

APPENDIX 501E
POLICIES AND PROCEDURES FOR JOB CORPS’
PROGRAM YEAR (PY) 2025
PERFORMANCE MANAGEMENT SYSTEM
ACADEMIC OUTCOME MEASUREMENT SYSTEM

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I. **ACADEMIC REPORT CARD (ARC) FOR PY 2025**

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) 2025 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, whether they are offered in-house, through a local partnership, or through an online program. The ARC provides data regarding students' participation in academic programs, with results shown at the center and academic status levels.

B. **PY 2025 Changes in Appendix 501e**

For PY 2025, Job Corps has made no changes to the weight structure of the Academic Report Card but has incorporated modifications to the pools of some measures to align with recently implemented policy changes regarding CTT One-Way students, the new TABE 13/14 test and the transition from TABE 11/12 to TABE 13/14. The Office of Job Corps has also changed the goal of one measure to reflect the new basic skills deficient benchmark based upon the TABE 13/14 Mathematics test.

Policy and Definition Changes:

HSD/HSE Attainment Rate: Students who enter Job Corps through a special agreement with a local high school for the purpose of only enrolling in a CTT program while continuing their secondary school coursework at the high school are not included in the pool. These students are identified as "CTT One-Way".

Average Literacy Gains: CTT One-Way students are not included in the pool.

Literacy Average High EFL: CTT One-Way students are not included in the pool.

Average Numeracy Gains: Students whose initial Mathematics TABE 13/14 test places them at Educational Functional Level (EFL) 5 or above are not included in the pool. Under TABE 13/14, the threshold for basic skills deficiency on the Mathematics test shifts from EFL 6 to EFL 5. The threshold is used for determining placement in follow-up academic instruction and for follow-up TABE testing. Students who test EFL 4 or below on the TABE 13/14 Mathematics test will continue to test until they reach the threshold or separate from the program. CTT One-Way students are also not included in the pool.

Numeracy Average High EFL: CTT One-Way students are not included in the pool.

TABE Testing Policy During Transition from TABE 11/12 to TABE 13/14:

On July 1, 2025, Job Corps transitioned from TABE 11/12 to TABE 13/14. Students who enrolled prior to and were still active on July 1, 2025 and who achieved EFL 5 (for Literacy) or EFL 6 (for Numeracy) on a TABE 11/12 initial or follow-up test will not take the equivalent TABE 13/14 test. All other students who enrolled prior to and who were still active on July 1, 2025 were required to take an initial TABE 13/14 in the area in which they were basic skills deficient, or in the area in which they did not have a valid test. The 21-day window for taking an initial TABE test was waived for students who enrolled between May 20 and July 25, 2025; this group of students had until August 15, 2025 to take an initial TABE 13/14 test. Students who enrolled on or after July 26, 2025 were required to take the initial TABE 13/14 tests within the regular 21-calendar-day window. Credit will be given based upon the highest gains achieved from either the TABE 11/12 initial and highest follow up test OR the TABE 13/14 initial and highest follow up test. Credits cannot be given for the combined gains from the TABE 11/12 and TABE 13/14 tests.

Goal Changes:

Numeracy Average High EFL: The goal is lowered to EFL 5 from EFL 6 to reflect the change in the threshold for basic skills deficiency under the TABE 13/14. All policies and related attachments pertaining to the ARC can be found in Appendix 501 Introduction and Appendix 501 Attachments.

The PY 2024 model-based goals will also continue to be used for all relevant measures in PY 2025.

Provided on the next page is a summary table outlining the PY 2025 ARC.

PY 2025 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 Gains*	Sum of Educational Functioning Level (EFL) gains attained on the <u>highest valid subsequent TABE reading test</u> 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	0.7 EFL	12.5%
Literacy Average High EFL	<u>Sum of Highest 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 EFL	0%
Average Numeracy Gains*	Sum of EFL gains attained on the <u>highest valid subsequent TABE mathematics test</u> Number of students who score EFL 4 or below on the initial TABE mathematics test and students who do not take a valid initial mathematics test during the first 21 calendar days on center	0.7 EFL	12.5%
Numeracy Average High EFL	<u>Sum of Highest Mathematics EFLs</u> No. of students who score EFL 4 or below on the initial TABE mathematics test and students who do not take a valid initial mathematics test during the first 21 calendar days on center	5 EFL	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. 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. Students who separate due to Level 1 ZT infractions at any time and/or students who are enrolled in Job Corps for less than 60 calendar days are *not* included in the post-center measure 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 and excluding CTT One-Way enrolled students).

