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***OVERVIEW OF U.S.  
RESIDENTIAL EDUCATION PROGRAMS FOR YOUTH***

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## **Executive Summary**

The purpose of this study was to provide a first “mapping” of the prevalence and variety of existing residential education programs - programs where students live and receive education in the same setting - in the U.S. and a general understanding of their purposes, students, ideological/philosophical approaches, and operations. **Although residential education serves a relatively small percentage of the nation’s young people, there is much stereotyping and scant data on the number of young people in residential education facilities, the number of facilities, and the missions and key practices of existing programs.** Obtaining such data is complicated by the fact that residential education encompasses a number of “streams of care”: Education, Youth Employment, Juvenile Justice, Social Welfare, and Mental Health.

The U.S. Department of Labor’s Job Corps program, the largest residential education program in the United States outside of universities and military training programs, commissioned this study to learn more about other residential education programs in order to clarify its own uniqueness and its place in the overall residential education arena. The study also provides Job Corps staff and supporters, individuals involved in other residential education programs, as well as policymakers and practitioners in related fields a better understanding of the various types of residential education programs.

**Providing the Broader Picture.** Overview of U.S. Residential Education Programs for Youth provides information to help residential education policymakers and practitioners:

- 1) Adopt or adapt approaches from other residential education programs to improve the effectiveness of their own programs, and avoid having to “reinvent the wheel”;
- 2) Develop partnerships among public and private residential education programs;
- 3) Develop joint professional development opportunities;
- 4) Share resources with local, regional, and national programs;
- 5) Increase public awareness and understanding of residential education as an option for young people; and
- 6) Further explore the value and place of residential education on the continuum of services for young people.

**Selecting Programs to Study.** Programs were identified through a data search and networking. A wide variety of programs outside the Job Corps were identified and clustered into nine broad “models” serving various target populations, relying on varied funding sources, and using different organizational structures and core “treatment” approaches. All programs studied serve at least fifty youth in the same setting, all have a youth development approach, and each has a generally favorable reputation. The three federal programs -- Job Corps, ChalleNGe, and Off-reservation Boarding Schools for Native Americans -- are national systems. The other six -- Girard College, the Milton Hershey School, Piney Woods Country Life School, Father Flanagan’s Boys Home (“Boys Town”), Starr Commonwealth, and Phillips Exeter Academy -- are individual programs run as private, non-profit organizations, though they each exemplify a different model of American residential education programs.

**Collecting Descriptive and Comparative Data.** Program information was collected through site visits and interviews with staff, students, and alumni. Additional data were collected through written materials produced by and about each program and interviews with national program staff. The study is qualitative and descriptive, not evaluative.

**A Summary of Key Findings.** This report contains descriptions of the nine selected residential education programs, a brief discussion of the “model” each represents, and a comparison of many of the most critical features of the programs. The young people served in these programs, the philosophies and approaches used, the settings, as well as the operational components, share many similarities and some significant differences.

**Safety, Education, Community, Self-Esteem, and Structure (SECSS):** Essential Elements in High Quality Residential Education Programs. The programs reviewed, reputed to be among the most successful in developing within their students strong academic/ vocational and social skills, have several fundamental objectives in common. These provide the foundations of high quality residential education programs:

- ✓ ***Safety-- physical and emotional.*** An environment which is safe, physically and emotionally, is one of the most basic needs for a young person. This implies not only conventional safety features such as guards and gates to protect them from the outside. The young person must also know that they can trust -- that adults will protect them from bodily and psychological harm.
- ✓ ***Education -- academic and/or vocational/ technological.*** The setting must provide an academic and living environment which increases motivation and provides opportunities to study and learn through formal and informal means. Career goals involve preparing the student for full participation in the workforce.
- ✓ ***Community -- belonging, being a member of a community.*** Residential education settings must offer young people the chance to belong to a community, rather than an institution, in which they can count on support when they need it and to which they are encouraged to contribute. Community service is often one of the most powerful tools to increase a young person's self-esteem, proving to the young person he/she can make a positive difference in someone else's life.
- ✓ ***Self-esteem -- improvement of self-esteem based on real achievements, leading to dreams of a better future.*** The majority of the economically and socially disadvantaged young people who enter residential education settings suffer from low self-esteem. If planned well, the 24-hour setting can offer them infinite opportunities to test their strengths and abilities and to form a more positive identity.
- ✓ ***Structure -- a clear daily schedule, but with room for student choice.*** Residential education settings provide students a structured daily regimen with clearly articulated expectations from the time they wake up through "lights out". However, during certain segments of the day the young people have a variety of activities to engage in, giving them the message they have some choices and responsibilities over their own lives.

**Program Components.** All of the programs have serious educational components as well as social/ behavior modification components. However, their emphases vary. Each offers varied non-academic developmental components such as cultural and cultural diversity awareness, health needs, physical education, life skills, social interaction with peers and adults, identity development, and limitations on inappropriate behavior and dress. Students in all of these settings study in classes which are smaller than in most public schools. Job Corps has a stronger vocational education focus than the others. Interestingly, both Starr Commonwealth and Phillips Exeter Academy, whose target populations are the least similar, use groups of twelve students and consider peer support a high priority.

**Target Populations.** All serve economically disadvantaged youth -- some, such as Job Corps, exclusively. They vary in population - students' ages, ethnicity, social and economic backgrounds - although some students would be appropriate for more than one program. One program, Phillips Exeter Academy, has a relatively small disadvantaged population, but makes great efforts to enroll and retain students from this group.

**Residential Arrangements.** Residential arrangements vary. In two programs, Boys Town and the Milton Hershey School, students live in single family homes with a married couple and their children. At Starr, twelve boys live in a single "family" home, supervised/guided/taught by a team of adults. In other programs students live in dormitories. In every program students need permission from adults to leave the campus.

**Wide Variety in Design and Operation.** The programs are run under a variety of auspices, and receive funding from varied sources - federal, state agency, private trusts, endowments, etc. Some are located in urban areas. Others are in rural settings, and a few are situated in suburbs. The programs also vary in program goals, and in performance measures used to judge "success", students' average length of stay, the amount of structure in students' daily schedule, the number of choices of spare time activities offered students, the interaction between teaching and residential staff, the opportunities for peer support, the structure of the student/ residential staff relationship ("dorm parents", "teaching families", or "educateurs"), and cost per student.

**Widening Horizons for Young People.** With the exception of those attending Phillips Exeter Academy, most students entered the programs without much positive self-esteem and bright prospects for their futures. As a result of program participation, the majority seem to have developed confidence and envisioned having productive careers, families, and futures.

**Job Corps' Unique Place in Residential Education.** Although Job Corps shares many characteristics with other residential education programs it is unique in many ways:

**Scope:** Job Corps is the largest residential education program in the U.S., with 110 centers serving over 63,000 young people annually;

**Student Population:** Only Job Corps accepts new students over age 18, and serves exclusively young people from low income families;

**Child Care:** Job Corps is the only residential program reviewed which has child care services and single parent dormitories (at some centers) so that students and their children can receive educational services concurrently;

**Program Focus:** Job Corps is the only program reviewed which focuses primarily on job training/ readiness as an outcome. This is strengthened by significant involvement of the business/ industrial community. Through mandatory local vocational advisory boards and national industry support, Job Corps vocational training and placement are regularly evaluated and upgraded to ensure students are learning the skills demanded by industry;

**Program:**

- Job Corps offers an open entry/ open exit program which allows students to enroll and be educated, trained, and placed in jobs or advanced schooling throughout the year.
- Self-paced instructional programs managed by computers are utilized, wherein students advance to higher levels once they achieve designated benchmarks of study;
- Every Job Corps center participates in community projects ranging from food and blood drives to building and renovating local facilities. Nationally, Job Corps has performed \$42 million in community construction projects.
- Learning parenting skills is mandatory for Job Corps students.

**Public-Private Partnership:** Job Corps has been a public-private partnership since the program's founding over 30 years ago. A competitive bid process for the operators of the majority of the centers is a prominent aspect of the program's management and accountability. In addition, national training and placement contractors help students find jobs where markets are strong, so that students can be placed in different areas of the country

according to trade skills and industry needs. National volunteer organizations provide support for students during the admissions process, mentoring while students are in the program, and during the adjustment period following graduation from the program;

**Behavior Policy:** Job Corps has a “Zero Tolerance Policy for Violence and Drugs”. It maintains a “One Strike-And-You’re-Out” policy wherein students’ participation in the program is terminated if they test positive for drugs after 30 days on campus or commit violent acts at the center;

**Stipends:** To ease the transition between living on campus and self-sufficiency in the work world, Job Corps provides each student a readjustment allowance immediately upon a student’s graduation from the program which can be applied to renting an apartment, securing adequate transportation and other essential for independent living. Job Corps has a national centralized support system to ensure that all Job Corps students receive their bi-monthly stipends in a timely manner via electronic transfers to the students’ banks; and

**National Services:** The Job Corps system, through its national office, also provides accountability for all student funds, consistency in services such as health care and transportation, and tracks facilities’ repairs and renovations.

**Dispelling Common Myths About Residential Education.** One notable result of this study is the ability to disprove commonly held myths, and replace them with reality:

**Myth:** *“Out of home care is stigmatizing”*

**Reality:** **Residential education provides an opportunity to prepare for the future.** Clearly the college preparatory school model is not considered a stigmatizing setting. Students in the academies such as Piney Woods and Girard College, as well as in the Milton Hershey School, also see themselves as fortunate to have such superior schools to learn in, and in safe surroundings so different from their own. Students in the federal Job Corps and ChalleNGe programs are already, for the most part, school dropouts and view their stay in the programs as an opportunity to improve their future through obtaining a GED (high school equivalency certificate) and vocational skills training which will prepare them for further education and/or job training, or employment.

**Myth:** *“Such places separate young people from their families”*

**Reality:** **Residential education relies on family/ guardian involvement or creates “families” where none exist.** All have program components of some kind which endeavor to involve the student’s family/ guardian, where a family/ guardian exists. Many young people in these settings are “virtual orphans”: They have no family member able to provide for their essential physical and emotional needs. Many of them still visit their families periodically. Other students choose to enroll in these settings, or their parents enroll them, believing it will improve their futures. In many cases, parents/ guardians are actively involved in students’ initial plans and progress. Finally, a number of programs offer family preservation programs.

**Myth:** *“Young people are ‘placed’ in residential settings”*

**Reality:** **Most young people and/or their families enroll voluntarily in residential education programs.** Students in many programs must show an active desire and volunteer to participate. A minority of students in the programs reviewed, though a significant minority, are “placed” in residential education settings by a juvenile justice or social welfare worker. (Job Corps students do not come from the juvenile justice system.)

**Issues Requiring Further Research.** There is little research on the effectiveness and outcomes of residential education as a whole, though a few individual programs have conducted research on various aspects of their own programs. (Job Corps published a major evaluative study of their program in 1982 which showed a \$1.46 return on every dollar invested; a new national longitudinal study is currently being conducted by Mathematica Policy Research, Inc.) While Overview of U.S. Residential Education Programs for Youth illustrates that residential education can improve a youth's vision of his or her future, and can serve as a bridge to the next phase in a young person's life, there has been little exploration of residential education as part of a broader effort of workforce development reform, welfare reform, education reform, mental health reform, or juvenile delinquency prevention reform. Although many programs are reviewing their own policies and strategies to better meet the potential and needs of youth being referred and/or applying, there is little communication between and among these various programs. Ironically, the factors contributing to their isolation -- constraints of time, resources, and the burden of dealing with the increasingly complex problems students bring with them -- are the very reasons the exchange of information is essential.

Ideally this report will serve as a catalyst for further study of residential education, cross-fertilization of best practices, and increased understanding and acceptance of residential education as one important option for at-risk youth.

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## ACKNOWLEDGEMENTS FROM THE STUDY DIRECTOR

*An enthusiastic “Y’Know what I’m gonna be?” was the most common offering I heard from the students with whom I had a chance to interact. The excitement of many of the students about their futures is the strongest impression remaining from my visits to the various programs. Yet with the exception of those attending Phillips Exeter Academy, students had entered most of the programs without such positive self-esteem and prospects for their future.*

*A book could be written, and in most cases has been, about each of the schools/ programs reviewed for this study. Had I done so this report would have become unwieldy and less “user-friendly”. Overview of U.S. Residential Education Programs for Youth is therefore not a comprehensive review of existing programs. It is a description of nine of the major U.S. programs or program models.*

*Thank you to the staff and students who arranged my visits, hosted me, and were so candid about their efforts, dreams, successes, and failures in these varied residential education programs. Their commitment, enthusiasm, and energy is impressive. Thank you, also, to the following for work and assistance on this study: Yael Eran, Debbie Fink, Samuel Halperin, Robert Jacobs, Susan Kim, La Vera Leonard, Peter Rell, Janet Reingold, Jack Richman, Mary Schell, and Mary Silva. Particular thanks is also due to Kathleen FitzGerald for her invaluable assistance in the writeup of this report.*

*There is little research on the effectiveness and outcomes of residential education as a whole. However, as is evidenced in this study, residential education can improve a youth’s vision of his or her future, as well as his or her real abilities to succeed. Residential education can provide a bridge to the next phase in a young person’s life. Programs such as those described in this report can inspire students to dream, to explore their strengths, to boast, “Y’Know What I’m Gonna Be?”*

*Almost every program visited is now undergoing serious internal review in order to better meet the needs of youth being referred/ applying. Perhaps partly due to restraints of time, resources, and the burden of dealing with the increasingly complex problems students bring with them, there is little communication between these systems and programs. Ironically, what is keeping them apart are the very reasons the exchange of information is so necessary. Ideally this report will serve as a catalyst for further study of residential education, cross-fertilization of the best practices, and increased understanding and acceptance of residential education as one important option for at-risk youth.*

Heidi Goldsmith  
September 1995

## **RATIONALE**

The purpose of the study was to provide a first “mapping” of the prevalence and variety of existing residential education programs and a general understanding of their purposes, target students, ideological/philosophical approaches, educational and training components, and operations. The U.S. Department of Labor’s Office of Job Corps believed the information collected would help to clarify the uniqueness of the Job Corps program, its place in the overall residential education scene, and to provide its staff and supporters, those involved in other residential education programs, as well as policymakers and practitioners in fields related to residential education a better understanding of other types of residential education programs. It was hoped this report would provide information and a broader picture of the residential education field in the U.S., which would lead to:

- 1) Adoption or adaptation of programs and approaches from other residential education programs which could improve the effectiveness of Job Corps, as well as other programs, rather than the various programs “reinventing the wheel”;
- 2) Development of partnerships among public and private residential education programs;
- 3) Development of joint professional development opportunities;
- 4) Sharing of resources with local, regional, and national programs;
- 5) Increased public awareness and understanding of this option for young people; and finally
- 6) Further development in the process of figuring out the unique value and the place of residential education on the continuum of services for young people.

## **METHODOLOGY**

### **Model Identification**

Programs were identified through a data search and networking. Simultaneously a brief written questionnaire was sent to state child welfare group care licensing directors of the fifty states, Puerto Rico, and the Virgin Islands, asking them to identify programs in their area which meet the following criteria:

- 1) Residential settings where students also receive academic/ vocational and “life skills” education
- 2) Focus is on students without serious physical disabilities or mental impairments
- 3) At least fifty students between the ages of 14 and 21
- 4) Have a “youth development” approach - emphasize building on students’ strengths and potential

The letters were followed by phone calls to these directors or to the staff they recommended, and often to their counterparts in state Departments of Education or Departments of Social Services. Calls were then made to a number of the recommended programs to obtain further information.

### **Site Selection**

The study was limited to nine programs, so the various programs identified were clustered into nine “models”. It was important to look at the wide range of existing programs, including the various target populations, funding sources, organizational structures, and core “treatment” approaches. These particular models were selected because of funding sources, types of student populations the programs targeted, and prevalence of the programs in each model.

The aim was, wherever possible, to review programs within each model which enjoy favorable reputations. The reasoning behind this decision was that this would increase the likelihood of interest in cross-fertilization of ideas and practices. Particular program within these models were selected under recommendation from national experts and from practitioners in each program model.

### **Instrument**

A questionnaire was developed and used in three sites on a pilot basis. It was then fine-tuned and the revised version was used with the remainder of the program sites. Information not obtained from the first three sites was later acquired. No staff at any site had to complete any forms related to this study. The questionnaire was used only as a guide for the Study Director.

### **Data Collection**

Data was collected by visiting the programs and interviewing a variety of staff, students in different stages of the program, and alumni. The Study Director participated in a variety of activities on each campus - - classes, meals, student assemblies, drills (only watching), graduation ceremonies, staff meetings, an ecumenical service, and a meeting between staff and potential funders. The Study Director spent between one-half to one and a half days at each program. Further data were collected through written materials produced by and about each program, and interviews with national program staff. Once each

program description was drafted, it was sent to the contact person at that site/ national office for review for accuracy.

### **Limitations**

The study is qualitative and descriptive, not evaluative. The material is presented in a “user-friendly” manner, so that the primary readership targeted - practitioners and policymakers - can access information easily.

*Overview* was limited to the review of nine models. Additional program models could have been reviewed had the parameters allowed this, particularly residential education programs in rural areas where the primary reason students live on campus is long distances from a public school, church-run children and youth homes, and residential schools for youth with moderate learning disabilities.

A church-sponsored children’s home, Baptist Children and Family Home in Bethesda, MD, was visited but after the visit it was decided the school did not fit the criteria since most of the formal education of the students takes place off campus. A community-based treatment program for adolescent female teenagers, Concord-Assabet Adolescent Services, in Concord, MA, was also visited. Education at Concord-Assabet does take place on “campus”, and the particular needs of females paid attention to in a unique manner. It was decided, however, that Boys Town already serves as a “treatment center” model and, as the number of models was limited, this model needed to be deferred to a possible future study.

Efforts to visit an off-reservation boarding school were unsuccessful. However, it was decided it is important to include this model in the study because the Native Americans are a significant segment of our society. It was felt that other off-reservation schools might feel similarly about such a visit. The review of this model therefore consisted of interviews with staff in the Bureau of Indian Affairs who oversee these programs and information gleaned from published materials.



## **Programs Comparison**

**Chart**

**Report**

## Overview of U.S. Residential Education Programs for Youth

|                                     | PUBLIC                                                            |                                         |                                                                          | PRIVATE                                                                               |                                                                     |                                             |                                                                              |                                                       |                                                                      |
|-------------------------------------|-------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------|
|                                     | Job Corps                                                         | ChalleNGe                               | Tribal                                                                   | Girard                                                                                | Hershey                                                             | Piney Woods                                 | Boys' Town                                                                   | Starr                                                 | Exeter                                                               |
| <b>Year Established</b>             | 1964                                                              | 1993                                    | 1879                                                                     | 1831                                                                                  | 1909                                                                | 1909                                        | 1917                                                                         | 1913                                                  | 1781                                                                 |
| <b>Target Population</b>            | Low income (below poverty line) youth                             | School drop-outs                        | Native American students who have failed in, no available other settings | Philadelphia area orphans or single parent with average or above average intelligence | Children from single parent, economically needy families or orphans | At-risk Black youth                         | "Neglected and abused" youth                                                 | Court-referred for delinquent activities; boys only   | Academically excellent students, primarily from high income families |
| <b>Age Range</b>                    | 16-24                                                             | 16-18                                   | 9th-12th grade                                                           | 6-18                                                                                  | 4-18                                                                | 12-19                                       | 14-19                                                                        | 12-18                                                 | 9th-12th grade & post high school year                               |
| <b>Primary Goal Upon Completion</b> | Jobs or further higher education                                  | Jobs or further higher education        | "Getting their life on track"                                            | College                                                                               | Job or college                                                      | College                                     | Meaningful plan for life                                                     | Transition back to community                          | College                                                              |
| <b>Success Rates</b>                | 73% of students placed in jobs or further education and training* | 76% graduate, 72% of graduates earn GED | 50% complete program; 50% drop out or return to community                | 95% of students go on to four year colleges                                           | NA                                                                  | 98% of students go on to four year colleges | 60% get a job; 30% further vocational training; 10% go to four year colleges | 90% are "productive" within 3 months of leaving Starr | Close to 100% of students go on to four year colleges                |

\* Job Corps Performance Summary for Program Years 1990 - 1994 attached

|                                    | PUBLIC    |                                                                                               |                                                                          | PRIVATE                                      |                                              |                                              |                |                                                                                                                                        |                                                                                         |
|------------------------------------|-----------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------|----------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
|                                    | Job Corps | ChalleNGe                                                                                     | Tribal                                                                   | Girard                                       | Hershey                                      | Piney Woods                                  | Boys' Town     | Starr                                                                                                                                  | Exeter                                                                                  |
| <b>Number of Campuses in Model</b> | 110       | 15                                                                                            | 5<br>off reservation<br>(+ 2 elementary schools)<br>59<br>on-reservation | N/A <sup>1</sup>                             | N/A <sup>1</sup>                             | 5                                            | 1 <sup>2</sup> | 5 sites<br>belong to Starr;<br>N/A # other<br>programs<br>in model <sup>3</sup>                                                        | 300 <sup>4</sup>                                                                        |
| <b>Annual Cost (/student slot)</b> | \$22,000  | \$28,000<br>(\$14,000<br>per iteration,<br>2/year, plus<br>year-long<br>mentoring<br>program) | \$12,000-<br>\$13,000<br>(academic year -<br>9 months)                   | \$19,000<br>(academic<br>year -<br>9 months) | \$41,000<br>(academic<br>year -<br>9 months) | \$19,500<br>(academic<br>year -<br>9 months) | \$45,000       | (\$48,910,<br>\$63,875/year)<br>State per diem fees:<br>\$134/day;<br>\$175/day for<br>sexual offenders;<br>actual costs<br>25% higher | \$19,300<br>(plus Exeter<br>subsidy per<br>student -<br>academic<br>year -<br>9 months) |
| <b># Students Served Annually</b>  | 63,000    | 3,000                                                                                         | 11,166                                                                   | 551                                          | 1,100                                        | 410                                          | 850            | 502                                                                                                                                    | 990                                                                                     |
| <b>Student Capacity per Campus</b> | 187-2500  | 120-400                                                                                       | 150-400                                                                  | 551                                          | 1,100                                        | 325<br>(+80 younger<br>day students)         | 550            | 183<br>on Albion campus                                                                                                                | 865<br>(+125 day<br>students)                                                           |

<sup>1</sup> Difficult to document total number in this model

<sup>2</sup> Smaller versions (20-25 students), using same principles, throughout U.S.

<sup>3</sup> However, information about programs using "Positive Peer Culture" as primary therapeutic tool is available

<sup>4</sup> Not all private boarding schools target motivated, bright students and are primarily college prep (though majority are), but overall operating principles and financing are similar

|                                                    | <b>PUBLIC</b>                  |                                             |                | <b>PRIVATE</b>                 |                    |                    |                    |                                         |                           |
|----------------------------------------------------|--------------------------------|---------------------------------------------|----------------|--------------------------------|--------------------|--------------------|--------------------|-----------------------------------------|---------------------------|
|                                                    | <b>Job Corps</b>               | <b>ChalleNGe</b>                            | <b>Tribal</b>  | <b>Girard</b>                  | <b>Hershey</b>     | <b>Piney Woods</b> | <b>Boys' Town</b>  | <b>Starr</b>                            | <b>Exeter</b>             |
| <b>Average Length of Stay</b>                      | 8 months                       | 5.5 months residential, 1 year in community | 2 years        | 8.5 years                      | 3.5 years          | 3 years            | 18 months          | 12 months (16 mos for sexual offenders) | 3 years                   |
| <b>Average School Class Size</b>                   | 12-25                          | 20-25                                       | Up to 24/class | Up to 22/class                 | 20                 | 16                 | 15-20              | 12                                      | 12                        |
| <b>Program Operator(s)</b>                         | For profit, non profit, public | Public                                      | Public         | Private non-profit             | Private non-profit | Private non-profit | Private non-profit | Private non-profit                      | Private non-profit        |
| <b>% Budget Gov't \$</b>                           | 100%                           | 100%                                        | 100%           | Less than 10%                  | 0                  | 0                  | Less than 10%      | Approx. 80% (state funding)             | 0                         |
| <b>% Low Income Youth</b>                          | 100 %                          | Primarily                                   | Primarily      | Most, 60% Medicaid eligibility | Primarily          | Primarily          | Primarily          | 65%                                     | N/A 30% on financial aid, |
| <b>Living Arrangement (D=Dorm, F=Family)</b>       | D                              | D                                           | D              | D                              | F                  | D                  | F                  | D                                       | D                         |
| <b>Child Care Available for Students' Children</b> | Some Centers                   |                                             |                |                                |                    |                    |                    |                                         |                           |

|                                                                  | PUBLIC                |                                       |                    | PRIVATE                     |                                   |                    |                    |                         |                    |
|------------------------------------------------------------------|-----------------------|---------------------------------------|--------------------|-----------------------------|-----------------------------------|--------------------|--------------------|-------------------------|--------------------|
|                                                                  | Job Corps             | ChalleNGe                             | Tribal             | Girard                      | Hershey                           | Piney Woods        | Boys' Town         | Starr                   | Exeter             |
| <b>Family Involvement</b>                                        | √                     | √                                     | √                  | √                           | √                                 | √                  | √                  | √                       | √                  |
| <b>“Continuing Care” or “After Care</b>                          | Alumni association    | Mentor program part of formal program | Through tribes     | Alumni Association          | Scholarships & alumni association | Alumni association | After Care Program | Continuing care program | Alumni association |
| <b>Uniforms</b>                                                  | While studying trades | Uniforms                              | Dress code         | Uniforms during class hours | School selects clothes            | Uniforms           | Dress code         | Dress code              | Dress code         |
| <b>Community Service Obligatory</b>                              | √                     | √                                     | Optional by school | √                           | √                                 | Optional           | In “family” groups | √                       | Optional           |
| <b>Open Entry/Exit</b><br>O=Open<br>A=Academic Year <sup>5</sup> | O                     | A                                     | A moving to O      | A                           | A                                 | A                  | O                  | O                       | A                  |
| <b>School History Museum on Campus</b>                           |                       |                                       |                    | √                           | √                                 | √                  | √                  | √                       | √                  |
| <b>Significant Cultural Awareness Component</b>                  | √                     | √                                     | √                  | √                           | √                                 | √                  | √                  | √                       | √                  |

<sup>5</sup> Open Entry/Exit programs are self-paced academic programs that permit students to enter and exit at any time during the year. Academic year programs have a specific start and finish date for their academic programs.

