Job Corps Disability Program Report
Program Year 2016

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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 September 2017, labor force participation by people with disabilities was 19.6 percent. By comparison, labor force participation by people without a disability was 66 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. 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, customized Webinars, etc. 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.

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[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 October 23, 2017.

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 disability-related Webinars, such as:

- Applicant File Review (AFR)

- Reasonable Accommodation (RA)

- Accommodating Specific Disabilities or Functional Limitations

- Department Specific (Career Technical, Residential)

- Disability Program Resources/Partnerships

- Service and Assistance Animals

- 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—Service Animals and Assistance Animals Guide, Reasonable Accommodation Committee Guide, Disability Program Compliance Assessment 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 and draft related report
- Collect data and produce related reports on AFR process submissions, monthly Disability Coordinator call attendance, Webinar attendance, concerns from Disability Program Compliance Assessments, etc.

- Attend regional quarterly planning meetings and provide a comprehensive, data-driven, region-specific Disability Program report

Customized Services and Supports Provided to Centers
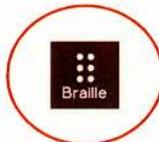
- Complete administrative reviews of applicant files submitted to each Regional Office with recommendations of denial for health care needs and direct threat

- 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 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:
  o Disability Coordinators
  o Applicant File Review Team
  o Reasonable Accommodation Committee
  o All Staff Training on Center-wide Focus, Sensitivity Awareness and/or Improving Independence and Employability
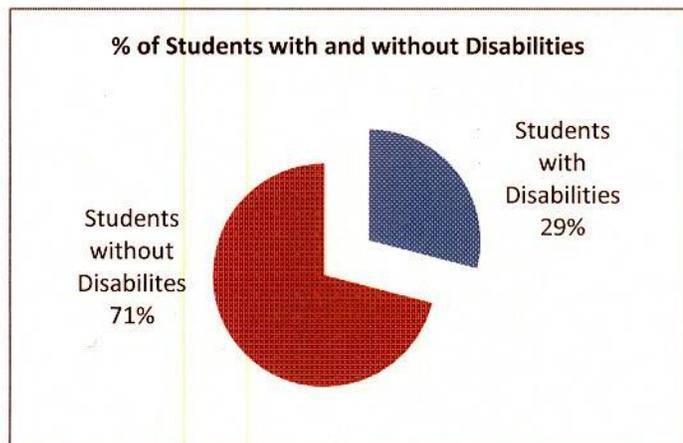
Students with Disabilities

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 Job Corps' Center Information System (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 2016, **29 percent** (14,848) of the 51,559 students who separated from Job Corps disclosed they had a disability,[2] which is a 2 percent increase from PY 2015. 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).

% of Students with and without Disabilities

Students without Disabilites 71%

Students with Disabilities 29%

Disability Category: In PY 2016, two categories of disabilities accounted for 81 percent of the reported disabilities:

- Cognitive disabilities (51 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 (30 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.

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[2] Retrieved from EIS October 24, 2017. The actual number of disabilities disclosed in PY 2016 was 22,415; students may disclose more than one disability.

Specific Disability: The top three identified disabilities (as a percentage of all disabilities) reported among Job Corps students during PY 2016 were:

- Learning disabilities (29.9 percent)

- Attention deficit/hyperactivity disorder (17.3 percent)

- Mood disorders (14.3 percent)

These most frequently identified disabilities are consistent with PY 2015 data.

Attachment A contains data on specific disabilities within each disability category and the frequency with which each was reported in PY 2016.

Reasonable Accommodation

Reasonable accommodations, which are changes to the environment or in the way things are customarily done, give a person with a disability an opportunity to participate in the application process, job, program or activity that is equal to the opportunity given to similarly situated people without disabilities. Reasonable accommodations can be requested by applicants and students with disabilities at any time during the application process and enrollment in the Job Corps program. There is no set list of accommodations the program does or does not provide. Each accommodation request is reviewed individually.

Accommodation plans for students with disabilities are entered in CIS by the center's Disability Coordinators and are available to all staff who interacts with students. CIS groups accommodations by categories and captures specific common accommodations using drop down boxes. Centers can also add additional accommodations as needed.

| Accommodation	Specific Accommodation	Comments	Staff Responsible	Active
Behavioral	02 - Verification of understanding of expectations, rules, c		All	Y
Instructional/Assignments	02 - Movement breaks	May take a walk pass from instructor for 2-3 minutes with beginning and ending time listed on the pass.	All	Y
Instructional/Assignments	03 - Break large projects/assignments into smaller sections		All	Y
Instructional/Assignments	10 - Extended time for assignment completion		All	Y
Other Testing	01 - Extended time - 1.5 times		All	Y
Other Testing	08 - Small group setting		All	Y
TABE Testing	01 - Extended time - 1.5 times		TABE Administrator	Y
TABE Testing	04 - Small group setting		TABE Administrator	Y

The following table outlines the accommodation categories and most common accommodations provided to students with disabilities within each category.