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 2025, 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 2025 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 and excluding CTT One-Way enrolled students) 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.

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 13/14 2025 English edition.

Goal: The national goal is 0.7 EFL; for PY 2025, 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 2025 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 1: 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.

Note 2: Students who achieved EFL 5 or above on a TABE 11/12 Reading initial or follow-up test prior to July 1, 2025 will not take the TABE 13/14 Reading initial test in PY 2025. All other students who enrolled prior to and who were still active on July 1, 2025 were required to take an initial TABE 13/14 Reading test. The 21-day window for taking an initial TABE test was waived for students who enrolled between May 20 and July 25, 2025; this group of students had until August 15, 2025

to take an initial TABE 13/14 Reading test. Students who enrolled on or after July 26, 2025 were required to take the initial TABE 13/14 tests within the regular 21-calendar-day window. Credit will be given based upon the highest gains achieved from either the TABE 11/12 initial and highest follow up test OR the TABE 13/14 initial and highest follow up test. Credits cannot be given for the combined gains from the TABE 11/12 and TABE 13/14 tests.

- 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 separated students (excluding 30/45 day Level 1 ZTs and excluding CTT One-Way enrolled students) who took the initial TABE 13/14 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 highest EFL achieved on a valid subsequent TABE reading test (level E, M, D, or A) or TABE Español reading test (level E or M) among students in the pool.

Goal: The national goal is 5 EFL.

Weight: 0%

Formula:

Sum of Highest Reading EFLs

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 and excluding CTT One-Way enrolled students) who scored at or below Educational Functioning Level (EFL) 4 on a valid initial TABE

mathematics test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español² mathematics 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 mathematics test (level E, M, D, or A) or TABE Español mathematics 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 2025, 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 2025 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:

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

* 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 1: 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.

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 13/14 which is the 2025 English edition.

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.

Note 2: Students who achieved EFL 6 on a TABE 11/12 Mathematics initial or follow-up test prior to July 1, 2025 will not take the TABE 13/14 Mathematics initial test in PY 2025. All other students who enrolled prior to and who were still active on July 1, 2025 were required to take an initial TABE 13/14 Mathematics test. The 21-day window for taking an initial TABE test was waived for students who enrolled between May 20 and July 25, 2025; this group of students had until August 15, 2025 to take an initial TABE 13/14 Mathematics test. Students who enrolled on or after July 26, 2025 were required to take the initial TABE 13/14 test within the regular 21-calendar-day window. Credit will be given based upon the highest gains achieved from either the TABE 11/12 initial and highest follow up test OR the TABE 13/14 initial and highest follow up test. Credits cannot be given for the combined gains from the TABE 11/12 and TABE 13/14 tests.

- 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 separated students (excluding 30/45 day Level 1 ZTs and excluding One-Way CTT enrolled students) who took the initial TABE 13/14 mathematics test as well as students who did not take a valid initial mathematics 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 of the highest EFL achieved on a valid subsequent TABE mathematics test (level E, M, D, or A) or TABE Español mathematics test (level E or M) among students in the pool

Goal: The national goal is 5 EFL.

Weight: 0%

Formula:

Sum of Highest Mathematics EFLs

Number of students who score EFL 4 or below on the initial TABE mathematics test and students who do not take a valid mathematics 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 graduates will be credited and may change the statistical status associated with a particular student. See Appendix 501 – Attachments, Attachment 2: PY 2025 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 2025 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:

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

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:

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

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. For PY 2025, there are no changes to the national performance goals for the Academic Report Card measures from PY 2024.

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

The PY 2024 model-based goals will continue to be used for PY 2025. Model-based goals for all ARC measures can be found in Appendix 501- Attachments, Attachment 14: PY 2025 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.

The weighting scheme of the ARC remains unchanged for PY 2025.

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 2025, 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.

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 training and services to the regions on CIS