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Job Corps Process Study

Final Report

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LIST OF ACRONYMS

AT – Advanced Training
ACT – Advanced Career Training
ASVAB – Armed Services Vocational Aptitude Battery
AWOL – Absent Without Leave
BCL – Business and Community Liasion
C&RT – Classification and Regression Trees
CD – Center Director
CHAID – Chi-squared Automatic Interaction Detector
CIC – Center Industry Council
CIS – Center Information System
CPP – Career Preparation Period
CTR – Career Transition Readiness
CTS – Career Transition Services
CTST – Career Technical Skills Training
CTT – Career Technical Training
DOL – U.S. Department of Labor
ESL – English as a Second Language
ETA – Employment and Training Administration
GED – General Education Development
IEP – Individualized Education Program
JTM – Job Training Match
MLR – Multiple Linear Regression
OA – Outreach and Admissions
OASIS – Outreach and Admissions Student Input System
OBS – On-Board Strength
OCT – Off-center Training
OJC – Office of Job Corps
OMS – Outcome Measurement System
OSEC – Office of the Secretary

PLS – Partial Least Squares

PMS – Performance Management System

PRH – Policy and Requirements Handbook

PY – Program Year

RA – Residential Advisor

SGA – Student Government Association

SIMON – Staff Instructional Management Online Network

SPAMIS – Student Pay and Allotment Management Information Service

TABE – Test of Adult Basic Education

TAR – Training Achievement Record

USDA – United States Department of Agriculture

WBL – Work-based Learning

WRIS – Wage Record Interchange System

EXECUTIVE SUMMARY

1. Introduction

In the fall of 2010, the Employment and Training Administration (ETA) of the U.S. Department of Labor (DOL) contracted with IMPAQ International, LLC and its partners, Battelle Memorial Institute and Decision Information Resources, Inc. (henceforth the IMPAQ team), to conduct a process study of the Job Corps program to explore and identify center-level practices that are associated with center performance outcomes. Through an examination of center practices and policies, we sought to identify best practices across centers and assess how these practices may be related to center performance.

Center practices in the following domains were examined as part of this study: (1) general center management; (2) academic training practices; (3) Career Technical Training (CTT) practices; (4) student life and development; (5) staff dynamics and culture; (6) center corporate operator oversight; (7) community and partner relations; and (8) center and student characteristics.

2. Research Methodology

This study consisted of the following four main phases: Phase 1 – conduct background research to inform the overall evaluation design; Phase 2 – develop factor analytic model and conduct site visits; Phase 3 – update factor analytic model and administer Center Director survey; and Phase 4 – analysis. Each of these activities is described below.

Phase 1 – Conduct Background Research to Inform the Overall Evaluation Design. To gain insights into the factors that may be related to center performance on particular measures, we conducted background research tasks, including interviews with Job Corps senior management and a review of a prior study that examined Job Corps impacts. The purpose of the interviews with senior management was to obtain their views about the factors they believe are related to program success. As part of this process, interviews were conducted with senior Job Corps staff at the National Office (National Director, Deputy Director, Division and Unit Chiefs) and the Regional Offices (Regional Directors). These interviews focused on obtaining insight into the current Performance Measurement System (PMS) used by the Job Corps to evaluate center performance, factors that interviewees believe affected these center performance measures, and how the current system could be enhanced to better reflect program outcomes. The interview results and the review of prior research led to the development of the Evaluation Design Plan.

Phase 2 – Develop Factor Analytic Model and Conduct Site Visits. Since the early 1980s, Job Corps has used its comprehensive PMS to set program goals, evaluate program effectiveness, and improve program performance. Over the years, the PMS has evolved to reflect Federal priorities, the Secretary of Labor’s strategic goals, and the Office of Job Corps’ priorities. The

PMS includes four Outcome Measurement System (OMS) components that quantitatively assess the effectiveness of center operators; Outreach and Admission (OA) agencies; Career Transition Service (CTS) providers; and CTT programs.

IMPAQ was asked to review the OMS and consider alternative methodologies that could be used to select centers based on performance on the key measures used by the program. For this activity, we developed a factor analytic model, which computes the correlations among a set of variables and creates factors that explain the greatest degree of the overall variance. The factor analysis was based on factor scores developed from data for the three most recent program years (PY) available at the time of the analysis: PY 2007, PY 2008, and PY 2009. Three years of data were used to provide a broad base on which to calculate center performance on particular measures that was not unduly influenced by year-to-year fluctuations in center performance.

In reviewing the results, we found that a four-factor model best represented the underlying data and was easiest to interpret. Specifically, in each of the three years, the following performance measures were highly correlated with the four factors:

- **Factor 1 – Career and Education Training:** CTT completion rate, high school diploma or GED attainment rate, and the combination of these two measures
- **Factor 2 – Academic Skills:** Literacy gains and numeracy gains
- **Factor 3 – Wages and Earnings:** Graduate wage and graduate 6-month weekly earnings that capture key aspects of the quality of job placements
- **Factor 4 – Placement:** Represented by the graduate initial placement rate and the former enrollee placement rate.

These new measures were used to categorize centers as high-performing, improving, or low-performing on each of the four factors identified by the model. Based on center factor scores, we selected centers for site visits. We conducted nine site visits to Job Corps centers:

- **Five visits to high-performing centers** – Centers that ranked in the top 20 in one of the above mentioned factors in each year, PY 2007 – PY 2009.
- **Two visits to improving centers** – Centers that ranked in the bottom half of centers in PY 2007, ranked in the top 30 in PY 2009, and had rankings in PY 2008 that were between their PY 2007 and PY 2009 values on one of the factors.
- **Two visits to low-performing centers** – Centers that ranked in the bottom 20 in one of the factors in each year, PY 2007 – PY 2009.

The purpose of these visits was to gather information about center practices and policies and identify any differences between high- and low-performing centers on particular measures. This information was also used to revise the survey instrument.

Phase 3 – Update Factor Analytic Model and Administer Center Director Survey. We updated the factor analysis described in Phase 2 using more recent center performance data (from PY 2011). Center rankings were then computed based on the sum of the average scores across each of the four factors.

Next, we developed a mail-based survey to collect detailed data from all Job Corps Center Directors on their policies, procedures, and practices related to the key domains of interest. In January 2013, Center Directors were mailed survey forms or provided an opportunity to complete the form via a fillable electronic document. As a result of multiple attempts to follow up with non-responders via email and phone, completed surveys were obtained from 119 of the 125 Center Directors, for a 95% response rate.

The Phase 3 factor analysis results were then merged with the survey data and served as the basis for analysis.

Phase 4 – Analysis. An initial set of analyses was performed on the survey data to determine the cut point that yielded the most meaningful distinctions between high- and low-performing centers. Several options were tested (top 20 or top 30 centers vs. the bottom 20 or 30 centers, top 20 centers vs. all other centers, bottom 20 centers vs. all other centers). After examining the output from each option, it was determined that the most fruitful cut point was the top 20 centers vs. the bottom 20 centers. Therefore, high-performing centers are those ranked in the top 20 based on the PY 2011 factor analysis ranking, and low-performing centers are those ranked in the bottom 20. The findings and conclusions in this report are based on these categories.

3. Findings

The survey results, together with an examination of center and student characteristics, were analyzed to identify areas where differences emerged between high- and low-performing centers. The following are the research domains analyzed, followed by the findings for each domain:

- Center Management
- General Training and Academic Training Practices
- Career and Technical Training (CTT) Practices
- Student Life and Development
- Staff Dynamics and Culture
- Center Corporate Operator Oversight
- Community and Partner Relation
- Center and Student Characteristics.

Center Management:

- Center Directors at high-performing centers have a longer tenure at their current center than those at low-performing centers, but have less Center Director experience at other centers.
- Center Directors at high-performing centers rank staff goal setting as the most influential element in improving center performance, while Center Directors at low-performing centers indicate that compliance with Job Corps policies is the most influential element.
- High-performing centers use non-OMS performance measures to monitor center progress to a greater extent than low-performing centers.
- Use of OMS and CIS is much more tightly woven into regular center management practices at high-performing centers than at low-performing centers.

General Training and Academic Training Practices:

- High-performing centers are less likely than low-performing centers to use a scheduling system that combines CTT with academic courses within a set weekly schedule.
- High-performing centers are more likely to use student-oriented methods to address student academic performance issues (e.g., Individualized Education Programs [IEPs], alternative learning opportunities based on student needs, tutoring). Low-performing centers reported using more instructor- or system-based methods (e.g., instructor training, student incentives).
- All centers offer traditional, on-center instruction in reading, math, and GED preparation; however, high-performing centers use online instruction to a lesser extent than low-performing centers.

Career and Technical Training (CTT) Practices:

- High-performing centers are more likely to use a variety of student-centered approaches to support struggling students in their CTT programs, including IEPs, one-on-one tutoring, and alternative learning opportunities.
- High-performing centers are more likely to move struggling students to a different CTT program based on students' abilities and needs.
- High-performing centers are more likely to use trade-specific benchmarks to measure student success.
- High-performing centers reported more use of center staff to address placement declines, while low-performing centers tend to work more with their CTS contractors to address deficiencies.
- Approximately equal numbers of high- and low-performing centers reported having made changes to their CTT programs in the past 2 years; however, more low-performing centers reported eliminating some CTT programs.

Student Life and Development:

- More prospective students at high-performing centers than at low-performing centers are offered an opportunity to tour the center before enrolling and take a tour of the center.
- Student diversity is emphasized during orientation to a greater extent at high-performing centers than at low-performing centers.
- High-performing centers apply a wider range of strategies to retain non-residential students, including staff-student mentorship program, a progressive behavior management system, and meetings to address students at risk of becoming absent without leave (AWOL).
- High-performing centers tend to be more proactive in preventing students from going AWOL and to use more punitive approaches in addressing safety and drug violations than low-performing centers.
- Center Directors at low-performing centers reported higher use of peer mediation to communicate center policies and procedures than at high-performing centers.

Staff Dynamics and Culture:

- High-performing centers provide incentive payments based on center OMS performance to all types of staff (e.g., academic and CTT instructors, resident staff, counselors) to a much greater extent than do low-performing centers.
- High-performing centers tend to include measures that are not used by low-performing centers when evaluating CTT instructors (e.g., initial placement metrics, overall OMS ranking).
- Center Directors at high-performing centers more often reported shadowing instructors to obtain performance information about them than Center Directors at low-performing centers.
- High-performing centers reported having fewer staff vacancies for more than 3 months than low-performing centers.

Center Corporate Operator Oversight:

- As expected, low-performing centers are more likely to receive monitoring visits or center reviews by their center corporate operator than are high-performing centers.
- Low-performing centers receive more routine update visits and are provided with other forms of assistance related to policies and procedures or training by their corporate center operator.

Community and Partner Relations:

- High-performing centers are more likely to have both their Outreach and Admissions (OA) and their Career Transition Services (CTS) partners located on center than low-performing centers.
- High-performing centers rate their OA partners as being more understanding of their centers' offerings and more open to center input than do low-performing centers.
- A best practice for sharing information between the center and the OA partner is the distribution of a monthly newsletter, which was provided to OA partners more frequently by high-performing than by low-performing centers.

Center and Student Characteristics:

- High-performing centers are smaller, on average, than low-performing centers.
- Higher percentages of students at high-performing centers complete their CTT program in such trades as transportation, construction, hospitality, and homeland security.
- The ratio of females to males is higher at high-performing centers than at low-performing centers.

4. Conclusions

Below is a summary of the major conclusions drawn from the study. While some of the practices at high-performing centers may not be easily implemented in all centers, others may be appropriate for broad adoption. Job Corps should review the conclusions listed below to assess which, if any, of the practices that are prevalent at high-performing centers should be considered for lower-performing Job Corps centers.

