

grade. Since the average Corpsman from an Urban Center stays from nine to twelve months he would have acquired, by graduation, seventh grade reading skills and eighth grade math skills. At that point he is polishing the skills useful for job pursuits.

The projections outlined above are averages including Corpsmembers who are not in the programs. Undoubtedly Corpsmembers who are in the programs achieve more quickly than the average described above.

Based on the findings, recommendations are made to improve Corpsmember's rates of achievement to attain the maximum benefits of the program.

1. Every male Corpsman with ability above sixth grade should be sent to a Men's Center or upper level programs should be developed immediately in Conservation Centers.

2. Once the Corpsmembers are at Centers, every effort should be made to test them on the appropriate level of the S.A.T. and develop expectancies for placement in program so they are not placed in courses too easy or difficult for them.

3. All Corpsmembers should be kept in some reading and math programs for as long as they are on the center. If they complete the structured programs they should be given enrichment materials. The critical need for enrichment programs cannot be overstressed. The data suggest that one month out of the program can cause backsliding at a rate of three to one. Programs could be formal, such as a G.E.D. program, or informal, where Corpsmembers are given trade magazines, or newspapers and technical manuals under the supervision of a basic education teacher, work supervisor or a vocational teacher.

4. Whenever possible reading and arithmetic training should be incorporated into the pre-vocational, vocational or world of work programs. Such tying together, as demonstrated by some Men's Centers, can cause the achievement rate to double.

5. It is suspected that class attendance, scheduling and frequency of testing strongly affect successful program use. Learning at a faster rate which occurred when Corpsmen were in the program should be an incentive for regular class attendance.

Since the same programs are available to all Centers, variation as witnessed in the study, need not exist. Incorporation of the recommendations should help Center's maximize the benefits of the programs and, in turn, bring Corpsmembers' rates of achievement in line with the high performance centers.

APPENDIX

Adjusted Rate of Progress

The adjusted rate of progress is based upon two assumptions:

1. Due to Christmas vacation Corpsmembers in the sample were in educational programs, not for 3 months, but rather for approximately two months.
2. During the vacation period some forgetting takes place.

In order to determine how much forgetting occurred a small sample of 200 Corpsmen at one center were tested before and after Christmas. This group demonstrated an average gain of 6 months for the two month period October to December.

For the one month period December to January this sample group lost 2 months on the average resulting in a net gain of slightly more than 3 months for the full three month period. For this group we have evidenced rates of gain which differ by 300% due to the impact of Christmas vacation.

The adjustment procedure used was to increase the absolute change in grade equivalence by $\frac{1}{4}$ and use 2 months rather than 3 months as the denominator in the rate formula. Such an adjustment may be a conservative best estimate. For the above sample of 200, adjusting the 3 month gain would result in an estimated rate of almost 2 to 1. Over the two month period unaffected by Christmas this center showed a 3 to 1 rate of achievement.

School norm: definitional grade equivalent norming—taken directly from Stanford Achievement Test tables.

Progress rate prior to Job Corps: Determine by dividing average achievement level at entry into Job Corps by the average number of school grades completed.

Caution: This estimate is affected by forgetting which has taken place between school and Job Corps. It also is confounded since grades completed are usually an underestimate of years spent in school. It was assumed here that these two factors tend to cancel each other out in the estimate.