

Job Corps Disability Program Report
PY 2015

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Executive Summary

Job Corps understands that to help students with disabilities achieve their potential and succeed in the workforce, they must have an opportunity to access program offerings and receive coordinated services from admissions through placement, and beyond. In August 2016, labor force participation by people with disabilities was 19.8 percent. By comparison, labor force participation by people without a disability was 68.8 percent.¹ Job Corps' inclusive programming is working toward narrowing that gap by providing an environment that encourages and supports every student, regardless of ability, to set and achieve his/her career goals.

Providing Disability Program support services is critical to the Job Corps mission, but also essential to supporting The Workforce Innovation and Opportunity Act of 2014 and the nation's focus on ensuring equal access to persons with disabilities. Over the past 15 years, Job Corps has made significant progress in improving services for students with disabilities and continually works to identify additional mechanisms that would ensure all students receive the necessary support to fully benefit from Job Corps' academic and career technical programming.

Moving forward, a focus on innovation is key. Emphasis will be placed upon providing targeted training to smaller groups and specific individuals using a variety of mediums including interactive web streaming sessions that focus on providing training specific to 1 or 2 topic areas and that are brief in content. Ongoing training and information dissemination also will continue via existing platform and communication mediums.

¹ Labor force measures are based on the civilian, non-institutional population 16 years old and over. (Persons under 16, all inmates of institutions, and persons on active duty in the Armed Forces are excluded.) All other members of the civilian, non-institutional population who are 16 or over and have a job or are actively looking for one and available to work are classified as in the labor force <http://www.bls.gov/news.release/empsit.t06.htm>. Labor force rates retrieved September 19, 2016.

Overview of Disability Supports

A variety of general and specific services and supports are provided to Job Corps center staff to ensure that Job Corps students have equal access to, and are provided the necessary accommodations to allow full participation in Job Corps academic and career technical training offerings.

Generalized Services and Supports Provided to the Centers

Develop and present webinars on a wide variety of disability-related topics, such as:



- Applicant File Review (AFR)
- Reasonable Accommodation (RA)
- Accommodating Specific Functional Limitations
- Department Specific (Career Technical, Residential)
- Disability Program Resources/Partnerships
- Universal Design for Learning

Conduct monthly disability teleconferences



- Regional teleconferences conducted with corresponding visual support on webinar platform; same topic discussed across all regions so that staff may attend a call for another region if they are unable to attend their own

Develop disability-related support guides, center tools, and sample policies



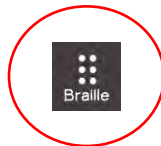
- Guides—Animals as Accommodations, Reasonable Accommodation Committee Guide, Disability Program Compliance Assessment (DPCA) Guide
- Tools—Reasonable Accommodation Committee (RAC) Meeting Form, Reasonable Accommodation Effectiveness Review – Staff Evaluation and Counselor Evaluation Forms, Disability Partnership Tool and Applicant File Tracking Forms
- Sample Standard Operating Procedures (SOPs)—AFR, RA, and Disability Coordinators

Other



- Conduct Disability Program Compliance Assessments
- Draft DPCA reports and respond to CAPS
- Collect data on the applicant file review process submissions, monthly Disability Coordinator call attendance, webinar attendance, concerns from DPCAs, etc. and produce a wide variety of reports throughout each program year
- Attend regional quarterly planning meetings and provide a comprehensive, data-driven, region-specific Disability Program report

Customized Services and Supports Provided to Centers



- Complete administrative reviews of applicant files submitted to each Regional Office with recommendations of denial for health care needs and direct threat
- Provide daily technical assistance via phone and email
- Develop and present webinars that are center-specific, topic-specific or regionally-specific as the need requires
- Assist centers with the completion and/or review of Accommodation Funding Request Forms and supporting documentation
- Provide procedural guidance and offer accommodation/alternative accommodation suggestions for center accessibility and accommodation reviews
- Provide on-site training customized to the needs of the center. Training generally is specific to:
 - Disability Coordinators
 - Applicant File Review Team
 - Reasonable Accommodation Committee
 - All Staff Training on Center-wide Focus, Sensitivity Awareness and/or Improving Independence and Employability

