Hold a group discussion with key staff members.

(Both "d" and "e" will definitely require a facility -- preferably with a blackboard. Also, it would appear that activity "e" will be the prime candidate for omission -- given demands on staff time and team requests for individual interviews as well.)

The team should close its visit with an exit interview with the Center Director, thanking him for his (and his staff's) cooperation and assuring him that he has helped greatly in the development of information regarding a training program.

General Note

The notebook has many pages for recording information. It is not intended that all will be filled or even used. The notebook is to make recording and organizing of whatever information is gathered easier.

Finally, the team should emphasize observation and getting around to see everything possible. Rather than overly formalizing interviews and an interview schedule, it is preferable to accomplish them more as "conversations" in which views, attitudes etc. are easily shared. Thus, avoid (wherever possible) having to schedule persons to come to the team (at an office, for example) for interviews.

But whatever way interviews/conversations are accomplished, do record something about them, individually, in the space provided in the notebook.

- A. Completion of "Needs Assessment Inventory" by Center Director (and/or by others he delegates this responsibility to).
- B. Observation Points (Write brief description of each locale.)
1. General atmosphere and environs of Center/Camp
 - a. Broader range surroundings.
 - b. Close by surroundings.
 - c. Institutional relationships of Camp/environs.
 - d. Off-duty relationships of Camp/environs.

 2. Dormitories
 - a. Early (start of day).
 - b. During work day.
 - c. After duty (early).
 - d. After duty (late).
 - e. Lay out and organization, i.e.:
 - 1) Pairings and groupings (ethnic, etc.).
 - 2) Activity preferences in dorms (cards, music, etc.).
 - f. Counselor activities on duty.

 3. Dining Hall
 - a. Breakfast
 - b. Lunch
 - c. Dinner

 4. Snack Bar

(use by Corpsmen; views fo its proprietor.)

5. Work Sites

a. On camp.

b. Off camp.

6. Instructional (Education) Sites

(Basic impressions of settings; appropriateness for functions.)

7. Recreational Sites

(Basic impressions....)

8. Central Office

(Basic impressions....)

9. Health Station

(Use by Corpsmen; views of "proprietors.")

10. Staff Quarters

(Basic impressions....)

11. Corpsman Supervisor's Office

(Basic impressions....)

C. Staff Interview Points1. Center Director2. Corpsmen Supervisor3. Counselor Supervisor or Head Counselor4. Director of Education5. Director of Vocational Training6. Recreational Director7. Residential Counselor

8. (Random) Teacher in Education Program
9. (Random) Instructor in Vocational Program

D. Corpsmen Interviews/Conversations

1. Persons in Leadership Program
2. Persons not in Leadership Program

E. Group Sessions

1. Staff (One session, if possible, to solicit their help in discovering needs and designing training program.)
2. Corpsmen (One session, if possible, asking for 3 Corpsmen from each dorm, varied by time in program. Prime discussion on Job Corps expectations vs. realities, angling toward uncovering perceived problems in residential living program.)

Check List of Possible Training Needs*

The following list attempts to record possible training needs and skills that would make the center more effective and staff and Corpsmen happier -- which should make the center more productive. Please place a number 1, 2 or 3 in the spaces on the right to indicate: (1) highest priority; (2) medium priority; (3) lowest priority, making a notation for each item. Then go back and circle the five items (presumably five "1's") you consider most important to all.

