

equivalent, for the two testing periods.** The rate of gain is the gain divided by elapsed time.

The average gain for each group was established by determining the median gain score. Means were not computed due to the imprecise nature of the difference in grade equivalent and the extreme skew in the distribution of gain scores. Since the curve is positively skewed, with some very large gains, the mean would be a spuriously high estimate of the average (central tendency). The median while more conservative is the better estimate in this case.

In addition to the above testing, the achievement level of the Corps members at time of entry into Job Corps was determined whenever possible. A file search located entry scores for 900 of the 2000 Corpsmembers.

For the purpose of determining comparability the entry levels of the sample were compared to available statistics for the Job Corps population.

Educational gains were analyzed by type of Job Corps Center, amount of time Job Corpsmembers was enrolled, and achievement level in October. Further, for comparative purposes five of the best Conservation Centers were considered as a special subgroup. Urban Centers might have been included in a "five best" subgroup; they were excluded simply because Conservation Centers have a common program, and some comparisons can be made with program held constant.

The S.A.T. was chosen as the gain measure because it is one of the best available tests for the population studied. Its standardization sample includes persons similar to the Job Corps population and recent Job Corps studies show it to perform adequately in a statistical sense. An analysis of the test indicates that the content of the items parallels the content of the Job Corps Programs. Furthermore, the S.A.T. permits describing skill levels in well known terms, namely the public school grades. By using S.A.T. grade equivalents, gross comparisons between the average Job Corpsmember and the average public school can be made.

HIGHLIGHTS

1. The average Corpsmember in the sample had attended most of ninth grade before entering Job Corps but had reading and math skills equivalent to beginning fifth grade. Obviously, his educational level was significantly lower than the average years of school attended. If the public school average rates of learning are used as a baseline, it can be said that the average Corpsmember, when in public school, achieved about half as much as the average school student.

2. Once he had entered the Job Corps program he demonstrated a faster rate of achievement than the norm of school students. Over a three month period, the average Corpsmember progressed in arithmetic one and three-fourths ($1\frac{3}{4}$) times faster than the school norm, and in reading one and one-fourth ($1\frac{1}{4}$) times the average public school rate.

3. When the sample was grouped according to the type of Center Corpsmembers attend, the sample from the Men's Centers demonstrated greater gain rates. The Men's Centers' gain rate is 1.75 times better in reading and 2.5 times better in arithmetic than the public school average in grades four to seven.

4. The Conservation Center sample showed a median gain in math below the Men's Centers' sample. Their median gain in reading was also below the Men's Centers' sample but was the same as the Job Corps average. The Conservation Center rate of gain was 1.5 times better than the school norm in arithmetic and 1.25 times better in reading.

5. The Women's Centers' sample made less progress in reading and math than the average Corpsmember. In reading and math their rates of gain were below the public school norm. This sample progressed six-tenths as quickly as the average student in public school. This rate is about a 10% improvement over their rate of achievement in school. It is suspected that the sample showed less gain than those from Conservation and Men's Centers because many of the girls had higher entry scores and were not kept in the programs all the time they were on Center.

6. Data from a subset of five high performance centers were analyzed. The median gain for this group was nearly three times the public school norm in reading and exactly three times the norm in arithmetic. These rates of gain are nearly twice as great as the Job Corps average.

**The statistical problems involved computing difference in grade equivalents is recognized. While not a precise measure of gain, change in grade equivalent does serve as an estimate of improvement.