

DIRECTIVES: JOB CORPS PROGRAM INSTRUCTION NOTICE NO. 21-09

TO: ALL JOB CORPS NATIONAL OFFICE STAFF

ALL JOB CORPS REGIONAL OFFICE STAFF

ALL USDA FOREST SERVICE CENTER DIRECTORS

ALL JOB CORPS CENTER DIRECTORS ALL JOB CORPS CENTER OPERATORS

ALL JOB CORPS CENTER STAFF

ALL NATIONAL TRAINING AND SUPPORT CONTRACTORS

ALL OUTREACH AND ADMISSIONS CONTRACTORS ALL CAREER TRANSITION SERVICES CONTRACTORS

FROM: RACHEL TORRES

National Director

Office of Job Corps Torres

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Digitally signed by Rachel Torres

Date: 2022.02.07 05:46:24 -05'00'

SUBJECT: Academic Performance Management reports and Academic Continuous

Improvement Plans

- 1. <u>Purpose</u>. To announce the publication of the Academic Performance Management reports and describe the associated Academic Continuous Improvement Plan monitoring process for academic programming.
- 2. <u>Background</u>. Section 141 of the Workforce Innovation and Opportunity Act (WIOA) requires that Job Corps offer high school diploma programs that lead to successful careers, enrollment in postsecondary education, or enrollment in an apprenticeship program. While Job Corps' Outcome Measures System (OMS) monitors academic program performance, it does not connect the individual center's program results to students' placement outcomes as required by Section 116 of WIOA. Job Corps has developed a system to provide uniform oversight and monitoring at the center level with a specific process to improve underperforming HSD/HSE, literacy, and numeracy programs. Job Corps is issuing this guidance to inform operators of actions taken to improve oversight of HSD/HSE programs, including the development of monitoring tools.

Academic Performance Management Reports and Academic Continuous Improvement Plans

The Office of Job Corps has developed Academic Performance Management (APM) reports and an Academic Continuous Improvement Plan (A-CIP) process. The APM reports are modeled after the CTT-10 & -20 reports and the A-CIP after the Career Technical Training (CTT) Continuous Improvement Plan process. The APM reports will also tie on-center programming to placement outcomes. The new APM reports, and associated A-CIP monitoring process will ensure that underperforming HSD, HSE, literacy, and numeracy programs receive appropriate oversight, leading to program improvement.

APM Reports

The APM reports include existing OMS academic and initial placement metrics divided by programs and organized by program type, e.g., HSE tests, online HSD, center-run HSD, HSD/HSE at entry. Like the CTT-10 reports, the metrics stay with the center at which the academic achievements were earned in the case of a student transfer. Like OMS reports, students' results only impact the APM reports at separation. All separated students reported in on-center OMS results will be reported on APM reports, including students who entered Job Corps with an HSD or HSE. The reports will use the same pool/credit definitions of OMS reports ensuring that only metrics that apply to a student are counted. At a given center:

- 1. each HSD and HSE program with completions during the program year will be monitored on the report,
- 2. the academic and placement results for students who entered Job Corps with an HSD/HSE will be monitored, and
- 3. the total academic and placement results for all separated students will be monitored.

The monthly APM reports will be posted on the 13th of the month to the Job Corps Resource Library beginning in February 2022. Student-level data will be reported on the APM-20 report and will cover two months. Aggregate data will be reported on the APM-10 report and reported as cumulative results for the program year. The report categories will be a subset of data currently collected via Center and Supplemental Center OMS report cards. The addition of two metrics in literacy and numeracy will carry no weight for the initial informational year.

Like the existing CTT reports, program results will be tied to initial placement outcomes to ensure programs are effective in meeting students' goals, both occupational and educational.

APM Report Metrics:

The following metrics share calculations and goals with the indicator of the same name in Appendix 501a of the Policy and Requirements Handbook (PRH).

- Average Literacy Gains
- Average Numeracy Gains
- HSD/HSE Attainment Rate
- Placement Rate
- Graduate and Former Enrollee Average Hourly Wage at Placement
- Full-time Quality Placement Rate

The two additional informational-year indicators will be calculated as follows. As they initially have no weight, they will also initially have no goal.

Indicator	Definition
Average High	Sum of High Reading EFLs
Literacy	No. of students who score EFL 4 or below on the initial TABE
Educational	reading test and students who do not take a valid initial reading test
Functioning Level	during the first 21 calendar days on center
Average High	Sum of High Math EFLs
Numeracy	No. of students who score EFL 5 or below on the initial TABE math

Educational	test and students who do not take a valid initial math test during the
Functioning Level	first 21 calendar days on center

The overall rating of the report will be normed throughout Program Year 2022 to establish appropriate percentages for initial letter grade ranges. These grade ranges will be adjusted annually after that. Beginning in Program Year 2022, each program on a center and center-wide academic programming, will receive a letter grade. Ratings will range from "A" through "D."

A-C IP Process:

The A-CIP process is designed to improve the performance outcomes of center academic programs showing ineffective results and implementation.

If an academic program earns an annual APM report grade of "C," the regional office will determine if the program requires an A-CIP. If an academic program earns an annual APM report grade of "D," placement on an A-CIP is mandatory.

Operators/center directors will be notified when centers' academic programs enter a probationary year and require an A-CIP. The center and contracting office's representative (COR) will collaborate to develop and implement the A-CIP process.

Regional offices will submit a composite list of those programs designated to serve probation. A copy of the A-CIP for each targeted center will be submitted to the Office of Job Corps. A-CIPs will be updated quarterly and be reviewed by regional and national offices. At the end of the four quarters, the regional office will make one of the following recommendations to the Office of Job Corps:

- i. Remove the program from the A-CIP process because measurable improvement has been shown, or
- ii. Move the program to the second year of program improvement planning, or
- iii. Remove the program as an HSD/HSE option at the center.

The National Director will make all final decisions regarding the disposition of programs, and formal notification will be transmitted to appropriate officials.

- 3. <u>Action</u>. In March 2022, the APM reports will be available for review. Once the reports are normed and preliminary grades are established, additional guidance and actions will be provided.
- 4. <u>Effective Date</u>. Immediately until rescinded or superseded. The Office of the Senior Procurement Executive will issue a Change Order simultaneously with this Job Corps PIN to contractually implement the PIN.
- 5. <u>Inquiries</u>. Questions about this Instruction Notice should be addressed to Marcus Gray at Gray.Marcus@dol.gov or Andrea Sparks-Brown at SparksBrown.Andrea@dol.gov.