High-Performing Centers Use a Broader Set of Measures to Evaluate Center and Student Performance. Center Directors at high-performing centers use more non-OMS performance measures (e.g., staff feedback, student satisfaction surveys, staff vacancy rate) to monitor center progress than their peers at low-performing centers. High-performing centers also use an expanded set of measures in evaluating student progress, such as the use of trade-specific benchmarks in CTT programs.

High-Performing Centers Use More Student-focused Approaches in Addressing Student Academic Performance Issues. High-performing centers use a variety of practices to identify and work with students struggling to meet their CTT and academic requirements, such as developing Individualized Education Programs, providing alternative learning opportunities based on individual student needs, having instructors meet with students individually to discuss students' progress, and moving struggling students to a different CTT program based on their abilities and needs.

High-Performing Centers Use More Proactive Approaches to Address Student Disciplinary Issues. High-performing centers rely on more proactive approaches to promote student retention and AWOL prevention. To manage retention, high-performing centers use staff–student mentorship programs and a progressive behavior management system more often than low-performing centers. High-performing centers more frequently implement AWOL preparedness plans, involve families and peers, and hold meetings to discuss students at risk of becoming AWOL.

High-Performing Centers More Actively Engage Students Throughout Their Job Corps Experience. Staff members at high-performing centers have more frequent and higher quality interactions with students than staff at low-performing centers, beginning with outreach to prospective students and continuing through their stay on center. High-performing centers are more likely to invite prospective students to tour the center before enrolling, and more students at high-performing centers than low-performing centers take a tour of the center before arrival. There is also more direct interaction at high-performing centers between center staff and students after the training day; these interactions occur via tutoring, mentoring, recreational and leisure activities, volunteer or community service activities, art or cultural activities, and athletic activities.

Staff Members at High-Performing Centers Are Held Accountable for Center Success and Are More Frequently Provided Incentives for Successful Performance. Center Directors at high-performing centers believe that staff goal setting and attainment is an important component of center success. Staff members at high-performing centers are more likely to be held accountable for student success through the center’s performance appraisal process and more likely to be rewarded for center success. Staff members, including instructors, residential staff, counselors, and other support staff are provided with opportunities for bonuses and incentive payments based on the center’s OMS performance more frequently than at low-performing centers.

High-Performing Centers Have Stronger Relationships with Their OA and CTS Partners. Center success appears to be linked with strong, regular interactions between the Job Corps center and their OA and CTS partners. High-performing centers are more likely to have their OA partner and/or CTS partner located on center or to have the OA partner and/or CTS partner managed by the center. At high-performing centers, a higher proportion of students, on average, are recruited by the primary OA agency. As a result, high-performing centers are more likely to strongly agree that their OA partner understands the centers’ offerings, is open to input from center staff, is responsive to center issues, and is effective in recruiting appropriate students for the center’s programs.

Students at High-Performing Centers Stay on Center Longer. On average, students at high-performing centers take an additional 19 days to complete their CTT program. By requiring students to spend more time on center, students may develop additional employability skills and credentials that make them more employable and help them to maintain employment. It is also possible that students at high-performing centers stay longer on center due to the types of

trades offered at high-performing centers. It is possible that high-performing centers have more students enrolled in more rigorous trades, which, while taking longer to complete, ultimately lead to better outcomes.

There are Few Differences in Student Characteristics at Entry Between High-Performing and Low-Performing Centers. One might expect that low-performing centers have student populations – at entry into Job Corps – that are harder to serve than those at high-performing centers. However, high- and low-performing centers have similar percentages of students at each age group at enrollment and have similar percentages of students of each race. One demographic where high- and low-performing centers differ is that high-performing centers tend to have larger percentages of female students. Additionally, students’ academic achievement at enrollment is similar between high- and low-performing centers, and students’ TABE scores at enrollment are similar. An unexpected finding is that, at enrollment, more students at low-performing centers had earned a high school degree or GED than at high-performing centers. Anecdotal evidence suggests that centers often blame harder-to-serve student populations for low OMS performance; however, these results indicate that student characteristics at entry are equivalent at high- and low-performing centers.

1. INTRODUCTION AND OVERVIEW

In the fall of 2010, the Employment and Training Administration (ETA) of the U.S. Department of Labor (DOL) contracted with IMPAQ International, LLC and its partners, Battelle Memorial Institute and Decision Information Resources, Inc. (henceforth referred to as the IMPAQ team), to conduct a process study to explore and identify center-level practices that are associated with center performance outcomes. Through an examination of center practices and policies, we sought to identify best practices across centers and assess how these practices are related to center performance.

This chapter first provides an overview of Job Corps' history, followed by a description of the study's objectives and research questions. The remainder of the report is organized into the following chapters:

- Chapter 2 – Research Methodology
- Chapter 3 – Factors That Distinguish High- and Low-Performing Centers
- Chapter 4 – Conclusions.

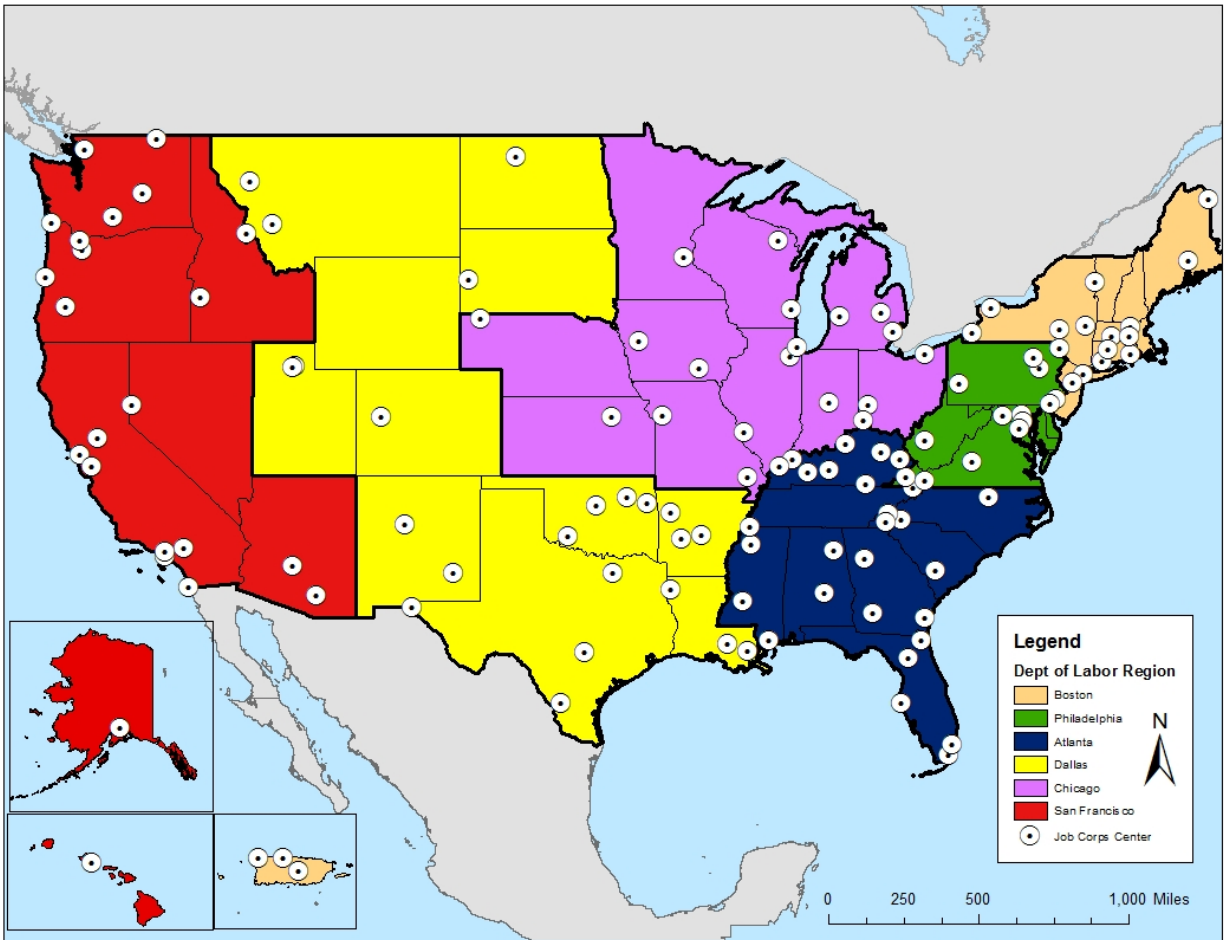
1.1 History of the Job Corps Program

In 1964, President Lyndon B. Johnson signed the Economic Opportunity Act, which established the Job Corps program. Currently, Job Corps is authorized by Title I-C of the Workforce Investment Act of 1998. The program is administered by the Office of Job Corps (OJC), within DOL, and has recently been relocated from the Office of the Secretary (OSEC) to ETA, where it had been administered prior to the 2006 Appropriations Act that mandated the move to OSEC. The move back to ETA allows Job Corps to work closely with other training and workforce development programs. The OJC is led by the National Director and is supported by six regional offices.¹

Job Corps is a comprehensive program designed to assist eligible unemployed and undereducated youth, ages 16 through 24, who can benefit from intensive education and training services to become more employable, responsible, and productive citizens. A total of 125 primarily residential Job Corps centers operate in 48 states, the District of Columbia, and Puerto Rico. The locations of the Job Corps centers are presented in Exhibit 1. Each region is shaded in a different color, and center locations are denoted with black dots.

¹ Region I, Boston; Region II, Philadelphia; Region III, Atlanta; Region IV, Dallas; Region V, Chicago; and Region VI, San Francisco.

Exhibit 1 – Map of Job Corps Centers



Job Corps provides academic training to improve students' reading and math abilities and to assist them in obtaining General Educational Development (GED) certificates or high school diplomas, career technical training (CTT) in over 100 programs, and social skills training. Job Corps also assists with career transition services and placement in jobs, higher education, and the military. The program provides dormitory-style housing, meals, medical care, and counseling to enrollees. It has a zero tolerance policy for violence and drugs. While most students enrolled in Job Corps live on center, most centers have small non-residential populations as well. Over the course of its nearly five decades of operation, Job Corps has served nearly three million young men and women.

Job Corps operates through partnerships with other government agencies, the private sector, and the local community. Private companies run most Job Corps centers, Outreach and Admissions (OA), and Career Transition Services (CTS). Companies are awarded a contract to operate a center through a competitive bidding process; contracts are generally awarded for a 2-year base period, with three 1-year options. About one-fourth of Job Corps Centers are located on Federal lands and are operated by the U.S. Department of Agriculture (USDA) Forest

Service. Individual Job Corps centers are encouraged to form partnerships with local schools, colleges, businesses, community organizations, and other agencies to provide additional resources for supporting and training students.

1.2 Study Objectives and Research Questions

Job Corps' basic program structure and essential operating guidelines are outlined in the Workforce Investment Act of 1998 and further delineated in the Job Corps Policy and Requirements Handbook (PRH). While all Job Corps centers must conform to the requirements outlined in these sources, an individual center's performance and impact on its students are likely to be influenced by many factors. Exploring the relationship between these factors and center performance will provide the Job Corps National Office with a better understanding of best practices that are associated with student success.

Thus, the primary focus of this study is on addressing the following overarching research question: ***What center practices appear to be associated with high or low center performance?*** Specifically, this study examines the following domains:

- Center management
- General training and academic training practices
- Career Technical Training (CTT) practices
- Student life and development
- Staff dynamics and culture
- Center corporate operator oversight
- Community and partner relations
- Center and student characteristics.