# JOB CORPS PERFORMANCE SUMMARY

For 5 Program Years: PY 1990 - PY 1994

| STUDENT OUTCOMES                       | PY 90<br>Jul90-Jun91 | PY 91<br>Jul91-Jun92 | PY 92<br>Jul92-Jun93 | PY 93<br>Jul93-Jun94 | PY 94<br>Jul94-Jun95 |
|----------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
|                                        |                      |                      |                      |                      |                      |
| <b>PLACEMENTS<sup>1</sup>:</b>         |                      |                      |                      |                      |                      |
| Entered Employment                     | 45%                  | 44%                  | 48%                  | 54%                  | 63%                  |
| Enrolled in Education                  | 12%                  | 13%                  | 9%                   | 10%                  | 10%                  |
| <b>TOTAL REPORTED PLACEMENTS</b>       | <b>57%</b>           | <b>57%</b>           | <b>57%</b>           | <b>64%</b>           | <b>73%</b>           |
| Terminees with Status Unknown          | 26%                  | 23%                  | 19%                  | 16%                  | 11%                  |
| Average Placement Wage                 | \$4.88               | \$5.09               | \$5.33               | \$5.40               | \$5.64               |
|                                        |                      |                      |                      |                      |                      |
| <b>JOB TRAINING MATCH:</b>             |                      |                      |                      |                      |                      |
| % of job placements                    | NA                   | NA                   | 37%                  | 36%                  | 47%                  |
| Average placement wage                 | \$5.72               | \$5.77               | \$5.93               | \$6.25               | \$6.16               |
|                                        |                      |                      |                      |                      |                      |
| <b>AVERAGE LENGTH OF STAY (months)</b> | <b>7.6</b>           | <b>7.6</b>           | <b>7.8</b>           | <b>7.5</b>           | <b>7.5</b>           |
|                                        |                      |                      |                      |                      |                      |
| <b>LEARNING GAINS (grade levels):</b>  |                      |                      |                      |                      |                      |
| Reading                                | 1.3                  | 1.4                  | 1.2                  | 1.2                  | 1.8                  |
| Math                                   | 1.8                  | 1.9                  | 1.8                  | 1.8                  | 2.1                  |
|                                        |                      |                      |                      |                      |                      |
| <b>GED's:</b>                          |                      |                      |                      |                      |                      |
| % of Eligible who obtained GED         | 40%                  | 44%                  | 51%                  | 52%                  | 46%                  |
|                                        |                      |                      |                      |                      |                      |
| <b>VOCATIONAL COMPLETION:</b>          |                      |                      |                      |                      |                      |
| Percent of All Terminees               | NA                   | 35%                  | 32%                  | 36%                  | 43%                  |

<sup>1</sup> Placements for PY 1990 and 1991 based on OIG audited data. Also, placement rates are based on assumption that all terminees who were not contacted did not obtain jobs or enroll in education.

# **OVERVIEW OF U.S. RESIDENTIAL EDUCATION PROGRAMS**

## **COMPARISON OF PROGRAMS**

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## **PROGRAMS REVIEWED**

Nine residential education programs in different areas of the U.S. were reviewed for this study. Each of these programs is a program model from one or more of the various “streams of care” for youth: Education, Youth Employment, Juvenile Justice, Child Welfare and Mental Health. All serve over 50 youth at one time in a residential setting, and take a youth development approach, emphasizing student strengths and potential. All of the programs have serious educational components - academic and/or vocational - as well as social/ behavior modification components, although where their emphasis lies varies.

Of the nine program sites reviewed for this study, the three federal program sites described - Woodland Job Corps Center, New York ChalleNGe Program, and off-reservation boarding schools for Native Americans - are parts of a national system. The remaining six programs, Girard College, the Milton Hershey School, Piney Woods Country Life School, Father Flanagan’s Boys Home (“Boys Town”), Starr Commonwealth, and Phillips Exeter Academy - are all private non-profit organizations. Boys’ Town and Starr run smaller versions of their program at other sites away from the home campus. While not part of a system, Exeter and Piney Woods are affiliated with other similar programs through their membership in national associations - the Association of Boarding Schools and the Association of African-American Boarding Schools, respectively. Only two programs, Girard and Hershey, are unduplicated, although they represent a program type or model.

Further details on a particular program within each component may be found in the individual program descriptions.

## **TARGET POPULATION**

Low income and minority students are served by all of these programs. With the exception of Exeter, economically and socially disadvantaged young people are the primary target population. With the exception of Exeter, the majority of students are from low income families. This is not always a strict eligibility requirement, except for Job Corps. Minority students represent 50% or more of the population at five of the nine programs: in the three federal programs, at Girard College, and at Piney Woods. Of these, Piney Woods and off-reservation schools are dedicated to serving specific ethnic minority groups, African-Americans and Native Americans respectively. The remaining four programs have minority students, but minority students do not constitute the majority of the student population. With the exception of Exeter, this is partly due to their setting and the demographics of the nearby communities - Hershey, Starr, and Boys Town are located in rural areas, where ethnic minorities do not constitute a significant percent of the population. The student body of most of the programs are drawn from their surrounding areas but do accept students from around the country. Three programs - ChalleNGe, Girard and Starr - are restricted to young people from their state. International students attend Exeter, Boys' Town and Piney Woods.

All of the programs are co-ed, with the exception of Starr which is all boys. The three federal programs and Boys' Town have a higher percentage of boys than girls. Although all serve youth, some programs focus primarily on older youth (Job Corps, ChalleNGe, and Exeter), while others have a wider range of ages. The student population at Hershey has the widest range - from 4 to 18. Only Job Corps serves young people over the age of 19, although currently 41% of Job Corps enrollees are 16 and 17 (59% are ages 18 - 24).

Despite the common misperception that many residential education programs are "orphanages", none of the programs herein described are today specifically dedicated to serving orphaned young people. The Milton Hershey School and Girard College do give preference to children with no parents or only one parent. All of these programs have students ranging from zero-parent to two-

parent families. Piney Woods and Boys Town accept a number of “Pilgrims” every year - children who just show up at the school and ask to be accepted - although this method of admissions is not encouraged. Overall, there are many young people in each program, and often the majority, who are “virtual orphans” - their parents are unable to provide them with a safe, nurturing environment.

## **PRIMARY GOAL**

Helping students clarify their identity, set life goals, plan for future employment, and improve their interpersonal skills are goals shared by all of these programs. Beyond these primary goals the programs’ goals diverge: Girard, Exeter and Piney Woods focus on preparation for college, Job Corps, ChalleNGe and Hershey on employment or further education. Off - Reservation schools, Boys’ Town, and Starr have the less easily measured goal of “getting their life on track” as well as “return to the community”.

Every program has an uplifting motto which embraces their philosophy and goals for the students. All of these mottos emphasize the potential and futures of the youth.

## **HISTORY**

Residential education programs have existed in the United States since colonial times, and new ones, though few recently, are constantly being opened. Phillips Exeter Academy, in Exeter, New Hampshire, was founded in 1781; Girard College opened in Philadelphia in 1848; the first boarding school for Native Americans, the Carlisle School, was opened in Pennsylvania in 1879. The Milton Hershey School, in Hershey, Pennsylvania, and Piney Woods Country Life School in Piney Woods, Mississippi, were founded in 1909. Starr Commonwealth, in Albion, Michigan, was opened in 1913, and Father Flanagan’s Boys Home, in Nebraska, in 1917. Job Corps began in 1964; the ChalleNGe Program in 1993.

The creation of each program can be attributed to one primary male “visionary”. Founders are venerated at all of the programs except at the off-reservation schools. All of the private programs have museums on their main campus, which further contribute to the sense of history, community, and understanding of the program’s mission.

The main moving forces behind the federally funded programs were/are: President Johnson and Sergeant Shriver the Job Corps, Dan Donahue the ChalleNGe Program, and Richard Henry Pratt the boarding schools for Native Americans. Each believed it was the duty of the federal government to offer self-help opportunities to disadvantaged sections of society, and that the program they created would be such an opportunity. The boarding schools for Native Americans have a mixed, though improving, history. The schools were begun as a tool of the dominant culture to assimilate Native Americans. The schools are now under the auspices of the Bureau of Indian Affairs and are staffed primarily by Native Americans.

Four of the private programs, Exeter, Girard, Hershey, and Starr, were founded by men who left the bulk of their estates to create these schools or to further fund schools they began in their lifetime. Two programs, Boys Town and Piney Woods, were founded by individuals of modest means who served till their deaths as teachers, caregivers, and administrators of the programs. These two programs aimed at serving specific, disadvantaged populations, and were/ are supported primarily by private contributions.

Both Stephen Girard and Milton Hershey dictated in their trusts that the institutions should provide for the care and education of “white, orphan boys”. The trusts were broken in the 1970’s, and now Girard and Hershey admit girls and minority students. Floyd Starr began Starr Commonwealth as a residential program to care for needy boys. The program has since evolved to become an organization which provides a wide array of residential and non-residential services, with its residential component geared toward rehabilitating youth from the juvenile justice system. John Phillip’s goal to provide a top-notch education for male students at Exeter has not altered, although the school now admits girls.

Farming was originally a significant part of the program at Hershey, Piney Woods, Starr and Boys' Town but has since declined significantly in importance or been eliminated all together.

## **AVERAGE LENGTH OF STAY**

The goals and objectives of the program and the age at which students enroll directly influence the average length of stay. Programs with an older student body and a more task-centered mission, such as job training and job readiness, have the shortest average stays. Both Job Corps and ChalleNGe strive to train older youth for specific jobs or further education in a time intensive and cost efficient manner. Therefore, these two programs have the shortest average length of stay - - less than one year on campus - - although Job Corps students can remain in the program for a maximum of two years. Boys' Town and Starr are trying to rehabilitate the young person and return them to the community, and have average lengths of stay ranging from 12 to 18 months. For these four programs, successful completion of the objective of the program implies a return to the community.

Programs that focus on general academic education and custodial care have longer lengths of stay. Exeter, Piney Woods and off-reservation schools have longer lengths of stay of 2 to 3 years because they are geared toward preparing younger teens for the next phase of life. Originally founded to care for "white, orphan boys", both Girard and Hershey have the longest lengths of stay, ranging from 4 to 6 years. These two schools often become legal conservators for some of their students. Both schools enroll students at a very young age and endeavor to act as a surrogate family to the students, usually through their high school graduation.

## **KEY COMPONENTS**

Though all programs aim to provide safe, disciplined, nurturing, educative environments, the key tool or program component utilized to achieve this in each of the programs reviewed varies greatly. The key component utilized reflects the mission of each program. Therefore, some are

rooted in public/private partnership job training, some in a philanthropic mission, some in various strands of behavioral psychology, some on educational practice.

Job Corps uses self-paced learning and intensive training in a specific trade, coupled with academic training and training in personal, interpersonal, and life skills, and literacy and GED attainment where needed. Some Job Corps settings are rural, some urban, and some suburban. ChalleNGe provides intensive training for the high school equivalency exam, and for life and interpersonal skills, in a military setting. The off-reservation boarding schools offer young Native Americans a therapeutic, culturally-rooted, educative community. Girard focuses on academics/college preparation, and on providing a safe learning environment within an urban setting; Piney Woods on college preparation and character development for African-American youth in a disciplined rural setting; Exeter on college preparation using the oval Harkness Table for a group of twelve students as the main classroom learning mode. Hershey offers a safe, educative, rural environment for young people, grouping students by age group, with 8 - 12 students living in a single family home with a married couple and the couple's children. In Boys Town the Family Teachers, with whom the students live, are the focal point in working with the young people. Peer support and limit setting, using the Positive Peer Culture model, for groups of twelve boys is the chief behavior modification and rehabilitation tool at Starr.

## **GOVERNANCE**

The missions and overall parameters of the federal programs are set by the national offices in Washington, D.C. Supervision and accountability, including collection of statistics about student demographics and outcome measures, are provided by the national offices. Job Corps also has regional offices. There is much communication and two-way feedback between the national Job Corps office (and regional offices) and the local Job Corps campuses - the same in the other two federal programs. However, there is much discretion at each local program campus, so that each campus can tailor the program to their specific target population and to the needs of the local job markets. Innovations resulting from pilot projects and experimentation at individual campuses are

shared with other sites in each system. Students in the Job Corps and in the off-reservation schools can attend centers/ schools in other areas if the trades being taught or setting offered is not available in the site closest to their home community. Students in the ChalleNGe program are only eligible for the ChalleNGe program in their state, and only a dozen states have these programs. In both the Job Corps and ChalleNGe program sites there are advisory boards which include members of the nearby community.

The private programs all have Boards of Trustees or Directors which have fiduciary and program oversight responsibilities. All have at least one member who is from the local community, and with the exception of Starr, every Board has on it a member who is an alumnus of the program/ school. All have senior corporate executives on their board. Most have members who are experts in the fields of education and/or child care and protection. Other members have connections or talents which are viewed by the Boards as beneficial to the program. Girard's Trustees are all Philadelphia area residents appointed for life by the Orphan's Court.

## **COSTS, RESOURCES**

The annual costs per student range from approximately \$13,000 for the Off-Reservation schools to the \$20,000 range for Job Corps, ChalleNGe, Piney Woods, Girard College, and Exeter (though this includes a subsidy) to the \$41,000 plus range at Hershey, Boys' Town, and Starr. Some costs are based on an academic year - 9 months; others on a 12 month program. (See chart and/or individual program descriptions.)

Financial support for the various programs comes from a wide variety of sources, though most have primarily one source. No program requires tuition from the student's family which would cover all of the program's expenses. As with "Average Length of Stay", the funding source(s) reflect the founders' views of the missions of the programs, the programs' target populations, and their abilities to sustain the program. The three federal programs are funded entirely by the federal government, though each receives in-kind services from a number of organizations.

Girard and Hershey are funded by the trust left by one donor, though Girard receives approximately 5% of its budget from Title 1 funds (federal funds) which enables Girard to provide additional counseling and other special services to its students. Piney Woods' endowment provides 50% of its needed funding, tuition 10% - 15%, and the remainder must be raised every year through private donations. Boys' Town receives approximately one third of its funding from private donations, one third from the endowment (which is also built primarily from private contributions), and one third from grants and payments from state government agencies. Starr's funding is approximately 80% state reimbursement from the Department of Justice on a per diem basis; 20% from contributions, grants, user fees, and interest from the endowment fund. The majority of Exeter's funding is from tuition, with the remainder from the endowment and from alumni contributions.

## **FACILITIES**

Only Job Corps and ChalleNGe make use of "recycled" sites or underutilized structures to house their programs. Job Corps centers are often located on the sites of former motels, military bases, educational institutions, seminaries, and orphanages; some are new, some have undergone significant renovation. The Woodland Job Corps site visited for this study is housed in a former orphanage. ChalleNGe program sites are on military bases - those recently closed as well as active bases. The New York ChalleNGe Program is on part of an active military base. The private programs visited were built specifically for the purpose of housing that particular school or program. While the others are on a traditional campus setting, Boys' Town was built as a self-enclosed town to resemble a "normal" community.

The federal programs visited have much simpler settings, even "spartan" in the case of the New York ChalleNGe Program, than the private programs. Some of the private programs' settings and facilities -- the landscaping and the buildings-- are quite beautiful, particularly at those settings in the programs which spend in the \$41,000 per year per student range. Most of the private programs' facilities are national historic landmarks.

All of the private programs have museums on campus describing the schools' development, honoring outstanding leaders and funders, showcasing notable alumni, and memorializing former students and staff who died serving in the nation's military.

## **CAMPUS SECURITY**

Geographic location of the programs and the student population seems to have strong influence on the degree and type of security measures at each program. Girard College, which is located in the center of an urban area, has 10 feet high stone walls on three sides of the campus and an imposing, well equipped security booth at the entrance. Job Corps, ChalleNGe and Piney Woods have security booths at the entrances to each campus, in addition to adults on campus at all times. Starr is in a rural area; there is no guardhouse or fence, but there is a staff person with students at all times. Exeter is in a small New England town, Hershey on a campus within the town of Hershey, and Boys Town is itself a legally incorporated town. None of these have visible security booths but there are always adults - teachers, administrators - around campus.

## **SUCCESS RATES**

Due to the variety of objectives among the nine residential education programs, there is no one barometer for measuring "success". Although the mission of all of these programs is to prepare students for the future, graduation rates alone do not fully illustrate success. At most of the programs, the staff interviewed for this study gave both statistical results as well as subjective measures for student success. Formal measures of success include: acceptance to college or other further education, securing a job, or movement into a less restrictive setting (foster care or independent living). Subjective measures include: increased self-discipline, ability to form healthy relationships with other adults, the ability to resolve conflicts peacefully, improved personal hygiene, staying off drugs and the ability to accept directions.

The determinant of success in some programs is fairly specific and thus easier to quantify. Piney

Woods and Exeter, for example, are self-described college preparatory schools and can easily point to the numbers of students accepted and enrolled in prestigious universities. On the other end of the spectrum, Starr, Boys' Town and off-reservation schools all share the objective of "getting a student's life on track". It is much more difficult to evaluate success in these programs, as it is difficult to measure improvements in areas such as self-esteem and the ability to form relationships. Furthermore, "graduation" rates do not take into consideration the experience of students who had to leave the program for reasons unrelated to "failure", such as their family moving, but benefitted nonetheless from their experience in the programs.

As national systems, both Job Corps and ChalleNGe have national performance standards to measure success. Approximately 76% of all Job Corps graduates and 73% of ChalleNGe graduates go on to employment or further education. Program directors at most of the individual program sites in these systems view the national standards as minimum standards for success and impose additional standards at their site (such as improving math and reading scores at Woodland Job Corps Center). Close to 100% of the graduates of Girard, Piney Woods and Exeter go on to four year colleges. The vast majority of Hershey graduates go on to further education, employment or the military. At Boys' Town, close to 60% of the graduates find employment, 30% go on to further education and 10% attend a four year college. At Starr, 90% of the graduates are judged to be "productive" three months after graduation; that number drops to 70% one year later.

A longitudinal study of graduates is necessary to accurately judge the long term (at least 3 years) success of these programs. A few individual programs have done so recently - Job Corps, Boys Town, Starr. All programs do track their students' entry into the next phase after graduation - acceptance to college or a job offer - but usually not beyond that point in a significant manner. All of the programs have some "continuing care" or "after care" program, either as formal program components or through alumni associations, teacher follow up with individual students, or mentoring. These connections provide additional anecdotal evidence of long term successes but are not serious efforts to track students over the long term.

## **ACADEMIC/ VOCATIONAL/ TECHNOLOGICAL COMPONENT**

Residential education programs are used to accomplish a wide range of educational objectives, from mainly college preparation at Exeter, Piney Woods, and Girard to primarily vocational at Job Corps and ChalleNGe, or to either since the main goal is “getting their life back on track” at Boys Town, Starr, and off-reservation schools. At Hershey students may choose either focus, as both options are considered valuable.

ChalleNGe is primarily GED (high school equivalency exam) preparation and Job Corps is primarily vocational training, with GED preparation for those who need it. Job Corps utilizes self-paced instruction, with open entry/ open exit for students. All programs reviewed have smaller classes than does an average public school. Both Starr and Exeter, though at the opposite ends of the college preparation - “life on track” continuum, specifically design classes for groups of twelve students. All programs teach computer skills and have formal “life skills” classes. In every program students’ current academic levels and abilities are tested/ assessed before accepting them to the program (as at Girard, Piney Woods, and Exeter) or upon enrollment/ beginning the program in order to help the students set learning goals and arrange for them the best courses and academic support services.

All of the teachers in the programs are state certified (and in many programs are officially employees of the state), with the exception of Exeter and 40% of the teachers at Girard. Instructors at Exeter are not required to have state certification but virtually all of them have advanced degrees, including numerous PhDs.

## **RESIDENTIAL LIFE**

To varying degrees, all of these programs use the residential component as an extension of the student’s learning environment. Students are encouraged to study and do their homework in their living spaces, and to learn social, interpersonal, and life skills during their non-academic as well as

academic/vocational hours. All programs have a specific “lights out” time. The roles of adults and of peers are important in all settings. Dormitories are staffed by adults at all hours that the students are on campus. The main “tool” of residential life varies from “family teachers” to “house parents” to “residential advisor” to peers and “educateurs”, though in all programs these “tools” are used to provide encouragement, nurturing, and support, as well as to set limits.

The student dormitory is the “home” for all of these programs except Boys Town, the Hershey School, and Starr. Students share rooms, with rare exceptions. They are staffed by “dorm leaders”, “residential advisors”, or “house parents”. All dormitories are segregated by gender, with the exception of the New York ChalleNGe Program where limited facilities dictate that barracks are co-educational with separate wings for men and women. The bulk of the programs have a separate professional residential staff. The exception is Exeter where teachers are required to live in the dorms for ten years.

Boys Town and the Hershey School use family modeling - the Family Teachers or House Parents, respectively. Eight to twelve students live with a married couple in a multi-bedroom home with the family’s name prominently displayed, with homes grouped into a few “communities”. Starr relies primarily on the peer group of twelve students, always with two professional educateurs present, in a multi-bedroom house named as a “cottage”. In all three of these settings students learn to live together as a group, share in regular household duties, and eat meals together in the home. Family teachers, house parents, and educateurs guide the group interaction, encourage cooperative and supportive behavior, and provide a sympathetic ear. In both the dormitory and family style settings, the residential staff act as substitute parents/ counselors and as role models for the students.

Some schools provide points and/ or other incentives for maintaining good personal hygiene, improved social interaction, completion of home chores, and contributing to their residential setting. Job Corps, Piney Woods and Exeter have student dorm leaders to assist the adult staff in dorm activities, rule enforcement, and peer counseling.

## **RESIDENTIAL - ACADEMIC CONNECTION**

All programs have at least some formal connection between the two components in order to evaluate student progress. Beyond this connection, the degree of integration between the residential and academic spheres of each of these nine programs is directly reflected in their mission and whether the program sees it as desirable to have a seamless connection between the two, as at Starr, or to maintain a distinct separation.

The two programs where these components are most closely linked are Starr and the off-reservation schools where students and their teachers, counselors and residential staff are divided into teams or clans which work with a specific group of students who live, work and attend class together. Job Corps, ChalleNGe, Piney Woods, Boys Town, Hershey, and Girard place strong emphasis on both academic and residential as part of the student's overall performance, though some more so than others. Some of these programs have formal periodic meetings between the two staffs who work with each group of students. Exeter is the only program out of the nine that does not employ a separate residential staff. Teachers also serve as dorm parents.

## **RECRUITMENT AND ADMISSIONS**

Recruitment strategies emphasize personal contact with potential students through a variety of means such as alumni receptions, visits by admissions officers to schools and community groups around the country, and campus tours. Some programs use videotapes in addition to written materials. Word of mouth by current and former students, as well as by their families, is also a major source of referrals. The off-reservation schools, Hershey, Piney Woods, Girard, and Exeter have extensive and often active alumni networks to recruit and interview new students. Alumni seem to be a particularly valuable resource for programs that want to reach out to students from all over the United States (and overseas).

