

APPENDIX 501E
POLICIES AND PROCEDURES FOR JOB CORPS’
PROGRAM YEAR (PY) 2024
PERFORMANCE MANAGEMENT SYSTEM
ACADEMIC OUTCOME MEASUREMENT SYSTEM

TABLE OF CONTENTS

I. ACADEMIC REPORT CARD (ARC) FOR PY 2024

- A. Overview..... 1
- B. PY 2024 Changes in Appendix 501e..... 1
- C. Impact of Level 1 Zero Tolerance (ZT) Separations on the Academic Report Card. 3
- D. Academic Measures..... 3
 - 1. HSD/HSE Attainment Rate 3
 - 2. Average Literacy Gain 4
 - 3. Literacy Average High EFL 5
 - 4. Average Numeracy Gain..... 6
 - 5. Numeracy Average High EFL..... 7
 - 6. HSD/HSE Completer Placement Rate..... 8
 - 7. HSD/HSE Completer Average Hourly Wage at Placement..... 9
 - 8. HSD/HSE Completer Full Time Quality Placement Rate..... 9
- E. Performance Goals 10
- F. Weights..... 10
- G. Overall Rating..... 11
- H. Program Performance..... 11
 - 1. Grade A..... 11
 - 2. Grade B..... 11
 - 3. Grade C..... 11
 - 4. Grade C-..... 11
 - 5. Grade D..... 12
- I. A-CIP Process..... 12
 - (a) First Year of Grade D Performance 12
 - (b) Second Year of Grade D Performance for Programs Having Served 1 Year of Corrective Action..... 13

II. ROLES AND RESPONSIBILITIES

A. National Office..... 14

B. Regional Offices..... 14

C. Job Corps Centers..... 14

D. Job Corps Data Center (JCDC)..... 15

I. **ACADEMIC REPORT CARD (ARC) FOR PY 2024**

Prior to reviewing this section, please read the Introduction to Appendix 501. The Introduction provides rationale, policies, and procedural changes that apply to all of the Program Year (PY) 2024 Outcome Measurement System (OMS) Report Cards, as well as Attachments pertaining to this section.

A. **Overview**

The Academic Report Card (ARC) is a comprehensive system used to measure the performance of all Job Corps academic programs. The ARC was introduced on March 15, 2022 (as the Academic Performance Management Report [APM]), through Program Instruction Notice 21-09. The ARC provides data regarding students' participation in academic programs, with results shown at the center and academic status levels.

B. **PY 2024 Changes in Appendix 501e**

For PY 2024 Job Corps has made minor adjustments to the ARC to align with the Direct Center Services (DCS) and Career Transition Services (CTS) Report Cards as enumerated below.

HSD/HSE Attainment Rate. Reduced the goal for PY 2024 from 75 percent to 65 percent. For PY 2024, centers will continue to use model-based goals for this measure.

Average Literacy Gains: Reduced the goal for PY 2024 from 1 EFL to 0.7 EFL. For PY 2024, centers will continue to use model-based goals for this measure.

Average Numeracy Gains: Reduced the goal for PY 2024 from 1 EFL to 0.7 EFL. For PY 2024, centers will continue to use model-based goals for this measure.

HSD/HSE Completer Placement Rate: Increased the goal for PY 2024 from 92 percent to 95 percent.

HSD/HSE Completer Average Hourly Wage at Placement: Increased the national goal from \$18.00 to \$18.80. For PY 2024, centers will continue to use model-based goals for this measure.

Weights: Increased the HSD/HSE Attainment Rate and the HSD/HSE Completer Placement Rate measure from 20 percent to 25 percent each. Decreased the weight of the two average gains measures from 15 percent to 12.5 percent each, and the weight of the HSD/HSE Completer Average Hourly Wage measure from 15 percent to 10 percent.

All policies and related attachments pertaining to the ARC can be found in Appendix 501 Introduction and Appendix 501 Attachments.

Provided on the next page is a summary table outlining the PY 2024 ARC.