We addressed this primary research question by first developing a methodology for distinguishing centers' performance levels and then collecting data on the policies and practices of Job Corps centers through a mail survey to identify center policies and practices that are associated with varying levels of performance. A detailed description of the methodology we used to conduct this study is provided in Chapter 2.

2. RESEARCH METHODOLOGY

In this chapter, we describe the methodology that was used to conduct the study. We organized the research activities into four phases:

- Phase 1 – Conducted background research to inform the overall evaluation design
- Phase 2 – Constructed a factor analytic model to develop composite measures of center performance, selected centers for site visits based upon those measures, and conducted site visits to nine centers
- Phase 3 – Updated the factor analytic model using updated program data and administered a mail survey to all Job Corps Center Directors
- Phase 4 – Conducted analyses of the survey results.

Below, we describe each of these phases in detail.

2.1 Phase 1 – Background Research and Evaluation Design Report

To develop the evaluation design for this study, we performed two background research tasks:

- Conducted a series of interviews with Job Corps National Office senior management
- Reviewed the results from a previously performed study that assessed the association between center performance measures and Job Corps program impacts.²

2.1.1 Senior Management Interviews

To gain preliminary insights into the factors that may be related to center effectiveness, we conducted a series of interviews with Job Corps senior management. We interviewed the following individuals: National Director, Deputy Director, Division Chiefs (Technology, Performance and Program Support; Educational Services; Regional Offices), Unit Chiefs (two interviewees within the Division of Budget and Acquisition Support),³ and Regional Directors (Chicago, Philadelphia, San Francisco).

The goal of these interviews was to obtain senior managers' views about the factors they believed were related to program impacts. In particular, the interviews were designed to obtain insight into the current Performance Measurement System (PMS), factors that interviewees believed affect center performance measures, and how the current system could be enhanced to better reflect program outcomes. Data collected during the interviews were also used to

² Fortson, J. and Schochet, P.Z. (2011). Analysis of Associations between Contemporaneous Job Corps Performance Measures and Impact Estimates from the National Job Corps Study. Mathematica Policy Research, Inc. Submitted to the U.S. Department of Labor. ETAOP 2011-05.

³ At the time of the interviews, the position of Division Chief of Budget and Acquisition Support was vacant; we therefore interviewed two Unit Chiefs within that division.

inform the criteria to be applied in selecting centers for site visits, the design of the site visit protocols, and questions to be included on the Job Corps Center Director survey.⁴

2.1.2 Prior Study of Program Impacts

Mathematica Policy Research (MPR) was commissioned by DOL to conduct a study to assess the association between Job Corps' performance measures and program impacts.⁵ To derive center-level impacts, the study used data from the National Job Corps study, an experimental design evaluation that randomly assigned nearly 81,000 youths from late 1994 to early 1996 to either a treatment group, whose members were allowed to enroll in Job Corps, or a control group, whose members were not allowed to enroll for a period of 3 years.⁶ MPR combined these impact estimates with student intake data and Job Corps center performance measures to analyze the relationship between center performance ratings and participant impacts.

The key research question in the study was *Did higher-performing centers produce larger impacts than lower-performing centers?* The researchers concluded that center performance measures did not reflect the centers' impacts on student outcomes. The researchers hypothesized that this lack of relationship between center ranking and program impacts may have been due to the fact that most components of the PMS were not adjusted for the characteristics of students that each center served. To account for differences in student characteristics, the researchers developed regression-adjusted center performance measures. The results of these adjustments, however, were no better than the unadjusted performance measures at distinguishing between centers with larger impacts and those with smaller impacts. Thus, the researchers concluded that the PMS does not rank and reward centers on the basis of their ability to improve participant outcomes relative to what these outcomes would have been otherwise.

2.1.3 Evaluation Design Report

Based on the interviews conducted with Job Corps National Office staff and the review of the prior study of Job Corps program impacts, the IMPAQ team developed the Evaluation Design Report for the project. In the report, we identified the key tasks to be performed as part of the study, which were as follows: (1) assess the feasibility of and test a methodology for the development of an alternative performance ranking system for Job Corps centers; (2) conduct a limited set of site visits to centers classified as having different levels of performance to identify

⁴ The findings from these interviews were reported in a Memorandum titled "Findings from the Job Corps Management Interviews," January 17, 2010.

⁵ Fortson, J. and Schochet, P.Z. (2011). Analysis of Associations between Contemporaneous Job Corps Performance Measures and Impact Estimates from the National Job Corps Study. Mathematica Policy Research, Inc. Submitted to the U.S. Department of Labor. ETAOP 2011-05.

http://wdr.doleta.gov/research/keyword.cfm?fuseaction=dsp_resultDetails&pub_id=2461&mp=y

⁶ Burghardt, J., McConnell, S., Schochet, P. Z., Glazerman, S., Homrighausen, J., Jackson, R., and Johnson, T. Does Job Corps Work? Summary of the National Job Corps Study. Mathematica Policy Research, Inc. June 2001.

a preliminary set of policies and practices that differentiate high and low performers; and (3) conduct a survey of all Job Corps Center Directors to validate the initial set of policies and practices, collected through site visits, which differentiated high- and low-performing centers.

2.2 Phase 2 – Factor Analytic Model and Site Visits

Following DOL/ETA approval of the Evaluation Design Report, the first major task was to conduct a factor analysis of Job Corps performance measures to select centers to participate in site visits. Finally, we conducted a series of nine site visits to Job Corps centers. This section describes the approach used to perform these tasks.

2.2.1 Factor Analytic Model

In the early 1980s, Job Corps established a comprehensive Performance Management System (PMS) to set program goals, evaluate program effectiveness, and improve program performance. Since that time, Job Corps has developed, collected, and reported performance measures on center operations. Over the years, the PMS has evolved to reflect Federal priorities, the Secretary of Labor’s strategic goals, and Office of Job Corps (OJC) priorities. The purpose of the PMS is to help meet these various executive and legislative accountability requirements, assess centers’ accomplishments in implementing program priorities, and serve as a management tool in promoting continuous program improvement.

The PMS includes Outcome Measurement System (OMS) components that quantitatively assess the effectiveness of (1) center operators, (2) OA agencies, (3) CTS providers, and (4) CTT programs. Each assessment is based on the results achieved by students, and together they provide a comprehensive picture of all phases of the program. The OMS includes a series of measures, goals, weights, and overall ratings. The center OMS for PY 2011 consisted of 14 measures, which are divided into three categories, as shown in Exhibit 2.

Goals for center operators are established to meet or exceed Job Corps’ national goals as set by the Federal government. Eight measures have national goals, which are the same for all operators. The six measures identified by an asterisk in Exhibit 2 utilize model-based goals and are adjusted at the center level to factor in the characteristics of the students and the local environment.

Exhibit 2 – Program Year 2011 Center OMS

Performance Category	Performance Measures
Direct Center Services	<ul style="list-style-type: none"> ▪ High School Diploma/GED attainment rate* ▪ CTT attainment rate ▪ Combination High School Diploma/GED and CTT attainment rate* ▪ Average literacy gain* ▪ Average numeracy gain* ▪ Industry-recognized credential attainment rate
Short-Term Career Transition Services	<ul style="list-style-type: none"> ▪ CTT Completer Job Training Match/ Post-Secondary Credit placement rate ▪ Former enrollee initial placement rate ▪ Graduate initial placement rate ▪ Graduate average hourly wage at placement* ▪ Graduate full-time job placement rate
Long-Term Career Transition Services	<ul style="list-style-type: none"> ▪ Graduate 6-month follow-up placement rate ▪ Graduate 6-month average weekly earnings* ▪ Graduate 12-month follow-up placement rate

* The asterisk indicates that the measure utilizes model-based goals and is adjusted at the center level to factor in the characteristics of the students and the local environment.

As previously noted, one of the purposes of this study was to conduct a review of the measures included in the Job Corps PMS. To conduct this review, we developed a factor analytic model using the existing performance measures included in the OMS and two additional measures.^{7,8} The factor analytic model computed the correlations among a set of variables and created factors that explained the greatest degree of the overall variance. The model then calculated how well each measure correlated with, or “loaded on,” each factor. Based on the factor loadings, the center values on each measure in the model were then weighted to create a score for each center along each of the factor dimensions. Center rankings on each dimension were based on the factor score for that dimension.

To develop these measures, we used data from PY 2007 – PY 2009 (the three most recent program years available at the time of the analysis). Three years of data were used to provide a broad base on which to calculate center performance on each measure that would not be unduly influenced by year-to-year fluctuations in center performance. A more detailed description of the methodology for the process of developing the factor analytic model can be found in Appendix A.

⁷ The additional measures were the Wage Record Interchange System (WRIS) placement rate and a measure of student satisfaction with the Job Corps program.

⁸ This analysis was conducted in the summer of 2011, and the detailed results were reported in a memorandum to DOL/ETA titled “Memorandum on Center Rankings,” submitted July 5, 2011.

The following factors (categories of performance measures) emerged from the factor analysis results:

- **Factor 1 – Career and Education Training:** CTT completion rate, high school diploma or GED attainment rate, and the combination of these two measures
- **Factor 2 – Academic Skills:** Literacy gains and numeracy gains
- **Factor 3 – Wages and Earnings:** Graduate wage and graduate 6-month weekly earnings that capture key aspects of the quality of job placements
- **Factor 4 – Placement:** Graduate initial placement rate and former enrollee placement rate.

2.2.2 Site Visits

The next step was to select sites and conduct the site visits. The primary purpose of the site visits was to collect information that could be used to identify center policies and practices for which there is variability across high-performing, improving, and low-performing centers. Information collected during the site visits was also used to inform the development of the Job Corps Center Directors survey. The methodology for conducting the site visits is described below.

Site Selection. In consultation with DOL, we purposefully selected nine centers for site visits. These centers were chosen to represent a cross-section of the universe of centers, to the extent possible, covering variations across the following dimensions:

- Performance levels across the four factors identified in the factor analysis (i.e., high, improving, or low)
- ETA Region
- Operator (large business, small business, Federal agency)
- Center size (as measured by on-board strength [OBS])
- Urbanicity (rural or urban)
- Balance of enrollment along gender and residential/non-residential lines.

Exhibit 3 displays the demographic characteristics for each of the nine centers visited between May and August, 2012.⁹

⁹ Since identifying the performance levels of specific centers was not the focus of this report, we de-identified the centers by randomly assigning each center a number between 1 and 125. Centers are referred to by these numbers throughout the remainder of this report, rather than by their center name. We also chose not to present all of the demographic information on the centers in Exhibit 3 to ensure center anonymity.

Exhibit 3 – Major Characteristics of the Nine Centers that Received Site Visits

Center Number	Factor Status	OBS ¹	Urban or Rural	Percent Residential	Percent Male
Factor 1: Career and Education Training					
79	High-performing	216	Rural	77%	53%
125	Low-performing	167	Rural	93%	64%
Factor 2: Academic Skills					
16	High-performing	207	Rural	80%	5%
98	Improving	155	Urban	0%	50%
Factor 3: Wages and Earnings					
9	High-performing	253	Rural	96%	50%
93	High-performing	616	Urban	89%	50%
17	Low-performing	297	Rural	93%	68%
Factor 4: Placement					
4	High-performing	444	Rural	87%	57%
51	Improving	273	Urban	100%	50%

¹ OBS: On-board Strength, i.e., the number of Job Corps students, as of March, 2011

Five high-performing centers, two low-performing centers, and two improving centers—as identified by the centers’ status on one of the four factors—were visited. The centers also varied in size, from small (155 OBS) to large (616 OBS). While most centers we visited had a large majority of residential students, as most centers do, we also conducted a visit to a completely non-residential center. Finally, we visited centers with gender diversity: one center had a very small male population (5%), while another had a majority male population (68%).