Job Corps primarily contracts out its recruitment to various national and state agencies, supported

by national public awareness campaigns and has a toll-free phone line for information and referral (1-800-733-JOBS). As a state program, ChalleNge focuses its recruiting efforts on a local area. There is a designated recruiting officer who locates students through church and community groups, flyers and lists of students who have dropped out of schools.

Most of the private programs can rely heavily on word of mouth and their reputations to bring in several applications for each available spot but still engage in an active recruiting campaign. Though they would most likely, on the basis of their reputations, receive enough applications without significant outreach, Hershey, Piney Woods, Girard, and Exeter all aggressively recruit students and have an admissions office responsible for promoting the school and processing applications. Piney Woods promotes the school through a public relations department, with applications handled by the school principal. Their summer camp is another recruitment tool, wherein students “get to know” Piney Woods for a few weeks, and the school becomes familiar with the students before either decides to “accept” the other. Boys Town’s toll-free phone line provides information on Boys Towns programs as well as help with problems related to child abuse and neglect. Both Boys’ Town and Piney Woods accept a few “pilgrims” every year - youth who show up at the program’s entrance, often after walking or traveling a great distance, and ask to be taken in by the school, even though this is discouraged. Exeter has experienced teachers who serve as admissions officers for a year or two, in addition to a permanent admissions administrative staff. Students are placed at Starr through the juvenile courts so there is no need to recruit students.

All of the programs have a formal application process and most require a student essay; All require a personal interview, often including the parents/guardians. Many of the schools require a battery of achievement or aptitude tests. Programs which have a strong focus on rehabilitation and treatment also require psychiatric screening. Job Corps, off-reservation schools, and Starr require a drug test upon admission to the program. Prior to acceptance into the program, ChalleNge Program applicants must take a drug test as part of the application process.

## **STUDENT BEHAVIOR POLICY**

All of the programs have clearly delineated behavior policies though some allow more latitude than others. The degree to which the policies are flexible is partially determined by the program's mission, target population, and where the student would or could go if he/she were dismissed. For instance, the off-reservation schools, Starr and Boys' Town are a 'last hope' for many youth and they will make great efforts to keep a young person in the program, even if they sometimes "slip up". All of the programs reserve the right to expel a student. All of the programs have discipline committees, some with student representatives. Both Job Corps and Piney Woods have a "one strike and you're out" policy. Offenses that warrant expulsion include: physical assault, drug/alcohol use or sale, weapon possession or use, gang behavior, robbery, and arson.

Most of the programs also use methods to reinforce positive behaviors and limit negative ones. No programs admit to using demeaning or humiliating work as punishment. All instruct staff to form significant enough relations with students that if a student is in trouble they are likely to discuss their problems with the adult. The peer group, especially at Starr through their "Positive Peer Culture" and Exeter through its Peer Counseling Program, is utilized for this purpose, as well. Boys' Town and some houses at Hershey use a point system to help students set goals and track their progress in achieving them, and Job Corps, ChalleNGe, and Boys Town students can earn extra privileges through good behavior.

Job Corps, ChalleNGe, and Starr students undergo drug testing. ChalleNGe students must submit to a drug test as part of the application process, followed by repeated random testing throughout the 22 weeks. Job Corps students are tested for drugs during orientation, and again after 30 days if they test positive. They are also tested if there is suspicion they are using drugs.

All of the federally funded programs allow pregnant students to remain in the program until the seventh month. Pregnant students, and the impregnators if they are students, are expelled from school at Piney Woods and Hershey. Exeter deals with pregnant students on a case by case basis through counseling with the health services center and parental involvement.

## **FAMILY INVOLVEMENT**

Every program endeavors to involve the family/ guardian of the young person, where they exist, though the involvement is more formally pursued in some programs. In some programs, such as Hershey and Girard, the school can and does serve as legal guardian for students who require this. Parents/ guardians in many of the programs are urged to escort the young person to the program, and are involved in the preparation of the individual student plan. Progress reports are conveyed to parents/ guardians in some programs. Starr also sends periodic reports to the courts. Parental involvement in Job Corps and ChalleNGe is encouraged, though not required. Exeter and Piney Woods welcome parents to visit at any time. Piney Woods and Starr have housing on campus for visiting parents. Girard, Starr, and Boys Town offer optional parent training to students' parents. Starr offers structured family meetings. In every program the parent/ guardian is called when the child is in trouble. Many students return to the communities they came from upon completion or dismissal from the program, though not always to their families.

## **COMMUNITY SERVICE**

A community service requirement is increasingly becoming the norm at the public and private programs. Four of the nine programs in this study require their students to perform community service: ChalleNGe, Boys' Town, Girard and Starr. Job Corps and the off-reservation schools do not require it system-wide but individual schools may make it obligatory. The staff of Starr considers community service as one of the major reasons for their success in rehabilitating youth. Students at Exeter and Hershey may opt for a variety of community service opportunities, but it is not obligatory. Among the community service activities at Exeter is the chance for students to act as "student listeners" for troubled Exeter students and as "angels" to visit students who are ill. At Piney Woods, all students work ten hours per week on campus. However, this is considered work performed to help defray the costs of their tuition, and not community service. In addition, a few work in the retirement homes and other organizations in the nearby communities. The type of service performed varies from work on campus at Girard, trail blazing in Appalachia in ChalleNGe, working with the elderly at Starr and Boys' Town, and building projects that use the

newly learned construction skills at Job Corps. Community service not only ties the school more closely to its community but teaches the students a sense of responsibility and shows them - often surprising them - that they can make a positive difference in the life of another person.

## **CONNECTION TO THE LOCAL COMMUNITY**

The “local community” varies widely. Job Corps locations vary - from rural to suburban to urban settings, and great efforts are made to mesh with local organizations for various reasons. The ChalleNGe Program’s “community” is the military base on which the program is located. The off-reservation schools are in many ways their own community; they vary in the type of setting, and also vary in the amount and quality of connections with the nearby communities. Girard is in the middle of Philadelphia, separated on three sides by high stone walls, and bordered by two demographically different communities. Boys Town is actually a self-contained, legally incorporated community, though it has many relationships to nearby Omaha, Nebraska. Starr, Hershey, and Exeter are on large campuses in small towns, and therefore have significant presences. Due to budget constraints, with the exception of the few who are homeless, students at Girard, most of whom are from the nearby area, now return to their “homes” on weekends.

The connection between the program and the local “community” is usually of mutual benefit. The local residential education programs offer the communities volunteers for various local projects and organizations, employment and commercial opportunities, family counseling and parent training programs, students for local community and four-year colleges, jobs for local residents, and entry level employees for local businesses. In addition, Job Corps and ChalleNGe use underutilized facilities, such as VA hospitals, military bases and orphanages, adding jobs to the local economy. Some of the facilities at Girard, Starr, and Exeter are used by the local community - athletic and recreational facilities, a ropes course at Starr, and conference centers. Boys’ Town provides Omaha with a local world renowned museum and tourist attraction. Students in the various programs often have athletic competitions with students from other local schools.

The local communities offer to the schools one or more of a variety of services including local health services, community college courses, recreational centers and events, and goods and services. Local communities are involved in the management and /or governance of all of the programs reviewed. The federal programs have community advisory boards. All of the private organizations have local people on their Boards, and Girard's is composed entirely of Philadelphia area residents, though perhaps not from the neighborhoods adjacent to Girard.

In the sites reviewed there were no significant problems with the nearby communities. The quality of the connection is often affected by the length of time the program has been in that location. Where the town grew up around and/or with the program the relations seemed to be smoother. It took time for the newer programs to gain acceptance by their "neighbors".

#### **STUDENT WAGES/ WORK STUDY**

Only students in Job Corps and ChalleNGe, which focus on training older youth in a short space of time to enter the workforce, earn stipends while enrolled in the program. For these students, learning the connection between work and wages and how to handle financial obligations are two of the essential lessons of the program. Job Corps students receive a living allowance while in the program and optional bonuses which they receive in a lump sum at the end of the program. They use this lump sum to help them get settled and cover rent while they make the transition to full time work, and/ or to buy tools needed for their trade. The stipend earned by ChalleNGe corps members can only be spent on education or job training and that decision must be made in tandem with their mentor.

There are some limited opportunities for earning wages in part-time jobs on and off-campus in the other programs. Most schools limit the number of hours a student can work to six or less per week. Piney Woods requires all students to work ten hours per week in an on-campus job to help defray tuition costs. (Students do not receive wages for this work.)

## **MEDICAL COVERAGE**

All of the programs provide access to medical care, either on campus or at a nearby health services center. Programs have either full-time doctors or an on-call physician. Almost all of them give students complete medical/dental care and coverage without cost to the family/guardians. At Boys' Town, Girard, and Starr, the school is the legal conservator of the youth and is therefore obligated to provide this coverage. Complete medical coverage is part of the program's mission to serve low-income youth at Job Corps, Hershey and Piney Woods. Students in off-reservation schools receive coverage and care through the Indian Health Service. A large majority of students in these programs are eligible for Medicaid.

Exeter and ChalleNGe do not provide free medical coverage. Exeter has a complete health services center and many of its basics services are covered as part of tuition costs. However, students must be covered by private insurance or enroll in a plan through Exeter. ChalleNGe provides only emergency medical care. ChalleNGe corps members are only on campus for 22 weeks and attend a site in their home state. They are therefore relatively close to home in the event of serious medical needs.

## **COUNSELING**

All have mental health counseling available to students - on campus in most programs, others (Off-reservation schools, Piney Woods, and Boys Town) through referrals to local organizations. Job Corps has counselors on staff, with mental health consultants available. ChalleNGe has counselors on staff, and refer students to the local mental health center for crisis intervention. Off-reservation schools use the local Indian Health Service (IHS), though some local IHS stations are located on campus. Girard has a full-time school psychologist on staff, a social worker to work primarily with parents, and four counselors who work with students on their emotional, social, and academic development. Starr has significant mental health "treatment", including one on one counseling, small group counseling, and almost daily hour and a half long group sessions

with all twelve “cottage” members with mental health professionals (with MSW’s). Exeter has professional mental health professionals on 24-hour, 7 day per week availability. Exeter also has students who serve as “student listeners” to troubled students.

## **SPECIAL FEATURES**

Many of the programs have special features which don’t fit easily into one of the above program components, and which are worthy of special mention:

### **Connection to Family**

- Piney Woods and Starr both provide rooms on campus for parents to stay in for a nominal fee or free while visiting their children. These rooms are also used by guests or program volunteers when needed.
- Job Corps is the only program which provides day care on some of its campuses for their non-residential students’ children. On seven of the Job Corps centers there are single parent apartments for young parents and their children, and full child development centers.
- Off-reservation schools are very concerned with reinforcing their students’ ties to their culture heritage. These schools incorporate many aspects of Native American culture, such as the shaman, into the everyday curriculum.

### **Program Elements**

- Uniforms are worn by students at ChalleNGe, Girard, and Piney Woods, and in Job Corps while students are working in selected trades.
- ChalleNGe students participate in military style drills as a group.
- Starr requires its students to participate in outdoor education. The campus has a high quality ropes course. A few Job Corps centers have also begun ropes courses.
- Exeter is the only program which offers its students the opportunity to study abroad for a short time or spend a semester at an experiential program such as The Mountain School (double check that name).

**Extra Curricular Activities:**

- All other programs offer students the opportunity to worship their religion in a house of worship - some on campus, others by transporting students to a nearby church, mosque, or synagogue. Boys Town students must practice a religion, though it can be any religion. At Piney Woods students must attend a non-denominational Christian worship service every Sunday. Hershey students attend a non-denominational service every Sunday.
- Piney Woods offers separate Male Forums and Female Forums for students to discuss issues of concern to them as they approach adulthood.

**Continuing Care**

- College scholarships are offered by Starr, Girard, Piney Woods and Hershey to encourage their students to think towards the future. ChalleNGe arranges college scholarships as prizes to some of their cadets.

**Research and Evaluation**

- The federal programs have extensive accountability systems, and encourage innovation and experimentation which, if found to be of benefit, are shared with other sites.
- Boys' Town and Starr have research departments to assist them in refining their program and tracking their successes.
- Boys' Town consistently conducts consumer studies, polling the students directly about their satisfaction with and concerns about the program. The Hershey School is beginning student satisfaction surveys as part of its overall Renewal Plan. Job Corps has recently initiated quarterly customer (student) satisfaction surveys as part of its center performance management system.

For additional special features, see the individual site descriptions.

## **RESIDENTIAL EDUCATION PROGRAMS**

1. **Federal - Department of Labor's Office of Job Corps  
Woodland Job Corps Center, Laurel, MD**
2. **Federal - Department of Defense's National Guard Bureau - ChalleNGe Program  
New York ChalleNGe Program, Camp Smith, NY**
3. **Federal - Department of the Interior's Bureau of Indian Affairs  
Off-reservation boarding schools for Native Americans**
4. **Donor-funded academy for low-income youth  
Girard College, Philadelphia, PA**
5. **Donor-funded "orphans home"  
Milton Hershey School, Hershey, PA**
6. **Historically Black boarding school  
Piney Woods Country Life School, Piney Woods, MS**
7. **Treatment center - (Family Teaching Model)  
Father Flanagan's Boys' Home, Boys Town, NE**
8. **Continuum of services organization with residential component  
(Positive Peer Culture Model)  
Starr Commonwealth, Albion, MI**
9. **Private boarding "preparatory" school  
Phillips Exeter Academy, Exeter, NH**

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## FEDERAL GOVERNMENT - DEPARTMENT OF LABOR - JOB CORPS

Job Corps is the largest residential education system (or program) in the U.S., with 110 centers throughout 46 states, the District of Columbia, and Puerto Rico, and a budget of over \$1 billion. Eligible students are low income U.S. citizens, male and female, between the ages of 16 - 24. Approximately 100,000 students participated in Job Corps in 1994; over 1.6 million have completed the program since its inception. Job Corps is the Department of Labor's only residential job training program. Its primary goal is,

"To assist young people who need and can benefit from an unusually intensive program, operated in a group setting, to become more responsible, employable, and productive citizens."<sup>1</sup>

The Department of Labor's Office of Job Corps manages the overall operation of the program, provides the facilities and equipment, and contracts out specific functions and services including management of the centers. Currently management of 77 of the Job Corps centers is competitively procured under full and open competition, 2 are managed by Native American tribes, 1 by a state government, and 30 are "civilian conservation centers" managed by the Departments of the Interior and Agriculture under interagency agreements with the Department of Labor. Center contracts are recompeted if they consistently don't perform well, and occasionally are closed permanently for consistently poor performance. Otherwise, centers are tendered for public bid at least every 5 years. A variety of labor unions, along with voluntary organizations and trade associations assist in recruiting, training, and job placement. A number of non-profit organizations provide assistance in recruitment and followup with graduates.

Job Corps is an open entry, open exit program, so that students enter and graduate all year round, staying in the program as long as it takes, up to two years (with a one year extension in some instances), to become proficient in their trades, and to earn their GED if they did not graduate high school. Learning is self-paced, and includes on-the-job training, job readiness skill building, and job placement services. Training in over 160 trades is offered, though not at every center. Trades offered range from automotive skills, bricklaying, plumbing, and welding to nursing, clerical services, culinary arts, and advanced training in selected occupational areas.

Job Corps began in 1964 as part of the Economic Opportunity Act, under President Johnson's "War On Poverty". It adapted the Depression-era Civilian Conservation Corps for unemployed young people to the potential and unmet needs of those young people currently economically disadvantaged. Originally there were separate centers for men and women; in 1970 they began to become coeducational. The original policy of sending students at least 500 miles from home has been reversed, so that currently efforts are made to place students close to their home community. However, if the nearby center does not offer training in the field the student wants to pursue he/she may attend a center further away.

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<sup>1</sup> Job Training Partnership Act regulations, effective June 1, 1993 [(29 U.S.C. 1691), enacted October 13, 1982, P.L. 97-300, 96 Stat. 1370]

## **WOODLAND JOB CORPS CENTER**

**Name of Center:** Woodland Job Corps Center

**Address:** 3300 Fort Meade Road  
Laurel, MD 20724

**Phone Number:** 301-725-7900

**Contact Name:** Director

**Title:** Director

**Contractor:** Adams & Associates

**Ownership:** Federal Government

**Primary Source of Funding:** Federal

**Average Annual Cost Per Student :** \$16,000

**Average Annual Cost Per "Slot":** \$22,000

**Student Capacity:** 300 at a time; 450 per year

**Average Length of Stay Per Student:** 270 days (9 months)

**Age Range of Students:** 16-24

**Geographic Eligibility:** Mid-Atlantic states

**Goal Upon Program Completion:** Securing a training-related job

**School Motto:** "A chance for change, a chance to make a fresh start on a new way of life."

"We care where they are going, not where they come from. The goal is to get students to move to a place more beautiful than where they came from," David Miller.

Woodland Job Corps Center, one of the Job Corps's 110 centers, is located on the property of an abandoned orphanage. The Center uses approximately one-third of the buildings; the rest of the buildings are unused. It is set on twenty-two acres in a suburban area. There is a campus safety office at the entrance for students and visitors to register upon arrival and departure. The main part of the campus is a rectangular-shaped grassy area with a tree and a couple of picnic tables on it, surrounded on all sides by buildings - the school on one side, the administration building facing the school on the other side, and the dormitories at the two ends. Students are working on projects to improve the physical facility which, with the exception of the new health club, is utilitarian. Center Director Miller wants the Center to look more like a college campus. Currently, many of the buildings, particularly the dormitories, are scheduled for repair and renovation.

## **Target Population**

Job Corps students must be U.S. citizens over the age of 16 and under the age of 25, who are “living in an environment which is so disruptive that the prospects of participation in a non-residential program are substantially impaired.”<sup>1</sup> Approximately 20% of the students at Woodland Job Corps Center have no homes. Minors need a legal guardian/agency which will be responsible for them. 168 males, 132 females lived at Woodland JCC at the time of the site review, though the aim is to become 50% male, 50% female. All students are from families who are at or below poverty level. “Job Corps has become an alternative for many young people who cannot succeed in a traditional school system.”<sup>2</sup>

All students at Woodland are residential students, and are from the mid-Atlantic region. A majority of the students are from a variety of minority backgrounds, primarily African-American. 450 students per year participate in the Woodland JCC.

## **Recruitment and Admissions**

Recruitment is carried out by local and national contractors - state employment service agencies, non-profit organizations, and private for-profit organizations, who determine the eligibility of applicants according to Department of Labor guidelines. Successful applicants are assigned to local Job Corps Centers and assigned an enrollment date. If the trade the student requests is only offered at centers further away, they can and are referred there pending availability of spaces. Applicants with existing medical or behavioral problems have to be approved by the Department of Labor. Transportation to the center is provided. Woodland and other centers must accept all new students referred to them if there is space available.

## **History**

Woodland Job Corps Center opened in 1983. The grounds are rented from the District of Columbia. (See description of Job Corps for further history of Job Corps). Adams & Associates, a private sector management company, took over management of the Center three years ago.

## **Key Component(s)**

The core of the program consists of three equal parts: vocational, academic (GED or high school diploma), and social skills training. Job Corps is an open-entry, open-exit program with new groups of students arriving as a group each week. A student can stay in Job Corps as long as it takes to become proficient in his or her trade for up to two years, with a one year possible extension for advanced training, and to earn a GED, if he/she has not graduated high school. Small classes, self-paced exams and individual goals are utilized. Training about life skills (conflict resolution, hygiene, job hunting and behavior, etc.) is an important component and takes place on a formal and informal basis. Students adhere to a daily schedule of classes, meals, working in their trades, and “lights out”.

## **Academic/Vocational/Technical Program**

The reading programs and other programs are self-paced. The Computer Managed Instruction (CMI) system is the key tool for this, while at the same time providing experience with using computers and freeing teachers to spend more time with individual students. The CMI gives students specific assignments, scores their tests, and provides immediate feedback.

The reading level of the students varies greatly upon entry. Students are tested upon entry and every ninety days. Students may receive high school diplomas or earn a GED's (high school equivalency exam). The average student has a seventh grade reading level, although many arrive illiterate. Graduation for GED graduates are held two to three times per year. Certificates are given for each part of the program completed. Monthly lunches are held for completion of the vocational programs. Teachers are hired as employees of the contracting agency which manages the center. Teachers must be state certified or actively pursuing certification.

20% - 25% of the students entering Woodland JCC already have a high school diploma. They and other students may take advanced training while obtaining life skills, social/ emotional support, and health care through participation in the Job Corps program. Advance training includes courses at local colleges, work experience, particularly through the Industry Work Experience Program, and advanced career training. English as a Second Language (ESL) is provided. Remedial English for English speakers is also needed, according to Director Miller.

Students participate in the Occupational Exploration program component during orientation to the center, in order to help them discern their interests and aptitudes in specific trades. Following this phase, "individual Training Achievement Records (TAR's) are used to document each student's progress through specified vocational competency" Formal work experience is required of all students. Some of this training is provided by trade associations and trade unions, by contract and by donated services. Industry Advisory Groups regularly review the curricula and required skills. Business and clerical skills are currently the trades most favored by the students at Woodland. Placement Coordinators ensure a good employer - employee match for the student, and assist students in such tasks as finding an apartment and developing a personal budget.

There is a formal "Life Skills" program 2 hours per week, though students are prodded to learn and practice these skills at all times. Near the end of the student's stay there is a 6-week, 1 hour per day "World of Work" program which includes preparation of a resume, teaching appropriate attire, finding a place to live, and job placement activities.

## **Residential Life**

Students live in five dorms - 65 to 75 students per dorm. Each dorm has counselors and resident assistants who report to a dorm supervisor. Residential advisors are supervised by a dorm supervisor. Each student is assigned to a counselor. A counselor is responsible for speaking with the student and overseeing various aspects of each student's life. The counselor monitors a

student's overall personal and social development, meeting with students on an individual basis. Residential advisors work in shifts around the clock holding regular dorm meetings, maintaining discipline, and helping students adjust to community living. They also identify high risk students. Center Director Miller walks around the campus often and knows most students by name. There are eleven security staff.

Residential staff provide and monitor a "Social Skills Training" program, a structured program which teaches and helps students understand and internalize 50 specific interpersonal/ social/ personal skills and habits such as anger, arriving for appointments on time, and dealing with embarrassment. They also lead dorm meetings and group counseling sessions, and make sure students abide by Center rules. Students' schedules, both day and evening, are clearly structured. They are required to attend classes and on-the-job training at set hours. There are curfews.

There is a "peer court", which meets by dorm one night per week. There is also a student government which, among other tasks, administers "Morale Funds" for selected activities.

There is a variety of extra-curricular activities including sports, movies, excursions, arts and crafts, and a choir. Woodland has a state-of-the-art Health Club. There is also a Cultural Awareness component, as required in the national Job Corps' Policy Requirement Handbook, though Woodland, as other centers, develops their own specific program. Students may also take a Driver Education course.

Food service is critical. Staff claim that if the food is not good, the students will not remain. Once a week the culinary arts students prepare an elaborate lunch for the group of students joining the center that week.

Medical, dental, and vision care are provided free of charge. Students who discover they are pregnant while at the center may remain in the program until the Health Center decided it is no longer safe for the student and the baby to be there - usually through the eighth month. A formal Health Education course, which includes basic health maintenance, nutrition, first aid, substance abuse prevention, and family roles and responsibility, is provided.

### **Residential - Academic Connection**

The Progress and Performance Evaluation Panel (PPEP) is the main tool for insuring communication between the residential and academic/vocational faculty about the progress of students. The PPEP is headed by each student's counselor and composed of representatives from the residential, vocational and basic educational areas. In the PPEP a student's performance, behavior and attendance is reviewed every 60 days, and recommendations are made regarding his/ her vocational and educational progress, leave time, pay status and graduation.

## **Student Wages - Work Study**

Students receive a modest monthly living allowance (\$50 - \$80) while in the program, as well as a \$300 clothing allowance in their first year. They also earn a readjustment allowance each month which they receive when they leave Job Corps provided they stay for at least seven months, up to \$2000 total for a longer stay. They may receive some of this earlier in order to send money to a spouse or dependent children. The amount of the readjustment allowance increases the longer the students is in the program. Students also earn for completion of specific goals such as completing the vocational training, earning a high school diploma or GED, and obtaining a job or military placement. Finally, they may earn modest bonuses for outstanding performance.

## **Resources**

Job Corps is 100% federally funded. The management of each Job Corps campus is reimbursed for each student on campus. In addition, a number of trade associations and unions contribute teachers and placement assistance to various Job Corps centers.

## **Governance**

Woodland is managed by a contractor, Adams and Associates, with Department of Labor parameters and oversight. Miller is supervised by Adams and Associates. Five to seven times a year the Program Manager from the Department of Labor visits the center. The role of the Department of Labor is oversight, monitoring and technical assistance. There is a student government comprised of one staff advisor and five students.