- | | <u>Priority</u> |
|--|-----------------|
| 1. Communicating successfully. | _____ |
| 2. Effective counseling -- group and individual. | _____ |
| 3. Organizational development. | _____ |
| 4. Teamwork or team-building. | _____ |
| 5. Conflict resolution and conflict management. | _____ |
| 6. Development of goals and objectives. | _____ |
| 7. Motivation and behavior (general). | _____ |
| 8. Decision making: theory and practice. | _____ |
| 9. Handling problem employees and problem Corpsmen. | _____ |
| 10. Management by objectives. | _____ |
| 11. Personal time management. | _____ |
| 12. Interpersonal activities, or skills communication. | _____ |
| 13. Making effective presentations (oral). | _____ |
| 14. Making effective presentations (written). | _____ |
| 15. Improving effectiveness of individual subordinates. | _____ |
| 16. Improving work group or department effectiveness. | _____ |
| 17. Staff motivation. | _____ |
| 18. Corpsmen motivation. | _____ |
| 19. Improving relations with surrounding institutions. | _____ |
| 20. Evaluating the image of Job Corps. | _____ |
| 21. Developing a well rounded recreational program. | _____ |
| 22. Fostering Corpsmen responsibilities relative to (camp living and also away from camp). | _____ |
| * To be administered by survey teams on-site | _____ |

APPENDIX C

Survey Instruments Used

Needs Assessment Inventory for

Job Corps Center Directors

Roy Littlejohn Associates is currently exploring with the Departments of Agriculture and Interior the training needs for staff of Job Corps Centers, focusing especially on problems of the residential living programs. We are also exploring the feasibility of establishing a non-traditional education program for the purpose of offering degree programs to Job Corps staff. As Directors of Job Corps Centers, we are eliciting your response to these proposed programs.

I. Background Questions on Center

A. Location of Center

B. What is the size of your current staff?

permanent _____

temporary _____

Total _____

full time staff _____

part time staff _____

Total _____

C. Approximately how many Job Corps trainees are currently enrolled in your center? _____

Where do most of them come from?

D. What are the major training programs (or job skills) your center offers?

E. What is the approximate distribution of your staff by GS level?

GS 12 - 13 _____

" 10 - 11 _____

" 8 - 9 _____

" 6 - 7 _____

" 4 - 5 _____

" 1 - 3 _____

by occupational title?

Center Director _____

Counselor _____

Secretary _____

Training Instructor _____

Health Technician _____

Teacher _____

Corpsmen Supervisor _____

Group Leader _____

Other (specify) _____

by educational background?

Some high school _____

High school graduate _____

Some college _____

B. A. or equivalent _____

Some graduate study _____

M. A. or M. S. _____

Ph.D. or Ed.D. _____

F. Describe briefly how you, as a Job Corps Center director, go about recruiting new staff:

G. What specific characteristics do you look for in a potential staff member?

II. Check List of Possible Training Needs

109

The following list attempts to record possible training needs and skills that would make the center more effective and the staff and Corpsmen happier -- which should make the center more productive. Please place a number 1, 2 or 3 in the spaces on the right to indicate: (1) highest priority; (2) medium priority; (3) lowest priority, making a notation for each item. Then go back and circle the five items (presumably five "1's") you consider most important of all.

	<u>Priority</u>
1. Communicating successfully.	___
2. Effective counseling -- group and individual.	___
3. Organizational development.	___
4. Teamwork or team-building.	___
5. Conflict resolution and conflict management.	___
6. Development of goals and objectives.	___
7. Motivation and behavior (general).	___
8. Decision making: theory and practice.	___
9. Handling problem employees and problem Corpsmen.	___
10. Management by objectives.	___
11. Personal time management.	___
12. Interpersonal activities, or skills communication.	___
13. Making effective presentations (oral).	___
14. Making effective presentations (written).	___
15. Improving effectiveness of individual subordinates.	___
16. Improving work group or department effectiveness.	___
17. Staff motivation.	___
18. Corpsmen motivation.	___
19. Improving relations with surrounding institutions.	___
20. Elevating the image of Job Corps.	___
21. Developing a well rounded recreational program.	___
22. Fostering Corpsman responsibilities relative to center living and also away from the center).	___

III. Needs and Interests From The Standpoint of a Non-Traditional Education Degree Program

A. Among your current staff how many individuals, in your estimation, would be interested in participating in an educational program leading to a:

