

May 13, 2009

DIRECTIVE:	JOB CORPS INFORMATION NOTICE NO. 08-44
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TO: ALL JOB CORPS NATIONAL OFFICE STAFF  
ALL JOB CORPS REGIONAL OFFICE STAFF  
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: New Quarterly Common Measures Report Posted on the Job Corps  
Resource Library

1. Purpose. To inform the Job Corps community of a new report presenting Job Corps' quarterly Common Measures results that has been posted on the Job Corps Resource Library (JCRL).
2. Background. At the request of the National Office of Job Corps, a new report was created and posted on JCRL by the Job Corps Data Center (JCDC) that contains center, regional, and national performance numbers for the three common measure indicators: Attainment of a Degree or Certificate, Literacy/Numeracy Gains, and Placement in Employment or Education. This report is produced on a quarterly basis. It includes the results for both that specific quarter and the cumulative program year (PY) for each individual center, as well as the regional and national totals. The purpose of this new report is to provide up-to-date, easily-accessible information to facilitate reporting of Job Corps' common measures outcomes in accordance with the Employment and Training Administration's (ETA's) issued guidelines and as approved by the Office of Management and Budget (OMB).

The three indicators that are included in this quarterly report are as follows:

- a. Attainment of a Degree or Certificate

The number of separated students (graduates and uncommitted students) during the quarter who attained a HSD/GED and/or completed a career technical training program

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The number of students (graduates, former enrollees, and uncommitted students) who separated from the program during the quarter

b. Literacy and Numeracy Gains

The number of separated students during the quarter who scored below 552 on their initial Reading TABE test and/or who scored below 551 on their initial Math TABE test and who increased by 1 or more Educational Functioning Levels (EFLs) from the initial to the last TABE test in the area (reading or math) in which they had tested basic skills deficient

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The number of students that separated during the quarter who scored below 552 on their initial Reading TABE test and/or who scored below 551 on their initial Math TABE test (regardless of whether they took a follow-up TABE test) plus the number of students who did not take a valid initial TABE test

NOTE: If a student is basic skills deficient in both reading and math, then an EFL gain in either area is sufficient for credit.

c. Placement in Employment or Education

The number of separated graduates and former enrollees during the quarter who entered an initial placement

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Graduates and former enrollees whose placement records were due or received during the quarter (i.e., graduates and former enrollees who were placed or not placed during the quarter or whose placement window has closed during the quarter and the placement record is missing/not filed)

3. Action. Addressees are to ensure that this Information Notice is distributed to all appropriate staff.

4. Expiration Date. Until superseded.

5. Inquiries. Direct inquiries to Aquila Branch at (202) 693-3211 or [branch.aquila@dol.gov](mailto:branch.aquila@dol.gov).