## **Student Behavior Policy**

Underlying the behavior policy is the insistence upon respect for other people's rights, including their physical and emotional safety. There are three levels of regulating behavior: 1) Behaviors requiring immediate dismissal; 2) Behaviors requiring decision by a Review Board; and 3) Behaviors in need of incentives/ penalties of the behavior management system.

On May 1, 1995 Job Corps implemented an expanded "Zero Tolerance for Violence and Drugs Policy" which includes a "One-Strike-And-You're-Out" provision for serious violent or criminal offenses, and for drug violations.<sup>4</sup> All new applicants must sign a contract to abide by these policies in order to enter the program, as must existing students in order to remain. No alcoholic beverages, drugs, weapons, fighting, gambling, or sexual activity is allowed. Students are terminated from the program, following a Center Review Board study of the incident within 48 hours, for possession of a gun/ weapon; assault with intent to harm staff or student(s), including but not limited to sexual assault, or serious threat of assault; robbery and extortion; arson; arrest for a felony on or off campus; consistently positive drug tests; possession or sale of drugs. The student may not be present at the review of the incident but may submit a written statement.

Students exhibiting a pattern of consistently inappropriate behavior are put on "behavior contracts", which are reviewed within 30 days. At the end of this period a student is either forced to leave the program or is retained. "Negative group association", which can be linked to gang

behavior, is among those behaviors not tolerated which usually falls into this category. Fighting (excluding assault), loan sharking, hazing, and destruction of property are other actions which would fall into this category. These behaviors do not bring about immediate termination. However, students must go before a Center Review Board which determines appropriate sanctions.

The behavior management system is an incentive system which rewards positive behavior and penalizes disruptive behavior. This includes recognition certificates, weekend passes, and discounts to local events, as well as restrictions and fines. Both students and staff participate in the administration of this system. A system of 3 "Phases" is used to help provide feedback and incentives for positive behavior. Moving to the next "phase" might bring with it benefits such as moving to a room for fewer students.

Each center is required to delineate specific behavioral guidelines and penalties, which go beyond those set out by the National Office.

### **Family Involvement, Connection to Community, Community Service**

A counselor/supervisor calls the family when there is trouble. Woodland is now trying a "family day" by dorm.

There are many arrangements with nearby agencies - community colleges, recreation centers, substance abuse programs and other organizations - where students may take courses, participate in activities, and provide and receive services. There is a twenty-eight member Community Advisory Council, which meets quarterly (all usually attend) and acts as a board of advisors.

Community service is mandatory. Job Corps students do construction work on the Job Corps Center and in the nearby community, as well as a variety of other projects including work with the local Boys and Girls Club, building restoration, and disaster relief.

### **"Success" rates**

The National Office of Job Corps uses four performance measures for assessing "success":

- 1) Learning gains in reading and math
- 2) GED attainment
- 3) Completion of vocational training
- 4) Placement in job or further training

Characteristics of quality placement are: average wage rate and placement in a job in the field in which the student was trained.

13 week post-placement followup and the results of student surveys are being incorporated as indicators of success this year.

60% of the students who enter Woodland complete their trade. A "student" is counted for these

and other rates from the minute they begin the Job Corps program. The success rates are set by the national office and the rates of each center are tracked and compared according to specified criteria. Miller's "success" goal is to provide quality services for students, meet and exceed standards set by National Office of Job Corps, and improve math and reading levels by at least two grades.

### **Counseling**

All centers are required to have mental health consultants on staff. In addition, the Center has full time counseling staff that works with students on either an individual or group basis.

### **Special features**

- Toll-free phone number (1-800-733-JOBS) for information about enrollment and referral to a nearby agency for an interview.
- Approximately 10% of Job Corps students nationwide may be non-residential.
- Advanced Training - Students may go to college or enroll in advanced training but continue to live in the dorms.
- Day care/Head Start centers are on sixteen Job Corps Centers (though not at Woodland).
- Many centers have big brother and big sister programs.
- A new longitudinal study of the effectiveness of the program (nationwide) has just begun, so that student progress will be followed on 12, 30, and 48 month intervals.

1. U.S. Department of Labor, *A Chance for Change, The Job Corps Story*, 1994
2. Ibid
3. U.S. Department of Labor, *Job Corps in Brief, Program Year 1993*, June 1994
4. Office of Job Corps, Department of Labor, *Job Corps Program Instruction No. 94-21*, February 28, 1995

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**FEDERAL GOVERNMENT - DEPARTMENT OF DEFENSE  
NATIONAL GUARD BUREAU'S "ChalleNGe Program"**

The Department of Defense has a number of programs for at-risk youth, run by various branches of the Armed Services. The National Guard's ChalleNGe Program is the largest of the Department of Defense's residential programs for "at-risk" youth. The first ChalleNGe sites were opened in the fall of 1993. There are currently 15 sites in 15 states, which vary in size and luxury of the facilities. ChalleNGe Programs are held on existing military facilities. In order to open or continue a ChalleNGe program in a state, the state governor submits plans for state-specific program to the federal National Guard Bureau for approval and funding.

ChalleNGe is a quasi-military residential program which is holistic in its approach. "Tough love, not just tough discipline", according to Dan Donohue, the Program's founder.

## **THE NEW YORK CHALLENGE PROGRAM**

**Address:** New York ChalleNGe Program  
Building 503, Camp Smith  
Peekskill, NY 10566

**Phone Number:** 914-734-7382

**Contact Name:** Brigadier General John Jones (or Frank DeLusso, Deputy Director)

**Title:** Director

**Ownership:** Federal, run by state

**Primary Source of Funding:** 100% federal

**Average Annual Cost Per Student:** \$14,000

**Average Annual Cost Per "Slot":** \$28,000 for residential component (two classes, known as "iterations", per year)

**Student Capacity:** 100 per iteration, 2 iterations per year

**Average Length of Stay Per Student:** 73% graduate the 5.5 month residential program

**Age Range of Students:** 16-18 upon entry

**Geographic Eligibility:** State of New York

**Goal Upon Program Completion:** GED earned, college enrollment, employment

**School Motto:** "You made this challenge, you can make any other challenge in your life," Dan Donohue, Chief of Public Affairs, National Guard Bureau

"Give them a better idea - a dream of the future! Show them a path they can follow through the mentor. Give a push and encouragement." Frank DeLusso, Deputy Director of New York ChalleNGe Program.

When students (referred to as "corpsmen") first arrive at Camp Smith they are shocked and somewhat distressed to hear guns - shooting practice - on the base. They find it ironic since part of the reason that they signed up for the ChalleNGe Program was to escape the violence of their neighborhoods.

The New York ChalleNGe Program is located on Camp Smith, in Peekskill, in the mountains of New York - one hour outside of New York City. All but the GED prep classes and the outdoor drills take place in one spartan, white concrete building. The students and staff keep referring to themselves as a "family". Conditions are not plush by any standards.

## **Target Population**

Corpsmen (male and female) are 16-18 year-old high school drop out residents of the State of New York. They must be drug-free and without a history of physical violence upon entry. The majority, though not all, are urban youth, primarily from the five boroughs of New York City, Albany, Newburgh and Rochester. They must be able to pass the President's Physical Fitness Test to complete the program. 10% of the students already have children. A few come from foster homes. Most lived with their family, though usually single parent families or with their grandmothers. A number of the students have learning disabilities.

The staff strives for an ethnic mix of corpsmen, and have to specifically recruit Caucasians and women. In the Summer 1994 iteration there were 13 females out of 63 graduating students. Many of the corps members have been physically abused; 100% have experienced emotional abuse, according to the staff interviewed. Some are classified as needing special education. For many, not much background information is available. "Retreads" are acceptable - students may drop out and reenroll in the next iteration.

Most of these youth have trouble trusting people and it takes at least six weeks for the students to drop their bravado and defenses. "We teach them to use their mind rather than their fists," says Director Brigadier General Jones.

## **Recruitment and Admissions**

Recruitment is handled on the state level by a designated recruiting officer at each program site. Referrals come from local guard units, school employees, guidance counselors, and various non-governmental organizations. Recruiters seek out prospective students through community groups, churches and lists of drop-outs provided by schools.

All applicants must have a written recommendation by an adult/mentor. Many of these people will be mentors to the students after the residential component. Applicants must submit to a drug test as part of the application process.

## **History**

The New York ChalleNGe Program opened to students in the summer of 1993.

## **Key Component(s)**

The ChalleNGe Program's residential component is conducted over a 22-week period. The residential program is followed by a 12-18 month post-residential program during which each graduate is partnered with a specially trained mentor. The program, promoted as preventative rather than remedial, is based on eight core components that each student must pass in order to graduate. The components are citizenship, academic excellence, life-coping skills, community

involvement projects, health and hygiene, skills training, leadership/followership, and physical training.

Daily drills, keeping living areas in military-like neatness, wearing uniforms (white polo shirts with ChalleNGe emblems, black pants, brown laced boots and a baseball cap) are all used to teach life skills, self esteem, discipline and teamwork. Students wake up at 5:45 am, run drills for forty-five minutes, and have formation and other drills throughout the day, in addition to class and community service. It is a very regimented, structured schedule. No points system is used. An important component of the program is exposing students to new things such as hiking in the outdoors. "The goal is a value change.", explains Jones.

When one talks to students and staff one hears repeatedly how just keeping the students in a safe place has literally saved their lives. Staff, with the exception of teachers, earn less at the ChalleNGe Program than they would in other positions in their field.

### **Academic/Vocational/Technical Program**

The academic/vocational program is geared primarily to getting a student into a good learning mode and graduating with a GED. Students have 4 1/2 to 6 hours of formal class four days a week, including a short study hall. They are taught by platoon, 250 hours per session. There are five GED areas. Students take a number of practice tests prior to taking the GED, and there is a strong tutorial program. As soon as the GED is completed, corpsmen are offered vocational training through local community colleges and industry.

The lead academic teacher has many years of experience as a teacher, particularly with "at-risk" students, with whom she says she prefers to work. She recruits new teachers by having them work as per diem teachers, watching how they work with the students, and then hiring the best. All teachers are state certified.

Graduation day is a big event which includes giving out diplomas, attendance by families/guardians, military drills, awards (including college scholarships), and speeches by celebrities such as state governors and sports stars.

### **Residential Life**

Students in the New York ChalleNGe Program live in one white, concrete barrack. There are two long halls for the boys, one hall for the girls. Each hall has its own communal bathroom. Students sleep in bunkbeds and are allowed to keep small stuffed animals, souvenirs, and limited wall decorations. No staff live on campus although a few live in other barracks at Camp Smith in bachelor apartments. The study hall, dining room, and all other activities except for drills and classes are held in an auditorium next to the sleeping rooms. The program's administrative office is in the same barrack. "Wake Up" is usually at 5:30 am; the "Lights Out" time usually falls between 10:00 - 11:00 pm, slightly later on weekends;

“On-post” is a team leader responsible for each platoon - a college graduate preferably with military experience and experience in human services, ideally with a degree in this area. Staff are screened by the state for civil service requirements, are hired by the Director and Assistant Director as state employees and become state employees.

ChalleNGe provides emergency medical care only to corps members.

### **Residential - Academic Connection**

The teaching staff and residential staff work together closely, as do all staff. They have joint planning meetings and see themselves as one big family with the corpsmen as their children. “Staff see themselves as role models. It is expected that corpsmen show respect for the staff and vice versa.”

Frank DeLusso, Deputy Director, runs the residential component and is a major link between the students and the rest of the staff. He is also the “alter-ego” of General Jones.

### **Student Stipends - Work Study**

Corpsmen receive a \$15 allowance per week for personal items. Upon successful completion of the program, each corpsmen is eligible for a \$2,200 stipend (\$100 for every week in the program). The stipend can be used towards further classes or purchase of tools for a specific trade. Corpsmen do not receive the money in one lump sum; each works with their mentor to decide how to best spend the stipend over the course of the next year.

### **Resources**

100% of the funding is through the New York ChalleNGe Program’s contract with the federal National Guard Bureau in Washington, DC. A few nearby organizations such as the New York/New Jersey Trail Conference contribute in-kind services.

### **Governance**

The Program is governed by the Military and Naval Affairs Community Initiatives, jointly with the State of New York. On this governing board is the Deputy Adjutant General, the liaison from the governor’s office, and the state director of community initiatives. Brigadier General Jones answers to the board. They must stay within Military and Naval Affairs (MNA) guidelines. There is a great deal of direct contact with the federal National Guard Bureau which enhances the networking with other ChalleNGe programs.

## **Student Behavior Policy**

Drugs, weapons, etc. are not allowed in the Program, though some “slip-ups” are tolerated. Students are encouraged to talk with the lead counselors, the teachers, or the residential staff. No spanking or corporal punishment is allowed. If a staff member is caught doing this, he or she is fired on the spot.

All applicants are drug-tested as part of the application process. All corpsmen are subject to random drug tests throughout the 22-week course. Any sign of drug use results in an immediate dismissal. If a an applicant admits to recent drug use prior to the application drug-testing and tests positive for drug use, he/she might still be eligible for admission provided that they have a strong application. Like all corps members, they must come up clean in all future random drug tests.

In addition to drug use, corps members can be dismissed for continuous misbehavior and honor code violations (at those sites with an honor code that the corps member signs upon entry). A corps member’s record is reviewed by a committee made up of ChalleNGe staff - teachers, counselors - and possibly a fellow student. The committee makes a recommendation to the Program Director who has the final say in dismissal cases.

A corps member who becomes pregnant may continue the program provided that there are no medical reasons which might preclude her from completing all requirements. A doctor must prescribe an alternative for the physical fitness component of the program.

## **Counseling**

There is a lead counselor and two other counselors. They provide mostly crisis intervention and links with the local mental health center.

## **Family Involvement, Connection to Community, Community Service**

Families may visit on Sundays. The students may go home for two or three weekends during the program. Ethnic meals are sometimes cooked by parents for the whole group. There is much phone contact with parents, where parents exist.

There was resistance at first on Camp Smith (the base where the program is located) to the program. Now base personnel have accepted the students and even appreciate the community service the students provide the base.

Community service is one of the core components of the ChalleNGe curriculum and a tool for helping to build self-esteem among the corps members. Volunteer projects include elderly care, park clean ups, trail building and building restoration.

### **“Success” Rates**

The program is now completing its second year. Nationally, approximately 76% of all corps members who begin the program graduate and 80% of the graduates attain a General Educational Development (GED) diploma. At the New York site, the average is 73%.

### **Special Features**

- The head of the teaching program, Eileen Gardner, does post-program follow-up with corpsmen, although this is not required.
- A year long mentoring program back in the student's community is a major part of the program. Students are matched with their mentors by gender and an effort is made to make an ethnic match as well. Students spend one hour a week with their mentor and receive thirty dollars a week for continuing in this program. Mentors work as volunteers, and receive in-service training and supervision.
- Students may purchase class rings from their savings.

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## **TRIBAL SCHOOLS FOR NATIVE AMERICANS**

The Department of the Interior's Bureau of Indian Affairs (BIA) funds 185 schools (elementary and secondary education levels) located on 63 reservations in 23 states. Of these 185 schools are seventy residential programs which serve either elementary or secondary students: 14 peripheral dormitories (students live in a dormitory and attend a local public school), 7 off-reservation residential schools and 49 residential schools located on an Indian reservation. Students who are at least one quarter Indian or are members of an officially recognized Indian tribe have a choice of going to a public school on the reservation, if one exists, a church-run school if one exists, or a BIA-funded school. Students also have the option of attending the residential schools either because they live too far from the other available schools or because they want/need the residential component.. The fifty-nine on-reservation schools are primarily schools with dorms attached. The seven off-reservation boarding schools are inter-tribal and deal with a more at-risk population. The following description focuses on the off-reservation boarding schools.

## **OFF-RESERVATION BOARDING SCHOOLS**

**Address:** Office of Indian Education, Bureau of Indian Affairs  
Department of the Interior  
1849 C Street, NW MS3512  
Washington, DC 20240

**Phone Number:** 202-219-1129

**Contact Name:** Charles Geboe

**Title:** Chief, Branch of Secondary and Elementary Education

**Ownership:** Federal government

**Primary Source of Funding:** Federal

**Average Annual Cost Per Student:** \$12,000 - \$13,000

**Average Annual Cost Per "Slot":** \$12,000 - \$13,000

**Student Capacity:** 150 - 400

**Average Length of Stay Per Student:** 1 to 4 years

**Age Range of Students:** 9th - 12th grade (2nd - 8th grade elementary also available)

**Geographic Eligibility:** no requirements

**Goal Upon Program Completion:** College, job or military

**School Motto:** "A comprehensive, healthy, caring, and safe residential and educational environment in which the essential needs of body, mind, and spirit are treated with equal importance."

There are seven off-reservation boarding schools - two elementary schools and five high schools. They are each located on 100 - 300 acres, and serve children from a number of tribes together. Some are within a small community, the Riverside (California) School is in an urban area, and others are rural.

These schools are in the process of moving from primarily education focused to "therapeutic" residential schools. The aim is not to make a school a "treatment center but a therapeutic community; not a hospital or a jail but a therapeutic community", according to Charles Geboe, the key change agent in this initiative. The therapeutic residential school program model is based upon American Indian and Alaska Native spiritual and cultural values. Wahpeton Indian School in North Dakota is one of the two schools that began working under the new model this year. Although all the schools are part of the Bureau of Indian Affairs, each has its own autonomous school board and each must have its own educational philosophy.

## **Target Population**

“They are all survivors and become contributors.”<sup>1</sup>

All students must be members of a federally recognized Indian tribe or have “25% Indian blood”. There are no socio-economic status nor geographic requirements. There are several educational and social criteria that must be met. Students are three to four grade levels below the student academic average. Students are eligible if there is no public or Federal day school available to them locally due to distance, severe overcrowding, lack of instruction at the appropriate grade level, or lack of vocational training. Students are also eligible if their local school does not adequately meet the student’s special academic needs due to academic deficiency or linguistic and cultural differences. Students with siblings or other close relatives at a boarding school may enroll in order to avoid family separations.

Students come primarily from families where they have been abused or neglected or do not receive sufficient supervision due to parental limitations. The schools accept students with severe behavioral problems that cannot be solved by the family or community resources, but will benefit from a residential environment without causing harm to their classmates. Many of the students are homeless. The vast majority of new high school students have already tried to commit suicide.

Juvenile offenders may also be placed in off-reservation boarding schools by tribal judicial systems which lack separate juvenile detention facilities. “Juvenile offenders are ‘thrown in’ with non-offenders.”<sup>2</sup> Typically, neither the school nor the teachers are informed that a student is on probation. This makes it very difficult to anticipate and respond to a particular student’s problems.

## **Recruitment and Admissions**

All students referred must have a recommendation from the child welfare social service department, though initially referrals can come from school employees, alumni, court system, as well as other sources. There is usually a waiting list of fifteen to one hundred students per school.

## **History**

Boarding schools for the Native Americans were originally designed to assimilate and acculturate Native Americans into the white society. The first school founded for this purpose was the Carlisle Indian School, founded in Pennsylvania in 1879. By 1899, there were eighty-one reservation boarding schools so that 9,146 of the 11,552 Indian children attending government schools were in boarding schools.<sup>3</sup> The stated goal of the Carlisle Indian School was “kill the Indian, save the man.”<sup>4</sup> In the 1920's the movement began to reform Indian affairs. The 1960's

and 70's brought about changes in governance. Today, the Bureau of Indian Affairs (BIA) operates or funds schools in twenty-three states and cultural identity is strongly emphasized in off-reservation schools. BIA is staffed primarily by Native Americans from various tribes. This is a separate school system from the regular public school system.

### **Key Component(s)**

“The therapeutic model is a community that is student driven and structured; based on self-esteem; a place of stability and harmony among all members; an environment where students achieve success and are recognized by staff and their peers; implementing an academic and residential curriculum written by staff based on their students’ needs; supported by an administration which allows the staff to plan by consensus of all community members. The administration does not make decisions without input from staff. As much as possible, the administration provides resources for the therapeutic community.”<sup>5</sup>

The spiritual component is key. Once a month a spiritual leader from one of the tribes visits. Dances and the arts of each tribe are learned and practiced.

The first goal is the students’ physical and emotional safety and development. The schools have their own police. The secondary goal is education.

### **Academic/Vocational/Technological Program**

The curriculum is similar to public high school curricula. Classes are small, up to 24 students per class. Until now, the off-reservation boarding schools have been run on a school year basis. The therapeutic model will shift to school to operate year round.

The Economic Development Initiative is a program in 65 off-reservation and on-reservation schools to teach students how to apply lessons taught in the classroom to the work world and to “promote Indian entrepreneurship”<sup>6</sup>. The program was piloted in 5 high schools and has now expanded with the assistance of Cheyenne River Community College. In one school, students purchased a buffalo; they learned about animal husbandry and negotiated the sale of the hide.

As often as possible, Native American teachers are hired. Teachers are certified by the state in which the school is located. There is a formal graduation ceremony each semester which is very important to the students.

### **Residential Life**

Students are grouped into “clans” and live by clan in dorms. Each clan has its own teacher, administrator, counselor, and there is a home living specialist, residential supervisor, dorm

manager, and dorm assistants for each dorm. Dorms have a specific “lights out” time. Each clan is fairly autonomous. Staff must be high school graduates and training is provided. Dorm counselors help students get their rooms in shape and lead group activities.

A staff-student ratio of 1:5 is considered ideal; it is lower for younger students.

The schools do not provide medical/dental care; these services are supplied by the Indian Health Service (IHS).

### **Residential - Academic Connection**

Management is shared between the academic and residential staff. In the Pierre Indian Learning Center, an off-reservation school in Pierre, South Dakota, teachers arrive early and go to the dorms to assist students in getting ready for class. The Director of Pierre, Superintendent Jeannotte, conducts a ten minute community meeting each morning where all members of the community are encouraged to express their ideas and feelings.<sup>7</sup>

### **Student Wages - Work Study**

There are very few opportunities for students to earn wages; there are no student stipends.

### **Resources**

The schools are 100% funded by the Bureau of Indian Affairs.

### **Governance**

General parameters are set by the Bureau of Indian Affairs but each school is run by an autonomous school board. Boards range from five to ten members. Usually the five tribes with the highest enrollment or states with the most students send representatives to the school’s board.

All BIA funded schools must be accredited by the state or regional accrediting association.

### **Student Behavior Policy**

Since the goal is to get the student’s life back on track, the schools are fairly tolerant of “slip-ups”. Students often leave or are dismissed but can return many times. Students can be dismissed for repeated violation of the student code and for violent acts.

Students who become pregnant are allowed to stay in school until their eighth month.

## **Counseling**

Counseling, therapy and treatment services are provided through the Indian Health Service (IHS). Sometimes an IHS clinic is located on campus.

## **Family Involvement, Connection to Community, Community Service**

Family involvement is somewhat informal although periodic pow-wows are held. Families can visit any time. Tribes sometimes send buses of parents. Some parents finance their trip by selling their handmade wares in the gift shop on campus. Family involvement is an area the schools intend to focus on further in the near future.

Currently there is little networking with nearby communities except with a few colleges. The therapeutic model intends to broaden this, especially through local social workers and the juvenile justice system.

There is no formal requirement for community service at these schools although individual schools do require it.

## **“Success” Rates**

Approximately 50% of the students that entered the schools under the old model graduated, most with high school diplomas. This therapeutic model is too new to have meaningful outcome data. The goal of “getting students back on track” is difficult to judge but Mr. Geboe thinks the schools are successful.

## **Special Features**

- Cultural emphasis and education is strong. Identity is emphasized and taught by tribe and inter-tribal singing, dancing, spiritual leaders, crafts, and other medium.
- 2x10 - When it is perceived that a student is having troubles a staff member is assigned to spend two minutes a day, for ten days, just asking how the student’s day was, how the student is doing. The aim is to have the student establish a better rapport with an adult.
- Some schools are very careful about outside visitors.

<sup>1</sup> Geboe, Charles, Chief - Branch of Secondary and Elementary Education, Office of Indian Education Programs, Bureau of Indian Affairs, Department of the Interior, personal interview.

<sup>2</sup> *Bureau of Indian Affairs Manual*, section 62 BIAM 3.1C(3). (Washington, DC: Bureau of Indian Affairs, Department of the Interior).

- <sup>3</sup> Prucha, Francis Paul, *The Great Father: The United States Government and the American Indians, Volumes 1-2*. (Lincoln: University of Nebraska Press, 1984) p. 816 as cited in Hamley, Jeffrey, "An Introduction to the Federal Boarding School Movement," 1994.
- <sup>4</sup> Walker-McNeil, Pearl Lee, "The Carlisle Indian School: A Study of Acculturation" (Doctoral dissertation, American University, 1979) p.111: original source cited by author was Flora Warren Wilson, *Indian Agents of the Old Frontier* (New York: D. Appleton-Century, 1941); cited ibid in article by Hamley, Jeffrey.
- <sup>5</sup> *American Indian Education News*, February 1995, BIA-OIEP.
- <sup>6</sup> *Office of Indian Education Programs Fingertip Facts*. (Washington, DC: Bureau of Indian Affairs, Department of the Interior.)
- <sup>7</sup> *American Indian Education News*, February 1995, BIA-OIEP.

