

September 13, 2006

DIRECTIVE:	JOB CORPS INFORMATION NOTICE NO. 06-10
-------------------	---

TO: ALL JOB CORPS NATIONAL OFFICE STAFF
ALL JOB CORPS REGIONAL DIRECTORS
ALL JOB CORPS CENTER DIRECTORS
ALL JOB CORPS CENTER OPERATORS
ALL NATIONAL TRAINING AND SUPPORT CONTRACTORS
ALL OUTREACH, ADMISSIONS, AND CTS CONTRACTORS

FROM: ESTHER R. JOHNSON, Ed. D.
National Director
Office of Job Corps

SUBJECT: PY 2006 Outcome Measurement System Model-based Goals —
Clarification Regarding High School Diploma /General Educational
Development Attainment Calculation

1. Purpose. To provide clarification to the field regarding the PY 2006 Outcome Measurement System (OMS) model-based goal development for High School Diploma (HSD)/General Educational Development (GED) Attainment.
2. Background. A number of questions have been raised by centers and contractors regarding changes in the HSD/GED model-based goals for PY 2006. This notice provides additional information to help centers understand the possible reasons underlying these changes.

Every year, Job Corps develops new model-based goals for several OMS measures that incorporate the most recent data available. For PY 2006, model-based goals were developed for centers for the HSD/GED attainment rate, literacy gain rate, numeracy gain rate, average wage at placement, and 6-month weekly earnings.

The purpose of models is to level the playing field across centers when making comparisons of performance by adjusting for important differences in circumstances that affect centers' abilities to help students achieve these outcome measures. The types of factors that are examined for inclusion in the HSD/GED attainment model are student attributes (e.g., age, ability as measured by initial Test of Adult Basic Education [TABE] reading and math scores)

and potential State and local GED testing barriers. It is recognized that every center faces some barriers that affect its ability to help students attain a GED or high school diploma. The purpose of a model is to make adjustments for those barriers that are determined to be particularly significant based on an analysis of the most recent data available.

Information concerning potential barriers is collected from centers in the annual OMS Factor Verification Survey. Answers to the numerous questions regarding potential barriers are then examined separately, and in combination with other questions, to develop alternative indicators for inclusion as adjustment factors in the model. As a result of this analysis, not all of the questions in the OMS Factor Verification Survey are used as factors in the model. This is because some items considered as possible barriers are determined to not significantly impact HSD/GED attainment rates. Additionally, over time, some factors that were previously considered to be barriers may no longer be a significant barrier as centers find ways to overcome them and achieve outcomes with minimal impact on performance.

For PY 2006, one factor was ultimately included in the HSD/GED model to summarize the significant barriers to GED testing. This factor combines obstacles related to student age, with requirements related to passing the official GED practice test. Specifically, the factor included in the HSD/GED model for PY 2006 takes into account the percentage of students in the center in the pool who were below the minimum eligible age to take the GED test at entry. It also takes into account whether students are required to pass the official GED Practice Test before they are allowed to take the actual GED test. It was determined that, after accounting for these factors and the characteristics of the students in the pool, additional State and local requirements did not significantly impact HSD/GED attainment rates.

Thus, for the PY 2006 model, centers that must have all of their students in the pool pass an official practice test before they are allowed to take the actual test, have a value of 100 for this factor; centers that operate in states that do not allow students below a certain age to take the test, have a value on this factor equal to the percentage of students that enroll in Job Corps below the minimum age; and, centers that do not face either barrier, are assigned a value of 0. For some centers, the values for these factors will be different than in PY 2005.

As a result, for some centers this process will result in a model-based goal for HSD/GED attainment for PY 2006 that will be somewhat higher than in PY 2005, while for other centers it will be lower. The changes in goals will be due to either changes in the characteristics of the students served, or changes in the way that barriers to HSD/GED attainment are measured. Also, incomplete or inaccurate information submitted in the OMS Factor Verification Survey for the questions used to create the factor could impact the calculated goals. The calculation used information primarily obtained from Questions 5-8 and 22-23 on the survey.

3. Action. Addressees are to ensure that this Notice is distributed to all staff as appropriate.
4. Expiration Date. Until superseded.
5. Inquiries. Inquiries should be directed to Chris Conboy at (202) 693-3093, or conboy.chris@dol.gov.