Site Visits. Each of the nine site visits was 2 days in duration and was led by two members of the IMPAQ team. Site visits consisted of a series of staff and partner interviews and the conduct of a student focus group at each center.¹⁰ The IMPAQ team used a structured site visit interview protocol and a student focus group protocol in conducting the site visits. A copy of the Interview Protocol can be found in Appendix B; a copy of the Student Focus Group Protocol can be found in Appendix C.

Analysis of Site Visit Data and Use of Findings. At the conclusion of the site visits, the site visit team leader developed a high-level summary of the site visit findings, which was provided to DOL/ETA.¹¹ In addition, the research team prepared a “case study” summary for each center; these summaries are presented in Appendix D. The site visit results were also used as input for

¹⁰ During the site visit, we conducted interviews with the following staff at each center: Center Director, Deputy/Assistant Center Director(s), Academic Instruction Manager, Career Technical Training Manager, Work-Based Learning (WBL) Coordinator, Career Preparation Period (CPP) Manager, Counseling Manager, Residential Manager, Social Development Manager, Center Safety Officer (CSO), academic instructor, CTT instructor, senior administrative staff from finance and/or medical, Business Community Liaison, OA/CTS partners, community partners.

¹¹ This summary formed the basis of the “Memorandum on Initial Site Visits,” which was submitted to DOL/ETA on November 9, 2012.

revising and refining a draft version of the Center Director survey. As a result of this analysis, we were able to delete some questions from the draft survey, because the site visit interviews indicated that we were likely to receive rote, compliance-related answers to some questions, with little variance expected across centers. The findings also helped refine the response options on several questions. The site visit findings are included as part of the general findings presented in Chapter 3.

2.3 Phase 3 – Administer Center Director Survey Using Updated Factor Analytic Model

The goal of the Center Director Survey was to identify center policies and procedures that differentiate high- and low- performing centers. To compare the practices of centers, we first updated the factor analytic model developed in Phase 2 with the most recent program data (PY 2011), which allowed us to identify an up-to-date set of high- and low-performing centers. We then finalized and administered a mail survey to all Center Directors to gather information on center-level practices. This section presents our methodology for performing these activities.

2.3.1 Updated Factor Analysis

To develop the initial factor analytic model, as described in Section 2.2, we used PY 2007–PY 2009 data on Job Corps centers. However, by the time of survey administration (January 2013), this information was outdated. Therefore, for the Phase 3 factor analysis, we used the same factor analytic method from Phase 2, but used PY 2011 data (the most recent program year available).¹² However, we did not incorporate the WRIS placement rate or the measure of student satisfaction with Job Corps into the performance analysis, both of which had been included in the Phase 2 factor analysis model. The WRIS placement rate was excluded from the analysis because delays in obtaining the data caused the measure to be incomplete. The measure of student satisfaction with Job Corps was available, but was excluded as it exhibited very low loadings on all factors and was not highly correlated with the measures included in the Phase 2 factor analysis.

Similar to the earlier approach, to ensure that the summary measures of center performance developed from the factor analysis primarily reflected differences in center management practices, we first adjusted all OMS measures for differences in other characteristics that were likely to influence center performance, but that centers cannot control. Specifically, all measures were adjusted for differences in student background characteristics; the placement and earnings measures were also adjusted for differences in local labor market conditions. A multivariate regression model was estimated for each measure, and the residual from each

¹² The only OMS measure that was not included in the factor analytic model was the industry-recognized credential rate, because the data for this measure were incomplete and rapidly changing during this time period as infrastructure and reporting issues were being resolved. Additionally, the following three centers were excluded from this analysis as they were new: Ottumwa, Pinellas County, Milwaukee.

regression model was calculated to represent an indicator of adjusted center performance. The residuals for each measure were then used in estimating the factor analysis model.

The high-level results for the updated factor analysis were quite similar to the results previously found in Phase 2 of the project. Again, we found that a four-factor model best represented the underlying data and was easiest to interpret. In addition, the four factors that emerged were conceptually quite similar to the factors developed by the model in Phase 2. For three of the factors, the identical OMS measures were found to be highly correlated with the following factors:

- **Factor 1 – Career and Education Training:** CTT completion rate, high school diploma or GED attainment rate, and the combination of these two measures
- **Factor 2 – Academic Skills:** Literacy gains and numeracy gains
- **Factor 4 – Placement:** Represented by the graduate initial placement rate and the former enrollee placement rate.

The only factor that changed somewhat was **Factor 3 – Wages and Earnings**. In the Phase 3 analysis, the graduate wage and graduate 6-month weekly earnings were less correlated with this factor than during the Phase 2 analysis. In addition, several other OMS measures were also significantly correlated with this factor. These additional measures include the job-training match measure, the full-time initial job placement rate measure, and the placement rates at 6 and 12 months after initial placement. This factor thus represents an expanded indicator of the quality of initial and longer-term employment outcomes.¹³

2.3.2 Identify High- and Low-Performing Centers

As described above, the results from the Phase 3 Factor Analysis exhibited a high degree of face validity and were conceptually extremely similar to the Phase 2 Factor Analysis. This provided us with an additional degree of confidence when using the resulting factor scores to identify high- and low-performing centers for the survey analysis. In Appendix E, we present the individual and overall average scores from the updated factor analysis model. We used a simple average of the four factor scores to rank order centers and identify high- and low-performing centers.

While centers were ranked using the factor analysis scores, cut scores for high- and low-performing centers had to be determined. To identify these cut points, we ran a series of exploratory analyses that compared the survey results for the following different sets of subgroups:

¹³ It is likely that the changes in the loadings for this factor are due in part to the more recent change in the job-training match (JTM) crosswalk (which resulted in a lower, more accurate JTM rate), as well as the fact that the full-time job placement rate measure was not included in the center OMS system until PY 2010 and was therefore not a measure that centers focused on in the earlier period.

- Top 20 centers vs. bottom 20 centers
- Top 20 centers vs. all other centers
- Top 30 centers vs. bottom 30 centers
- Top 30 centers vs. all other centers
- Bottom 20 centers vs. all other centers
- Bottom 30 centers compared to all other centers.

For each of these comparisons, we tabulated each survey question and generated frequencies and percentages. For some questions with Likert-type scale responses (e.g., those indicating on a five-point scale the degree of agreement with a particular statement), we also generated binary response categories (to identify whether a respondent agreed or disagreed with the statement) and tabulated the results.

To determine the magnitude of the differences between high- and low-performing centers, we ran cross-tabulations and statistical tests of significant differences. The statistical tests were implemented using chi-squared tests of equality. We also used t-tests for survey items based on mean (average) scores.

Based on this analysis, we then examined the differences between the high- and low-performing centers to determine which cut points (e.g., top 20 or top 30) provided the most fruitful distinctions between high- and low-performing centers in terms of the results. Our review indicated that the comparison between the top and bottom 20 centers worked best in this regard. We also compared the survey results of the middle centers to the top centers and the bottom centers and found that, in most instances, the middle centers' responses fell in between those of the high- and low-performing centers, as expected.

It should be noted that the small number of completed surveys (n=119) limited the estimates of significant differences between high- and low-performing centers. Of the non-respondents, one was from a center identified as being among the top 20 centers and two were among the bottom 20 centers. Thus, there are 19 centers in the high-performing group and 18 centers in the low-performing group. Because of the small number of centers in the sample, we used a significance level of 0.15 as a guideline for determining whether such differences were meaningful to include in our analysis.

2.3.3 Comparison of Factor Rankings with OMS Rankings

As a further check on the rankings developed through the factor analysis, we compared the rankings with those resulting from the OMS. Appendix F presents the factor analysis rankings for each of the four factors and the average of the four factor scores, together with the OMS rankings. As shown in the Appendix, the top 10 centers based on the overall average factor scores are also included in the top 30 centers based on the PY 2011 OMS overall ranking. An examination of the full rankings indicates that there is considerable overlap between the factor

model and OMS rankings in the centers that are rated as high or low. Most of the variation in the rankings is found in the middle of the performance distribution, where small changes in values can lead to relatively large differences between the two rankings.

2.3.4 Center Director Survey

The purpose of the Center Director survey was to collect detailed information about center policies and practices that would differentiate between high- and low-performing centers.

Survey Item Development and Pre-testing. An initial survey instrument was prepared based on the data the IMPAQ team gathered from interviews with Job Corps National Office staff, since a copy of the survey instrument had to be included as part of the Office of Management and Budget (OMB) Paperwork Reduction Act (PRA) Clearance Process. Based on the data collected during the site visits, the team refined the survey to reduce the number of questions and to further develop response options. The resulting survey covered practices identified by the researchers during the site visits as being germane to the study's objectives. These practices included:

- Center management
- General training and academic training practices
- CTT practices
- Student life and development
- Staff dynamics and culture
- Center corporate operator oversight
- Community and partner relations
- Center and student characteristics.

The survey questions were developed to determine the extent to which practices identified from the site visits are widespread and how they are implemented in different centers. The survey included several open-ended response questions; however, the majority of the survey questions were multiple choice questions, including questions based on Likert-type scales, or questions that required a ranking of elements.

Given the importance of eliciting accurate information about sometimes subtle center practices, careful attention was paid to the design of the survey. Several survey design experts were involved in all aspects of the design process. The final questionnaire was reviewed by staff at DOL/ETA, who provided additional feedback and change requests. The IMPAQ team incorporated the DOL/ETA staff's comments, and the revised questionnaire was then approved by DOL/ETA for pre-testing.

The team then conducted a pre-test of the instrument with a convenience sample of four Center Directors.¹⁴ After each respondent completed the survey, we conducted a telephone interview with that respondent, using cognitive interviewing techniques to assess each survey question. The goal of the cognitive interviews was to assess the degree to which (1) the survey instructions and wording of the questions were clear and understandable, (2) the respondents interpreted the meaning of each question as intended, and (3) the response options were appropriate.

Based on the findings from the pre-test, the IMPAQ team again revised the instrument and submitted it to DOL/ETA for review and approval. After approval of the survey instrument, the team finalized a mail-based and a Microsoft Word version of the survey. An instruction sheet was sent with the electronic form. The final survey instrument is provided as Appendix G.

Survey Administration. The survey was administered to all Job Corps Center Directors. Centers that had satellite centers (n=5) were asked to include information about them in their responses. To gather the depth and breadth of information needed for the study, the survey included instructions to the Directors asking them to seek additional assistance from their staff, as necessary, to complete all of the survey items. We obtained a list of current Directors from the Job Corps National Directory, which was available on the Job Corps website.¹⁵

The survey was administered via mail, with an option for respondents to complete the survey via a Microsoft Word version, which was sent electronically to all Center Directors. To assist the team in obtaining a high response rate for the survey, the Job Corps National Office issued Program Instruction No. 12-21 to all Center Directors approximately one week before the survey packets were sent out. The Program Instruction included information on the purpose of the study and the survey, background information, and contact information for questions. IMPAQ staff sent out the survey packets on January 7, 2013. Each survey packet included an introductory letter from IMPAQ, a copy of Program Instruction No. 12-21, a hard copy of the survey, a prepaid FedEx return slip, and a FedEx mailing envelope. IMPAQ contact information was included in all correspondence.

Surveys were tracked as they were received. Non-respondents received three follow-up contacts: (1) an email sent 2 days after the survey was mailed to confirm receipt and provide the Microsoft Word version, (2) a telephone call 1.5 weeks after survey distribution, and (3) a final email 2.5 weeks after survey administration. During the field period, DOL also reached out to non-respondents to encourage their participation.

¹⁴ Pre-test respondents also participated in the main data collection. However, these respondents were sent a survey that highlighted the questions that had changed following the pre-test and instructed respondents to complete only those questions.