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## **DONOR-FUNDED ACADEMY FOR LOW-INCOME YOUTH**

There are a few - though very few - residential academies for low income, "at-risk" youth, where the funding is largely provided by a private donor (or an endowment left by a donor). These programs present themselves primarily as college preparatory schools which provide educational opportunities unavailable to students in their home settings. Though they place great value on the benefits which are possible in a residential setting, staff at these settings shy away from having them considered "children's homes".

## **GIRARD COLLEGE**

**Address:** 2101 South College Avenue  
Philadelphia, PA 19121-4987

**Phone Number:** 215-787-2601

**Contact Name:** Joseph Devlin

**Title:** Head of School

**Ownership:** Private non-profit

**Primary Source of Funding:** Endowment - The Girard Trust

**Average Annual Cost Per Student:** \$19,000

**Average Annual Cost Per "Slot":** \$19,000

**Student Capacity:** 600

**Average Length of Stay Per Student:** 8.5 years

**Age Range of Students:** 6-18

**Geographic Eligibility:** Priority to Philadelphia area students; also students from Pennsylvania and other states.

**Goal Upon Program Completion:** College enrollment

**School Motto:** "CPR (Care, Pride, and Respect)"

Girard College is located in the heart of the city of Philadelphia. The college is surrounded by high, thick stone walls. As one enters the grounds, Security staff in the booth in the entrance carefully check all who enter and directs them to their destination. The buildings are old and grand; some of the dorms have been recently renovated. Girard looks as if at one time it was more physically grand and that efforts are being made to keep it up as best as possible without major additional expenditures. Immediately upon entering the campus, students can be seen walking very comfortably and casually.

Girard describes itself as an "educational community." Nearby Temple University is assisting Girard in a year-long planning process to update the College's mission and improve the school.

### **Target Population**

Girard College is for students of high academic potential from "low economic" backgrounds. A large portion are also from high-risk social backgrounds. The majority of the students are from Philadelphia. Some students are from other parts of Pennsylvania, and a few are from other states.

## **Recruitment and Admissions**

Most prospective students hear about Girard College through word of mouth. The admissions office receives roughly 2,000 inquiries per year for 100 slots and estimates that 80% - 85% are from individuals who have some type of personal connection to the school either through current students, alumni or parents. A part-time independent contractor is responsible for outreach and recruiting efforts. In addition to talking with school guidance counselors, the recruitment officer meets with local community groups, such as the Indo-Chinese Community Group, to access a diverse group of prospective students.

The admissions office has four staff members who are responsible for processing applications. In the first phase of the application process, the student completes a seven page application (no essay) and submits the appropriate tax forms to ensure that the student's family falls within the school's definition of 'low income'. If a student meets the minimum requirements for age and income level, Girard requests their academic records. Next, applicants take a series of placement tests and the Otis Lennon School ability test. Student and family interviews had been eliminated due to budgetary constraints but they will be reintroduced in the fall of 1995. A physical is also required of all applicants. Older students who have been accepted to Girard are invited to spend 24 hours on campus to experience classes and dorm life.

## **History**

Girard College was founded in 1831 and opened in 1848 under the Will of Stephen Girard, an industrialist, who left his fortune to the Board of Directors of City Trusts to build a residential school for white orphan boys. In 1968, Girard was integrated. Girls were admitted in 1984.

## **Key Component(s)**

Girard is primarily a school within a nurturing, safe community. "An important aspect of the Girard education is learning how to contribute to the community to the best of one's ability, and, in turn, learning to use the support and nurturance that the community provides to make sound, socially responsible choices."<sup>1</sup> "TEAM", "Together Everyone Achieves More", is one of the key principles. Giving students plenty of positive but sincere feedback is another important element in both the academic and residential life at Girard.

The school is divided into an elementary school (grades 1-5), middle school (grades 6-8), and high school (grades 9-12). Girard functions on a regular school year with winter and spring breaks, and commencement ceremonies. Due to budget cuts, most Girard students now go home for the weekend.

Girard is moving further and further toward the Comer model of inclusiveness and student involvement in decision making and a less hierarchical structure. The Head of School, Mr. Devlin, is particularly proud of Girard's dedicated staff who "buy into" the mission of Girard.

There are few “clock watchers.” Even maintenance staff are considered educators and role models. Devlin is concerned with the need to improve Girard’s physical structures, particularly the elementary dormitory which is “too orphanage-like” in design.

### **Academic/Vocational/Technological Program**

The academic program is a traditional one. Students participate in “rigorous programs of study which prepare them to pursue higher education and high skill employment, including that in technologically sophisticated fields.”<sup>2</sup> Girard students know that education for a productive life is a life-long process. All students are expected to pursue some form of post-secondary education.

There are four nine-week grading periods. As in traditional high schools, honor rolls as well as academic probation are used. Parents are notified as soon as students are placed on academic probation, even earlier if there are serious academic concerns. There are a number of motivational/recognition programs. For instance, in the elementary school there is the Purple Tickets Program (bi-monthly drawings of students “caught” doing positive deeds), The Number One Club, and other clubs. The student-parent handbook is clear about all academic and behavioral rules, parameters and regulations. Students who do not complete an academic year successfully may repeat a grade. This is known as a “growth year”.

60% of the teachers are state-certified. They are unionized.

### **Residential Life**

Students live in dormitories by age group: Elementary, Middle and High School. House parents live on campus in their own apartments and work in the dorms from 3:00 pm to 8:00 am. They help the students with homework and act as “surrogate parents.” House parents are unionized, though in a separate union from the teachers. All have high school diplomas and some child care experience. Most have an associate’s degree or a B.A.; some have M.A.s. Girard is about to initiate a program to certify house parents.

The “Lights Out” time varies with the age of the student.

### **Residential -Academic Connection**

Both staffs meet on a formal and informal basis to share concerns and problems. Originally two separate departments, there is now one director who integrates the two programs. The Committee on Review/Academics at the elementary school is composed of members from both teaching and residential staffs. Every morning the middle school house parents meet with the teachers for fifteen minutes.

## **Student Wages - Work Study**

There are a few opportunities for students to earn wages by working on campus in dining services, grounds and maintenance (summer jobs), administrative offices or the library. Students are limited to working 2 hours per day.

## **Resources**

Girard receives over ninety percent of its funding from the trust left by Stephen Girard. This trust is administered by the Board of City Trusts of Philadelphia. The idea of opening a development office is currently under consideration because the funding available from the Girard Trust is no longer sufficient to cover the services the school considers necessary to the students. Two years ago a large staff layoff and the decision to send most students home on weekends had to be undertaken because of a budget crisis. Approximately 5% of Girard's budget is from Title I funding for education, and is spent on specific services for the students. Other than this, no federal nor state dollars are received.

## **Governance**

A twelve member Board of City Trusts governs Girard. Members of the Board are appointed for life by the Orphans Court. One alumnus currently serves on the Board.

## **Student Behavior Policy**

One recorded lateness (excess of 30 minutes) per semester is allowed. After that parents/guardians are notified and there may be a temporary suspension followed by a re-entry conference with the residential coordinator. The legal guardian/parent must accompany the suspended student to the re-entry conference. Counseling and talking with students is the first step if a child doesn't follow the rules. Discipline is graduated so that one can move from an after-school stay to a VO (very objectional rating) to probation to final probation to suspension and only finally, to dismissal. Dismissal is for misconduct while on probation, use of alcohol or explosive materials, possession of illegal weapons, arson or inappropriate sexual behavior. If the scholarship review board decides to expel the student, the parent is given the opportunity "to withdraw the child so the child's permanent record notes 'withdrawal by parent' and not expulsion by the school." <sup>3</sup>

A student who becomes pregnant or impregnates is eligible for dismissal. Girard handles this situation on a case by case basis.

If a student is found in possession of drugs or alcohol they might be dismissed. Each case is

looked at on an individual basis. A few students, with serious drug and alcohol problems, are enrolled in rehabilitation programs.

Students are also be dismissed for behavioral reasons if they have firearms or weapons, repeatedly misbehave over a long period of time, fail to adjust to a residential setting or repeatedly do not exhibit age-appropriate behavior. Students can be dismissed on academic grounds if they fail two or more subjects and repeat the year and fail again.

### **Counseling**

There is a full-time school psychologist on staff, a social worker to work primarily with parents, and four counselors who work with students on their emotional, social, and academic development.

### **Family Involvement, Connection to Community, Community Service**

There are three parent days throughout the year. In addition, parents/guardians are invited to evening meetings three or four times during the year to improve understanding between students' homes and the College. The STEP Program (Systematic Training for Effective Parenting) was recently added to improve the parenting skills of students' parents.

Two distinct neighborhoods border Girard - one low-income and one of young professionals. Girard is now working with committees in both neighborhoods. Nearby schools and other groups use Girard's athletic and other recreational facilities. The American Institute of Architecture is particularly interested in Girard's 19th century Greek revival architecture and often brings outside groups on tour.

Community service is a major part of the Girard program. Students in grades 4-11 help out at mealtime and are expected to help keep the campus clean. High school seniors must work a minimum of thirty hours and have options to work both on and off campus in community service jobs. Middle school students also have a variety of opportunities.

### **"Success" Rates**

Success is defined in a few ways. 95% of the students go on to four-year colleges, including Ivy League schools. Some leave after middle school and go to local magnet schools. Another way of judging success is if students are "responsive, excited about learning even if they don't graduate for a variety of reasons," according to Joseph Devlin.

## **Special Features**

- Students wear uniforms, with the color depending on their age group. Both sexes wear blazers. Girls wear jumpers and boys wear slacks. There are rules as to how hair can be worn.
- The music program is extensive. There are choral activities, opportunities to learn a wide variety of musical instruments, a number of bands and orchestras, and a college choir.
- There are school newspapers, “The Middle School Guardian” and “Girard News”, put out by high school students. There is also “The Corinthian”, the high school yearbook.
- There is an active student government which provides an additional forum for student leadership and involvement in the effective functioning of the college.
- Each year students produce a video of the highlights of the school year. This is used for student recruitment and other purposes.
- There is a long list of annual awards for outstanding students at different ages and in different areas.
- \$100,000 in college scholarships is distributed every year.
- Extensive intramural and interscholastic athletics are available.
- A large scouting program is available.

<sup>1</sup> Girard College Student-Parent Handbook 1994-95.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid

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### **DONOR-FUNDED ORPHAN “HOMES”**

In the mid- late 1800's the number of orphanages grew significantly. Most were under the auspices of wealthy philanthropists or religious groups. The majority of the children in these homes were not true orphans but came from families who could not provide for them. Only very young children lived in these homes; children age twelve and above were expected to work. Many of these orphan “homes” have since been closed, especially in the 1930's and 1940's with the advent of AFDC (Aid for Families with Dependent Children). A few which were well-endowed and very specific about the use of their endowments have endured - even flourished.

## **MILTON HERSHEY SCHOOL**

**Address:** PO Box 830  
Hershey, PA 17033-0830  
**Phone Number:** 717-534- 8763  
**Contact Name:** Dr. Mavis Kelley  
**Title:** Vice President for Institutional Advancement

**Ownership:** Private non-profit  
**Primary Source of Funding:** Private endowment  
**Average Annual Cost Per Student:** \$41,000  
**Average Annual Cost Per "Slot":** \$41,000  
**Student Capacity:** 1100  
**Average Length of Stay Per Student:** 3.5 years  
**Age Range of Students:** 4 - 18  
**Geographic Eligibility:** U.S. although majority from Pennsylvania, particularly from the three counties around Hershey  
**Goal Upon Program Completion:** College or job or military  
**School Motto:** "His Deeds Are His Monument, His Life Is Our Inspiration."

The Milton Hershey School is located in Hershey, Pennsylvania, home of the Hershey Foods and Hershey Park, "the sweetest town in the world". The air smells of chocolate. One passes the Hershey factories and amusement park to get to the School.

The School is located on 9,000 acres (3,200 acres comprise the central campus). The first stop for a visitor is likely Founders Hall, where the administrative offices of the School can be found. Founders Hall is a substantial domed building of concert hall proportions with an auditorium, a bronze statue of Milton Hershey and a young boy in its center, and photographs of alumni along the wall. On the way to Founders Hall one passes well-tended lawns, sports fields, bridges over ponds and green rolling hills. The 90 student homes are located on these hills. Each home is large and bordered by a white picket fence. The Milton S. Hershey Medical Center, which is part of the Penn State University, is located near the campus.

## **Target Population**

The Milton Hershey School is open to children from age 4 to 16 from every race and ethnic background - girls as well as boys. They are students from low-income families and many of them have been separated from at least one of their parents. The majority of the students must be from the three counties surrounding Hershey, PA. The next largest group is from Pennsylvania, and finally, students from other states are admitted. The aim is to recruit students who are not only the intellectually elite but to have a school with in which academic, technical and vocational training receive equal emphasis, and where there is “a cross-section of disadvantaged kids, some less motivated than others, some less bright than others, some less emotionally secure, some less likely to survive without (Hershey)”.<sup>1</sup>

## **Recruitment and Admissions**

In 1992, Milton Hershey School received over 8,000 inquiries. The admissions office devotes the bulk of its recruiting efforts to prospective students in the state of Pennsylvania. The school uses several different brochures, information kits and a video as promotional material. Alumni are an important resource for identifying potential students. In western Pennsylvania, they have recently begun a series of open houses hosted by alumni.

Prospective students must submit a formal application, academic records, recommendation from current school and extensive financial records that demonstrate true financial need. Students who meet the minimum requirements have an on-campus interview with the admissions staff as well as medical and psychological evaluations. The admissions committee is made up of academic and residential faculty and administrators. One of the most important factors in admission is the financial situation of the student's family.

## **History**

The Milton Hershey School was started via a Deed of Trust in 1909 by Milton and Catherine Hershey. The school opened a year later with five white orphan boys, who lived with a married farm couple. The boys milked the cows and received an education. Until August 1, 1989, students still milked cows. Following his wife Catherine's death in 1918 Milton Hershey gave his entire personal fortune to the School. The school had expanded to the current 1,100 students by 1945, the year of Mr. Hershey's death. In 1968, the first non-white students were admitted; in 1977 girls were first admitted, which included the first Hispanic students.

## **Key Component(s)**

Hershey aims to provide a “culture that provides opportunities for the growth and development of each student enrolled.” “A setting which can provide for the physical, social, vocational and spiritual needs of every child in a nurturing environment.” All the students' needs are provided for from the time they enter until the time they graduate. There are clear rules for most aspects of

life. "We're the parents for these kids," is a phrase which can be heard from many of the staff.

Students live in family-like settings. There is a wide variety of extra-curricular activities. High technology is valued and evident in classrooms and the library. Successful graduates go on to college, further vocational training, employment, or the military. Students receive scholarships for continuing education as long as they maintain their grade point average.

Dr. William Lepley, the President of the Milton Hershey School for the past two years, has instituted a plan for school renewal involving the Board, staff, and community. All aspects of the Milton Hershey School are being reviewed.

### **Academic/Vocational/Technological Program**

The school curriculum utilizes small classes and a wide variety of electives. Environmental studies, agriculture, and use of land resources are part of the curriculum. Field trips and applied and experience-based education are also key components. The school is divided into three divisions. As of academic year 1995/6 pre-kindergarten through fifth grade is the Elementary School. Middle School is grades six through eight, organized in teams. Senior Hall is the comprehensive High School for grades nine through twelve.

At Senior Hall counselors and administrators guide students individually and in groups toward mastery of basic skills, education and career goals, interpersonal relationships, and leadership skills, as well as a variety of extracurricular and college preparatory courses. The curriculum is organized in clusters such as biotech communications, construction, manufacturing, health occupations, agriculture. Applied and experiential education are emphasized, as is career education. Interdisciplinary teaching is part of the curriculum. Students must demonstrate proficiency in a number of specific areas in order to graduate. Work-study programs and internships with local businesses are available. School to work transition is emphasized.

Hershey is not just academically oriented. The school began with a vocational orientation and continues to value this component. In 1987, a major commitment was made to use technology in grades K-12. A fiber optic network is currently being installed on campus to "wire the campus for the 21st century," according to Dr. James Jones, who is in charge of this initiative. Students will have access to the Internet and the use of state-of-the-art technology.

Progress reports are sent to parents/ guardians four times a year.

The "Summer of Opportunities" program provides students with a further opportunity to explore the world of work outdoors and continue with their studies. 250 students participated last summer.

Teachers' salaries are competitive with the nearby school systems. There is an extensive professional development program. Teachers are offered sabbaticals every seven years, which

includes 75% of their salary and full tuition to study in an approved program related to their field. Teachers do not live on campus.

The Dean of Educational Programs sees the goal of the school as providing “a window of opportunity” and a “total learning community for the students.”

### **Residential Life**

Students live in one of the 90 spacious homes with residential faculty (house parents). Currently, ten to fourteen students, segregated by sex, live in each student home (10-Elementary School, 12-Middle School, 14-Senior Hall). Students live two to a room and there are plenty of living rooms and basement rooms with recreational equipment and spaces for studying. Students eat their dinner as families or whenever they can, as many students take part in extra-curricular activities such as sports in the late afternoon. The food for dinner is brought in from a central kitchen at the school. Students have clear assignments and rules about their household responsibilities, comportment, and grooming. There is a specific “lights out” time which varies with the age of the student.

Routine acute and preventative medical/dental care is provided for all students at the on-campus Health Center at no cost to the student’s family. This coverage includes all state required screenings and immunizations. The student’s family must assume responsibility for medical/dental costs when the student is at home for vacations or visits.

### **Residential - Academic Connection**

House parents and teachers have conferences to discuss their students and both serve on committee to develop Individual Education Plans (IEP) for students that require them. Some house parents serve as substitute teachers. Both house parents and teachers act as advisors to extra-curricular activities such as 4-H and Girl Scouts. There is also joint staff development training.

Eventually, MHS plans to link student homes and classrooms via the internet to increase the flow of communication between the two.

### **Student Wages - Work Study**

Students can earn wages in work-related projects both on and off campus.

### **Resources**

The Milton Hershey School is fully funded by the endowment left by Milton Hershey - today its value is over \$2.5 billion dollars and is administered by the Hershey Trust Company.

## **Governance**

There are ten members of the Board of Managers - including two women and two African-Americans. They represent expertise in business, finance, religion, medicine, child welfare and connections to Hershey community and business interests.

## **Student Behavior Policy**

A uniform student behavior policy guides student development, an incentive component is being added. Students can be dismissed for the following reasons: use of drugs/alcohol, violence, fire starting, sexual assault, possession of a weapon or replica, or chronic misbehavior.

Students who are caught using illegal drugs receive counseling. Frequency of use, the type and amount of substance involved will result in dismissal.

Students who become pregnant are not allowed to continue attending school but may apply for a long term absence. If the father of the child is also a student at the school, both students are dismissed. Each case is handled individually and the pregnant student is given counseling services.

## **Counseling**

A professional staff of counselors, including psychologists and guidance counselors, is available for one to one meetings or group meetings. The residential staff assists students in coping with the transition to a residential school setting.

## **Family Involvement, Connection to Community, Community Service**

Parents/sponsors maintain frequent contact with students through attendance at parent weekends, correspondence from staff and occasional weekend visits home by students. A parent advisory committee advises administrators on issues of concern to them.

Older students may have part-time jobs at the Hershey amusement park. On Friday nights, some students go as a student home to visit Hershey Park. Although students feel a part of the town there is not much interaction with other students in the area except in sports competitions.

Community service is currently optional. This is one area being looked at as part of the overall renewal plan.

## **“Success” Rates**

“Success” is to make the children into the young adults the staff would want their own children to be. As part of the renewal process, the staff is currently outlining new indicators of success and is

instituting surveys to track the success of the students. The vast majority of the students currently go on to four-year colleges and community colleges, others join the military or seek jobs. The students are very well behaved and become quite adept at following rules.

### **Special Features**

- There is a comprehensive athletic program and fine arts program. Half the students play a musical instrument. Scouting activities, Future Farmers of America, 4H and many other extracurricular activities are available to all students.
- All students are expected to attend an ecumenical chapel service on Sundays.
- The School maintains contact and communications with alumni on an individual and group basis.

<sup>1</sup> Lepley, Dr. William, "Charting Our Course". Spring 1994.

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## **HISTORICALLY BLACK BOARDING SCHOOLS**

There are currently six historically black high school boarding schools, of which Piney Woods Country Life School is the largest. At one time there were at least eighty-three such schools, but in the 1950's and early 1960's most of these were closed since access to public schools was now officially open to African-American students. Four of the schools are in the south, two in the mid-Atlantic.

## **PINEY WOODS COUNTRY LIFE SCHOOL**

**Address:** Piney Woods, MS 39148  
**Phone Number:** 601-845-2214  
**Contact Name:** Dr. Charles H. Beady, Jr.  
**Title:** President

**Ownership:** Private non-profit  
**Primary Source(s) of Funding:** Private endowment, contributions  
**Average Annual Cost Per Student:** \$19,500  
**Average Annual Cost Per "Slot":** \$19,500  
**Student Capacity:** 325 residential, 80 day students  
**Average Length of Stay Per Student:** 3 years  
**Age Range of Students:** 12-19  
**Geographic Eligibility:** Worldwide  
**Goal Upon Program Completion:** College enrollment

**School Motto:** "Inside every youth there is a student who can excel." Dr. Charles H. Beady, Jr.

"It is our firm belief that all children can achieve academic success if they are given the opportunity in a disciplined, caring, teaching community." Piney Woods brochure

Piney Woods Country Life School resides on 2,000 acres in a rural area twenty-one miles from Jackson, MS. 50 of these acres are the school itself. The rest of the land includes woods and the farm. One enters the grounds of the School through two solid stone columns and then pass through a small forest of trees. The serenity and safety of the setting is palpable. Everyone is very friendly to each other and to visitors. The campus is dotted with donated sculptures, and the grounds are beautifully kept.

Dr. Beady, Piney Woods' President, wants Piney Woods to become as good as it can be in order to serve as an example for others interested in establishing residential academic facilities for at-risk students.

## **Target Population**

“Black students who have the capability of making their lives extraordinary through excellence in education and the development of moral and ethical attitudes, but do not have the opportunity to do so for financial or other reasons.”<sup>1</sup> Residential students are seventh to twelfth graders - all black. Among the day students, ages 0 to 12, there are a few white students. White students would be welcome if they applied. In the past, a few white students have attended.

Most students are Christian, some Muslim. At least 60% must be below poverty level; a higher percentage actually are. Students must be motivated to go to school, maintain at least a C average, and be willing to abide by school rules. Youth with serious prior convictions are not accepted. Students are from all over the U.S. as well as a few students from other countries.

Students are youth who are considered “at-risk” of academic failure, delinquency or other personal troubles. Most enter with a fear of growing violence in their home neighborhoods, low self-esteem, and a strong desire to make the most of their life.

## **Recruitment and Admissions**

Piney Woods has a public relations department, but no separate admissions office. Admissions is viewed part of the academic program and the principal oversees that process. Dr. Beady has an extensive series of speaking visits throughout the year which allows him to meet with prospective students and their families around the country. The school also makes heavy use of its professionally produced video. This video was the catalyst to a recent profile of Piney Woods on *60 Minutes*.

Piney Woods began specialized summer enrichment camps - meteorology, oceanography, drama and music - as a recruitment tool. Prospective students attend a camp for three weeks and live on campus. This gives both the student and the school the opportunity to get to know each other.

Prospective students must complete a formal application which includes an essay on the topic “The Most Significant Event in My Life So Far”, academic records and teacher references from the student’s previous school. If possible, the student and parents are interviewed on campus. The school makes an effort to talk to parents, in person or on the phone, during the application process.

## **History**

Lawrence C. Jones founded the school in 1909 to provide poor black students with a “head, heart and hands” education. The students in 1909 were primarily share-croppers’ children. Dr. Beady is only the third president since the school’s founding. Dr. Jones’ house on campus and the log he sat on to teach his first classes have been preserved as a museum. The first schoolhouse is being renovated as a reminder of the school’s humble beginnings.

## **Key Component(s)**

“Provide excellence in education, within a Christian community through creation of an exceptional academic model which supports the tenet that all students can learn, develop a strong work ethic, and lead extraordinary lives through academic achievement and responsible citizenship.”<sup>2</sup>

Piney Woods is based on a “residential, community-based academic model”, with a “focused academic climate, consistent discipline, and strong ethical and spiritual values.”<sup>3</sup> The school functions in much the way that a community would with its own post office, security system, communal activities, outdoor amphitheater, sports fields, etc. Cleanliness, neatness, good manners and mutual respect are high priorities. Many of the teachers and staff live in houses on campus, as does the President.