B. A. _____

M. A. _____

Ph. D. _____

Ed. D. _____

Non-degree option _____

B. List major areas of study which would interest your current staff.

C. Identify from the skill areas listed below, those skills which would interest your staff:

1. General Skills

Communication (oral and written) _____

Leadership development _____

Interpersonal or human behavior _____

Other general skills (specify) _____

2. Specialized Skills

Management _____

Group Supervisor _____

Training delivery _____

Physical and mental hygiene _____

Counseling _____

Administrative Skills _____

Other (Specify) _____

3. Job Corps Associated Skills

History of J. C. and related M. T. programs _____

Alternative Job Corps models _____

Special needs of Job Corpsmen _____

J. C. recruitment and training practices _____

Job Corps - Community relations _____

Other (Specify) _____

Thank you for your cooperation

Physical Education and Recreation Inventory

(For Recreational Directors)

Roy Littlejohn Associates is currently exploring with the Departments of Agriculture and Interior the training needs of staff of Job Corps Centers. We are focusing especially on problems of the residential living programs and the "off duty" aspects of Center life. We would like the staff person at the Center assigned to directing and coordinating the recreation program to complete the following brief questionnaire regarding that program.

I. Background Information

A. Name/Location of Center

B. Characteristics of Corpsmen (Estimates)

1. Total Numbers _____

2. Sex: (Number)

a. Male _____

b. Female _____

3. Ethnicity: (Number)

a. White/Anglo _____

b. Black _____

c. Span. Speaking _____

d. Asian-Amer. _____

e. Native American _____

f. Other _____

4. Age Groups: (Number)

a. 16 or younger _____

b. 17 _____

c. 18 _____

d. 19 _____

e. 20 or older _____

II. P.E. and Recreation Facilities

A. Please list below all P.E. and recreation facilities at this Center & check in the appropriate spaces your perceptions of their use and adequacy.

Facility (Name)	(Check One)			(Check One)		
	Maximum Use	Moderate Use	Minimum Use	Very Adequate	Ade- quate	Inade- quate
1. _____						
2. _____						
3. _____						
4. _____						
5. _____						
6. _____						
7. _____						
8. _____						
9. _____						
10. _____						
11. _____						
12. _____						

III. Physical Education and Recreation Activities

A. Please go over the lengthy list of possible activities below and check in the appropriate spaces on the left all those activities that are a part of your program. Then make check marks on the right to indicate your perceptions of the participation in those activities that you have checked as a part of your program.

Check if you have in program	Activity (Ind. or Dual Sports)	Participation		
		Good	Fair	Poor
1.	Bowling			
2.	Swimming			
3.	Diving			
4.	Weight Lifting			
5.	Body Building			
6.	Track & Field			
7.	Gymnastics			
8.	Bicycling			
9.	Skating			
10.	Tennis			
11.	Horseshoes			
12.	Shuffleboard			
13.	Badminton			
14.	Lawn Bowling			
15.	Other (Specify):			
a.				
b.				
c.				

Check if
Have in
Program

	Activity (Team & Combative Sports)	Participation		
		Good	Fair	Poor
16.	Baseball			
17.	Softball			
18.	Basketball			
19.	Football			
20.	Soccer			
21.	Water Polo			
22.	Rugby			
23.	Volley Ball			
24.	Touch Football			
25.	Flag Football			
26.	Speedball			
27.	Boxing			
28.	Wrestling			
29.	Other (Specify):			
a.				
b.				
c.				
	(Social Games)			
30.	Ping Pong			
31.	Croquet			
32.	Checkers			
33.	Pool			
34.	Table Shuffleboard			
35.	Chess			
36.	Chinese Checkers			

Check if Have in Program	Activity (Social Games)	Participation		
		Good	Fair	Poor
37.	Jigsaw Puzzles			
38.	Dominocs			
39.	Other (Specify):			
a.				
b.				
c.				
	(Arts & Crafts)			
40.	Metal Crafts			
41.	Leather Crafts			
42.	Wood Crafts			
43.	Paper Crafts			
44.	Plastics			
45.	Ceramics			
46.	Shells			
47.	Weaving			
48.	Drawing			
49.	Sculpturing			
50.	Painting			
51.	Lace Embroidery			
52.	Model Building			
53.	Lanyards			
54.	Other (Specify):			
a.				
b.				
c.				