PY 2024 ACADEMIC REPORT CARD (ARC)			
Indicator	Definition	Goal	Weight
CREENTIAL ATTAINMENT (25%)			
Average Days to Attain an HSD/HSE	<u>Total days from enrollment to HSD/HSE attainment</u> Number of separated students who attain either an HSD or HSE	---	0%
HSD/HSE Attainment Rate*	<u>Number of students who attain either an HSD or HSE</u> Number of separated students without an HSD or HSE at entry	65%	25%
MEASURABLE SKILLS GAINS (25%)			
Average Literacy EFL Gains*	Sum of Educational Functioning Level gains attained on the <u>highest valid subsequent TABE reading test</u> Number of students who score Educational Functioning Level 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center	0.7 EFL	12.5%
Average High Literacy	<u>Sum of High Reading EFLs</u> No. of students who score EFL 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center	5	0%
Average Numeracy EFL Gains*	Sum of Educational Functioning Level gains attained on the <u>highest valid subsequent TABE math test</u> Number of students who score Educational Functioning Level 5 or below on the initial TABE math test and students who do not take a valid initial math test during the first 21 calendar days on center	0.7 EFL	12.5%
Average High Numeracy	<u>Sum of High Math EFLs</u> No. of students who score EFL 5 or below on the initial TABE math test and students who do not take a valid initial math test during the first 21 calendar days on center	6	0%
CTS PLACEMENT (50%)			
HSD/HSE Completer Placement Rate	Number of HSD/HSE completers placed in a job, the military, an education/training program, or who transferred <u>to an approved Advanced Training program at another center</u> Number of HSD/HSE completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center	95%	25%
HSD/HSE Completer Average Hourly Wage at Placement*	Sum of hourly wages of HSD/HSE completers <u>placed in a job or the military</u> Number of HSD/HSE completers placed in a job or the military	\$18.80	10%
HSD/HSE Completer Full-Time Quality Placement Rate	Number of HSD/HSE completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or <u>a full-time post-secondary training program</u> Number of initially placed HSD/HSE completers	90%	15%
*Model-based Goal (center level)			100%

C. Impact of Level 1 Zero Tolerance (ZT) Separations on the ARC

For the ARC, enrolled students who exit due to Level 1 ZT infractions under codes 5.1a, 5.2b and 5.3c (alcohol) within 30 days from enrollment are *not* included in the pools and credits for the three direct center services measures: High School Diploma/Equivalency (if needed) and Literacy and Numeracy (if needed). Additionally, enrolled students who exit due to Level 1 ZT infractions under code 5.2a within 45 days from enrollment are *not* included in the pools and credits for these measures. Specifically, the pools for the three on-center measures do not include:

- Enrolled students who remained in Job Corps less than 30 days from enrollment and exit under codes 5.1a (Possession of a weapon on center or under center supervision, Assault, Threat of Assault, Threat to Safety, Sexual Assault, Arrest for a felony or violent misdemeanor on or off center, Illegal Activity, Robbery or extortion, Arson, Cruelty to animals, Inciting a disturbance or creating disorder) or 5.2b Drugs (Possession or distribution of drugs on center or under center supervision);
- Enrolled students who remained in Job Corps less than 30 days from enrollment and exit under code 5.3c (Alcohol: Possession, consumption, or distribution while on center or under center supervision); and
- Enrolled students who remained in Job Corps less than 45 days from enrollment and exit under code 5.2a (Drugs: Use of drugs as evidenced by a positive drug test).

Students who exit the program due to Level 1 ZT infractions incurred after the 30/45 day timeframes noted above will be included in all pools for on-center measures, and credit will be given for HSD/HSE attainment and literacy and numeracy attainments made prior to separation. However, students who exit for Level 1 ZT infractions are considered neither former enrollees nor graduates and are excluded from all post-center pools since they are ineligible for post-center services.

The list of Level 1 ZT infractions can be found in Chapter 2, Exhibit 2-1 (Infraction Levels, Definitions, and Appropriate Center Actions).

D. Academic Report Card Measures

Direct Center Services Measures

1. **High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate:** This indicator supports the Workforce Innovation and Opportunity Act's (WIOA) mission for Job Corps to prepare students for successful careers in in-demand industry sectors, occupations, or the Armed Forces, that will result in economic self-sufficiency and opportunities for career advancement or enrollment in post-secondary education, including apprenticeship programs.

Pool: Number of students who completed an HSD/HSE plus the number

assigned to a high school diploma/equivalency program or unassigned who exited without completing a high school diploma or equivalency program (excluding 30/45 day Level 1 ZTs).