## **Academic/Vocational/Technological Program**

The goal of the program is primarily preparation for higher education, although there are significant vocational training programs. The curriculum is traditional, with additional special programs such as Writing Across Curricula to improve students’ writing skills and Always Reaching Upward (ARU) which mixes faster and slower students (a sort of peer tutoring) to eliminate stigma, and Star Shooters (if students get less than a C over a nine week period they get an I, after two in a row they study on Saturdays in a controlled environment). Diagnostic and prescriptive testing is used frequently.

Most of the teachers and staff are black. Classes are two hours long. Core curriculum classes are segregated by sex. Grades are monitored weekly.

## **Residential Life**

Students live in dormitories (26 girls per dorm, in the newer dorms) which are supervised by dorm parents who are primarily responsible for cleanliness, discipline, making sure students study, general welfare and assisting the activities coordinators. “Lights Out” is at 10:00 pm for junior high students and 10:30 pm for senior high students.

Piney Woods provides medical/dental care for the students. There are 2 full-time nurses and a physician is on-campus for 2-3 hours per week. A dentist visits the campus periodically.

There are many inter-dorm activities and intra-dorm competitions such as sports and drama contests. A few of the newer dorms have been donated, such as “Snoopy Hall”, donated by Charles M. Shultz. “Junior Dorm Parents”, older students, serve as additional assistants.

## **Residential -Academic Connection**

House parents make sure students are spending the necessary time studying. The dorm parents

work in conjunction with teachers to make sure students are studying and going to the library. A few teachers work in dorms after hours tutoring or coaching clubs such as the Girls Scouts, and there is much coordination between dorm parents and teachers over extra-curricular activities. Some teachers live on campus, and have a clear presence on campus. Occasionally a teacher who lives off campus asks to spend a weekend or week on campus in order to complete special projects.

### **Student Wages - Work Study**

All Piney Woods students are required to work 10 hours per week in on-campus jobs to help defray their tuition costs; students do not receive wages for this work. Students are only allowed to earn wages in special circumstances.

### **Resources**

Piney Woods receives no federal or state funding. In 1954 the President of Piney Woods was interviewed on the television show "This is Your Life". The host of the show was so impressed with Piney Woods that he asked all listeners to send in a dollar. This brought in so much money that it provided the beginning and the bulk of Piney Woods' endowment - an endowment which covers half of the school's annual budget. The President and Trustees must raise the remainder of the funds needed. No student pays full tuition. Parents/guardians pay 0 to \$6500 in tuition, which provides 10% - 15% of the annual budget.

### **Governance**

Piney Woods is governed by a twenty-eight member Board of Trustees. At least one is an alumnus. The Board is primarily made up of white males. A significant number of the board of trustees live in Mississippi. The role of the Board is to monitor the school's fiscal management, oversee program and facility issues, assure that the school meets the academic, ethical, spiritual and safety needs of the students, and assist in the raising of funds.

### **Student Behavior Policy**

Students must remain on good behavior. Gang-like behavior, use of drugs or alcohol, sexual intercourse, pregnancy/impregnation - all are grounds for dismissal with few second chances given. Students may also be dismissed or expelled for gross insubordination, stealing, and destruction of property. Corporal punishment is considered acceptable "only when necessary".

### **Counseling**

There are no psychologists or social workers on staff.

## **Family Involvement, Connection to Community, Community Service**

Reports on the students' progress - academically and behaviorally - are sent periodically to families. Parents are welcome to visit, there are even a few apartments on the campus for parents to stay for a nominal fee.

All students work ten hours per week on campus to help defray the costs of tuition. A few work in the community - the old age home and other organizations.

### **“Success” Rates**

98% of the 1994 senior class went to college. The average senior scores over 18 on the nationally standardized ACT test (national average is 20).

### **Special features**

- Day care is available for staff.
- Religion - “students are required to attend the Christian-oriented, non-denominational religious services to encourage spiritual growth and ethical decision making.”<sup>4</sup>
- Meat raised on the farm is eaten at the school; crops raised feed the cattle.
- Male Forum - a series of programs, including male role models who speak about what it takes to be successful in life, life skills, hygiene, study habits, sexual responsibility, entrepreneurship, and other issues; Female Forum - a series of programs where many of the same issues are discussed.
- A drama group, choir, and conflict resolution program are among the extra-curricular activities. Cultural awareness and pride is a key component of all activities, residential and academic, at Piney Woods
- A few students work at internships at the local bank, in business mentorships in a program called INROADS, and in the Arkansas Land Farm Development Corporation.

<sup>1</sup> Piney Woods Country Life School brochure, 1994.

<sup>2</sup> Ibid

<sup>3</sup> Ibid

<sup>4</sup> Ibid

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## **TREATMENT CENTERS**

There is disagreement among experts about a definition for “residential treatment centers” and a lack of clarity as to how they differ from other residential settings for children and youth. The clearest factor differentiating “treatment centers” from “residential education” settings is treatment centers are “one modality in the continuum of psychiatric care”<sup>1</sup>, with the requirement that the “children served” have a clinical diagnosis of emotional disturbance upon entry to treatment programs and significant staffing by mental health professionals. In reality the differentiation is not always easy. Good treatment centers are likely to have good educational components, and good residential education programs also foster a therapeutic environment. In both kinds of settings life skills, academics/ technology, and social skills are taught. The labeling of a program as one or the other kind of program is likely to be in the emphasis on “care” versus “education”, or may be dictated by funding streams, as services for mental health usually receive more public funds than do educational programs.

## **FATHER FLANAGAN'S BOYS HOME**

**Address:** Father Flanagan's Boys' Home  
Boys Town, NE 68010

**Phone Number:** 402-498-1928

**Contact Name:** David Shanahan

**Title:** Director of Home Campus Operations

**Ownership:** Private non-profit

**Primary Source of Funding:** Private donations, grants, endowments

**Average Annual Cost Per Student:** \$45,000

**Average Annual Cost per "Slot":** \$45,000

**Student Capacity:** 550 (200 girls, 350 boys)

**Average Length of Stay Per Student:** 24 months

**Age Range of Students:** 10 - 19

**Average Age at Admission:** 14

**Geographic Eligibility:** 50% or less - Nebraska; 50% - rest of U.S. and a few from other countries

**Goal Upon Program Completion:** College, job, or military

**School Mottos:** "He ain't heavy, he's m' brother."

"There are no bad boys - only bad environment, bad example, bad thinking."

"Dedicated to helping all youth realize their full potential for God, self, and society."

Father Flanagan's Boys' Home, popularly known as Boys Town, is located on 1300 acres in Boys Town, Nebraska. Boys Town is a legally incorporated town just outside of Omaha, Nebraska. Immediately upon entering the grounds of Boys Town one sees beautifully manicured lawns and sports fields, well-maintained stone buildings, and a bronze statue of a youth carrying a younger boy on his back. The slogan "He ain't heavy, he's my brother" accompanies this statue and sets the tone of the site. Girls also attend Boys Town.

The campus has many of the elements of a regular community. The schools and their sports facilities would be the pride of any town. The students live with married couples who work as "Family Teachers" and their children, with each family's name clearly displayed on a post, on streets named after figures of prominence in Boys Town's history. The 75 homes are clustered into 8 communities. The campus contains an impressive museum describing the history and development of Boys Town, complete with photographs and artifacts and even Spencer Tracy's Oscar award for portraying Father Flanagan in the movie "Boys Town", two churches, a

conference center, visitors center (cafeteria and gift shop, with self-guided or group tours available from this center), horticulture center, fire station, police station, and post office. The administrative center, known as the "Youth Care Building", is the "town hall" of the community, with the "mayor", Boys Town Director Father Val Peter, accessible to students, staff, and visitors.

### **Target Population**

Students of both sexes, all races, all states and a few from other countries of all religions who need long-term residential care are accepted at Boys Town. Just under 50% are from Nebraska. The majority (approximately 65%) are referred by courts for delinquent acts. Referrals must be made by "some social service/ family counseling/ mental health agency or Juvenile Court". Parents with troubles with their children are encouraged to seek counseling or social service assistance, which can be provided by Boys Town to nearby families. Boys Town wants out-of-home placement at Boys Town to be considered a last resort.

The majority of the girls and many of the boys have been sexually abused. Most have had previous out-of-home placements; many double digit out-of-home placements. They have been victims of physical and emotional abuse, neglect, and some have learning disabilities which have compounded their problems. Students are usually two to four years behind academically, and have often failed at school, "but who are functioning in the normal range of intelligence."<sup>2</sup> "Boys Town takes care of the kids who have not yet found the help they need, kids, whom in far too many cases everyone has pretty much given up on."<sup>3</sup> Few are truly orphans or homeless. In fact, to be accepted the children must have a parent(s) or guardian who agrees to maintain his or her legal relationship with the child. However, many of Boys Town's students are "kids who are functionally homeless."<sup>4</sup>

### **Recruitment and Admissions**

Initial inquiries into Boys' Town come from social service agencies, the courts, families or schools. Boys' Town has a national hotline with a toll-free 800 number which provides an additional avenue for referrals as well as assistance with child abuse and neglect. Approximately 1400 calls per day are received.

The application process must be coordinated by a professional counselor, officer of the court or representative of a social service agency. This is required for two reasons: to provide an unbiased reference of the child's case and to ensure that all other non-residential options have been exhausted. To apply, the counselor must submit a social history of the student, psychological evaluation, academic records and a letter from the student stating their reasons for wanting to enroll at Boys' Town and the goals they want to accomplish. Students from the local area might be asked to participate in an on-campus interview. If the student is accepted, Boys' Town and the counselor coordinating the admissions process negotiate a date of entry for the student. Students are only admitted if they have a desire to attend Boys' Town, no student is forced to enroll.

Students are not admitted if they have exhibited behaviors which make them a physical threat to themselves or others or if they are in need of hospitalization for drug/alcohol abuse.

## **History**

Father Flanagan's Boys Town was founded by its namesake in 1917 to provide a home for orphaned and neglected boys. The transition from dorm-style living to family-style living took place in the 1970's. Girls were added in 1979. In 1989 the national hotline with a toll-free 800 number was instituted. A significant research and evaluation department was added in 1990, directed by Dr. Dan Daly. The Continuing Care Division, which includes a Scholarship Program, was begun in the late seventies to further ensure continuity and success with students just prior to and after they graduate. Boys Town now provides a variety of family-based services, such as Common Sense Parenting, Family Preservation Services, Treatment Foster Family Services, and Emergency Short-Term Residential Services. It has also begun eleven smaller versions of Boys Town (a few Family Teaching Homes clustered together), Boys Town USA, in communities across the U.S.. (see appendix for list of cities)

## **Key Component**

The primary "treatment" modality is the "Family Teaching Model", wherein six to eight boys or girls live with a married couple (the Family Teachers) and their children, along with an Assistant Family-Teacher, in a beautiful house on campus. There are four smaller homes with a Family Teacher and 3 -4 children. Behavior modification is achieved mainly through the modeling of the Family Teaching couple and through the use of a set of Empowerment Cards - "Boys Town School Notes", "Home Notes", and "Work Notes" (if they work). This is a system of daily report cards on the student's behavior at home, school, and work, and completion of their school and home assignments. This is a tool used by Family Teachers and School Teachers to teach appropriate skills and further the implementation of the individualized treatment plan. Points are awarded for compliance with the tasks on the cards. As students get consistently high points on their daily Notes, they graduate to weekly graded cards, with higher level tasks. Ideally they are weaned off the card system as they internalize the desired behaviors on the card. There is also a lot of positive reinforcement to the students by all staff.

## **Academic/Vocational/Technological Program**

Academics and/or vocational training are both highly valued. The school program is a traditional one. Teachers are state certified and undergo Boys Town training, particularly in the area of social skills. There are two tracks - academic and vocational. Students performing at a higher academic level study in larger classes. All study certain subjects, such as math and science, but in different ways. Former Harvard professor Dr. Mary Beth Curtis set up a four semester, special program for students functioning below the reading level for their age.

## **Residential Life**

Six to eight boys or eight girls live, two to a room, with the Family Teaching couple and their children. The children are responsible for cleaning their own rooms, doing household chores, showing consideration for each other, and making guests welcome. Dinner is eaten by students and staff together each night. Students take turns preparing the dinner and offering a pre-dinner thanks to God (non-denominational). Discussions of various serious and light-hearted matters take place over dinner, which is often followed by a “family” discussion. This is an opportunity for students to bring up concerns and issues of importance to them which concern the whole group. Votes are often taken on these issues. This is part of the Boys Town self-governance process.

The Family Teaching couple and their children have a wing of the home to themselves, with an office, which they often give students access to on an as-appropriate basis. The Family Teaching couple is viewed as the central key to the children's' success, and great care is taken in selecting and training these couples. They go through a rigorous orientation period, probation, and on-the-job training and supervision. They are also encouraged to continue their formal education, and are provided financial incentives to do so.

Students at Boys' Town are provided with complete medical/dental care.

## **Residential - Academic Connection**

This is seen as one of the strengths of a residential setting, and one of the key factors in a successful program. The centrality of the Family Teaching couple is helpful in this. A consistent set of expectations of the students by both residential and academic/ vocational staff is a goal. The daily/ weekly cards is one of the tools used to help achieve this. Social skills, such as how to accept feedback, disagree, and resolve conflicts is taught each day, each class, and by all staff - even maintenance staff. Each student's “hook” may be different - a sports team, relationship with a family, or success at school. It is therefore considered essential that all components of the student's life work together.

## **Student Wages - Work Study**

Older students may have a part-time job in Omaha. Younger children can earn an allowance if they keep up with their household responsibilities.

## **Resources**

One third of the funding is from private donations, one third from the endowment, and one third from grants and payments from state government agencies such as departments of social services and juvenile justice.

## **Governance**

The twelve member Board meets quarterly to review policy, primarily for ethics, youth rights protection, and budget oversight. Among the Board members are Chief Executive Officers of large, national corporations, an alumnus who is now a judge, and the archbishop of the local diocese.

## **Student Behavior Policy**

Careful screening takes place so that there is a high likelihood that students accepted are appropriately placed in Boys Town and are motivated to succeed in this setting. Shanahan explains that students are not required to do any humiliating/demeaning work which has no educational value. No physical restraints are used on students. The Empowerment Card system is used as the primary tool for teaching and reinforcing appropriate behavior. Points are awarded for appropriate behavior; negative points for inappropriate behavior. The tallied points are discussed between the students and their Family Teachers. Privileges (watching television, use of the gym and telephone, for example) are earned and lost based on the number of points on the cards.

Boys Town has detailed policies on handling inappropriate sexual behavior and pregnancy among its students, based on the principle that “sexual activity among young people is potentially unhealthy and emotionally dangerous”<sup>5</sup>. Staff members are obligated to report any knowledge of inappropriate sexual behavior, pregnancy or impregnation. If a student becomes pregnant, Boys Town will assist her in finding an alternative placement that focuses on parenting skills. If she chooses to give her baby up for adoption, she may be allowed to remain at Boys Town “contingent upon the fact that she does not become either a ‘folk hero’ or ‘scapegoat’ to her peers.”<sup>6</sup> Any girl that has an abortion or any boy that encourages the mother of his child to have an abortion, is discharged from Boys Town and re-admission will not be considered.

## **Counseling**

Counseling is available - primarily off campus - for those who need it, as the idea is to “normalize” the setting as much as possible. There are chemical dependency counselors and regular Alcoholic Anonymous meetings on-campus. When pressed as to why Boys Town is considered a “residential treatment” rather than a “residential education setting”, since there is relatively little formal one-on-one counseling, Dan Daly, Director of Program Planning, Research, and Evaluation, and a long-time Boys Town staff member, said this is a question discussed a number of times among the staff.

## **Family Involvement, Connection to Community, Community Service**

When at least one natural or adoptive parent exists Boys’ Town works with them or through the referring agency to facilitate family reunification. There is a program for family preservation -

intensive, in-home therapy for families in crisis. Often while a child is living at Boys Town, parents are encouraged to participate in the "Common Sense Parenting" program. The child's first day at Boys Town a parent/ guardian, case worker, and/ or probation officer brings the child and meets with the child and staff to develop the child's initial plan. This adult, the child, and Boys Town make a commitment with each other to work on this plan. The obligation of each party is agreed upon at this time.

Some of the students have part-time jobs in the nearby city of Omaha. Otherwise, students work in and contribute to the Boys' Town community. Some work in Boys' Town's greenhouse, farm or other facilities.

Community service is usually performed by family (family teaching homes) and by individual through "Christian Service Hours", a requirement of the Religion class.

### **"Success" Rates**

"Success", according to key staff, depends on the reason the child was sent to Boys Town. The question asked in looking at success is, "Have we made progress?" The Boys Town system is, according to Dr. Dan Daly, a "vehicle to get a kid out of chaos." It can be modified for each youth.

Approximately 60% get a job upon graduation, though a few soon "drift" and a few enter the military. 30% go on to post-high school training such as further vocational training or attendance at a community college. 10% go to a four year college immediately upon graduation. Some will "fall", but ideally will get up again because the "tools" will be within the student.

### **Special Features**

- As is the trend with many other residential treatment centers, Boys Town now provides and is expanding its array of non-residential services.
- Boys Town's sizeable Research Department is unique for a residential program.
- The Continuing Care Program helps assure success following the stay at Boys Town
- Practice of a religion - any religion - is considered a crucial part of each student's life, and is mandatory.
- Boys Town frequently runs "Consumer studies", wherein the students are asked if they are happy, making progress with their lives, and being treated well.
- National hotline - 1-800- 448-3000.

<sup>1</sup> Position Statement, AACRC (American Association of Children's Residential Treatment Centers) Legislative Committee.

<sup>2</sup> "Admissions Guidelines", Father Flanagan's Boys Home, Boys Town, N.E., pg. 5

<sup>3</sup> Peter, Father Val J., What Makes Boys Town So Special, Boys Town, NE, pg. 12

<sup>4</sup> Ibid, pg. 23

<sup>5</sup> "Residential Care Policy and Procedure Manual", Father Flanagan's Boys Home, 1993

<sup>6</sup> Ibid

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## **CONTINUUM OF SERVICES ORGANIZATION WITH RESIDENTIAL COMPONENT**

The trend among many of the larger residential education organizations is to provide a variety of services including family preservation, foster parent training, and other community-based services. This allows an agency to provide services which can prevent the need for placement, facilitate work with the family, and offer follow-up services for students once they leave the residential program. This also increases the organization's involvement in and image with the local community.

## **STARR COMMONWEALTH**

**Address:** 13725 Starr Commonwealth Road  
Albion, MI 29224

**Phone Number:** 517-629-5591

**Contact Name:** Dr. Martin Mitchell

**Title:** Vice President of Program

**Ownership:** Private non-profit

**Primary Source of Funding:** State per diem fees per student, augmented by private donations

**Average Annual Cost Per Student:** State per diem rate is \$134/day for residential, \$175/day for sexual offenders residential; actual costs are approximately 25% higher.

**Average Annual Cost Per "Slot":** \$48,910 for residential; \$63,875 for sexual offenders residential

**Student Capacity:** 183 for residential treatment, including sexual offenders, at Albion campus

**Average Length of Stay Per Student:** 12 months; 16 - 18 months for sexual offenders

**Age Range of Students:** 12 - 18

**Geographic Eligibility:** Michigan

**Goal Upon Program Completion:** Return to community

**School Motto:** "Starr Commonwealth is dedicated to the well-being of children and families through programs and people of integrity, excellence, compassion, and faith."

Starr's main campus, in Albion, MI, is located in a rural area on 3,500 acres (350 acres of which are directly utilized for the campus grounds). One can see a huge sign for Starr on the highway as one nears Starr's exit. The entrance to Starr is clearly marked; the campus' parameters are clearly defined. In fact, the Albion campus is registered as a Michigan Historical Site. The grounds are well landscaped and maintained. Driving through, one sees pleasant-looking homes dotting the campus. Most of these homes are student residences. Other facilities include the first cottage built on the campus by Floyd Starr (now a museum), a physical fitness center, an art museum, an administrative /conference center, and recreational facilities. One specialized facility encompasses an indoor climbing and ropes course utilized by Starr's Evergreen Program for adventure education. The campus also houses a Case Planning Unit (CPU) which serves as the intake and assessment unit for the majority of students upon their arrival at Starr.

Starr has five other campuses - Detroit, MI, St. Joseph/Benton Harbor, MI, Battle Creek, MI, Van Wert, OH, and Columbus, OH.

## **Target Population**

The residential program in Albion serves male juvenile offenders between the ages of 12 and 18. Students are from all socio-economic backgrounds, with 65% from families in low income brackets. Students have been placed out of their homes an average of four times before coming to Starr. If a youth fails at Starr Commonwealth, the next step is often a state-run, secure (locked) facility. In fact, some youth who are committed to the state training school system are diverted and sent to Starr instead. There are also specialized residential units serving sexual offenders. Many of the youth referred to Starr have substance abuse problems, and the residential program offers specialized programming (such as AA groups meeting on campus) to assist youth with chemical dependency issues. Starr does not offer detox services, so youth in need of detoxification are referred elsewhere first.

## **Recruitment and Admissions**

Youth are referred to Starr Commonwealth from juvenile court.

## **History**

Starr Commonwealth was founded in 1913 by Floyd Starr on 40 acres of farm land near Albion, Michigan. Starr believed that there is no such thing as a bad boy, and "bad" behavior is the result of misdirected energy. Floyd Starr began by taking in a few boys who were neglected, homeless, and others who were regarded as problem children. He lived with them in the barn while the first cottage (Gladsome) was being built. Mr. Starr lived on the Albion campus until his death in 1980 at the age of 97. Starr Commonwealth has expanded significantly over the years, but the philosophy and commitment of Mr. Starr is evident in the organization's approach to students and families. Problems are seen as opportunities for growth, and treatment is designed to meet the needs of each individual. Mr. Starr's home and art museum, which reflect his interest in beauty and in the history of Starr Commonwealth, are accessible to students and visitors. Starr Commonwealth has served over 35,000 youth and families since its founding.

## **Key Component**

The Positive Peer Culture (PPC) model is a key component of Starr's residential program. The focus of this PPC model is the creation of a caring, helpful environment. "PPC is a total system for building positive youth subcultures."<sup>1</sup> Each youth assumes responsibility for helping himself and each of the other group members. The vast majority of activities take place with the same group of twelve. Each group is assigned a team of staff who work only with that cottage, and are also assigned a primary teacher. Training is an on-going focus for Starr Commonwealth, as experienced staff enhance their skills, and new staff are oriented. It takes several years to be proficient in this treatment modality.

Students' peers question each other about inappropriate behavior. They are able to easily pick up

on and openly confront each other. The Educateurs (treatment staff) provide limits and structure to these interactions and guidance on how to interact safely and effectively. There is an emphasis on helping each other, and this confrontation is part of students' addressing real issues. Students are dismissed when their behavior is beyond acceptable parameters and infringes on the safety of other students. Some students are also dismissed if it becomes clear that the program is not suitable. On occasion, youth transition out of Starr via the Case Planning Unit, until a suitable placement can be found.

After the residential component, youth and their families are connected with a variety of community options. "The aim is to provide 'one stop shopping' for families with a continuum of services, not a multitude of services", explains President Arlin Ness. In some communities (primarily Detroit and other larger population centers in Michigan and Ohio), Starr offers community-based services which can be used to continue treatment after the youth returns home. Some youth who cannot return home are placed in Starr's Treatment Foster Care or Supervised Independent Living programs. The goal is for youth to remain in a residential setting only as long as necessary, and return them to an appropriate, safe community setting.

Throughout the Starr system, Teamwork Primacy is another key component. Although a clear organizational hierarchy does exist, a "team" approach to management is utilized. Staff at all levels are encouraged to voice their opinions and be involved in decision-making.

### **Academic/Vocational/Technological Program**

The program is built on a diagnostic, prescriptive approach. The students are evaluated while in the CPU for academic strengths and problem areas. Starr Commonwealth provides an educational program which is staffed by special education certified teachers. Teachers are employees of the Intermediate School District, not Starr. All teachers have the minimum of a B.A. with additional study; some have an M.A. All are members of the National Education Association. The teaching staff also receive training on Starr's philosophy and model, and are considered an integral part of the treatment team.

Students are in the classroom from 8:30 until 3:30 five days a week, and there is also designated evening study time.

The head teacher of each village develops an Individualized Education Program (IEP) for each student and works with the school social worker to determine special education eligibility. Although 20% are not designated as "special education" students, all are mixed within the classroom. Credits and grades are given on a nine-week grading period. Students work in small groups, as an entire group, or individually with the teacher or teacher's aide. Starr does not offer and ESL program.

