**Annual Center Academic Programs Review and Planning Report**

U.S. Department Labor

Employment and Training Administration

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| Reporting Period Start (MM/YY): | | | | | | | | | Reporting Period End (MM/YY): | | | | | |
| Center Name: | | | | | | | | | Center ID (XXXXXX): | | | | | |
| Center Contact Name: | | | | | | | | | Center Contact Email: | | | | | |
| Center Contact Job Title: | | | | | | | | | Center Contact Phone: | | | | | |
| Center Director Name: | | | | | | | | | Email: | | | | Phone: | |
| **High School Equivalency (HSE) Testing** | | | | | | | | | | | | | | |
| 1. HSE testing option(s) currently available to center (select all that apply):  □ General Educational Development (GED®)  □ High School Equivalency Test (HiSETTM) | | | | | | | | | | | | | | |
| **HSE Testing for Students who Separated from Center** | | | | | | | | | | | | | | |
| 2. Main factors determining when your center’s students are academically prepared to take an HSE test(s) (select all that apply):  □ TABE test scores *(Please specify)*: \_\_\_\_\_\_\_\_\_\_\_\_\_  □ HSE-prep course summative exams or assessments  □ Official HSE Practice Test scores  □ Instructor recommendation  □ Academic manager recommendation  □ Certain amount of time elapsing *(Please specify)*: \_\_\_\_\_\_\_\_\_\_\_\_\_  □ There is no criterion; all students are considered academically prepared to take HSE tests  □ Other *(Please specify)*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
| 3. Approximate number of separatedstudents who were academically prepared to take each HSE test:  GED® \_\_\_\_\_\_\_\_\_\_\_\_ HiSETTM \_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
| 4. Main reason(s) students who separated and were academically prepared to take the GED did not take the test (select all that apply):  □ Not applicable (all separated students who were academically prepared to take the GED took the GED)  □ State had not started offering GED testing  □ Local GED testing site(s) had not started offering GED testing  □ Testing site(s) offering GED are located too far away from our center  □ Testing site(s) had limited slots or scheduling challenges  □ Our center decided not to prepare students for the GEDduring that time  □ Our center decided to prepare students for a different HSE test during that time  □ Our center decided to prepare students for obtaining HSDs instead of HSEs during that time  □ Other *(Please specify)*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
| 5. Main reason(s) students who separated and were academically prepared to take the HiSET did not take the test (select all that apply):  □ Not applicable (all separated students who were academically prepared to take the HiSET took the HiSET)  □ State had not started offering HiSET testing  □ Local HiSET testing site(s) had not started offering HiSET testing  □ Testing site(s) offering HiSET are located too far away from our center  □ Testing site(s) had limited slots or scheduling challenges  □ Our center decided not to prepare students for the HiSETduring that time  □ Our center decided to prepare students for a different HSE test during that time  □ Our center decided to prepare students for obtaining HSDs instead of HSEs during that time  □ Other *(Please specify)*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
| **On-Center HSE Testing Sites/Availability** | | | | | | | | | | | | | | |
| 6a. GED currently offered on-center:  □ Yes □ No | | | | | | 7a. HiSET currently offered on-center:  □ Yes □ No | | | | | | | | |
| 6b. Number of days each month GED testing typically offered on-center: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | 7b. Number of days each month HiSET testing typically offered on-center: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | |
| 6c. Number of testing seats (slots) typically available to students each time GED offered on-center: \_\_\_\_\_\_\_\_\_\_\_ | | | | | | 7c. Number of testing seats (slots) typically available to students each time HiSET offered on-center: \_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | |
| 6d. GED testing format(s) available:  □ Not Applicable  □ Computer-based only  □ Paper-based only  □ Both computer- and paper-based | | | | | | 7d. HiSET testing format(s) available:  □ Not Applicable  □ Computer-based only  □ Paper-based only  □ Both computer- and paper-based | | | | | | | | |
| **Off-Center HSE Testing Sites/Availability** | | | | | | | | | | | | | | |
| 8. Total number of off-center HSE testing sites available to your center: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
| 9a. Off-Center Testing Site #1:  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  State: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | 10a. Off-Center Testing Site #2:  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  State: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | 11a. Off-Center Testing Site #3:  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  State: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 9b. HSE test(s) offered at site:  □ GED® □ HiSETTM | | | 10b. HSE test(s) offered at site:  □ GED® □ HiSETTM | | | | | | | | | 11b. HSE test(s) offered at site:  □ GED® □ HiSETTM | | |
| 9c. Number of days each month site offers:  GED testing: \_\_\_\_\_\_\_\_\_\_\_  HiSET testing: \_\_\_\_\_\_\_\_\_\_ | | | 10c. Number of days each month site offers:  GED testing: \_\_\_\_\_\_\_\_\_\_\_  HiSET testing: \_\_\_\_\_\_\_\_\_\_ | | | | | | | | | 11c. Number of days each month site offers:  GED testing: \_\_\_\_\_\_\_\_\_\_\_  HiSET testing: \_\_\_\_\_\_\_\_\_\_ | | |
| 9d. Number of testing seats (slots) typically available to students each time HSE testing offered: \_\_\_\_\_\_\_\_\_\_\_ | | | 10d. Number of testing seats (slots) typically available to students each time HSE testing offered: \_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | 11d. Number of testing seats (slots) typically available to students each time HSE testing offered: \_\_\_\_\_\_\_\_\_\_\_ | | |
| 9e. HSE testing format(s) available:  □ Computer-based only  □ Paper-based only  □ Both computer- and paper-based | | | 10e. HSE testing format(s) available:  □ Computer-based only  □ Paper-based only  □ Both computer- and paper-based | | | | | | | | | 11e. HSE testing format(s) available:  □ Computer-based only  □ Paper-based only  □ Both computer- and paper-based | | |