¹⁵ The National Directory can be found under "Job Corps Centers" on <http://www.jobcorps.gov/contact.aspx>.

As a result of these efforts, we received a total of 119 completed surveys out of 125 surveys distributed, for a 95% response rate. Thus, the sample size for all subsequent analysis is 119. Of the non-respondents, one was a center identified as being among the top 20 high-performing centers, two were among the bottom 20 low-performing centers, and three were in the middle group of centers, as identified by the factor analytic model discussed in Section 2.3.2. Therefore, there were 19 centers in the high-performing group and 18 centers in the low-performing group.

Data Entry and Quality Control Process. As surveys were received, they were logged into a tracking sheet and reviewed for completion. In cases where an answer was unclear, staff contacted the Center Director via telephone or email to obtain clarification regarding the response. In most cases, Center Directors responded quickly to these requests for clarification. Once clarification was obtained, surveys were prepared for data entry. We entered the survey data using double data entry procedures: all data were entered twice, the responses were compared, and corrections were made as necessary.

2.4 Phase 4 – Analysis

The analysis relied on responses from the Center Director survey, administrative data, and center status based on the identification of high- and low-performing centers discussed in section 2.3.2. The data were cleaned, a sensitivity analysis was performed, and the open-ended questions were analyzed.

2.4.1 Data Cleaning

We exported the data from the survey into a master database stored on a secure server at IMPAQ. The data were exported as a .sav file and converted into SAS and MS Excel files for the analysis. We implemented multiple rounds of data quality checks to confirm that the data were exported without any loss or distortion of content. Once the data were checked for logical inconsistencies, we created analytical variables from the survey questions, including variables that measured responses to research questions, and variables that described center characteristics.

Part of the data cleaning process included coding the qualitative responses to questions that included an “other, specify” option. All responses to these questions were reviewed to ensure that they did not fall into one of the existing response options. If a response could be recoded into one of the existing options, this was done and the response was removed from the “other, specify” field.

2.4.2 Sensitivity Analysis

To check the reliability of the results, we conducted three types of exploratory analyses: (1) partial least squares (PLS) regression, (2) classification and regression trees (CART), and (3) chi-squared automatic interaction detection (CHAID). All three methods rank factors such as survey

questions or background information based on their predictive power in identifying, classifying, or distinguishing high- and low-performing centers. Similar to the main analysis, the exploratory analyses used the six subgroups identified in Section 2.3.2 as the outcome variables.

PLS is an extension of linear regression that accommodates a large number of a highly correlated set of predictors. Both CART and CHAID are non-parametric partitioning methods, recursively identifying a variable that maximizes the prediction of high- or low-performing centers. Similar to PLS, CART and CHAID produce a list of factors by classification power and also create decision trees, which are a set of conditional if-then statements based on survey questions, to distinguish high- and low-performing centers. The decision trees provide a way to identify multi-way interaction among survey responses.

We compared the results of these analyses to the results from the primary analysis and looked for the convergence of results from the different approaches. The findings from the univariate analyses (i.e., chi-squared and t-test) were consistent with the exploratory analysis results and showed strong convergence over the three methods, thus validating our findings. While our primary analysis utilized univariate level (i.e., for each survey question) results, the more complex multivariate exploratory analysis results confirmed and complemented our main findings. Because the results from the different analyses were consistent, we report only the results from the univariate analysis.

2.4.3 Extracting and Analyzing Open-Ended Survey Questions

A number of open-ended questions in the survey required qualitative analysis. We extracted these responses from the data set and analyzed them independently from the numerical responses. Analysts applied an inductive data coding strategy, in which the data drives the identification of themes or coding categories. The data were initially categorized at the survey question level. Based on the responses, secondary categories were identified, creating a hierarchical structure. As more qualitative data were reviewed, new categories were created to accommodate different responses. Finally, the analysts adjusted the categories to ensure that they were inclusive and exhaustive.

3. FACTORS THAT DISTINGUISH HIGH- AND LOW-PERFORMING CENTERS

In this chapter, we present our findings regarding the factors that differentiate between high- and low-performing centers in each of the following domains:

- Center management
- General training and academic training practices
- Career Technical Training practices
- Student life and development
- Staff dynamics and culture
- Center corporate operator oversight
- Community and partner relations
- Center and student characteristics.

For each domain, we present three subsections. The first subsection presents differences in practices between high- and low-performing centers obtained from the survey results.¹⁶ As previously noted, we restricted our analysis to the top 20 and bottom 20 centers, identified by their factor scores, because these groups yielded the clearest differentiation between high- and low-performing centers. As described earlier, the results for the top 20 centers are based on an effective sample size of 19, because one center identified as being in the top 20 did not respond to the survey. Similarly, the results for the bottom 20 centers are based on an effective sample size of 18, because two centers identified as being in the bottom 20 did not respond to the survey.

The second subsection describes findings from the site visits that complement the survey findings. As discussed earlier, we conducted nine site visits—five visits to high-performing centers, two visits to low-performing centers, and two visits to improving centers.¹⁷ Thus, the number of site visits conducted to high- and low-performing centers was somewhat limited. Therefore, we were not always able to draw clear distinctions between high- and low-

¹⁶ Due to the small sample size, there were few differences between responses from high- and low-performing centers that were significant at the 5% level. Therefore, our analysis presents differences that are significant at the 15% level. We also include some items that, though not significant, represented general trends. We also do not report the significance level for the open-ended responses.

¹⁷ Centers were identified for site visits based on the alternative center ranking that was developed using PY 2007–PY 2009 data. High- and low-performing centers identified for the purpose of the site visits are not necessarily the same centers identified as high- and low-performing based on the survey analysis. Of the eight high-performing centers identified for the site visits, three are also considered high-performing centers based on the survey analysis. Of the four improving centers identified for the site visits, one is considered high-performing based on the survey analysis. Of the four low-performing centers identified for site visits, one is also considered low-performing based on the survey analysis.

performing centers in each domain. If no site visit findings for a particular domain were found, we did not include this subsection.

The third subsection summarizes those areas within the domain where we did not find differences between high- and low-performing centers. Interestingly, there were many areas where high- and low-performing centers followed similar policies and practices. Frequency tables that summarize the survey results are presented in Appendix H.

3.1 Center Management

Key Findings:

- Center Directors at high-performing centers have a longer tenure at their current center than those at low-performing centers, but have less Center Director experience at other centers.
- Center Directors at high-performing centers rank staff goal setting as being the most influential element in improving center performance, while Center Directors at low-performing centers indicate that compliance with Job Corps policies is the most influential element.
- High-performing centers use non-OMS performance measures to monitor center progress to a greater extent than low-performing centers.
- Use of OMS and CIS is much more tightly woven into regular center management practices at high-performing centers than at low-performing centers.

3.1.1 Survey Findings

The survey included 14 questions that addressed center management practices. These questions covered the following topic areas:

- Center Director background and experience
- Practices for obtaining feedback about center management from staff and students
- Interactions with the Regional Office
- How center staff utilize OMS results and how frequently
- Use of non-OMS measures to monitor center performance
- The Center Director's role in influencing center improvement
- Practices for addressing declines in performance in academics, CTT, and initial and long-term placement.

Center Director Experience. Center Directors at high-performing centers have more years of experience (on average) at their current center (5.0 years) than Center Directors at low-performing centers (2.7 years). Interestingly, Center Directors at high-performing centers have fewer years of experience as Center Director at other centers (1.5 years) as compared to Center Directors at low-performing centers (5.3 years) (Q1). Center Directors at high-performing centers are less likely to have earned a teaching certification than Center Directors at low-performing centers (21% vs. 44%) (Q4).

Q1. Number of years the Center Director has been in the following roles.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Total number of years as Center Director at this Job Corps center	5.0	2.7	2.3	*
Total number of years as Center Director at any other Job Corps center	1.5	5.3	-3.8	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Q4. In addition to your highest degree, what other professional certifications, credentials, and /or licensures have you attained?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Teaching certification	21	44	-23	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Monitoring Center Performance. High-performing centers are more likely to use a variety of measures, factors, and indicators to monitor and evaluate their center's performance. For example, high-performing centers are more likely to use non-OMS measures, such as ordinary separation rate (95% vs. 72%), staff feedback (95% vs. 67%), student satisfaction surveys (100% vs. 89%), Career Transition Readiness (CTR) surveys (58% vs. 33%), staff vacancies (63% vs. 39%), disciplinary terms (95% vs. 78%), DOL reviews (100% vs. 89%), and corporate reviews (100% vs. 89%) to monitor their centers (Q79).

Q79. Which of the following non OMS measures do you use to monitor the center's progress?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Staff feedback	95	67	28	**
Career Transition Readiness (CTR) survey	58	33	25	*
Staff vacancies	63	39	24	*
Ordinary separation rate	95	72	23	**
Disciplinary terms	95	78	17	*
Student satisfaction survey	100	89	11	*
DOL reviews	100	89	11	*
Corporate reviews	100	89	11	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Additionally, high-performing centers are more likely than low-performing centers to use staff focus groups to gather feedback about center management (74% vs. 50%) (Q53).

Q53. What processes are in place at your center to obtain and incorporate staff members' feedback about center management?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Staff focus groups	74	50	24	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Use of OMS to Improve Center Performance. Center Directors were asked to describe the three most effective ways that management uses the OMS performance results to improve center performance. Low-performing centers reported using OMS performance results to inform performance improvement strategies. Low-performing centers frequently reported using OMS performance results to set performance goals (44% vs. 21%), identify strengths and weaknesses (44% vs. 32%), and develop tools for improvement (22% vs. 5%). While a number of high-performing centers also reported using OMS performance results to improve center performance through these methods, the majority of these centers (53% vs. 33%) reported using OMS performance results to monitor/evaluate center performance (Q77).

One high-performing site reported that “OMS performance results provide a monthly snapshot of the center's progress and provide a realistic and useful tool in order to identify center trends (both positive and negative).”

Q77. Identify the top most effective ways that center management staff members use OMS performance results to improve center performance.			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Identify strengths and weaknesses	32	44	-12
Monitor/evaluate center performance	53	33	20
Set performance goals	21	44	-23
Develop tools for improvement	5	22	-17

Center Director Priorities in Influencing Center Performance. Center Directors were asked to rank a list of factors in terms of their ability to influence center performance. Center Directors at high-performing centers ranked staff goal setting and attainment as the most important area they used to influence center performance over the previous year. Center Directors at low-performing centers ranked compliance with Job Corps policies as their most important factor (Q54).

Q54. Rank the following areas in order of importance as part of your role as Center Director in influencing center improvement over the previous year's performance.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Staff goal setting/attainment	3.2	4.6	-1.4	**
Compliance with Job Corps policies	3.8	2.7	1.1	NS
Academic learning	4.0	3.7	0.3	NS
CTT programs	4.1	4.0	0.1	NS
Staff professional development	4.9	5.2	-0.3	NS
Integrated learning	5.5	5.7	-0.2	NS
Staff vacancies	6.0	5.7	0.3	NS
Community relationships (building, maintaining, improving)	6.1	6.9	-0.8	NS
Facility improvements	7.4	7.4	0.0	NS

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Practice or Policy with the Greatest Impact. Center Directors were asked about the one policy or practice implemented at their center that they thought had the greatest impact on center performance. High-performing centers reported mentoring programs more frequently than low-performing centers (16% vs. 6%).

One high-performing center reported that its mentorship program, in which a staff member works with a student until he/she achieves success, is its most effective practice in terms of center performance.