There is a formal class on Life Skills and a focus on giving youth the ability to become independent in the future. When a youth is ready to leave Starr teachers assist in developing a

post-placement plan to address further educational needs.

## **Residential Life**

Residential students in Albion live in cottages of twelve, usually with two to a room. Four or five cottages are grouped together into a “village.” “Educateurs” (treatment staff) are present 24 hours a day, with night shift staff remaining awake. There are five levels of educateurs, each with varied educational and experiential requirements, as well as responsibilities. Senior educateurs have M.A.s and are responsible for leading the treatment team, relationships with courts, and running group meetings. Staff turnover is low, though highest among night shift staff.

Structurally, cottages are not locked, with the emphasis being on staff security, rather than locks and bars. There is additional staffing in the sexual offenders units, and there are no doors on individual rooms. This provides for better security during night time hours.

Students enter Starr’s residential program via the Case Planning Unit (CPU), where they are assessed, oriented, and placed in an appropriate cottage. The assessment at the CPU includes medical screening and educational testing, as well as psychological evaluations. The youth also experience several days of adventure education, which helps staff assess the real treatment issues which each youth presents.

Throughout the residential experience, the family is involved in the young person’s treatment. This is accomplished through a combination of structured home visits and visits by the family to the Albion campus. Starr employs Family Service Workers (FSW’s), who live in various communities throughout the state, and provide support, information and assistance, so that families can have the most positive impact possible on their young people.

Visits to the community are highly structured and monitored via telephone calls and visits by Starr staff. In instances where substance abuse has been an issue, a young person may be drug screened following a home visit.

Starr Commonwealth provides a full range of services to youth while in residential, including medical and dental treatment. In most cases, these services are paid for by Medicaid. In cases where Medicaid will not pay, but the need is severe or impactful on the youth’s ultimate success. Starr Commonwealth will pay for the additional medical/dental services.

## **Residential - Academic Connection**

Starr aims for a total learning and living environment - a seamless connection between the residential and education components. Because the students share the same staff of educateurs and one teacher it is easy for the staff to work together and blend what is being taught, learned, and experienced in both spheres of the students’ lives. Educateurs write a log on each student for every 8 hour shift they serve.

## **Student Wages - Work Study**

Due to the delinquent population and concerns regarding community safety, work-study opportunities are somewhat limited. However, some youth do have an opportunity to earn money and gain some work experience by working on campus, with maintenance or other staff.

## **Resources**

The vast majority, approximately 80%, of Starr's funds is from fees paid by the juvenile courts. The remainder is from contributions, fees, grants, and interest from the endowment fund. Starr supplements the services covered by the per diem rate for its residential students. The residential component is approximately 10% of the total number of clients served and represents over 60% of the total budget.

## **Governance**

Twenty-eight volunteers comprise the Starr Commonwealth Board of Trustees. They meet four times per year. The members serve for three years and may serve for up to nine consecutive years. The current Chairman of the Board is the Chief Executive Officer of the Kellogg Foundation. Other members include juvenile justice professionals, leaders in the local business community, a newspaper editor, and others.

## **Student Behavior Policy**

Students' peers question and/or chastise each other about inappropriate behavior. They are able to easily pick up on and openly confront each other. The educators provide limits to these interactions and guidance on how to live safely and effectively. Students are dismissed when the student is not engaging, and/or when their behavior is beyond acceptable parameters. However, the student is not sent off campus upon dismissal from the program. He is sent to the CPU until a placement outside of Starr can be found.

The key "disciplinary" action is discussing options with students, making them realize the consequences of their actions. Starr says committed to students and works via the peer group to help youth make changes.

## **Counseling**

There are three types of counseling: individual, co-therapy, and four days per week group counseling with all twelve boys for approximately one and a half hours.

## **Family Involvement, Connection to Community, Community Service**

While a student is in residential, families are encouraged to visit, and structured family meetings as well as informal time are planned. Students also return home for structured visits as their treatment plans dictate. The primary goal of the residential program is to return the youth to the family or other suitable community environment.

Starr now runs a series of community-based programs. The Director of Community-Based Programs, Michael Williams, became known as such an advocate for families and children that he was elected Mayor of Albion.

Students do substantial work with families, younger children, the elderly and other citizens of the nearby community. Community service is integral to Starr's treatment program. By helping others, a young person learns to value and help himself. Self-esteem is enhanced when he realizes that he can make a contribution to someone else's life.

### **"Success" Rates**

The goal for each students upon program completion is to return to a family environment or to live independently. Students are considered to have completed their program when their treatment goals are completed and the child decides he is ready, and receives feedback from staff and peers that he is indeed ready. The average length of stay is getting increasingly shorter. Sexual offenders stay an average of 18 months, other students an average of 12 months. Few students are truant (whereabouts unknown for 6+ hours), or commit further felonies. Approximately 90% are "productive" within three months of leaving Starr - in school or in a job; 70% are productive 12 months after Starr.

### **Special Features**

- Starr offers a wide spectrum of community based programs, including:
  - Nokomis Challenge: Youth spend 12 weeks in an outdoor setting participating in wilderness team-building exercises and intensive education, followed by 40 weeks of community living skills.
  - Employment Resources: Program to link Detroit youth to local employers.
  - Housing Resources: Program which links Detroit teens with available housing.
  - Treatment Foster Care for 15-19 year olds. Foster care workers meet three times per week with each youth and face to face with the family.
  - Leadership/training programs are conducted on two campuses for professionals in the human services, education, child care and other fields. A recent conference was the "Working With Children of Color" conference, held on February 15 - 17, 1995, which focused on African-American children and families.
- The Conference Center on the Albion campus is available for training programs and

meetings and provides an additional source of income.

- The Evergreen National Empowerment Center, a new program at Starr, provides training about the importance of teamwork and relationships from an organizational perspective. The program draws strongly on the Outward Bound philosophy but works in both out of doors and indoors settings including a special building on the Albion campus for these single and multi-day experiences. Residential students at Starr go through a three day course during their initial assessment period, as well as during their stay at Starr as full-fledged students living in a group setting
- The Evaluation Department collects detailed data, conducts follow-up studies, and provides staff with periodic aggregated data reports as well as those specially requested.
- Continuing Care: (The term “after-care” alarmed one student who asked, “You mean you stop caring?”) The follow-up program includes Structured Community Re-Entry training for the student before he leaves, three months of intensive work where the family worker is in the community helping the youth and family, and less intensive assistance during the next three months. In addition, there is a college scholarship fund for Starr alumni.
- There is a residential building for parents, interns and staff to stay in for short periods of time.
- There is a strong program of staff development, including a tuition reimbursement program, which is open to administrators and residential staff. This also provides role modeling of life long learning to the students.
- A toll-free number (1-800-837-5591) can be called by any family, youth or agency.
- Starr is contemplating adding additional units or replacing existing units with specialized units, similar to the one for sexual offenders.

<sup>1</sup> Vorrath, Harry H., and Brendtro, Larry K., *Positive Peer Culture*. (New York: Aldien De Guryter) 1985.

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## **PRIVATE BOARDING PREPARATORY SCHOOLS**

There are approximately 300 private boarding schools in the United States at the present time for academically oriented students whose parents/guardians can afford this type of education. Some are located in rural settings, some in suburbia and a few in urban areas. Although most are college-preparatory, they vary in the types of student targeted: some schools are just for boys and some just for girls; some are five-day boarding schools; some are military schools; a few are for special needs programs; some have religious affiliations and others are for pre-professional arts training.

These schools see themselves as “academic communities where the learning does not stop at 3:00 pm. Many families choose boarding schools for their children because of the college preparation that (these) schools provide with small class sizes, diverse curricula, and individual attention from faculty and advisors. The boarding school experience gives students many distinct advantages ...students acquire the abilities that help ensure success in college and in life. The 24-hour community of a boarding school environment allows faculty to seize every teachable moment - whether it’s in the classroom, on the playing field, or in the dormitory.”<sup>1</sup>

## **PHILLIPS EXETER ACADEMY**

**Address:** 20 Main Street  
Phillips Exeter Academy  
Exeter, NH 03833-2460  
**Phone Number:** 603-772-4311  
**Contact Name:** Dr. Richard D. Schubart  
**Title:** Instructor of History; Executive Director, TAB

**Ownership:** Private non-profit

**Primary Source of Funding:** Private endowment, annual gifts, tuition

**Average Annual Cost Per Student:** \$19,300 (9 month academic year)

**Average Annual Cost Per "Slot":** \$29,000 + (estimated cost to school per student)

**Student Capacity:** 865 residential, 125 day students

**Average Length of Stay Per Student:** 3 years

**Age Range of Students:** 9th - 12th grade, and postgraduate year

**Geographic Eligibility:** Worldwide

**Goal Upon Program Completion:** College enrollment

**School Motto:** "Goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous... Both united form the noblest character, and lay the surest foundation of usefulness to mankind." Dr. John Phillips

Academies such as Phillips Exeter were based on the model of the English boarding schools. Exeter's grounds are as beautiful as any suburban college campus could possibly be. The campus is located in the middle of the quaint New England town of Exeter, NH. The grounds and buildings are beautifully maintained, solid and mostly modernized older buildings, with the exception of the new state-of-the-art library, art museum and gymnasium. The students and staff of Exeter refer consistently to the "Exeter community". Joys and tragedies, such as the recent accidental death of a beloved teacher, are celebrated and mourned communally, with mutual support provided by Exeter students, faculty, and administration.

### **Target Population**

Students accepted to Exeter are primarily well-motivated - academically and socially. The majority are from well-to-do families, though there is a significant number of students on scholarship, including students from special recruitment and retention programs such as the "Prep for Prep" program (see "Recruitment and Admissions" section of the Exeter description for a brief description of this program). The student population is 51% male and 49% female. Approximately one third of the students are from "diverse" backgrounds - Black, Hispanic, Asian, Native American or students from other countries.

## **Recruitment and Admissions**

Since its founding, Exeter has been committed to seeking out “youth of requisite qualifications from every quarter”. The admissions office, five admissions officers and six staff members, accomplishes this task through extensive travel, an active alumni network and urban partnership programs. Admissions officers visit 30 to 40 cities per year to visit schools and hold specialized receptions for prospective applicants. 600 alumni/ae in the United States and 350 alumni/ae worldwide assist the admissions office with presentations, referrals and off-campus interviews. Alumni involvement is “the hallmark of our success”, according to Rick Schubart, former Director of Admissions.

Phillips Exeter works with twelve partnership programs to increase accessibility to students of color. The school is one of the most active participants in New York City’s “Prep for Prep” program. Low income New York city school students who show special promise participate in a two year enhanced educational program and are given scholarships to private preparatory schools. The goal of the program is to place students “in an educational environment that...not only challenges them academically but also nurture(s) in them a sense of life’s possibilities.”<sup>2</sup> (Contact “Prep for Prep” at 212-769-4310 for more information on this program.) “A Better Chance” (ABC) in Boston and “Summerbridge” in San Francisco are two such projects that operate nationwide in finding talented students from both lower income and middle class families that would otherwise never hear of these opportunities.

All applicants must submit a formal application form, essay, three references, school transcripts and results of the SSAT. All applicants, accompanied by their parents/guardians, must have an interview on campus or off-campus with an alum.

## **History**

Dr. John Phillips, a graduate of Harvard and resident of Exeter, founded Phillips Exeter Academy in 1781. The goal of the school was to “instruct Youth not only in the English and Latin grammar, writing, arithmetic, and those sciences wherein they were commonly taught, but more especially to learn them the great end and real business of living.” Although the curriculum has undergone some changes over the years, the mission remains largely the same.

## **Key Component(s)**

The goal of Phillips Exeter is to provide students with a superior education - academically and as responsible citizens of the world - and prepare them for further academic training. Most of the staff live on campus. The majority of the students are boarding students.

In 1930, oil magnate and philanthropist Edward S. Harkness gave a gift to Exeter which established a method of teaching unique to the school called the Harkness Plan. It involves an oval wooden table in each classroom around which an average of twelve students learn using

Socratic dialogue method. Teachers guide the discussion, students are expected to prepare for each class, and all classes are taught using this open discussion format.

### **Academic/Vocational/Technological Program**

“We believe our graduates should be able to read, write, speak and listen effectively. They should be able to see, hear and compose creatively. They should be able to apply mathematical and experimental methods of analysis, to identify and understand historical problems, to ask ethical questions, and to comprehend languages and cultures different than their own.”<sup>3</sup> The curriculum is basically similar to a four year academic program in a public high school. The main mode of instruction is discussion around the oval Harkness Table where students interact with their peers and the instructor.

Students who attend at least one year must take courses in at least seven different academic areas. For most courses there is one credit per course. Students will take on the average five courses per semester. With the exception of one-year seniors, students may take one field course per year for one term if they have “exhausted the regular course offerings in a given discipline.”<sup>4</sup> With permission, seniors may take individually designed senior projects for which they also receive one credit and have an academic advisor. A wide and rich selection of courses are available to students.

A number of special semester-long programs off-campus are available such as, the Washington Intern Program and the Milton Mountain School Program. In addition, students may spend a year abroad in Spain or France as well as semesters or summers in a number of other foreign countries.

The school runs on a five and half day academic week. Each day is divided into eight periods or “formats” (five on Saturday). At least three times a week, in the middle of the morning, the entire school gathers in an Assembly where there are presentations by students, the principal, another faculty member, or an outside speaker/artist. Students typically take five courses and a sport. It is expected that each academic credit will take eight and a half hours a week of the student’s time, including class time. Formats are fifty minutes. Once a week, two formats are linked together for a 105 minute lab period. Classes begin at 8:00 am and continue to 12:35, resume again at 1:30 until 3:15 or 3:40, the final formats are from 4:15 to 5:10 or 3:50 to 4:45. After dinner until 8:00 pm is when student organizations hold their meetings. Evening study hours begin at 8:00 pm.

There is an extensive program of peer tutoring. Students may repeat a failed course only once. Students whose native language is not English may make arrangements to have the language requirement be in their native language, with the understanding that they will continue to study English until graduation. There are some one-year students who have graduated from high school but need another year of preparation before college. Grades are given on a 11 point scale.

## **Residential Life**

Students live in modernized dorms, two to a room. The rooms are completely furnished and there are clear rules about how neat the rooms must be and where and what decorations may be used. Staff may enter the rooms for inspection at any point. There are twenty-nine dorms - twenty large brick buildings for 30-60 students, nine smaller houses for 6-20 students.

Each dorm has 1-5 resident faculty members who live with their families in modest apartments within the dorms for ten years. The resident faculty member's role is to act as dorm parent and academic advisor. Some senior students serve as student dormitory proctors, helping with checking students in at night and reporting any irregularities to the resident faculty, usually serving approximately one night per week. Younger students must be in their dorms by 8:00 pm, juniors by 9:00 pm and seniors by 10:00 pm Sunday through Friday. Saturday nights and nights before non-academic days they must be in their dorms by 11:00 pm unless they have permission of a faculty member.

There is a Health Services Center and a physician is on-call 24 hours a day. The school does not provide access to dental care services. Basic services are covered by tuition costs but students must have private health insurance or participate in a health insurance plan sponsored by the academy.

## **Residential - Academic Connection**

Faculty members living in student dorms are one of the primary connections between these two spheres.

## **Student Wages - Work Study**

There are some on-campus jobs available. Students may work no more than six hours per week and students on financial aid are given priority.

## **Resources**

A significant portion of the financing of the school is from tuition (at a cost of approximately \$20,000 per year), with the balance of the funds needed subsidized by the school's endowment, annual and capital gifts.

## **Governance**

Exeter is governed by a Board of Trustees, comprised of alumni/ae and parents of current or former students, whose role is to select head of school, approve appointments to faculty and be responsible for fiduciary well being of the academy.

## **Student Behavior Policy**

Exeter encourages students to seek advice and counsel from adults. "The primary goals of the Academy in its disciplinary system are to educate students and to treat them as fairly as possible when rules are broken."<sup>5</sup> If a student tells a faculty member about a drug or alcohol violation committed by him/herself or other students, there will be no disciplinary consequences.

Consequences are only taken if a faculty member observes or obtains evidence of a violation. Major offenses whose consequences would be dismissal are: hazing, dishonest acts such as plagiarism, purchase, possession or sale of illegal drugs, leaving Exeter without permission, absence from the dorm without permission after evening hours, the use of alcoholic beverages, violating other rules of the Academy or injuring students or others in the Academy.

The Discipline Committee may take one of four disciplinary actions: restrictions - 3 weeks of limitations on student socializing and out-of-town permission; restriction with review - 4 weeks of the same limitations plus a review at the end of the four week period; probation - 8 weeks of the aforementioned limitations and a review at the end of that time; and requirement to withdraw. The Discipline Committee, composed of faculty members (not the administration) and supplemented by four non-voting student members consider disciplinary action for major student offenses. Failure to maintain academic standards can also result in dismissal. Students required to withdraw may not visit the campus for one year without written approval from the Academy.

## **Counseling**

A professional counselor is on call 24 hours a day, 7 days a week. The counseling department also sponsors a student listener (peer counseling) program. Students seeking help for their drug or alcohol abuse will receive assistance without a disciplinary response.

## **Family Involvement, Connection to Community, Community Service**

Parents/ guardians receive periodic reports on their children's progress, and are invited to visit at any time.

Students participate in the organizations and institutions of the town of Exeter through such clubs as ESSO. The town of Exeter surrounds the campus, and provides it with goods and services.

Programs such as Student Listeners, Angels, and Student Proctors offer students a chance to contribute formally to the Phillips Exeter community. Community service is optional, with approximately 1/3 of the students participating. Over 100 students participate in the student guide program, introducing Exeter to new students and their families visiting the school for the first time.

## **“Success” Rates**

Success is measured by acceptance to a four-year college. A high percentage are accepted to Ivy League schools every year.

## **Special Features**

- The variety of clubs and student organizations that “Exonians” may belong to is astounding. They range from the Asian, Afro, Latino and Chinese societies to the Angels (students who visit students who have been admitted to the health services) to the Branch Soul debating society (founded in 1811) to the Conservative Alliance (which promotes conservative viewpoints and philosophies) to the Diversity Council to ESSO (18 programs which enable students to assist in local institutions) to the Model United Nations, Juggling Club, and a variety of other clubs.
- Much attention is paid to the spiritual needs of the students and faculty by the dynamic Reverend Thompson. Tuesday evenings there is an optional meditational gathering at Phillips Church where a member of the faculty or student speaks about a subject of interest to them, readings are recited, and/or gentle music is played. Clubs and religious services are available for students and staff of various religious denominations.
- Most of the faculty have advanced degrees, including PhDs. Most also have auxiliary talents in the arts and athletics, which they put to use as coaches.
- The school’s modern library and sports facilities rival that of any top university.
- A student work program allows students to earn money by working at various jobs on campus, especially in the library. Jobs are limited to six hours per week. Students on financial aid are given priority.

<sup>1</sup> The Association of Boarding Schools, *Boarding Schools 1995 Directory*. Washington, DC.

<sup>2</sup> “Prep for Prep” brochure, p.1.

<sup>3</sup> “A New Curriculum at Exeter 1985”, *Courses of Instruction*, Phillips Exeter Academy 1994-95.

<sup>4</sup> Ibid, p.1.

<sup>5</sup> “The E Book”, Phillips Exeter Academy, p. 19.

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## **Appendices**

Contact List

List of Job Corps Regional Offices

List of Job Corps Center Locations

Map of Job Corps Center Locations

List of ChalleNGe Program Sites

List of Association of African-American Boarding Schools

List of Boys Town Sites

References

Study Director Curriculum Vitae

## **Program Contacts:**

Mary H. Silva, Acting National Director  
Office of Job Corps  
U.S. Department of Labor  
200 Constitution Avenue, N.W., Room N4510  
Washington, D.C. 20210  
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Dan Donahue  
Chief of Public Affairs  
National Guard Bureau, Pentagon  
Washington, D.C. 20310  
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Charles Geboe  
Chief Branch of Secondary and Elementary Education  
Office of Indian Education, Bureau of Indian Affairs  
Department of the Interior  
1849 C Street, NW MS3512  
Washington, DC 20240  
Tel: 202-219-1127; Fax: 202- 219-9583

Joseph Devlin  
Head of School  
Girard College  
2101 South College Avenue  
Philadelphia, PA 19121-4987  
Tel: 215-787-2601; Fax: 215- 787-2710

Dr. Mavis Kelley  
Vice President for Programs  
The Milton Hershey School  
PO Box 830  
Hershey, PA 17033-0830  
Tel: 717-534- 8763; Fax: 717-534-8777

Dr. Charles H. Beady, Jr.  
President  
The Piney Woods Country Life School  
Piney Woods, MS 39148  
Tel: 601-845-2214; Fax: 601-845-2604

David Shanahan  
Director of Home Campus Operations  
Father Flanagan's Boys' Home  
Boys Town, NE 68010  
Tel: 402-498-1928; Fax: 402-498-1125

Dr. Martin Mitchell  
Vice President of Program  
Starr Commonwealth  
13725 Starr Commonwealth Road  
Albion, MI 49224  
Tel: 517-629-5591; Fax: 517- 629-5166

Director of Admissions  
20 Main Street  
Phillips Exeter Academy  
Exeter, NH 03833-2460  
Tel: 603-772-4311; Fax: 603- 772-5987

## **Job Corps Regional Offices:**

### **REGION 1: CT, ME, MA, NH, RI, VT**

Albert Glastetter  
U.S. Department of Labor, ETA  
Office of Job Corps  
One Congress Street, 11th floor  
Boston, MA 02114  
(617) 565-2166

### **REGION 2: NJ, NY, PR, VI**

Stanley Belza  
U.S. Department of Labor, ETA  
Office of Job Corps  
201 Varick Street, Room 897  
New York, NY 10014-4811  
(212) 337-2282

### **REGION 3: DE, MD, PA, VA, WV, DC**

Jim Bodnar  
U.S. Department of Labor, ETA  
Office of Job Corps  
3535 Market Street, Room 12220  
Philadelphia, PA 12220  
(215) 596-6301

### **REGION 4: AL, FL, GA, KY, MS, NC, SC, TN**

Mel Collins  
U.S. Department of Labor, ETA  
Office of Job Corps  
1371 Peachtree Street, NE Room 405  
Atlanta, GA 30367  
(404) 347-3178

**REGION 5: IL, IN, MI, MN, OH, WI**

**Richard Trigg  
U.S. Department of Labor, ETA  
Office of Job Corps  
Federal Building, Room 676  
230 South Dearborn Street  
Chicago, IL 60604  
(312) 353-1311**

**REGION 6: AR, LA, NM, OK, TX**

**Jose M. de Olivares  
U.S. Department of Labor, ETA  
Office of Job Corps  
Federal Building, Room 403  
525 Griffin Street  
Dallas, TX 75202  
(214) 767-2567**

**REGION 7/8: IA, KS, MO, NE**

**John Douglas  
U.S. Department of Labor, ETA  
Federal Office Building, Room 1102  
911 Walnut Street  
Kansas City, MO 64106  
(816) 426-3661**

**DENVER FIELD OFFICE: CO, MT, ND, SD, UT, WY**

**John Douglas  
U.S. Department of Labor, ETA  
Office of Job Corps  
Federal Office Building, Room 1680  
1961 Stout Street  
Denver, CO 80924  
(303) 391-5770**

**REGION 9: AZ, CA, HI, NV, GUAM**

**U.S. Department of Labor, ETA  
Office of Job Corps  
71 Stevenson Street  
Box 3768, Suite 1015  
San Francisco, CA 94119-3768  
(415) 744-6658**

**REGION 10: AK, ID, OR, WA**

**Paul J. Krois  
U.S. Department of Labor, ETA  
Office of Job Corps  
1111 Third Avenue, Suite 960  
Seattle, WA 98101-3212  
(206) 553-1133**

## ALABAMA

Gadsden Job Corps Center  
600 Valley Street  
Gadsden, AL 35902  
(205) 547-6222

Tuskegee Job Corps Center  
Tuskegee University  
106 Moton Hall  
Tuskegee, AL 36088  
(205) 727-8711

## ALASKA

The Alaska Job Corps Center  
750 Cope Industrial Way  
Palmer, AK 99645  
(907) 746-8800

## ARIZONA

Fred G. Acosta  
Job Corps Center  
901 South Campbell Avenue  
Tucson, AZ 85719  
(602) 792-3015

Phoenix Job Corps Center  
518 South Third Street  
Phoenix, AZ 85004  
(602) 254-5921

## ARKANSAS

Cass Job Corps Civilian  
Conservation Center  
Ozark, AR 72949  
(501) 667-3686

Little Rock Job Corps Center  
2020 Vance Street  
Little Rock, AR 72206  
(501) 376-4600