| 9f. Sufficient HSE testing availability:  □ Yes □ No | | | 10f. Sufficient HSE testing availability:  □ Yes □ No | | | | | | | | | 11f. Sufficient HSE testing availability:  □ Yes □ No | | |
| 12. Number of testing seats (slots) usually available for your students each month across all on- and off-center HSE testing sites:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | 13. Combined on- and off-center HSE testing availability sufficient:  □ Yes □ No | | | | | | | |
| **Local (Traditional) HSD Programs** | | | | | | | | | | | | | | |
| 14. State-sanctioned HSD by completing a local HSD program: □ Yes □ No | | | 15. Types of HSD programs used:  □ Center-based high school program  □ Local HSD program (on- or off-center)  □ Not applicable | | | | | | | | | | | |
| 16. Recent changes in local (partnership) HSD programs available:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | 17. Anticipated upcoming changes to local HSD programs available:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | 18. Barriers to developing new partnerships for local HSD programs:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **Online HSD Programs** | | | | | | | | | | | | | | |
| 19. State-accredited HSD by completing an online HSD program:  □ Yes □ No | | | 20. Accredited online HSD programs used:  □ None/not applicable  □ New Learning Resources Online: North New Summit School  □ Penn Foster  □ James Madison Online High School (offered through Ashworth College)  □ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | |
| 21. Recent changes in online HSD programs available:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | 22. Anticipated upcoming changes to online HSD programs available:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | 23. Barriers to adding new online HSD programs:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **HSD Program Experiences for Separated Students** | | | | | | | | | | | | | | |
| 24. Main factors determining when students are academically prepared to enroll in an HSD program (select all that apply):  □ TABE test scores *(Please specify)*: \_\_\_\_\_\_\_\_\_\_\_\_\_  □ HSD-provider stipulations  □ Instructor recommendation  □ Academic manager recommendation  □ Certain amount of time elapsing *(Please specify)*: \_\_\_\_\_\_\_\_\_\_\_\_\_  □ Students are enrolled in HSD programs when they enter the Career Development Period  □ Other *(Please specify)*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
| 25. Number of students academically prepared to enroll in accredited, state-sanctioned, center-operated HSD program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | 26. Number of students academically prepared to enroll in accredited local HSD partnership program(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | 27. Number of students academically prepared to enroll in accredited online HSD program(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **General High School Program Information** | | | | | | | | | | | | | | |
| 28. State awards HSD if HSE passed:  □ Yes, automatically  □ Yes, but there was a request process  □ Yes, but there were additional requirements  □ No | | | | | | | | | | | | | | |
| 29. Percentage of HSE attainments converted into HSDs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_% | | | | 30. Completions documented in CIS as:  □ HSE certificates □ HSDs □ HSE certificates promoted to HSDs | | | | | | | | | | |
| **Future Plans/Strategies/Approaches for HSD Programs and HSE Testing:** | | | | | | | | | | | | | | |
| 31. HSE Testing:  □ No plans to start offering  □ Plan to start offering  □ Plan to stop offering  □ Plan to offer additional option(s)  □ Plan to offer fewer (but at least one) | | | 32. Online HSD Programs:  □ No plans to start offering  □ Plan to start offering  □ Plan to stop offering  □ Plan to offer additional option(s)  □ Plan to offer fewer (but at least one) | | | | | | | | | 33. Local HSD Programs  □ No plans to start offering  □ Plan to start offering  □ Plan to stop offering  □ Plan to offer additional option(s)  □ Plan to offer fewer (but at least one) | | |
| **Additional Factors That May Impact Student Performance** | | | | | | | | | | | | | | |
| 34. Number of Current LEP or ELL Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | 35. Number of Current Students Enrolled in or Completed an ESL/ESOL/ELL class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | 36. Number of Current Students with a Documented Disability: \_\_\_\_\_\_\_\_\_ | | |
| 37. Main Barriers: Achieving Literacy Gains: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | 38. Main Barriers: Achieving Numeracy Gains: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| 39. Main reason(s) center stops administering TABE test to a student:  □ Attainment of 1 EFL gain  □ Attainment of the EFL 5 on Reading and the EFL 6 on Math  □ Attainment of a different EFL gain *(Please specify EFL gain and explain rationale)*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Attainment of a perfect score  □ Attainment of another EFL *(Please specify EFL and explain rationale)*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Attainment of an individualized EFL that aligns with a student’s specific career goal *(Please explain)*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Students are never exempt from follow-up TABE testing | | | | | | | | | | | | | | |
| 40. Attainment of specific TABE score requirement for graduation:  □ Yes □ No | | | 40a. Specific TABE score:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | 40b. Rationale for specific TABE score:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **Student Driver’s License (DL) Attainment** | | | | | | | | | | | | | | |
| 41. Driver’s licenses used for identification during Outreach and Admissions (OA) process:  □ Yes □ No | | 42. Number of students at entry with:  No Driver’s License/License never issued\_\_\_\_\_\_\_\_\_  Valid Driver’s License \_\_\_\_\_\_\_\_\_  Driver’s License Expired \_\_\_\_\_\_\_  Driver’s License Suspended \_\_\_\_\_  Driver’s License Revoked \_\_\_\_\_\_\_  Learner’s Permit \_\_\_\_\_\_\_\_\_\_\_  State ID only \_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | 43. Number of students at exit with:  No Driver’s License/License never issued\_\_\_\_\_\_\_\_\_  Valid Driver’s License \_\_\_\_\_\_\_\_\_  Driver’s License Expired \_\_\_\_\_\_\_  Driver’s License Suspended \_\_\_\_\_  Driver’s License Revoked \_\_\_\_\_\_\_  Learner’s Permit \_\_\_\_\_\_\_\_\_\_\_  State ID only \_\_\_\_\_\_\_\_\_\_\_ | | | |