Low-performing centers more frequently reported policies/practices that relate to leadership/staff and academic performance. Low-performing centers frequently reported strong leadership (22%), training/professional development (11%), and a focus on academic gains as policies/practices (11%) that have the greatest impact on center performance. None of the high-performing centers reported these policies/practices (Q56).

Q56. What is the one policy or practice being implemented at your center that you think has had the greatest impact on center performance?			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Focus on academic gains	0	11	-11
Mentoring programs	16	6	10
Strong leadership	0	22	-22
Training/professional development	0	11	-11

3.1.2 Site Visit Findings

Use of OMS as a Management Tool. At high-performing centers, OMS is tightly woven into the centers’ daily or weekly routines; staff members at all levels appear knowledgeable about OMS, check the center’s rankings on a daily basis, and hold meetings to discuss the center’s performance on (at least) a weekly basis. In contrast, at improving and low-performing centers, use of OMS is inconsistent across different staff positions and does not appear to be a major part of the center’s routine. While managers at those centers may be familiar and comfortable with OMS, instructors often are not, and many staff members—especially those recently hired—admit their ignorance of OMS. Staff at one low-performing center reported continuously requesting and never receiving training on OMS (e.g., how it worked, what it counted, and how to adapt center operations to optimize OMS rankings).

Use of Center Information System (CIS). At high-performing centers, staff members at all levels rely heavily on CIS for managing their student populations; it appears to be an integral part of the center’s operations. In addition, staff members at these centers use CIS as a tool to produce consistency and to keep everyone informed about any student issues. At improving and low-performing centers, CIS use is sporadic and is not relied upon as heavily. Lower-level staff at more than one such center expressed a desire to receive more in-depth training, and several much-appreciated time-saving features of CIS were discovered only serendipitously.

3.1.3 Areas Where No Differences Emerged Between High- and Low-Performing Centers

The survey did *not* find any differences between the characteristics of Center Directors or the practices used at high-performing centers and low-performing centers related to the following: the number of years that the Center Directors have worked in youth development settings (Q2); the academic degrees of Center Directors (Q3); processes used to incorporate student feedback (both types of centers reported using meetings, surveys, focus groups, and Student Government Association (SGA) feedback, among other methods) (Q52); or the frequency with which the center's Regional Office Project Manager communicates or interacts with the Center Director (both center groups reported regular contact weekly or more frequently) (Q55).

3.2 General Training and Academic Training Practices

Key Findings:

- High-performing centers are less likely than low-performing centers to use a scheduling system that combines CTT with academic courses within a set weekly schedule.
- High-performing centers are more likely to use student-oriented methods to address student academic performance issues (e.g., Individualized Education Programs, alternative learning opportunities based on student needs, tutoring). Low-performing centers reported using more instructor or system-based methods (e.g., instructor training, student incentives).
- All centers offer traditional, on-center instruction in reading, math, and GED preparation; however, high-performing centers use online instruction to a lesser extent than low-performing centers.

3.2.1 Survey Results

Seven survey questions related to academic training practices, which covered the following topic areas:

- Academic and CTT integration
- Scheduling systems
- Practices for helping students successfully progress through training programs
- Delivery mechanism for academic instruction
- Criteria used to assign students to academic classes.

Course Delivery Methods. While all high- and low-performing centers offer on-center instruction in reading (100% for both), math (100% for both), and GED preparation (100% for both), high-performing centers are less likely to offer students alternatives to traditional, in-person course delivery on center as compared to low-performing centers. Slightly more low-performing centers offer online instruction in reading (44% vs. 21%) and math (39% vs. 21%). Low-performing centers are also more likely to provide online instruction for English as a Second Language (ESL) (33% vs. 11%). High-performing centers, however, are more likely to offer off-center instruction in ESL than low-performing centers (53% vs. 28%) (Q49).

Q49. How is academic instruction offered to your students?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Reading	Online instruction	21	44	-23	*
Math	Online instruction	21	39	-18	**
English as a Second Language	Off-center instruction	53	28	25	*
	Online instruction	11	33	-22	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Scheduling System. High-performing centers are less likely than low-performing centers to use a scheduling system that combines CTT and academics within a set weekly schedule (32% vs. 61%) or a system that alternates weeks of CTT and academics (37% vs. 64%) (Q29).

Q29. What type of scheduling system does your center use?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Alternating weeks of CTT and academic		37	64	-27	*
Combined CTT and academic (with a set weekly schedule)		32	61	-29	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Processes Used to Support Struggling Students. High-performing centers are more likely to develop Individualized Education Programs (IEPs) for struggling students (84% vs. 44%), provide alternative learning opportunities based on individual student needs (95% vs. 78%), and have instructors meet with students individually to discuss students' progress (100% vs. 89%) (Q51).

Q51. What processes are in place at your center for staff members to identify and work with students struggling to meet all of the requirements of their academic programs?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Instructors develop Individualized Education Programs (IEPs)		84	44	40	**
Instructors provide alternative learning opportunities based on individual student need		95	78	17	*
Instructors meet regularly with students individually to discuss progress		100	89	11	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

These findings are further confirmed by the analysis of open-ended responses to several survey questions. Center Directors at high-performing centers reported using more student-oriented methods to improve student academic performance outcomes. When asked about the actions they use to improve student performance, Center Directors at high-

One high-performing center noted that “instructors utilize different teaching and learning methods customized to students’ learning styles and needs” as an innovative practice for helping students successfully progress through the program. Another center reported the use of the 3 M’s (modeling, mentoring, and monitoring). Center staff members model employability skills, mentor students while practicing those skills, and monitor student progress.

performing centers mentioned tutoring and monthly/weekly reviews of student progress more frequently than the Directors at low-performing centers. In addition, 32% of high-performing centers reported case management as an innovative practice, while only 11% of the low-

performing centers reported this practice. High-performing centers also reported using an individualized approach and evaluating student progress more frequently than low-performing centers (74% vs. 56%). While 17% of low-performing centers reported using academic requirements in helping students to progress through academic or CTT programs, none of the high-performing centers reported this practice (Q31).¹⁸

Q31. What top three innovative policies, processes or practices do staff members implement at your center to help students successfully progress through academic and/or CTT programs?			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Academic requirements	0	17	-17
Case management	32	11	21
Individualized approach	16	0	16
Review of student progress	74	56	18
Tutoring for academics or GED	26	39	-13

Center Directors at low-performing centers also reported that they use instructor training/professional development (17% vs. 0%), division of academic classes by TABE scores (11% vs. 0%), and student incentive programs (22% vs. 5%) more frequently than high-performing centers (Q80a).¹⁹

Q80a. Please describe any procedures or actions taken by center staff to prevent or address any declines in performance and increase positive outcomes on measures related to academic performance (GED/HSD completion and literacy and numeracy gains).			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Divided academic classes by TABE scores	0	11	-11
Instructor training/professional development	0	17	-17
Student incentive program	5	22	-17

3.2.2 Site Visit Findings

Differences in Academic Philosophy. Further distinctions between the academic practices of high- and low-performing centers were revealed during the site visits. A difference was apparent in academic philosophies. High-performing centers stress integrated applied academic and CTT instruction (e.g., learning construction math in math class), combined with a degree of individualized student attention. In contrast, one improving center and both low-performing centers stress outright academic improvements (leaving at a higher grade level or attaining a GED/HSD). One high-performing center also noted the value of its computer lab for after-hours self-paced enrichment learning. More than one low-performing center hopes to attain a similar facility “someday.”

¹⁸ This analysis is based on open-ended responses; no tests of significance were conducted.

¹⁹ This analysis is based on open-ended responses; no tests of significance were conducted.

3.2.3 Areas Where No Differences Emerged Between High-and Low-Performing Centers

In a number of areas related to academic training, the survey results indicated that high- and low-performing centers use similar practices: (1) the frequency with which centers use a variety of activities to ensure the integration and alignment of academic instruction and CTT (e.g., staff cross-training, cross-departmental staff panels for evaluating student progress, or staff or management work groups on curriculum coordination) (Q27); (2) the extent to which centers adjust the schedules and distribution of academic instruction and CTT for each student (Q30); 3) the extent to which *all* students are enrolled in academic classes at the center (Q50); and (4) the criteria for identifying students who need not be enrolled in academic classes (i.e., have a GED or HS diploma at entry, have high TABE scores) (Q50a).

3.3 Career and Technical Training Practices

Key Findings:

- High-performing centers are more likely to utilize a variety of student-centered approaches to support struggling students in their CTT programs, including IEPs, one-on-one tutoring, and alternative learning opportunities.
- High-performing centers are more likely to move struggling students to a different CTT program based on students' abilities and needs than are low-performing centers.
- High-performing centers are more likely to use trade-specific benchmarks to measure student success.
- High-performing centers reported more use of center staff to address placement declines, while low-performing centers tend to work more with their CTT contractors to address deficiencies.
- Approximately equal numbers of high- and low-performing centers reported having made changes to their CTT programs in the past 2 years; however, more low-performing centers reported eliminating some CTT programs.

3.3.1 Survey Results

The survey included 18 questions about center CTT practices. Questions covered the following topic areas:

- Recent changes in program offerings (additions, eliminations, modifications)
- Programs with unfilled slots and waitlists
- Availability of Advanced Training (AT) and off-center programs
- Policies for waitlists and placing students
- Policies and processes for assisting students who do not meet program requirements
- Adequacy of materials, supplies, and resources
- Tools for measuring student success.

Processes Used to Support Struggling Students. High-performing centers have more processes in place to work with students struggling to meet the requirements of their CTT programs. The survey results indicate that high-performing centers are more likely to assist struggling students by developing IEPs (84% vs. 44%), providing opportunities for students to participate in one-on-one tutoring (100% vs. 83%), offering alternative learning opportunities based on student needs (95% vs. 78%), and requiring struggling students to take additional CTT coursework to address their skills gaps (37% vs. 11%). High-performing centers are also much more likely to move struggling students to a different CTT program based on students’ abilities and needs than are low-performing centers (74% vs. 33%) (Q47).

Q47. What processes are in place at your center for staff members to identify and work with students that are struggling to meet all of the requirements of their CTT program?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Students are moved into a different program based on their abilities/needs	74	33	41	**
Instructors develop Individualized Education Programs (IEPs)	84	44	40	**
Students are required to take additional CTT course work	37	11	26	**
Instructors provide opportunities for students to get one-on-one tutoring (i.e., peer-to-peer or student-teacher)	100	83	17	**
Instructors provide alternative learning opportunities based on individual student needs	95	78	17	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Similar to the results identified in the academic and training domain, the CTT findings are supported by an analysis of the open-ended responses. High-performing centers reported more frequently than low-performing centers (21% vs. 6%) that they create individualized student plans/academic improvement plans to prevent or address declines in CTT-related performance. Combined with the other strategies that high-performing centers utilize, it is clear that staff at these centers use more tools than their counterparts at low-performing centers to identify and work with struggling students. Both high-performing (21%) and low-performing (28%) centers frequently reported implementing trade instructor performance plan/corrective action plans to prevent or address any declines in performance and increase positive outcomes on measures related to CTT-related performance (Q80b).²⁰

One high-performing site reported that “CTT Instructors are consistently and proactively identifying specific student needs and resources to ensure a student’s positive outcome. Methods include but are not limited to restructuring instruction techniques, materials, and peer-to-peer instruction.”

Q80b. Please describe any procedures or actions taken by center staff to prevent or address any declines in performance and increase positive outcomes on measures related to CTT related performance (CTT completion and industry recognized credential attainment).			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Create individualized student plans/academic improvement plan	21	6	15
Implement trade instructor performance plan/corrective action plan	21	28	-7

²⁰ This analysis is based on open-ended responses; no tests of significance were conducted.