Common Accommodations Provided by Job Corps Centers	
Accommodation Category	**Accommodation**
TABE Testing	• Extended time • Use of a calculator • Small group/Secluded testing
Other Testing	• Extended time • Use of a calculator • Frequent breaks
Personal Supports	• Buddy/Mentor
Instructional/Assignments	• Instructional supports (e.g., modify assignment length, record instruction, allow student to write out responses instead of a verbal response) • Extended time for assignment completion • Copies of notes
Organizational	• Graphic organizers • Checklists (e.g., dorms tasks, daily tasks, assignment completion)
Communication	• Alternative format
Environmental	• Modified schedule • Preferential seating • Headphones
Behavioral	• Time-out/break area • Verification of understanding of expectations, rules, and assignments • Positive behavior supports (e.g., provide ample warning if changes to typical routine will occur, speak with student privately regarding behavior concerns, provide positive feedback when the student displays desired behavior)
Assistive Technology	• Computer for word processing or other task completion • Calculator

Each month the Regional Disability Coordinators conduct an audit of all center accommodation plans. Feedback on the comprehensiveness and appropriateness of the plans is provided to the National and Regional Offices. Center staff can request TA related to the audit from their Regional Disability Coordinator.

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* (29 percent for students with disabilities; 24 percent for students without disabilities), *literacy gains* (48 percent for students with disabilities; 37 percent for students without disabilities), and *numeracy gains* (59 percent for students with disabilities; 49 percent without disabilities). Students with disabilities obtain a career technical trade completion and academic completion (GED/HS) at about the same rate as their non-disabled peers (26 percent for students with disabilities; 27 percent for students without disabilities). Attachment B displays comparisons for additional program indicators.

Student Outcomes

Legend: Students without Disabilities | Students with Disabilities
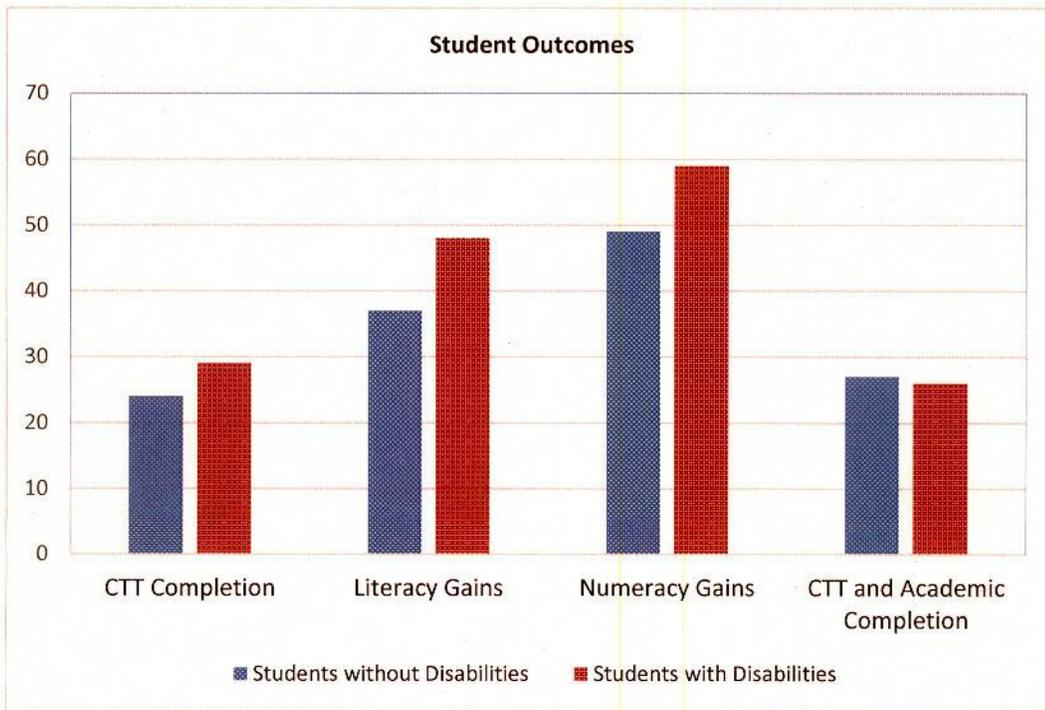
Moving Forward