Measure: The percentage of students who have completed a high school diploma or equivalency program before separation from Job Corps.

Goal: The national goal is 65%; for PY 2024, centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as students' test scores at entry) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Attachments, Attachment 14: PY 2024 Academic Center-Level Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 25%

Formula:
$$\frac{\text{Number of students who attain either a high school diploma or equivalency}}{\text{Number of separated students without an HSD or HSE at entry}}$$

2. **Average Literacy Gain:** This measure supports programs such as the HSD and the Limited English Proficient (LEP) Initiatives and will help centers by tracking those youth who have achieved gains in literacy. Please note that centers must adhere to policy as stated in Chapter 3, Appendix 301: TABE® Requirements and Instructions.

Pool: All students who exit the program (excluding 30/45 day Level 1 ZTs) who scored at or below Educational Functioning Level (EFL) 4 on a valid initial TABE reading test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español¹ reading test (level E or M) taken after the student has received instruction in the content area.

Measure: The average of all of the positive EFL gains (negative gains will be counted as a zero gain) made by the students in the pool on the highest valid subsequent TABE reading test (level E, M, D, or A) or TABE Español reading test (level E or M) taken after the student has received instruction in the content area.

Goal: The national goal is 0.7 EFL; for PY 2024, centers and regions have model-based goals for this measure. A model statistically adjusts each

¹ The TABE Español, which is the most recent Spanish version of the test, is the 7/8 edition released in 1995 and has different score ranges aligned with the EFLs as compared to the TABE 11/12 which is the 2017 English edition.

center's goal to account for factors beyond the operator's control (such as students' test scores at entry) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Attachments, Attachment 14: PY 2024 Academic Center-Level Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 12.5 %

Formula:
$$\frac{\text{Sum of Educational Functioning Level gains attained on the highest valid subsequent TABE reading test}}{\text{Number of students who score at or below Educational Functioning Level 4 on the initial TABE reading test (Level 4 on the TABE Español) and students who do not take a valid initial reading test during the first 21 calendar days* on center}}$$

* For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. For exceptions to this 21-day policy, see Appendix 301: TABE® Requirements and Instructions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

Note: EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. A gain is made when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test; credit is given for the difference between the EFL of the highest follow-up TABE test score and the EFL of the initial TABE test. For example, moving from an EFL of 2 on the initial TABE test to an EFL of 4 on the highest subsequent TABE test equals a 2.0 credit for that student. If the student's highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

- 3. Literacy Average High EFL:** This metric serves as a summative measure offering an average assessment EFL of reading proficiency among students who separate from the program. Please note that centers must adhere to policy as stated in Chapter 3, Appendix 301: TABE® Requirements and Instructions.

Pool: Number of students (excluding 30/45 day Level 1 ZTs) who took the initial TABE 11/12 reading test plus students who did not take a valid initial reading test during the first 21 calendar days*

* For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. For exceptions to this 21-

day policy, see Appendix 301: TABE® Requirements and Instructions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

Measure: The average EFL for separating students on their highest valid subsequent TABE reading test (level E, M, D, or A) or TABE Español reading test (level E or M) while enrolled in Job Corps.

Goal: The national goal is 5 EFL.

Weight: 0%

Formula:
$$\frac{\text{Sum of High Reading EFLs}}{\text{Number of students who score EFL 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center}}$$

- 4. Average Numeracy Gain:** This measure supports programs such as the HSD Initiative and the LEP Initiative and will help centers by tracking those youth who have achieved gains in numeracy. Please note that centers must adhere to policy as stated in Appendix 301: TABE® Requirements and Instructions.

Pool: All students who exit the program (excluding 30/45 day Level 1 ZTs) who scored at or below Educational Functioning Level (EFL) 5 on a valid initial TABE math test (level E, M, D, or A) or EFL 5 on a valid initial TABE Español² math test (level E or M) taken after the student has received instruction in the content area.

Measure: The average of all of the positive EFL gains (negative gains will be counted as a zero gain) made by the students in the pool on the highest valid subsequent TABE math test (level E, M, D, or A) or TABE Español math test (level E or M) taken after the student has received instruction in the content area.

Goal: The national goal is 0.7 EFL; for PY 2024, centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as students' test scores at entry) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Attachments, Attachment 14: PY 2024 Academic Center-Level Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

² The TABE Español, which is the most recent Spanish version of the test, is the 7/8 edition released in 1995 and has different score ranges aligned with the EFLs as compared to the TABE 11/12 which is the 2017 English edition.