Measuring Student Success in CTT Programs. Center Directors at high-performing centers also reported using various tools and resources to measure student success in CTT programs compared to low-performing centers. For example, high-performing centers are more likely to use trade-specific benchmarks to track student performance (95% vs. 61%) (Q48).

Q48. What tools or resources does the center use to measure student success or performance in CTT programs?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Trade specific benchmarks	95	61	34	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Changes in CTT offerings. Half of the low-performing centers (50%) reported making changes to their CTT offerings in the past 2 years, while 37% of the high-performing centers reported doing so (Q32). Approximately the same percentage of high-performing and low-performing centers reported adding programs (32% and 39%, respectively) or modifying existing programs (21% and 33%, respectively); however, fewer high-performing centers than low-performing centers (16% vs. 44%) reported eliminating CTT offerings (Q32a).

Q32. Have any changes occurred at your center in the last 2 years with regards to your CTT offerings?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes	37	50	-13	NS
No	63	50	13	NS

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Q32a. What changes were made to the CTT offerings?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Added programs	32	39	-7	NS
Eliminated programs	16	44	-28	**
Modified existing programs	21	33	-12	NS

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Approaches Used to Address Performance Declines Related to Initial and Long-term Student Placements. In the analysis of open-ended responses, it was found that Center Directors at high-performing centers rely primarily on center staff and often conduct placement activities themselves rather than relying solely on the CTS contractor for addressing declines in short-term placements. They rely on center staff (non-CTS) to conduct placement activities (21%) and hold them accountable for placement goals (11%) more frequently than the low-performing centers (11% and 0%, respectively) (Q80c).²¹

As one high-performing center noted, "All staff is responsible for placement. We cannot depend on an outside source to do what weighs so heavily on our statistics. We try to place all students prior to leaving the center."

²¹ This analysis is based on open-ended responses; no tests of significance were conducted.

Q80c. Please describe any procedures or actions taken by center staff to prevent or address any declines in performance and increase positive outcomes on measures related to initial placement performance (graduate and former enrollee initial placement, graduate full time job placement, JTM/PSC placement, and graduate average hourly wage).

Response Options	Top 20	Bottom 20	Difference
	%	%	
Center staff accountable for placement goals	11	0	11
Placement activities conducted by center (non-CTS) staff	21	11	10

To address declines in long-term student placements, high-performing centers appear to rely more heavily on follow-up with placed students than do low-performing centers. High-performing centers more frequently reported regular follow-up with placed students as a means for preventing/addressing declines in performance on measures related to long-term placement as compared to low-performing centers (37% vs. 22%).²² In contrast, low-performing centers appear to rely more on tracking students and working with the CTS contractors on strategies for preventing/addressing declines in performance and increasing positive outcomes that relate to initial placement performance. Low-performing centers reported regular tracking of placements (pending and placed) (17%) and regular meetings/calls with CTS contractors (17%) more frequently than high-performing centers (5% and 0%, respectively) (Q80d).²³

One high-performing center reported using career advisors who periodically contact students in their case loads to ensure continued employment. If a student is not employed, the career advisor provides additional placement services.

Q80d. Please describe any procedures or actions taken by center staff to prevent or address any declines in performance and increase positive outcomes on measures related to long term placement performance (graduate 6 month and 12 month follow up placements and graduate 6 month follow up earnings).

Response Options	Top 20	Bottom 20	Difference
	%	%	
Regular follow-up with placed students	37	22	15
Regular meetings/calls with CTS contractor	0	17	-17
Regular tracking of placements	5	17	-12

3.3.2 Site Visit Findings

During the site visits high- and low-performing centers reported similar practices regarding teacher certifications, a priority on students obtaining credentials, and tools to track center progress. However, high-performing centers appear to have more robust relationships with their Industry Councils—two high-performing centers noted that Industry Council involvement was very significant in terms of feedback and improving students’ employability. In contrast, one low-performing center noted that its council’s role needed to be enhanced because meetings were sparsely attended.

²² This analysis is based on open-ended responses; no tests of significance were conducted.

²³ This analysis is based on open-ended responses; no tests of significance were conducted.

3.3.3 Areas Where No Differences Emerged Between High- and Low-Performing Centers

In a number of areas related to CTT, no significant differences between high- and low-performing centers were found, including whether the center used a cohort model (Q28); the factors considered by staff when placing new students into CTT programs (e.g., student age, academic abilities, trade interest, trade availability) (Q35); and activities offered to students to help them in selecting CTT programs (e.g., assistance in developing career goals, career counseling, assistance in developing a Personal Career Development Plan) (Q36). Nor were any differences found relative to the procedures used when students are wait-listed for their first-choice CTT program (Q41) or do not meet the academic prerequisites for a CTT program (Q41), although slightly more low-performing centers allow students to enroll in a CTT program simultaneously with enrollment in the required academic classes (Q42).

There were also no differences in the responses provided by Center Directors at high- and low-performing centers regarding their assessment of their CTT programs in the following aspects, among others: having sufficient training-related materials and equipment, having ample opportunities for students to obtain industry certification or pre-apprenticeship status, having sufficient instructors, or offering students opportunities and time for project-based learning activities (Q44).

3.4 Student Life and Development

Key Findings:

- More prospective students at high-performing centers than at low-performing centers are offered an opportunity to tour the center before enrolling and actually take a tour of the center.
- Student diversity is emphasized during orientation to a greater extent at high-performing centers than at low-performing centers.
- High-performing centers apply a wider range of strategies to retain non-residential students, including utilizing a staff-student mentorship program, using a progressive behavior management system, and holding meetings to address students at risk of becoming Absent Without Leave (AWOL).
- High-performing centers tend to be more proactive in approaches to preventing students from going AWOL and to use more punitive approaches in addressing safety and drug violations than low-performing centers.
- Center Directors at low-performing centers reported higher use of peer mediation to communicate center policies and procedures than at high-performing centers.

3.4.1 Survey Results

The survey included 16 questions regarding student life, culture, and development. Questions covered the following topic areas:

- Outreach to prospective students
- Housing arrangement policies
- Orientation structure and content

- Mechanisms for influencing student behavior
- Initiatives and policies geared towards serving younger and non-residential students
- AWOL and student retention policies
- Safety and drug violation policies
- Availability of recreational, leisure, leadership, and other student activities.

Student Entry and Orientation. While both high- and low-performing centers reported inviting prospective students to tour the center and sending brochures to prospective students, the degree to which each practice is utilized differs significantly. High-performing centers are much more likely than low-performing centers to invite prospective students to tour the center before enrolling (84% vs. 56%) (Q11). More students at high-performing centers than low-performing centers actually take a tour of the center before arrival (60% vs. 28%). On the other hand, Center Directors at low-performing centers more frequently (94% vs. 68%) indicated that they send brochures describing the center to prospective students than do Center Directors at high-performing centers (Q12).

At one high-performing center, interested students are invited for a tour on-center, where they are asked to dress and act as if they are attending a job interview. If students are still interested after the tour, they are invited for an interview, including a night stay, which OA staff thinks gives them a better preview of center life.

Q11. Which of the following does your center (not OA Partner agencies) provide to prospective students?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
An invitation to tour the center	84	56	28	**
A brochure or other material describing the center and its training offerings	68	94	-26	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Q12. What percent of enrollees at your center have physically toured the center before their arrival?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
% of enrollees touring the center before arrival	60	28	32	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Distinctions between high- and low-performing centers were also found to be related to the content of the orientation provided to prospective students. High-performing centers are more likely than low-performing centers to put a great emphasis on diversity during orientation²⁴ (74% vs. 39%), while low-performing centers are more likely than high-performing centers (78% vs. 53%) to put a great emphasis on recreational activities (Q16).

²⁴ High- and low-performing centers have similar proportions of students who are white, black, and Hispanic. The extra emphasis on diversity is likely not due to more diverse student populations.

16. How much emphasis do you put on each of the following areas during your new student orientation?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Diversity	Great emphasis	74	39	35	**
Recreational activities	Great emphasis	53	78	-25	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Housing Assignments. Differences emerged between high- and low-performing centers with regard to the process used to make housing assignments. More low-performing centers (28%) than high-performing centers (5%) use enrollment cohorts, based on a group of students who enroll at the same time, as part of their housing assignment process (Q13).

13. Please identify all criteria used for making housing assignments for new students at your center.					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
By enrollment cohorts		5	28	-23	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Student Involvement in Communicating Policies and Procedures. Interestingly, more Center Directors at low-performing (78%) than high-performing centers (47%) indicated that they use peer mediators as a method for communicating center policies and procedures. Peer mediation is a formal process in which a group of students facilitate dispute resolution between two or more students. While not statistically significant at the .15 level, more high-performing centers reported having a structured system that individually matches younger students with older peers than did low-performing centers (68% vs. 50%) (Q18).

18. In which of the following ways does your center involve students to communicate policies and procedures and/or influence student behavior?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
The use of peer mediators (i.e., a formal process by which a group of students facilitate dispute resolution among two or more students)		47	78	-31	**
A structured system that matches new students with students who have been on center longer		68	50	18	NS

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

High-performing centers reported using peer mediators as a leadership opportunity for students to a greater extent than low-performing centers. Although 79% of high-performing centers indicated that 10% or more of their students serve as peer mediators, mentors, or educators, only 55% of low-performing centers reported this (Q25).

25. What types of leadership opportunities are available to students at your center, and what proportion of your current student population participates in these opportunities?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Peer mediators, mentors or educators	10% or more participate	79	55	24	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Strategies to Retain Residential and Non-residential Students. Almost three-quarters of high-performing centers (74%) reported using a staff–student mentorship program to help retain non-residential students, while just 50% of low-performing centers reported this practice. While not statistically significant at the .15 level, several other practices were reported at high-performing centers that were less frequently used at low-performing centers, including use of a progressive behavior management system (74% vs. 56%), holding at-risk meetings to address students at risk of becoming AWOL (84% vs. 67%), regular staff meetings to address non-residential student barriers (68% vs. 56%), and student tutorial programs (53% vs. 44) (Q23).

23. What practices and strategies does your center utilize to successfully retain non residential students at your center?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Staff-student mentorship program	74	50	24	*
Use of a progressive behavior management system	74	56	18	NS
Hold at-risk meetings to address students at risk of AWOL	84	67	17	NS
Regular staff meetings to address non-residential student barriers	68	56	12	NS
Student tutorial program	53	44	9	NS

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Additional practices related to student retention were identified in the open-ended survey questions. While high- and low-performing centers reported some similar practices as being effective in retaining students within the first 60 days, high-performing centers more frequently reported mentoring (74% vs. 5%), meeting students’ needs (26% vs. 11%), and effective program integration (42% vs. 28%). Low-performing centers reported extended programming (22%) and pre-arrival programming (17%) as effective retention practices during a student’s first 60 days at the center. High-performing centers, however, did not report either of these practices.²⁵ (Q17)

Mentoring programs reported by high-performing centers included center staff paired with students as well more senior students paired with new students. One site reported a First Friends/Big Sisters program that pairs identified student leaders with new students throughout their first 60 days at the center. The First Friends/Big Sisters assist the new students in all areas of adjusting to center life.

Q17. What are your center s most effective practices related to student retention during students first 60 days?			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Extended programming	0	22	-22
Meeting students' needs	26	11	15
Mentoring	74	5	69
Pre-arrival programming	0	17	-17
Program integration	42	28	14

²⁵ This analysis is based on open-ended responses; no tests of significance were conducted.

AWOL Prevention Practices. The majority of high-performing centers (58%) reported that having an AWOL preparedness plan is one of the most effective practices in managing AWOL issues; only 11% of the low-performing centers reported having such a plan. High-performing centers also reported parental/family/peer involvement as an effective practice in this area much more frequently than low-performing centers (42% vs. 17%).