Check if
Have in
Program

	Activity (Drama & Music)	Participation		
		Good	Fair	Poor
55.	Plays			
56.	Amateur Hours			
57.	Musical Shows			
58.	Orchestra			
59.	Jazz Band			
60.	Spanish Band			
61.	Modern Combos			
62.	Western Groups			
63.	Vocal Groups			
64.	Choir			
65.	Glee Clubs			
66.	Motion Pictures			
67.	Radio			
68.	TV			
69.	Other (Specify):			
a.				
b.				
c.				
	(Physical Education)			
70.	Fundamentals of Physical Fitness			
71.	Corrective PE			
72.	Other (Specify):			
a.				
b.				
c.				

Check if
Have in
Program

	Activity (Special Events)	Participation		
		Good	Fair	Poor
73.	Tournaments			
74.	Carnivals			
75.	Cultural or Religious Celebrations			
76.	Special Holidays			
77.	Other (Specify):			
a.				
b.				
c.				

B. Now please look back over this catalog of activities and noting those you do not have in your program: (a) list below the five missing activities you would most like to include in the program; (b) why you don't have them; (c) why you would like to be able to offer each of the five activities.

(a) Priority
(Missing Activity)

(b) Why Don't
Have

(c) Why Want
to Have

1. _____

2. _____

(a) Priority
(Missing Activity)

(b) Why Don't
Have

(c) Why Want
to Have

3. _____

4. _____

5. _____

IV. Summary

A. Are there any particular groups of Corpsmen (considering groupings by age, ethnicity, or on any other basis) that you feel are:

(Check)

Yes No

1. Neglected or overlooked by the PE/Recreation program?

___ ___

2. Particularly slow or reluctant to participate?

___ ___

B. If your answer is yes to either of these questions, which groups are:

1. Most neglected?

Why?

2. Most difficult to reach for participation?

Why?

C. Please add any additional comments you wish to make about your program, its strengths/weaknesses and the reasons for same.

Thank you for your cooperation and assistance.

Training Needs Assessment Inventory for Staff Members

TRAINING NEEDS ASSESSMENT INVENTORY FOR STAFF MEMBERS

Roy Littlejohn Associates is currently exploring with the Departments of Agriculture and Interior the training needs of staff of Job Corps Centers, focusing especially on problems of the residential living programs. We would like each staff member at the Center to assist us by completing the following brief questionnaire. Please be assured that the information gathered will not be reported in a manner which in any way reveals the identity of the respondent. "Background Information" will be used to aggregate findings by categories of personnel. Our research is designed primarily to assist in improving the delivery of service to the Corpsmen. We greatly appreciate your assistance in this endeavor.

INSTRUCTIONS

- Respondents - The respondent is the individual that fills out the questionnaire.
- Small Boxes - Small boxes simply require that a check be made. In any given question, one and only one box should be checked. Thus for question 2.04, either the male or the female box should be checked. All small boxes have a number underneath to facilitate the coding operation.
- Large Boxes - Large boxes require that a legibly written number be placed in the box. Large boxes are always found in the column labeled "Number Boxes." They do not have numbers underneath. Some of the large boxes should be left blank by the respondent. These boxes are indicated by the text of the questionnaire.

Center Person

INSTRUCTIONS (CONT.)

Right Justification - The numbers placed in the large boxes should be right justified and filled with leading zeros as required. Thus suppose an individual has a GS 2 level. The boxes for question 2.01 should be filled in as 0 2 , not as 2 or 2 .

Answer All Questions - Please answer all questions if you possibly can. However, if it is not possible for you to answer a question for some reason, then leave the boxes blank.

Item Card Number
Number Columns Boxes

Question

THE QUESTIONS IN THIS SECTION ARE NOT TO BE FILLED IN BY THE RESPONDENT.