Weight: 12.5%

Formula:
$$\frac{\text{Sum of Educational Functioning Level gains attained on the highest valid subsequent TABE math test}}{\text{Number of students who score at or below Educational Functioning Level 5 on the initial TABE math test (Level 5 on the TABE Español) and students who do not take a valid initial math test during the first 21 calendar days* on center}}$$

* For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. For exceptions to this 21-day policy, see Appendix 301: TABE® Requirements and Instructions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

Note: EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. A gain is made when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test; credit is given for the difference between the EFL of the highest follow-up TABE test score and the EFL of the initial TABE test. For example, moving from an EFL of 2 on the initial TABE test to an EFL of 4 on the highest subsequent TABE test equals a 2.0 credit for that student. If the student's highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

- 5. Numeracy Average High EFL:** This metric serves as a summative measure offering an average assessment EFL of mathematical proficiency among students who separate from the program. Please note that centers must adhere to policy as stated in Chapter 3, Appendix 301: TABE® Requirements and Instructions.

Pool: Number of students (excluding 30/45 day Level 1 ZTs) who took the initial TABE 11/12 math test as well as students who did not take a valid initial math test during the first 21 calendar days*

* For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. For exceptions to this 21-day policy, see Appendix 301: TABE® Requirements and Instructions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

Measure: The average EFL for separating students on their highest valid subsequent TABE math test (level E, M, D, or A) or TABE Español math test (level E or M) while enrolled in Job Corps

Goal: The national goal is 6 EFL.

Weight: 0%

Formula:
$$\frac{\text{Sum of High Math EFLs}}{\text{Number of students who score EFL 5 or below on the initial TABE math test and students who do not take a valid math test during the first 21 calendar days on center}}$$

CTS Placement Outcome Measures

Provided below is a description of the career transition services placement outcomes measures. The following criteria pertain to all placement measures, as applicable:

- For placement to be credited it must:
 1. Meet the criteria described in PRH, Exhibit 4-1,
 2. Add documentation consistent with the criteria in PRH, Exhibit 4-2, and
 3. Be entered and approved in CTS according to the timelines in Chapter 4, Section 4.4.

If the verification is not received and/or the information is not entered into the CTS system for a valid placement within the timeframe specified in Chapter 4, Section 4.4, the center (and the CTS provider) will not receive credit for the Placement Rate Measure for the student. The student will not be in the pool of the remaining CTS Placement measures (Full-Time Quality Placement and Average Hourly Wage) and the center (and CTS provider) will consequently not be eligible to receive credit for these. JCDC will, however, include these placements in the National and Regional totals of the CTS Placement measures if the student otherwise meets placement requirements.

- Initial placement upgrades that occur during the placement window for former enrollees and graduates will be credited and may change the statistical status associated with a particular student. See Appendix 501 – Attachments, Attachment 2: PY 2024 Initial Placements and Allowable Upgrades, for a chart outlining the hierarchy.
- An automatic education placement credit is given to the sending center in the CTT Report Card and ARC for students who transfer to an approved Advanced Training (AT) program at another center. See Appendix 501 – Attachments, Attachment 3: PY 2024 DCS, CTT and Academic Report Card Pools and Credit for Students Transferred to Advanced Training (AT) Programs, for a chart outlining allowable center credits for AT transfers. This does not apply to Advanced Career Training (ACT) transfers.

6. HSD/HSE Completer Placement Rate

Pool: All HSD/HSE completers whose initial placement records are due or received or who transfer to an approved AT program at another center.

Measure: The percentage of HSD/HSE completers in the placement pool who are placed in a job, the military, an educational program, or a

job/school combination (per Job Corps' placement definition in Exhibit 4-1), or who transfer to an approved AT program at another center.

Goal: The national goal is 95%.

Weight: 25%

Formula:
$$\frac{\text{Number of HSD/HSE completers placed in a job, the military, an education/training program, a job/college combination, or who transferred to an approved Advanced Training program at another center}}{\text{Number of HSD/HSE completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center}}$$

7. HSD/HSE Completer Average Hourly Wage at Placement

Pool: All HSD/HSE completers placed in a job or the military per the Job Corps placement definition.