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 are being 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 is being delivered where the training session is limited to one or two focus areas that highlight key or critical points of information but are kept brief in content. Ongoing training and information dissemination will continue through a variety of platforms (Webinars, monthly teleconferences, regional training, and dissemination of technical assistance materials on the Job Corps Disability Web site). These efforts will help ensure staff acquires the knowledge, skills, and resources to implement Disability Program requirements.

    o Specific training that provides staff with information and strategies related to positive behavior supports and management like last year's "Supporting Students with Emotional Disabilities and Behavior De-escalation Strategies" Webinar.

    o Training and technical assistance offered on phone and tablet applications and other assistive technology that affords accommodation support specific to individuals with mental-health and medical needs. Regional monthly disability calls and the quarterly Disability Program newsletter now feature apps or other technology to support common disabilities or functional limitations regularly accommodated within Job Corps.

    o 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

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[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 10/23/17.

learned skills and information. An emphasis on assisting students in promoting the development of independence and employability skills is threaded throughout.

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.

  o 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.

  o Guidance and technical assistance on ensuring access to the program for service animals and responding to requests for assistance animals as accommodations as centers are responding to an increasing number of inquiries about service and assistance animals.

  o 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 2016

Disability Category	Specific Disability	Frequency Reported[4]	% of Total Disabilities	% of Population Reporting
Cognitive	ADHD/ADD	3,886	17.3%	7.5%
	Intellectual Disabilities	492	2.2%	1%
	Learning	6,709	29.9%	13%
	Traumatic Brain Injury	38	0.2%	0.1%
	Other	187	0.8%	0.4%
Subtotal Cognitive		11,312	50.5%	21.9%
Drug/Alcohol	Alcoholism	26	0.1%	0.1%
	Chemical Dependency	111	0.5%	0.2%
	Other	9	<0.1%	<0.1%
Subtotal Drug/Alcohol		146	0.7%	0.3%
Medical	Asthma	1,314	5.9%	2.5%
	Diabetes	343	1.5%	0.7%
	HIV/AIDS	79	0.4%	0.2%
	Hypertension	252	1.1%	0.5%
	Sickle Cell Disease	32	0.1%	0.1%
	Other	902	4%	1.7%
Subtotal Medical		2,922	13%	5.7%
Mental Health	Anxiety	1,866	8.3%	3.6%
	Mood	3,195	14.3%	6.2%
	Personality	153	0.7%	0.3%
	Psychotic	194	0.9%	0.4%
	Serious Emotional Disturbance	837	3.7%	1.6%
	Other	365	1.6%	0.7%
Subtotal Mental Health		6,610	29.5%	12.8%
Physical	Amputation	6	<0.1%	<0.1%
	Cerebral Palsy	31	0.1%	0.1%
	Epilepsy/Seizure	195	0.9%	0.4%
	Head Injury	8	<0.1%	<0.1%
	Multiple Sclerosis	4	<0.1%	<0.1%
	Speech Impairment	199	0.9%	0.4%
	Spinal Cord Injury	8	<0.1%	<0.1%
	Other	193	0.9%	0.4%
Subtotal Physical		644	2.9%	1.2%
Sensory	Blind/Visually Impaired	69	0.3%	0.1%
	Color Blind	26	0.1%	0.1%
	Deaf/Hard of Hearing	143	0.6%	0.3%
	Other	34	0.2%	0.1%
Subtotal Sensory		272	1.2%	0.5%

[4] Retrieved from EIS Disability by Category (Separated) Report on October 24, 2017.

Disability Category	Specific Disability	Frequency Reported[4]	% of Total Disabilities	% of Population Reporting
Spectrum Disorders	Asperger's Syndrome	118	0.5%	0.2%
	Autism	237	1.1%	0.5%
	PDD-NOS	17	<0.1%	<0.1%
	Other	5	<0.1%	<0.1%
Subtotal Spectrum Disorders		377	1.7%	0.7%
Other	Other	132	0.6%	0.3%
Subtotal Other	Other	132	0.6%	0.3%
Total All Disabilities		22,415[5]	100%	

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[5] Students may report more than one disability so the total number of disabilites reported is higher than the actual number of students with disabilities reported as separated from the program during PY 2016.

November 2017

Comparison Indicators for Student with/without Reported Disabilities
Program Year 2016

Job Corps Program Indicators	Students with Disabilities	Students without Disabilities
Average Length of Stay	254 days	218 days
Ordinary Separation	49%	47%
Disciplinary Separation	24%	26%
AWOL Separation	12%	16%
ZT Separations	.3%	.5%
GED Obtained on Center	6%	8%
HS Diploma Obtained while in Job Corps	24%	25%
CTT Completion	29%	24%
CTT and GED/HSD	26%	27%
CTT and/or GED/HSD	57%	54%
Literacy Gains	48%	37%
Numeracy Gains	59%	49%
Literacy and/or Numeracy	65%	55%