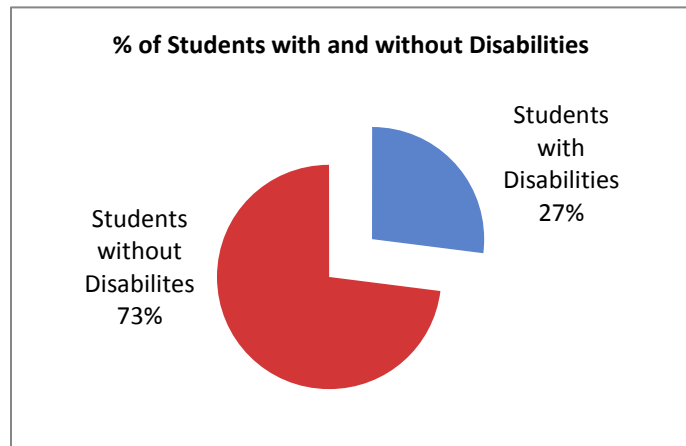
Students with Disabilities

Data Collection

Job Corps is required by federal regulations to report data on the number of students with disabilities who participate in the program. Center Disability Coordinators collect this data and record it in the CIS. Regional Disability Coordinators review center-submitted disability data for accuracy and completeness monthly, and in more detail during on-site Disability Program Compliance Assessments.

Results

In PY 2015, **27 percent** (15,441) of the 56,735 students who separated from Job Corps disclosed they had a disability,² which is a 1 percent increase from PYs 2014 and 2013. For each student who discloses disability, data is collected about the disability category (e.g., cognitive, medical, mental health, physical) and the specific disability (e.g., learning, mood disorder).



Disability Category: In PY 2015, 2 categories of disabilities accounted for almost 80 percent of the reported disabilities:

- Cognitive disabilities (53 percent) cause disruptions of thinking skills, such as difficulty processing, learning, and/or remembering information. Cognitive disabilities can include learning disabilities, attention deficit/hyperactivity disorder (ADHD), intellectual disabilities, and traumatic brain injury.
- Mental health disabilities (27 percent) disrupt the way emotions are processed and expressed. Examples of mental health disabilities are mood disorders (e.g., depression, bipolar disorders), anxiety disorders (e.g., panic disorder, post-traumatic stress disorder), personality disorders (e.g., borderline personality disorder), psychotic disorders (e.g., schizophrenia), and serious emotional disturbance.

² 15,441 student separations in PY 2015 were for disability reasons (retrieved from EIS on August 29, 2016). The actual number of disabilities disclosed in PY 2015 was 22,272; students may disclose more than one disability.

Specific Disability. The top 3 identified disabilities (as a percentage of all disabilities) reported among Job Corps students during PY 2015 were:

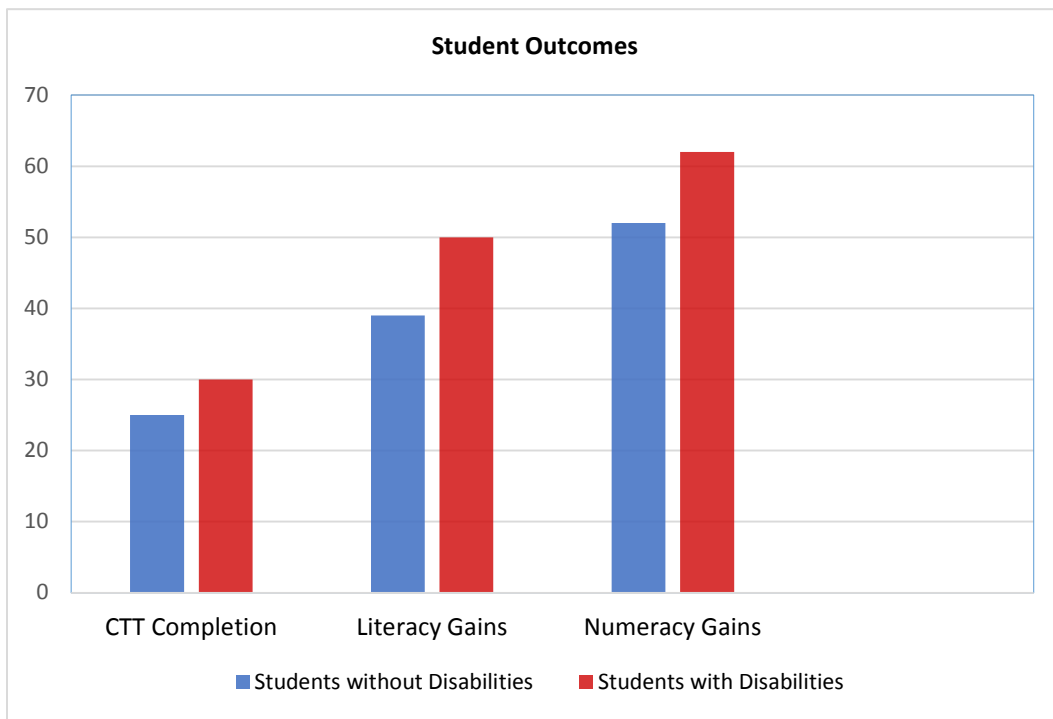
- Learning disabilities (33.5 percent)
- Attention deficit/hyperactivity disorder (16.3 percent)
- Mood disorders (13 percent)