Measure: The average hourly wage of HSD/HSE completers in the pool associated with their initial or upgrade placement in a job or the military.

Goal: The national goal is \$18.80. Since PY 2014, centers and regions are assigned center-level model-based goals for this measure. A center-level model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal.

Weight: 10%

Formula:
$$\frac{\text{Sum of hourly wages of HSD/HSE completers placed in a job or the military}}{\text{Number of HSD/HSE completers placed in a job or the military}}$$

8. HSD/HSE Completer Full-Time Quality Placement Rate

Pool: All HSD/HSE completers who entered a placement that meets the Job Corps placement definition.

Measure: The percentage of HSD/HSE completers in the pool who are placed in

an apprenticeship program, a full-time job (one to two jobs that equal full-time hours), the military, full-time college, full-time job/college combination or full-time post-secondary training.

Goal: The national goal is 90%.

Weight: 15%

Formula:
$$\frac{\text{Number of HSD/HSE completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program}}{\text{Number of initially placed HSD/HSE completers}}$$

E. **Performance Goals**

Performance goals serve as the quantitative targets to assess performance. A single performance goal is established for each measure, and performance is measured as a percentage of the goal(s) achieved.

The following measures have *national* goals:

- Literacy Average High EFL
- Numeracy Average High EFL
- HSD/HSE Completer Placement Rate
- HSD/HSE Completer Full-Time Quality Placement Rate

The following measures have *center-level model-based* goals:

- Average Literacy Gain
- Average Numeracy Gain
- HSD/HSE Attainment Rate
- HSD/HSE Completer Average Hourly Wage at Placement

Model-based goals for all ARC measures can be found in Appendix 501 - Attachments, Attachment 14: PY 2024 Academic Center-Level Model-Based Goals and Worksheets. Details regarding model-based goals can be found in Appendix 501, Introduction, Section D.2.(b).

F. **Weights**

A weight is assigned to each measure to reflect: 1) areas of emphasis in Academic program accountability for achieving positive student outcomes; 2) the importance attached to each measure; and 3) the number of students in the pool for each measure.

For the ARC, there is an increased emphasis in PY 2024 on academic attainments and placement. The HSD/HSE Attainment Rate and the HSD/HSE Completer Placement Rate measures are equally weighted at 25 percent each. The Full-time Quality Placement and

Average Wage measures are weighted at 15 percent and 10 percent respectively, while the two learning gain measures are weighted at 12.5 percent each. The two average high literacy and numeracy measures remain unweighted.

G. Overall Rating

Weighted performance ratings across each of the weighted measures are aggregated to create an Academic program overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process.

H. Program Performance

The primary purpose of the ARC is to account for results based on established program parameters and goals. The measures on the ARC represent key indicators of program success related to student preparation for the labor market and overall employment. Performance is ultimately determined based on the degree to which goals are met or exceeded, and the ability of programs to strategically and proficiently demonstrate a focus on maximizing student outcomes on a consistent basis. The system is designed to assist Job Corps officials, at all levels, to:

- Better monitor and evaluate Academic program performance
- Work to improve programs that exhibit below average performance to prevent further decline
- Initiate corrective action for programs that consistently perform at an unsatisfactory level

Programs will receive an overall rating and will be graded on an A, B, C, C-, & D letter grading.

1. Grade A:

Programs in Grade A status will not be subject to an Academic Continuous Improvement Plan (A-CIP).

2. Grade B:

Programs in Grade B status will not be subject to an A-CIP.

3. Grade C:

Programs in Grade C status will not be subject to an A-CIP.

4. Grade C-:

Regional Offices (RO) may require programs with performance in C- to have an A-

CIP (see Appendix 501 Attachments, Attachment 10 for more detail on the A-CIP process and form). Circumstances will be taken into consideration by the RO when determining the need of an A-CIP for the Academic Program. A-CIPs will be developed, implemented, regularly monitored and, as necessary adjusted by all entities involved with the Academic program. This will require collaboration by all stakeholders involved.

5. Grade D:

Regional Offices will require programs with performance in D to have an A-CIP. A-CIPs will be developed, implemented, regularly monitored and, as necessary adjusted by all entities involved with the Academic program. This will require collaboration by all stakeholders involved.

I. A-CIP Process

(a) First Year of Grade D Performance.

