TABLE 8.—*Reading scores and gains reported as grade equivalents—Actual, unadjusted gains for the 5 best conservation centers, October 1966 to January 1967*

	Percent showing improvement	Median score in October	Median gain
Center A	85	3.9	0.6+
Center B	78	3.9	.5+
Center C	91	2.9	.4+
Center D	80	3.0	.4
Center E	71	3.6	.4

TABLE 9.—*Arithmetic scores and gains reported as grade equivalents—Actual, unadjusted gains for the best conservation centers, October 1966 to January 1967*

	Percent showing improvement	Median score in October	Median gain
Center A	75	4.9	0.6½
Center B	76	4.6	.6–
Center F	77	3.2	.5½
Center G	65	3.9	.4
Center H	65	4.5	.4–

SUMMARY AND RECOMMENDATIONS

Slightly greater gains are made in the arithmetic program than in the reading program. This fact is especially true in the Men's Centers where the math program is apparently tied into the vocational courses. The gains in both subjects made by the whole sample point out that Job Corps is moderately successful in advancing Corpsmembers to sixth or seventh grade levels but relatively ineffective in maintaining or reaching beyond these levels.

The fact that great progress could be made at all levels becomes evident when the gains of the whole sample are compared to those of five high performance centers. The gains made by five of the best centers were nearly twice as great as the Job Corps average and three times as great as the public school average. These large gains prevailed in the introductory and elementary programs which were developed by Job Corps for achievers from first to the fifth grade levels.

When the gains of the whole sample for the short period of time are projected for longer periods, the overall program inefficiency becomes dramatically evident. The projections for the Center types follow.

Conservation Centers—For as long as these Corpsmen are in class about 50% of them would complete two Job Corps arithmetic levels in six months and two Job Corps reading levels in nine months. This means that after six months in arithmetic class and nine months in reading class these Corpsmen could have completed the equivalent of one year in public school. This means, also, that if progress rates do not improve, the typical Corpsmen who enters with third grade skills in reading must spend 24 months to progress to sixth grade level. Since he enters with fourth grade arithmetic skills, he must spend twelve months to progress to sixth grade level. Thus, although Corpsmen demonstrate gain they are not receiving the maximum benefits of the program.

Women's Centers—The Corpswomen made less gain and consequently the estimated time that is required for them to progress from one grade level to another is longer than that for the Conservation Corpsmen. According to these data, the typical Corpswoman who enters with beginning sixth grade reading and arithmetic skills must spend sixteen (16) months in these programs to reach seventh grade skill level.

Men's Centers—About 50% of these Corpsmen will achieve the equivalent of one school grade level in reading in six months and in arithmetic in four months. Therefore, the typical Corpsman who enters with reading skills, equivalent to the end of fifth grade, will spend eighteen months before he reads at the end of eighth grade level. He will spend only twelve months in the arithmetic or mathematics program to progress from middle of fifth grade to middle of eighth