These numbers are consistent with PY 2014 data.

Attachment A contains data on specific disabilities within each disability category and the frequency with which each was reported in PY 2015.

Outcomes

Job Corps data shows students with disabilities have equal or higher success rates when compared to their non-disabled peers for three key program indicators—*career technical trade completion* (30 percent for students with disabilities; 25 percent for students without disabilities), *literacy gains* (50 percent for students with disabilities; 39 percent for students without disabilities), and *numeracy gains* (62 percent for students with disabilities; 52 percent without disabilities). Attachment B displays comparisons for additional program indicators.



Moving Forward

Moving forward, a focus on innovation is key. In conjunction with continuing efforts (e.g., data monitoring/TAs, etc.) to improve service delivery and quality, increased opportunities to provide targeted training to smaller groups and specific individuals will be phased in as an option for meeting center’s technical assistance needs. According to a literature review published by the National Institutes of Health on “Effective In-service Training Design,” *the use of multiple techniques [in instruction] allows for interaction and enables learners to process and apply information; more passive instruction, such as reading or lecture was found to have little or no impact on learning outcome; the use of targeted, repetitive interventions can result in better learning outcomes*³.

- Targeted training will be delivered using a variety of mediums, including interactive web streaming sessions that where the training session is limited to 1 or 2 focus areas that highlight key or critical points of information but are kept brief in content. Ongoing training and information dissemination also will continue via existing platform and communication mediums. Continuous trainings through a variety of platforms (webinars, monthly teleconferences, regional training, and dissemination of technical assistance materials on the Job Corps Disability website) will ensure staff acquires the knowledge, skills, and resources to implement Disability Program requirements.
 - Training specific to providing staff with information and strategies related to positive behavior supports and behavior management such as the “Supporting Students with Emotional Disabilities and Behavior De-escalation Strategies” webinar provided last year.
 - Training and technical assistance offered on phone and tablet applications that afford accommodation support specific to individuals with mental health and medical needs, including behavioral management aids.
 - Training via series that offer extended learning opportunities in one specific topic area, ranging from introductory level information to advanced level case study reviews that are evaluative in nature and allow for practical application of previously learned skills and information. An emphasis on assisting students in promoting the development of independence and employability skills is threaded throughout.

³ Hum Resour Health. 2013 Oct 1;11:51. doi: 10.1186/1478-4491-11-51. *Effective in-service training design and delivery: evidence from an integrative literature review*; [Bluestone J](#), [Johnson P](#), [Fullerton J](#), [Carr C](#), [Alderman J](#), [BonTempo J](#).; <https://www.ncbi.nlm.nih.gov/pubmed/24083659>; Retrieved 11/10/16.

<https://supportservices.jobcorps.gov/disability/Pages/Webinars.aspx>

- Regional Disability Coordinators will continue to monitor disability data monthly and provide technical assistance to ensure accurate disability data entry.
- Reasonable accommodation-focused guidance and technical assistance will continue to be provided.
 - Guidance and technical assistance on how to navigate through accessibility scenarios including consider reasonable accommodation, determining reasonableness, recommending denial of accommodations and offering alternative accommodations.
 - Guidance and technical assistance on responding to requests for animals as accommodations (i.e., service dogs or comfort animals) as centers are responding to an increasing number of these requests.
 - Showcase low and no-cost accommodation options that centers can use and adapt within their own programs, again with an emphasis on promoting the student's independence and building their employability.