At the end of PY 2022, the ROs will begin the A-CIP process using the form in Appendix 501 Attachments, Attachment 10. All programs earning a D Grade will be required to be placed on an A-CIP for the following Program Year. This will be a collaborative effort between the Regions, the centers, and all involved stakeholders to develop a plan that ensures that the program will be trending upwards. The goal is to provide all students with a quality education.

Regional Offices are required to submit to the Office of Job Corps, Division of Educational Services, a composite list of those programs designated to probation and a copy of the A-CIP for each targeted center.

A-CIPs will be updated quarterly, and be reviewed by Regional and National offices as follows:

1. Center completes designated areas of the A-CIP template and indicates acceptance by typing its name in the appropriate boxes.
2. Center uploads template to regional Share Point site in “Performance” folder in the shared documents section of the site.
3. Center sends an e-mail to Regional Director, Program Manager and National Academic Unit confirming the template has been uploaded.
4. Region reviews the document and works with the center (using current A-CIP template that includes SMART analysis) until the plan is approved.
5. Region sends e-mail to center and National Academic Unit confirming the region has approved the plan.

6. At the end of each quarter, center updates the template with the prior quarter's results and the prior version of the form as outlined above and sends an email notifying the Regional and National offices that the template has been updated and the updated version has been saved to the Share Point site.
 7. At the end of the four quarters, the Regional Offices make a recommendation to the Office of Job Corps to either remove the program from the A-CIP process or to move to a second year of program improvement planning.
- (b) Second Year of Grade D Performance for Programs Having Served 1 Year of Corrective Action:

At the end of the first program year, if the program remains in Grade D, it will be subject to additional corrective action, and an appeals process administered by the Office of Job Corps, as follows:

- The Office of Job Corps will formally notify the Regional Directors and, as applicable, of programs that were on a corrective action, and continued to perform at Grade D.
- Regional Directors will have 20 business days to submit appeals to:

U.S. Department of Labor/Office of Job Corps
200 Constitution Avenue, NW, Room N-4507
Washington, DC 20210
Attention: Division of Education Services
- Office of Job Corps staff will thoroughly review all appeals, consult with Regional Directors, as necessary, and recommend to the National Director of Job Corps one of the following actions for each program:
 - Remove the program from the A-CIP process
 - Extend the A-CIP to a second year
 - Replace the program with a different HSD/HSE option at the center

II. ROLES AND RESPONSIBILITIES

A. National Office

The National Office is responsible for:

- Establishing national policy for the Academic OMS each program year
- Providing model-based goals for designated performance measures and administering the appeals process of the adjusted goals
- Monitoring the JCDC issuance of the Academic Report Card
- Tracking and verifying performance of Academic providers
- Communicating with Regional Offices to implement program or policy changes or adjustments
- Providing information, technical assistance, and training to the Regional Offices and the Job Corps community as needed
- Reviewing the development, implementation, and monitoring of A-CIPs for all programs in Grade D and as determined by the Regional Office, those in Grade C-

B. Regional Offices

Regional Offices are responsible for:

- Monitoring the performance of all Academic programs monthly, using the ARC and information gathered from center visits, assessments, and review of other reports and analyses
- Administering the Regional Office appeals process and, as justified, placing programs on probation
- Assisting in the development, implementation, and monitoring of A-CIPs for all programs in Grade D and as determined by the Regional Office, those in Grade C-
- Participating in the National Office-administered appeals process

C. Job Corps Centers

Job Corps Centers are responsible for:

- Accurate and timely data entry into Center Information System (CIS) to ensure data integrity
- Participating, as applicable, in the Regional Office-administered and/or National Office-administered Appeals Process
- Providing staff training, monitoring performance regularly, and working with Regional Office staff, to develop, implement, and monitor A-CIPs
- Initiating organizational, operational, and other changes that help achieve long-term job retention and economic self-sufficiency for students/graduates

D. Job Corps Data Center (JCDC)

JCDC is responsible for:

- Ensuring that the ARC and other reports are issued in accordance with the target release dates
- Coordinating specifications of the ARC with National Office staff
- Ensuring the data generated in the reports accurately reflect the policy and programming design
- Providing Help Desk services regarding Academic program data, reporting and oversight of CIS and CTS, and training and services to the regions on CIS and CTS