1.01	1-2	<input type="text"/> <input type="text"/>	Center identification
1.02	3-4	<input type="text"/> <input type="text"/>	Person identification
1.03	5	<input type="text"/>	Blank

BACKGROUND OF THE RESPONDENT

2.01	6-7	<input type="text"/> <input type="text"/>	GS Level
2.02			Occupational Title
<hr/>			
2.03	8-9	<input type="text"/> <input type="text"/>	Special Coding for Item 2.02 (To be left blank by the respondent)
2.04	10		Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female 1 2

Center Person

<u>Item Number</u>	<u>Card Columns</u>	<u>Number Boxes</u>	<u>Question</u>
2.05	11		Ethnicity: <input type="checkbox"/> 1 White/Anglo <input type="checkbox"/> 4 Black <input type="checkbox"/> 2 Spanish Speaking <input type="checkbox"/> 5 Asian-American <input type="checkbox"/> 3 Native American <input type="checkbox"/> 6 Other
2.06	12		Age: <input type="checkbox"/> 1 20 or under <input type="checkbox"/> 6 41-45 <input type="checkbox"/> 2 21-25 <input type="checkbox"/> 7 46-50 <input type="checkbox"/> 3 26-30 <input type="checkbox"/> 8 51-55 <input type="checkbox"/> 4 31-35 <input type="checkbox"/> 9 56 or older <input type="checkbox"/> 5 36-40
2.07	13		In what part of the country did you spend most of your life until age 18? <input type="checkbox"/> 1 Northeast (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware) <input type="checkbox"/> 2 Southeast (Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Tennessee, Kentucky, Georgia, Alabama, Mississippi, Florida, Louisiana, Texas) <input type="checkbox"/> 3 Middle West (Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota, North Dakota, South Dakota, Iowa, Missouri, Arkansas, Oklahoma, Nebraska, Kansas) <input type="checkbox"/> 4 Mountain States and Southwest (Montana, Idaho, Wyoming, Utah, Colorado, Nevada, New Mexico, Arizona) <input type="checkbox"/> 5 Far West (Hawaii, Alaska, Washington, Oregon, California) (This question continued at top of next page.)

Center Person

Item Card Number
Number Columns Boxes

Question

- Not in the United States
 6..
- U.S. Territories and Possessions (Puerto Rico, Guam, Virgin Islands, Canal Zone, Samoa)
 7
- Not in the United States or U.S. Territories and Possessions
 8
-
- 2.08 14
- How large was the place where you lived the longest until age 18?
- Large city (over 250,000) or one of the suburbs of a large city
 1
- Medium city (75,000 to 250,000) or one of suburbs of a medium city
 2
- Small city (5,000 to 75,000), not a suburb of a large city
 3
- Small town (under 5,000), not a suburb of a large city
 4
- Farm area
 5
-
- 2.09 15
- Educational Background (check highest attained)
- Some high school Some graduate study
 1 5
- High school graduate M.A. or M.S.
 2 6
- Some college Ph.D. or Ed.D.
 3 7
- B.A. or equivalent
 4

Center Person

Item
Number Card
 Columns Number
 Boxes

Question

JOB CORPS PREPARATION, EXPERIENCE AND SATISFACTION

3.01	16-17	<input type="text"/> <input type="text"/>	How long have you been: In your present assignment?	<p style="text-align: center;"><u>Special</u> <u>Instructions</u></p> <p>Answers should be expressed in terms of months. Use 99 for 99 or more months.</p>
3.02	18-19	<input type="text"/> <input type="text"/>	At this Job Corps Center?	
3.03	20-21	<input type="text"/> <input type="text"/>	In the Job Corps?	
3.04	22		How well prepared for serving the Corpsmen do you feel you are (as you perform in your present Job Corps position)?	
			<input type="checkbox"/> Well prepared 1	
			<input type="checkbox"/> Moderately prepared 2	
			<input type="checkbox"/> Poorly prepared 3	
3.05	23		Could your preparation be improved by training?	
			<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
3.06			Please elaborate on your responses to 3.04 and 3.05	

3.07	24	<input type="checkbox"/>	Special Coding for 3.06 (To be left blank by the respondent)	