| 44. Number of students who earned learner permits during enrollment \_\_\_\_\_\_\_\_\_\_\_\_ | | | 45. Number of students who earned driver’s license on-center during enrollment \_\_\_\_\_\_\_ | | | | | | | | | 46. Number of students who earned driver’s license off-center during enrollment \_\_\_\_\_\_\_ | | |
| 47. Number of driver’s education instructors available to center \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | 48. Number of vehicles available for behind-the-wheel instruction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | 49. Number of driving simulators available \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 50. Types of outstanding student fines required to be paid prior to obtaining driver’s license  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | 51. Types of required fees related to obtaining driver’s license  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | 52. Overall barriers to implementing Driver’s License program:  □ State requirements  □ Funding  □ Resources  □ Staffing  □ Other barriers \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | 53. Overall barriers to maintaining Driver’s License program:  □ State requirements  □ Funding  □ Resources  □ Staffing  □ Other barriers \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| 54. Describe the main barriers to creating a Driver’s License program on center for the purpose of assisting students to attain a driver’s license or learner’s permit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
| 55. Describe the main barriers to operating/maintaining a Driver’s License program on center for the purpose of assisting students to attain a driver’s license or learner’s permit  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
| 56. Center Operator-Specific Requirements for Student Entry into Driver’s Education Program:  □ Yes – Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ No | | | | | | | | | | | | | | |
| **Registered Apprenticeship Program (RAP) Opportunities** | | | | | | | | | | | | | | |
| 57a. Registered Apprenticeship (RA) Written Partnership Agreement #1:  RA Partner Name: \_\_\_\_\_\_\_\_\_\_\_  Agreement Start Date (MM/DD/YYYY): \_\_\_\_\_\_\_\_\_\_\_\_\_  Agreement Type: \_\_\_\_\_\_\_\_\_\_\_\_\_ | 57b. Registered Apprenticeship (RA) Written Partnership Agreement #2:  RA Partner Name: \_\_\_\_\_\_\_\_\_\_\_  Agreement Start Date (MM/DD/YYYY): \_\_\_\_\_\_\_\_\_\_\_\_\_  Agreement Type: \_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | 57c. Registered Apprenticeship (RA) Written Partnership Agreement #3:  RA Partner Name: \_\_\_\_\_\_\_\_\_\_\_  Agreement Start Date (MM/DD/YYYY): \_\_\_\_\_\_\_\_\_\_\_\_\_  Agreement Type: \_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | 57d. Registered Apprenticeship (RA) Written Partnership Agreement #4:  RA Partner Name: \_\_\_\_\_\_\_\_\_\_\_\_  Agreement Start Date (MM/DD/YYYY): \_\_\_\_\_\_\_\_\_\_\_\_  Agreement Type: \_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | 57e. Registered Apprenticeship (RA) Written Partnership Agreement #5:  RA Partner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_  Agreement Start Date (MM/DD/YYYY): \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Agreement Type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 58. Center’s CTT Programs Available to Students that Lead to RAs or are RA Industries:  □ Advanced Manufacturing RA → Name of Relevant CTT Program(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Construction RA → Name of Relevant CTT Program(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Energy RA → Name of Relevant CTT Program(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Financial Services RA → Name of Relevant CTT Program(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Healthcare RA → Name of Relevant CTT Program(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Hospitality RA → Name of Relevant CTT Program(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Information Technology RA → Name of Relevant CTT Program(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Telecommunications RA → Name of Relevant CTT Program(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Transportation RA → Name of Relevant CTT Program(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
| 59. Describe your state’s requirements that serve as barriers to creating/maintaining RAs and RA industry partnerships: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
| 60. Describe county/local requirements that serve as barriers to creating/maintaining RAs and RA industry partnerships: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | |
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| **Impacts of Distance Learning: Learning Gains** | | | | | | | | | | | | | | |
| 61. Describe barriers to TABE testing and academic instruction for the purpose of attaining TABE EFL gains for students participating in distance learning. | | | | | | | | | | | | | | |
| **Impacts of Distance Learning: HSD/HSE Attainment** | | | | | | | | | | | | | | |
| 62. Describe barriers to academic instruction and HSD or HSE program availability, access and ability to complete the program for the purpose of attaining an HSD or its recognized equivalent for students participating in distance learning. | | | | | | | | | | | | | | |
| **Impacts of Distance Learning: Career Technical Training (CTT) and Primary IRC Attainment** | | | | | | | | | | | | | | |
| 63. Describe barriers to technical training instruction, completion of the associated eTAR components, and attainment of associated primary Industry Recognized Credential(s) (IRCs) for students participating in distance learning. | | | | | | | | | | | | | | |
| **Resumption of Center Enrollments/On-Center Operations** | | | | | | | | | | | | | | |
| 64. Describe barriers faced by students returning to center from distance learning to successful completion of academic and/or training-related credentials and attainment of learning gains. | | | | | | | | | | | | | | |