Ouachita Job Corps Civilian  
Conservation Center  
Route 1  
Royal, AR 71968  
(501) 767-2707

## CALIFORNIA

Inland Empire  
Job Corps Center  
3173 Kerry Street  
San Bernardino, CA 92405  
(714) 887-6305

Los Angeles Job Corps Center  
1106 South Broadway  
Los Angeles, CA 90015  
(213) 748-0135

Sacramento Job Corps Center  
3100 Meadowview Road  
Sacramento, CA 95832  
(916) 393-2880

San Diego Job Corps Center  
1325 Iris Avenue  
Imperial Beach, CA 91932  
(619) 429-8500

San Jose Job Corps Center  
201 South 11th Street  
San Jose, CA 95112  
(408) 998-1120

Treasure Island  
Job Corps Center  
Building #363 - Third Floor  
San Francisco, CA 94130-5027  
(415) 362-4436

## COLORADO

Collbran Job Corps Civilian  
Conservation Center  
Rural Route #1  
Collbran, CO 81624  
(303) 487-3576

## DISTRICT OF COLUMBIA

Potomac Job Corps Center  
No. 1 D.C. Village Lane, SW  
Washington, DC 20032  
(202) 574-5000

## FLORIDA

Gainesville Job Corps Center  
5301 Waldo Road  
Gainesville, FL 32601  
(904) 377-2555

Jacksonville Job Corps Center  
205 West 3rd Street  
Jacksonville, FL 32206  
(904) 353-5904

Miami Job Corps Center  
660 S.W. 3rd Street  
Miami, FL 33130  
(305) 325-1287

## GEORGIA

Atlanta Job Corps Center  
239 West Lake Avenue  
Atlanta, GA 30314  
(404) 794-9512

Brunswick Job Corps Center  
4401 Glymco Parkway  
Glymco Industrial Park  
Brunswick, GA 31520  
(912) 264-8843

Turner Job Corps Center  
2000 Schilling Avenue  
Albany, GA 31708-7501  
(912) 883-8500

## HAWAII

Hawaii Job Corps Center  
7600 Kokohead Park Road  
Honolulu, HI 96825  
(808) 396-1244

## IDAHO

Marsing Job Corps Civilian  
Conservation Center  
Route #1  
Marsing, ID 83639  
(208) 896-4126

## ILLINOIS

Golconda Job Corps  
Civilian Conservation Center  
Route 4, Box 104-A  
Golconda, IL 62938  
(618) 285-6601

Joliet Job Corps Center  
1101 Mills Road  
Joliet, IL 60433  
(815) 727-7677

## INDIANA

Atterbury Job Corps Center  
Box 187  
Edinburg, IN 46124  
(812) 526-5581

## IOWA

Denison Job Corps Center  
P.O. Box 608 - Highway 30 East  
Denison, IA 51442  
(712) 263-4192

## KANSAS

Flint Hills Job Corps Center  
P.O. Box 747  
Manhattan, KS 66502-0007  
(913) 537-7222

## KENTUCKY

Carl D. Perkins  
Job Corps Center  
Box G-11  
Global Roberts Road  
Prestonburg, KY 41653  
(606) 886-1037

Earle C. Clements  
Job Corps Ctr.  
Highway 60  
Morganfield, KY 42437  
(502) 389-2419

Frenchburg Job Corps Civilian  
Conservation Center  
Box 935  
Mariba, KY 40345  
(606) 768-2111

Great Onyx Job Corps Civilian  
Conservation Center  
HC 61 - Box 341  
Mammoth Cave, KY 42259-  
9801  
(502) 286-4514

Pine Knot Job Corps Civilian  
Conservation Center  
Pine Knot, KY 42635  
(606) 354-2176

Whitney Young  
Job Corps Center  
P.O. Box 307  
Simpsonville, KY 40067  
(502) 722-8862

## LOUISIANA

New Orleans Job Corps Center  
3801 Hollygrove Street  
New Orleans, LA 70118  
(504) 486-0641

Shreveport Job Corps Center  
2815 Lillian Street  
Shreveport, LA 71109  
(318) 227-9331

## MAINE

Penobscot Job Corps Center  
P.O. Box 8148  
Bangor, ME 04402-8148  
(207) 990-3000

## MARYLAND

Woodland Job Corps Center  
3300 Fort Meade Road  
Laurel, MD 20724-2002  
(301) 725-7900

Woodstock Job Corps Center  
10900 Old Court Road  
Randallstown, MD 21135-0935  
(410) 461-1100

# JOB CORPS CENTERS BY STATE

## MASSACHUSETTS

Grafton Job Corps Center  
P.O. Box 575  
North Grafton, MA 01536  
(508) 839-9529

Westover Job Corps Center  
5905 Johnson Road  
Westover Air Force Base  
Chicopee, MA 01022  
(413) 593-5731

## MICHIGAN

Detroit Job Corps Center  
10401 East Jefferson Avenue  
Detroit, MI 48214  
(313) 821-7000

Grand Rapids Job Corps Center  
110 Hall Street S.E.  
Grand Rapids, MI 49507  
(616) 243-6877

## MINNESOTA

Hubert H. Humphrey  
Job Corps Center  
1480 North Snelling Avenue  
St. Paul, MN 55108  
(612) 642-1133

## MISSISSIPPI

Batesville Job Corps Center  
Route 3, Box 2J  
Batesville, MS 38606  
(601) 563-4656

Gulfport Job Corps Center  
3300 20th Street  
Gulfport, MS 39501  
(601) 864-9691

Mississippi Job Corps Center  
P.O. Box 817  
Crystal Springs, MS 39059  
(601) 892-3348

## MISSOURI

Excelsior Springs  
Job Corps Center  
701 St. Louis Avenue  
Excelsior Springs, MO 64024  
(816) 637-5501

Excelsior Springs Satellite  
Kansas City Satellite  
2402 Swope Parkway  
Kansas City, MO 64130  
(816) 861-2353

Mingo Job Corps Civilian  
Conservation Center  
Route 2, Box 133  
Puxico, MO 63960-9585  
(314) 222-3537

St. Louis Job Corps Center  
4333 Goodfellow Boulevard  
St. Louis MO 63120  
(314) 679-6200

## MONTANA

Anaconda Job Corps Civilian  
Conservation Center  
1407 Foster Creek Road  
Anaconda, MT 59711  
(406) 563-3476

Kicking Horse  
Job Corps Center  
Route 2  
Ronan, MT 59864  
(406) 644-2217

Trapper Creek Job Corps  
Civilian Conservation Center  
Darby, MT 59829  
(406) 821-3286

## NEBRASKA

Pine Ridge Job Corps Civilian  
Conservation Center  
Star Route 1, Box 39-F  
Chadron, NE 69337  
(308) 432-3316

## NEVADA

Sierra Nevada Job Corps Center  
5005 Echo Avenue  
Reno, NV 89506-1225  
(702) 972-5627

## NEW JERSEY

Edison Job Corps Center  
500 Plainfield Avenue  
Edison, NJ 08817  
(908) 985-4800

## NEW MEXICO

Albuquerque Job Corps Center  
1500 Indian School Road, N.W.  
Albuquerque, NM 87104  
(505) 842-6500

Roswell Job Corps Center  
P.O. Box 5970  
Roswell, NM 88201  
(505) 347-5414

## NEW YORK

Cassadaga Job Corps Center  
Glasgow Road  
Cassadaga, NY 14718  
(716) 595-8760

Delaware Valley  
Job Corps Center  
P.O. Box 325  
Callicoon, NY 12723-9788  
(914) 887-5400

Gateway Job Corps Center  
Gateway Nat'l Recreation Area  
Floyd Bennett Field Bldg. #129  
Brooklyn, NY 11234  
(718) 338-4370

Glenmont Job Corps Center  
P.O. Box 993 - Route 144  
Glenmont, NY 12077-0993  
(518) 767-9371

Iroquois Job Corps Civilian  
Conservation Center  
11780 Tibbets Road  
Medina, NY 14103  
(716) 798-3300

Oneonta Job Corps Center  
Upper W. Street, RD No. 4  
Oneonta, NY 13829  
(607) 433-2111

South Bronx Job Corps Center  
1771 Andrews Avenue  
Bronx, NY 10453  
(212) 731-7700

## NORTH CAROLINA

Kittrell Job Corps Center  
Kittrell College  
P.O. Box 278  
Kittrell, NC 27544  
(919) 438-6161

Lyndon B. Johnson Job Corps  
Civilian Conservation Center  
466 Job Corps Drive  
Franklin, NC 28734  
(704) 524-4446

Oconaluftee Civilian  
Conservation Center  
200 Park Circle  
Cherokee, NC 28719  
(704) 497-5411

Schenck Job Corps Civilian  
Conservation Center  
98 Schenck Drive  
Pisgah Forest, NC 28768  
(704) 877-3291

## NORTH DAKOTA

Burdick Job Corps Center  
1500 University Ave., NW  
Minot, ND 58701  
(701) 838-9976

## OHIO

Cincinnati Job Corps Center  
1409 Western Avenue  
Cincinnati, OH 45214  
(513) 651-2000

Cleveland Job Corps Center  
10660 Carnegie Avenue  
Cleveland, OH 44106  
(216) 795-8700

Dayton Job Corps Center  
3849 Germantown Pike Road  
Dayton, OH 45418  
(513) 268-6571

## OKLAHOMA

Guthrie Job Corps Center  
600 Academy Road  
Guthrie, OK 73044  
(405) 282-9930

Talking Leaves  
Job Corps Center  
P.O. Box 287  
Tahlequah, OK 74465  
(918) 456-9959

Treasure Lake  
Job Corps Civilian  
Conservation Center  
Route 1, Box 30  
Indianahoma, OK 73552  
(405) 246-3203

Tulsa Job Corps Center  
1133 North Lewis Avenue  
Tulsa, OK 74110  
(918) 585-9111

## OREGON

Angell Job Corps Civilian  
Conservation Center  
335 N.E. Blodgett Road  
Yachets, OR 97498  
(503) 547-3137

Springdale Job Corps Center  
31224 E. Crown Point Highway  
Troutdale, OR 97060  
(503) 695-2245

Timber Lake  
Job Corps Civilian  
Conservation Center  
59868 East Highway 224  
Estacada, OR 97023  
(503) 834-2291

Tongue Point Job Corps Center  
U.S. Highway 30  
Astoria, OR 97103  
(503) 325-2131

Wolf Creek Job Corps Civilian  
Conservation Center  
2010 Opportunity Lane  
Glide, OR 97443  
(503) 496-3507

## PENNSYLVANIA

Keystone Job Corps Center  
P.O. Box 37  
Drums, PA 18222  
(717) 788-1164

Philadelphia Job Corps Center  
4601 Market Street  
Philadelphia, PA 19139  
(215) 471-9689

Pittsburgh Job Corps Center  
Highland Drive  
Pittsburgh, PA 15206  
(412) 441-8700

Red Rock Job Corps Center  
P.O. Box 218  
Lopez, PA 18628  
(717) 477-2221

## PUERTO RICO

Arecibo Job Corps Center  
P.O. Box 544  
Garrochales, PR 00652-0544  
(809) 881-2300

Barranquitas Job Corps Center  
P.O. Box 68  
Bo. Quebradillas  
Barranquitas, PR 00618  
(809) 857-5055

Ramey Job Corps Centers  
P.O. Box 463  
Ramey, PR 00604-0463  
(809) 890-2030

## SOUTH CAROLINA

Bamberg Job Corps Center  
200 Carlisle Street  
Bamberg, SC 29003  
(803) 245-5101

## SOUTH DAKOTA

Boxelder Job Corps Civilian  
Conservation Center  
P.O. Box 47  
Nemo, SD 57759  
(605) 348-3636

## TENNESSEE

Jacobs Creek  
Job Corps Civilian  
Conservation Center  
Route 1, Drawer  
Bristol, TN 37620  
(615) 878-4021

## TEXAS

David L. Carrasco  
Job Corps Ctr.  
11155 Gateway West  
El Paso, TX 79935  
(915) 594-0022

Gary Job Corps Center  
P.O. Box 967  
San Marcos, TX 78667  
(512) 396-6652

Laredo Job Corps Center  
101 Island Boulevard  
Laredo, TX 78044  
(512) 727-5147

North Texas Job Corps Center  
1701 North Church Street  
McKinney, TX 75070  
(214) 542-2623

## UTAH

Clearfield Job Corps Center  
P.O. Box 1388  
Freeport Center Station  
Clearfield, UT 84016  
(801) 773-1433

Weber Basin Job Corps Civilian  
Conservation Center  
RFD #6  
Ogden, UT 84405  
(801) 479-9806

## VERMONT

Northlands Job Corps Center  
100-A MacDonough Drive  
Vergennes, VT 05491  
(802) 877-2925

## VIRGINIA

Blue Ridge Job Corps Center  
245 West Main Street  
Marion, VA 24354  
(703) 783-7221

Flatwoods Job Corps Civilian  
Conservation Center  
Route 1, Box 211  
Coeburn, VA 24230  
(703) 395-3384

Old Dominion  
Job Corps Center  
P.O. Box 278 —  
Father Judge Road  
Monroe, VA 24574  
(804) 929-4081

## WASHINGTON

Cascades Job Corps Center  
2267 Northern State Road  
Sedro-Woolley, WA 98284  
(206) 865-3400

Columbia Basin  
Job Corps Civilian  
Conservation Center  
24th Street - Building 2404  
Moses Lake, WA 98837  
(509) 762-5581

Curlew Job Corps Civilian  
Conservation Center  
3090-100 Bamber Creek Road  
Wauconda, WA 98859  
(509) 779-4611

Fort Simcoe Job Corps Civilian  
Conservation Center  
Route 1  
White Swan, WA 98952  
(509) 874-2244

## WEST VIRGINIA

Charleston Job Corps Center  
Virginia & Summer Streets  
Charleston, WV 25301  
(304) 344-4041

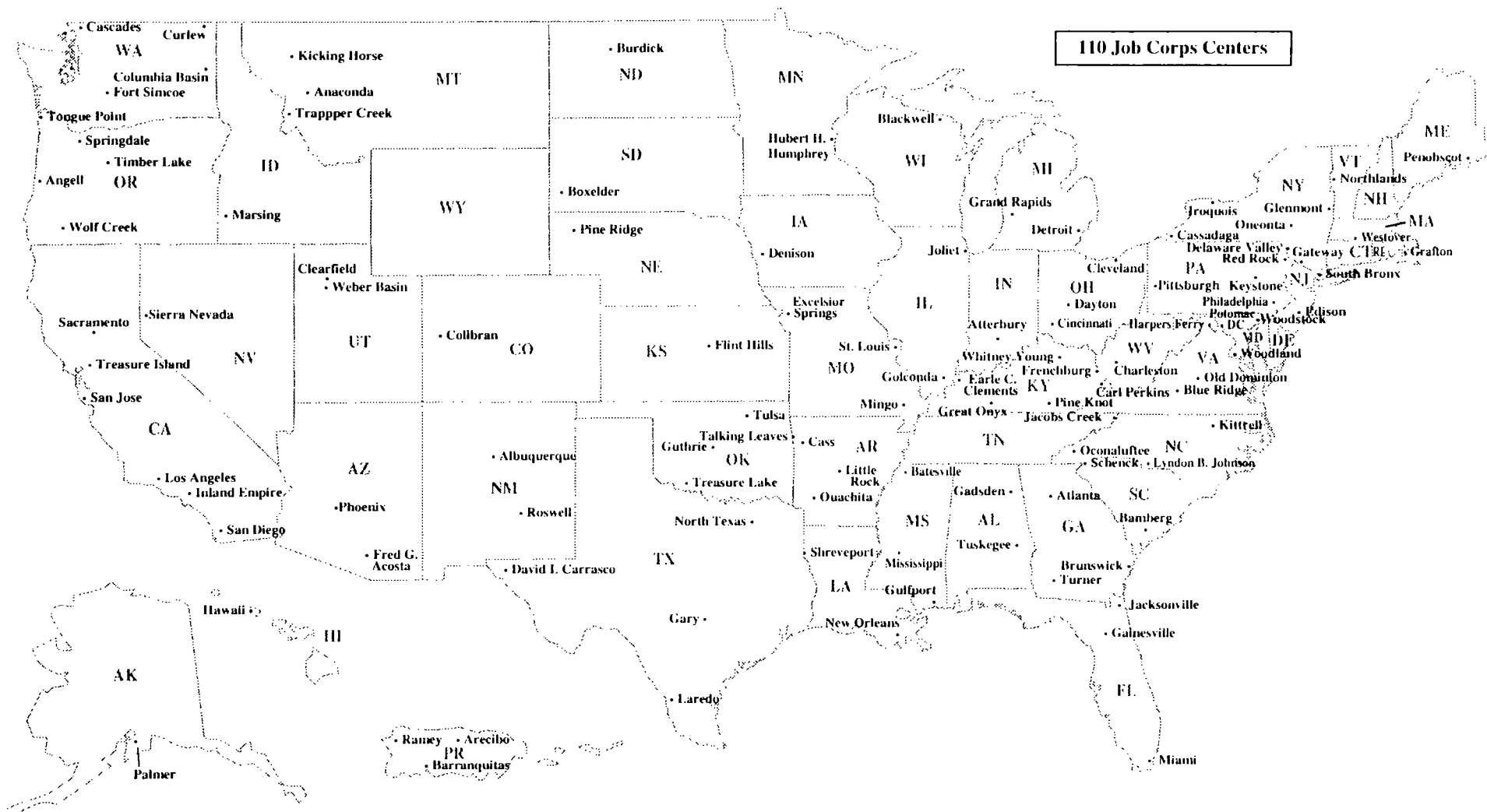
Harpers Ferry  
Job Corps Civilian  
Conservation Center  
P.O. Box 237  
Harpers Ferry, WV 24525  
(304) 925-6341

## WISCONSIN

Blackwell Job Corps Civilian  
Conservation Center  
Route 1, Box 233A  
Laona, WI 54541  
(715) 674-2311

## NEW CENTERS SCHEDULED TO OPEN

New Haven, Connecticut  
Chicago, IL  
Flint, MI  
Fort Devens, MA  
Homestead, FL  
Long Beach, CA  
Loring, ME  
Memphis, TN  
Montgomery, AL  
San Francisco, CA



## **ChalleNGe Program Sites:**

**Alaska:** Alaska National Guard  
PO Box 5800  
Ft. Richardson, AK 99505-5800  
contact: COL John Fleming  
p: (907) 428-6067/6029  
f: (907) 384-6007

**Arizona:** Project ChalleNGe  
6001 Power Road, Bldg 672  
Mesa, AZ 85206-0902  
contact: LTC Don Campbell  
p: (602) 988-4100/4102  
f: (602) 988-4121

Nevada ANG  
Reno Air National Guard Base  
Reno, NV  
contacts: LTC Cerfoglio, MAJ Castagnola  
p: (702) 887-7271/7325

**Arkansas:** Youth ChalleNGe Program  
Camp Robinson, Bldg 16414  
N. Little Rock, AK 72118-2200  
contact: COL John Shaw, Jr.  
p: (501) 791-5344/5565  
f: (501) 791-5339

**Connecticut:** CT Youth ChalleNGe program  
Camp Weicker/Smith Street  
Niantic, CT 06357  
contact: BG Daniel McGuire  
p: (203) 691-6094/6095/6003  
f: (203) 691-6004

**Georgia:** GA Youth ChalleNGe  
PO Box 3610  
Fort Stewart, GA 31314  
contacts: MAJ Frank Williams, Mr. Bob Hughes  
p: (912) 767-2666/4015  
f: (912) 767-5566

**Hawaii:** HI ChalleNGe Youth Program  
3949 Diamond Head Road  
Honolulu, HI 96816-4495  
contact: COL James Iha  
p: (808) 684-9350/9450/9560  
f: (808) 684-9750

**Illinois:** Lincoln ChalleNGe Program  
205 W. Marauder  
Rantoul, IL 61866  
contacts: BG Wayne Dunlap, MAJ Jim Hankins, CSM Peter Thomas  
p: (217) 893-9725/9741/9727  
f: (217) 893-9797

**Louisiana:** Youth ChalleNGe Program  
505 F Street, Camp Beauregard  
Pineville, LA 71360  
contacts: Dr. Doug Peterson, MAJ Michael Russell  
p: (318) 641-3314/3311/3312  
f: (318) 641-3313

**Maryland:** Project ChalleNGe  
Bldg 4305  
Aberdeen Proving Ground, MD 21005-5001  
contacts: BG Tom Johnson, COL Vernon Sevlér  
p: (410) 278-4532/4541  
f: (410) 278-6615

**Mississippi:** Mississippi Youth ChalleNGe  
Building 80  
Camp Shelby, MS 39407-5500  
contacts: Dr. William L. Crowson, MAJ Jimmy Stewart  
p: (601) 584-2465/2456  
f: (601) 558-2400

**New Jersey:** NJ ChalleNGe Youth Program  
Building 5402, 1st Street  
Ft. Dix, NJ 08640-5225  
contact: George Paffendorf  
p: (609) 724-7518/7519  
f: (609) 724-7599

New York: NYARNG ChalleNGe Program  
Camp Smith  
Peekskill, NY 10566  
contacts: BG John Jones, Frank DeLusso  
p: (914) 734-7387/7385  
f: (914) 734-7386

North Carolina: Tarheel ChalleNGe Academy  
7780 Hobbton Highway  
Clinton, NC 28328  
contact: COL Les Everett  
p: (910) 592-2322/1103/1396  
f: (910) 592-1396

Oklahoma: Thunderbird Youth Academy  
824 Park Street, Bldg 313  
Pryor, OK 74361-5610  
contacts: LTC Michael Bedwell, CPT Greg Isbil  
p: (918) 825-8150/8152  
f: (918) 825-8158

Virginia: VA ChalleNGe Youth Program  
PO Box 7510  
Virginia Beach, VA 23458-7510  
contact: COL Maynard Bean  
p: (804) 491-5931  
f: (804) 491-5934

West Virginia: Mountaineer ChalleNGE Academy  
240 Army Road, Camp Dawson  
Kingwood, WV 26537-1077  
contact: Mr. Hugh Dopson  
p: (304) 329-2118/2120  
f: (304) 329-2429

## **Association of African-American Boarding Schools:**

**The Piney Woods Country Life School**

**Dr. Charles H. Beady, Jr., President**

**Piney Woods, MS 39148**

**p: (601) 845-2214**

**f: (601) 845-2604**

**Laurinburg Institute**

**Mr. Bishop McDuffie, President**

**PO Box 1787**

**Laurinburg, NC 28353**

**p: (910) 276-0684**

**f: (910) 276-6635**

**Southern Normal School**

**Dr. Sherman Jones, President**

**PO Box 408**

**Brewton, AL**

**p: (205) 867-4831**

**f: (205) 867-7579**

**Pine Forge Academy**

**Mr. Richard Smith, Headmaster**

**PO Box 338**

**Pine Forge, PA 19548**

**p: (610) 326-5800**

**f: (610) 326-4260**

**Redemption Christian Academy**

**Elder John Massey, Headmaster**

**192 9th Street**

**Troy, NY 12180**

**p: (518) 272-6679**

**f: (518) 272-6685**

**Saints Academy**

**PO Box 419**

**Lexington, MS 39095**

**Dr. Goldie Wells, Director**

**p: (601) 834-1019**

## **Boys Town Sites with Residential Homes:**

Main Campus: Boys Town, NE

Brooklyn, NY

Florida

Orlando

Tallahassee

Las Vegas, NV

New Orleans, LA

San Antonio, TX

Southern California

Long Beach

Lake Forest

Trabuco Canyon

Washington, DC

Contact the main Boys Town campus for further information on any of the above sites.

Father Flanagan's Boys Home

Boys Town, NE 68010

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## **Heidi Goldsmith**

Heidi Goldsmith is Founder and Executive Director of the International Center for Residential Education, a Washington, D.C. - based non-profit organization established in 1993 to improve the quality and increase the availability of residential education as one option for at-risk American youth, using domestic and international experience with residential education.

Ms. Goldsmith brings to the Center twenty (20) years of experience in the development and management of social and educational services for disadvantaged populations, including six years in Israel and Europe. She is a graduate of the Brandeis University's Heller Graduate School in Social Welfare Policy, where she earned a Masters Degree in the Management of Human Services. From 1989 to 1993 Ms. Goldsmith was the Coordinator of the U.S. - Israel Memorandum of Understanding in Social Services, under a grant from the U.S. Department of Health and Human Services through the Council of Jewish Federations. In this role she stimulated, encouraged, and assisted American social service organizations and government agencies to link with appropriate Israeli counterpart agencies for information and professional exchanges, and for joint research and demonstration projects. This is where the initiative to adapt components of Israel's extensive residential education system to the U.S. began, leading to the creation of the International Center for Residential Education.

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