Job Corps Specific Disability Summary Program Year 2015

Disability Category	Specific Disability	Frequency Reported ⁴	% of Total Disabilities	% of Population Reporting
Cognitive	ADHD/ADD	3,626	16.3%	6.4%
	Learning	7,456	33.5%	13.1%
	Intellectual Disabilities	472	2.1%	0.8%
	Traumatic Brain Injury	43	0.2%	0.1%
	Other	245	1.1%	0.4%
Subtotal Cognitive		11,842	53.2%	20.9%
Drug/Alcohol	Alcoholism	20	0.1%	0.0%
	Chemical Dependency	84	0.4%	0.1%
	Other	10	<0.1%	0.0%
Subtotal Drug/Alcohol		114	0.5%	0.2%
Medical	Asthma	1,293	5.8%	2.3%
	Diabetes	336	1.5%	0.6%
	HIV/AIDS	109	0.5%	0.2%
	Hypertension	273	1.2%	0.5%
	Sickle Cell Disease	38	0.2%	0.1%
	Other	908	4.1%	1.6%
Subtotal Medical		2,957	13.3%	5.2%
Mental Health	Anxiety	1,499	6.7%	2.6%
	Mood	2,896	13.0%	5.1%
	Personality	139	0.6%	0.2%
	Psychotic	171	0.8%	0.3%
	Serious Emotional Disturbance	817	3.7%	1.4%
	Other	561	2.5%	1.0%
Subtotal Mental Health		6,083	27.3%	10.7%
Physical	Amputation	9	<0.1%	0.0%
	Cerebral Palsy	34	0.2%	0.1%
	Epilepsy/Seizure	176	0.8%	0.3%
	Head Injury	12	0.1%	0.0%
	Multiple Sclerosis	3	<0.1%	0.0%
	Speech Impairment	191	0.9%	0.3%
	Spinal Cord Injury	10	<0.1%	0.0%
	Other	197	0.9%	0.3%
Subtotal Physical		632	2.8%	1.1%
Sensory	Blind/Visually Impaired	57	0.3%	0.1%
	Color Blind	29	0.1%	0.1%
	Deaf/Hard of Hearing	148	0.7%	0.3%
	Other	57	0.3%	0.1%
Subtotal Sensory		291	1.3%	0.5%
Spectrum Disorders	Asperger's Syndrome	91	0.4%	0.2%

⁴ Retrieved from EIS Disability by Category (Separated) Report retrieved on August 29, 2016 for program year 2015.

Attachment A: Job Corps Specific Disability Summary, PY 2015

Disability Category	Specific Disability	Frequency Reported ⁴	% of Total Disabilities	% of Population Reporting
	Autism	143	0.6%	0.3%
	PDD-NOS	8	<0.1%	0.0%
	Other	5	<0.1%	0.0%
Subtotal Spectrum Disorders		247	1.1%	0.4%
Other	Other	106	0.5%	0.2%
Subtotal Other	Other	106	0.5%	0.2%
Total All Disabilities		22,272⁵	100.0%	

⁵ Students may report more than one disability so the total number of disabilities reported is higher than the actual number of students with disabilities reported as separated from the program during PY 2015.

Comparison Indicators for Student with/without Reported Disabilities Program Year 2015

Job Corps Program Indicators	Students with Disabilities	Students without Disabilities
Average Length of Stay	264 days	231 days
Ordinary Separation	50%	49%
Disciplinary Separation	21%	24%
AWOL Separation	13%	17%
ZT Separations	.3%	.6%
GED Obtained on Center	5%	6%
HS Diploma Obtained while in Job Corps	27%	28%
CTT Completion	30%	25%
CTT and GED/HSD	27%	29%
CTT and/or GED/HSD	61%	59%
Literacy Gains	50%	39%
Numeracy Gains	62%	52%
Literacy and/or Numeracy	68%	58%