Center Person

<u>Item Number</u>	<u>Card Columns</u>	<u>Number Boxes</u>	<u>Question</u>
3.08			What single factor would most enhance or improve your preparation for serving the Corpsmen in your job? <hr/> <hr/>
3.09	25	<input type="checkbox"/>	Special Coding for 3.08 (To be left blank by the respondent)
3.10	26		How well satisfied are you with your present opportunities for serving the Corpsmen? <input type="checkbox"/> Well satisfied <input type="checkbox"/> Dissatisfied 1 3 <input type="checkbox"/> Moderately satisfied 2
3.11			What single factor would most increase your satisfaction in your work with the Corpsmen? <hr/> <hr/>
3.12	27	<input type="checkbox"/>	Special Coding for 3.11 (To be left blank by the respondent)

CHECK LIST OF POSSIBLE TRAINING NEEDS

The following list attempts to record possible training needs and skills that would make the staff more effective in serving Corpsmen. Please place a number 1, 2 or 3 in the boxes on the left, to indicate: (1) highest priority; (2) medium priority; (3) lowest priority, making a notation for each item. Then go back and circle the five items (presumably five "1's") you consider most important of all.

4.01	28	<input type="checkbox"/>	Communicating successfully
------	----	--------------------------	----------------------------

Center Person

<u>Item Number</u>	<u>Card Columns</u>	<u>Number Boxes</u>	<u>Question</u>
4.02	29	<input type="checkbox"/>	Effective counseling--group and individual
4.03	30	<input type="checkbox"/>	Organizational development
4.04	31	<input type="checkbox"/>	Teamwork or team-building
4.05	32	<input type="checkbox"/>	Conflict resolution and conflict management
4.06	33	<input type="checkbox"/>	Development of goals and objectives
4.07	34	<input type="checkbox"/>	Motivation and behavior (general)
4.08	35	<input type="checkbox"/>	Decision making: theory and practice
4.09	36	<input type="checkbox"/>	Handling problem employees and problem Corpsmen
4.10	37	<input type="checkbox"/>	Management by objectives
4.11	38	<input type="checkbox"/>	Personal time management
4.12	39	<input type="checkbox"/>	Interpersonal activities, or skills communication
4.13	40	<input type="checkbox"/>	Making effective presentations (oral)
4.14	41	<input type="checkbox"/>	Making effective presentations (written)
4.15	42	<input type="checkbox"/>	Improving effectiveness of individual subordinates
4.16	43	<input type="checkbox"/>	Improving work group or department effectiveness
4.17	44	<input type="checkbox"/>	Staff motivation
4.18	45	<input type="checkbox"/>	Corpsman motivation
4.19	46	<input type="checkbox"/>	Improving relations with surrounding institutions
4.20	47	<input type="checkbox"/>	Elevating the image of Job Corps

Center Person

<u>Item Number</u>	<u>Card Columns</u>	<u>Number Boxes</u>	<u>Question</u>
4.21	48	<input type="checkbox"/>	Developing a well rounded recreational program
4.22	49	<input type="checkbox"/>	Fostering Corpsman responsibilities relative to camp living (and also away from camp)

(List other items)

4.23	50	<input type="checkbox"/>	_____
4.24	51	<input type="checkbox"/>	_____
4.25	52	<input type="checkbox"/>	_____

INTERESTED IN A NON-TRADITIONAL EDUCATION DEGREE PROGRAM

Check below to indicate whether you would be interested in participating in an educational program leading to a:

5.01	53	B.A. degree:	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
5.02	54	M.A. degree:	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
5.03	55	Ph.D. degree:	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
5.04	56	Ed.D. degree:	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
5.05	57	Non-degree option:	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2

List major areas of study which would interest you the most. (Respondent should not fill in the boxes to the left)

5.06	58-59	<input type="checkbox"/> <input type="checkbox"/>	_____
------	-------	---	-------

Center Person

Item
Number Card
 Columns Number
 Boxes

Question

5.07 60-61

5.08 62-63

5.09 64-65

5.10 66-67

THANK YOU FOR YOUR ASSISTANCE AND COOPERATION