**Privacy Act Notice:**

All request for personal information about students must be treated as requests under the Freedom of Information Act and the Privacy Act of 1974, and handled pursuant 29 CFR Parts 70 and 70a and 45 CFR Parts 160 and 164.

**Public Burden Statement:**

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents' obligation to complete this form is required to obtain or retain benefits (P.L. 113-128). Public reporting burden is estimated to average 90 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of Information. Send comments regarding this burden estimate to the U.S. Department of Labor, Division of Adult Services, Room S-4209, Washington, D.C. 20210 (Paperwork Reduction Project 1205-0025). Please do not submit completed forms to this address. ETA-9192(Rev. 05/31/2022)

**ETA-9192– Annual Center Academic Programs Review and Planning Report**

**Purpose:** The ETA is collecting, annually, information from centers on their current and future plans for academic programs related to both attaining learning gains and completing an academic credential. This form will collect information that cannot be captured through existing data systems or other sources. The information collected will allow Job Corps to better understand the academic landscape, including barriers to academic credential attainments, academic instructional needs, requirements and barriers around TABE testing used for attaining Educational Functional Level gains reported under WIOA, and future planning needs around attainment of High School Diploma credentials or recognized equivalents. No individual student-level data will be collected; all data will be aggregated or at the center-level.

**General Instructions:**

Please complete this form using information from the most current full calendar year and future plans for the upcoming program year.