Examples of AWOL preparedness from high-performing centers include consistently meeting with students to discuss their progress and employing a Retention Specialist.

Low-performing centers appear to use more reactive practices in managing AWOL issues: as 22% of low-performing centers reported that their efforts to retrieve students who have gone AWOL are an effective practice in addressing AWOL issues, while only 5% of high-performing centers reported this to be the case (Q21).²⁶

Q21. Please identify what you believe are the three most effective practices or strategies that your center uses to manage student absent without leave (AWOL) issues.			
Response Options	Top 20	Bottom 20	Difference
	%	%	
AWOL preparedness	58	11	47
Parental/family/peer involvement	42	17	25
AWOL retrieval efforts	5	22	-17

Preventing Safety and Drug Violations. High-performing centers appear to prefer more punitive methods for preventing safety and drug violations, while low-performing centers appear to utilize more positive methods. A total of 16% of high-performing centers also reported that taking disciplinary action is an effective practice in this area, while none of the low-performing centers reported using this practice. And while 22% of low-performing centers reported using incentives to prevent safety violations and/or drug-related violations, none of the high-performing centers reported doing so (Q22).²⁷

At one high-performing center, staff stressed that the key to their success is consistency. They indicated that when all staff members are on the same page about addressing misconduct and handle it swiftly and in a consistent manner, students know what to expect and can operate within those established boundaries.

Q22. Please identify what you believe to be the most effective practices you use on center to prevent safety violations and/or drug related violations.			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Disciplinary action	16	0	16
Incentives	0	22	-22

²⁶ This analysis is based on open-ended responses; no tests of significance were conducted.

²⁷ This analysis is based on open-ended responses; no tests of significance were conducted.

3.4.2 Site Visit Findings

Through the site visits, additional differences in student life and development practices were found between high- and low-performing centers. High-performing centers tend to enjoy positive staff and student cultures, while staff and student cultures at improving and low-performing centers vary. For example, at one high-performing center, the Center Director reported summarily dismissing all students with significant disciplinary issues. In contrast, at a low-performing center that perpetually struggles to maintain adequate OBS (occupancy), many staff—and even students—reported their frustration at how seldom misbehaving students are terminated and how significant a distraction and disincentive their continuing presence is to students who are highly motivated to be successful. Low-performing centers also reported a strong need for additional staff in Wellness and Counseling to prevent predictable disciplinary incidents that impact overall center performance.

Another noteworthy difference is that at high-performing and improving centers, participation in social and recreational activities is dependent on student behavior. Students who do not meet the minimum color card level (or similar behavior management system) are not allowed to participate in certain activities until their behavior improves.

3.4.3 Areas Where No Differences Emerged Between High- and Low-Performing Centers

High- and low-performing centers did not differ on the method used for delivering the orientation to students or the length of the orientation session (Q14, Q15). With the exception of a greater emphasis on diversity in the orientation at high-performing centers and on recreational activities at low-performing centers, there were few differences in the emphasis placed on various topics covered during orientation (e.g., Job Corps mission, student rights and responsibilities, Career Success Standards, residential life) (Q16).

A majority of both high- and low-performing centers did not have policies for younger students (16–17 years old) that were different from those for older students (Q19). And, for those centers that did have different policies, both high- and low-performing centers seem to utilize similar policies (Q20). High- and low-performing centers also offered a similar set of recreational, leisure, and student activities and clubs to their students (e.g., on-center structured and unstructured activities, off-center trips) (Q24).

3.5 Staff Dynamics and Culture

Key Findings:

- High-performing centers provide incentive payments based on center OMS performance to all types of staff (e.g., academic and CTT instructors, resident staff, counselors) to a much greater extent than do low-performing centers.
- High-performing centers tend to include measures that are not used by low-performing centers when evaluating CTT instructors (e.g., initial placement metrics, overall OMS ranking).
- Center Directors at high-performing centers more often reported shadowing of instructors to obtain performance information about them than Center Directors at low-performing centers.
- High-performing centers reported having fewer staff vacancies for more than 3 months than low-performing centers.

3.5.1 Survey Results

There were 17 survey questions related to staff dynamics and culture, covering the following topic areas:

- Initiatives for creating a positive working environment
- Frequency of interactions and meetings with center staff
- Frequency of interactions between center staff and students
- Mechanisms for gathering information on staff performance
- Measures included in instructor performance appraisals
- Bonus and incentive offerings for center staff
- Processes for improving instructor performance
- Resources and tools provided to new staff
- Supports and training provided to instructors
- Staff to student ratio
- Staffing and vacancy information
- Barriers to filling vacant staff positions and retaining quality staff.

Use of Bonuses and Incentive Payments. High-performing centers are more likely to reward staff with bonuses and incentive payments based on the center’s OMS performance than are low-performing centers (89% vs. 67%) (Q81). The percentage of high-performing centers with staff eligible for incentive payments, by staff type, compared to low-performing centers is as follows: academic instructors (58% vs. 28%), CTT instructors (58% vs. 28%), residential staff (47% vs. 22%), counselors (53% vs. 28%), and other support staff (63% vs. 22%) (Q82).

Q81. Are center staff members eligible for incentive payments, bonuses, or other benefits depending upon the center's OMS performance results?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Yes		89	67	22	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Q82. Please indicate whether the following staff are eligible for incentive payments, bonuses, or other incentives based upon the center's OMS performance results:					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Other support staff	Incentive payments	63	22	41	**
Academic instructors	Incentive payments	58	28	30	**
CTT instructors	Incentive payments	58	28	30	**
Residential staff	Incentive payments	47	22	30	*
Counselors	Incentive payments	53	28	25	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Staff Meeting Frequency. At high-performing centers, 74% of Center Directors indicate that their staff meets weekly or more often for project planning meetings, as compared to only 39% of Center Directors at low-performing centers. Additionally, 79% of high-performing centers meet weekly or more often to plan recreational, leisure, or other after-hours activities, while only 50% of low-performing centers do so (Q70).

Q70. Approximately how frequently do the following types of meetings occur?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Project planning meetings	Weekly or more often	74	39	35	**
Meetings to plan recreational, leisure or other after-hours activities	Weekly or more often	79	50	29	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Staff-Student Interactions. There is also more direct interaction between center staff and students after the training day at high-performing centers than at low-performing centers: 89% of Center Directors at high-performing centers indicated that academic and CTT staff interact with students outside the classroom for tutoring or mentoring activities daily or weekly, as compared to 78% of Center Directors at low-performing centers.

While not significant at the .15 level, additional results suggest that more staff at high-performing centers than at low-performing centers interact daily or weekly with students in other areas as well, such as recreational and leisure activities (48% vs. 28%), volunteer or community service activities (26% vs. 11%), arts or cultural activities (21% vs. 11%), and competitive sports or athletic activities (31% vs. 22%) (Q71).

Q71. On average, how frequently do center academic and CTT staff typically interact with students outside the classroom in the following activities?

Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Project planning meetings	Daily or weekly	89	78	11	**
Recreational or leisure activities	Daily or weekly	48	28	20	NS
Volunteer or community service activities	Daily or weekly	26	11	15	NS
Arts or cultural activities	Daily or weekly	21	11	10	NS
Competitive sports or athletic activities	Daily or weekly	31	22	9	NS

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Staff Performance Review Process. Measures included in the performance appraisal system for academic instructors are very similar across high- and low-performing centers. The only element where high- and low-performing centers differ is the inclusion of overall center OMS performance or overall OMS performance ranking. All of the Center Directors at high-performing centers (100%) reported that this measure is used in performance reviews of academic instructors, while 89% of Center Directors at low-performing centers reported including this measure (Q60).

Similar trends emerged in relation to the performance appraisal system measures used to evaluate CTT instructors. Center Directors at high-performing centers more frequently include the following measures in CTT instructors' performance appraisals: initial placement metrics (84% vs. 56%), overall center OMS performance or overall OMS performance ranking (100% vs. 89%), and performance of individual students in the CTT program according to the staff member's instructional area (100% vs. 89%) (Q61).

Q60. What measures are included in the performance appraisal system for academic instructors?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Overall Center OMS Performance or Overall OMS Performance Ranking		100	89	11	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Q61. What measures are included in the performance appraisal system for CTT instructors?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Other initial placement metrics (e.g., Percent of students who enter an initial placement within 30 days of separation; percent of students who enter an apprenticeship program)		84	56	28	*
Performance of individual students in the CTT program according to staff's instructional area (e.g., percent of student completing 80% or more of the TAR, percent of students completing project-based training or CTST)		100	89	11	*
Overall Center OMS Performance or Overall OMS Performance Ranking		100	89	11	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

All high- and low-performing centers use classroom observations to gather information on staff performance, while about half of each group also used curriculum planning reviews (42% of high-performing centers, 50% of low-performing centers). The only difference that emerged in this area was that Center Directors of high-performing centers use shadowing of instructors (63%) to a greater extent than those at low-performing centers (39%) (Q59).

Q59. What mechanisms are used to gather information on staff performance?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Shadowing	63	39	24	*
Classroom observations	100	100	0	NS
Curriculum planning reviews	42	50	-8	NS

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Staff Vacancies. Staff vacancies appear to be related to center performance. Low-performing centers have more positions vacant for more than 3 months than high-performing centers for academic and CTT instructors (1.6 vs. 0.6), 2) residential staff (3.5 vs. 1.5), and center management staff (1.5 vs. 0.5) (Q64a).

Q64a. Best estimate of the number of FTEs that were vacant for more than 3 months.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
FTE academic and CTT instructor positions	0.6	1.6	-1.0	**
FTE residential staff positions	1.5	3.5	-2.0	*
FTE center management staff positions	0.5	1.5	-1.0	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

3.5.2 Site Visit Findings

More Frequent Staff–Student Interactions. Student-counselor meetings are held daily or weekly at high-performing centers, while low-performing centers more often reported monthly meetings. At one high-performing center, residential staff members are reportedly more involved in recreation activities, which are considered to have had a great impact on the center’s OMS ranking.

Among low-performing centers, some line staff members believe that staff communication needs improvement, across departments and across shifts. At one low-performing center, staff cited a clear need for better emergency communication options in the event of student incidents. Instructional staff also reported often being held accountable for student behavior not realistically within their control, such as attendance in their classes. They also felt that managers spent too much time in meetings and were at times unavailable to support line staff.

Staff Hiring. Staff at one of the federally operated Job Corps centers noted that Federal personnel practices cripple the hiring process at the center. They indicated that delays in filling positions have historically exceeded 15 months, including vital roles such as counselors, and at times staff vacancies were more than 20% of the full-time equivalency (FTE) count. This center is also unable to promote from within or reliably hire staff with Job Corps experience due to hiring restrictions in place.

3.5.3 Areas Where No Differences Emerged Between High- and Low-Performing Centers

There were no differences in the ways that Center Directors attempt to create a positive working climate at their centers. Center Directors at both high- and low-performing centers use regular meetings with their staff and management team, hold special events for staff, and provide feedback to staff outside their regular performance appraisals, among other methods (Q57).

The survey results also indicated that there is no difference between Center Directors at high- and low-performing centers regarding their frequency of interaction with various staff members (e.g., center management staff, academic and CTT instructors) and students. The only exception was that more Center Directors at high-performing centers meet daily with the counseling staff than Center Directors at low-performing centers (Q58).

All of the Center Directors reported that specific OMS measures are used as indicators in the performance appraisals for management staff (Q62). There were also no differences in the specific OMS used (Q62a).

There were no significant differences in the staff–student ratios for various Job Corps positions. However, it appears that there is a lower student-to-staff ratio for academic instructors/managers in high-performing centers than in low-performing centers (Q63b). There were also no differences in the number of FTEs that are waived (staff that do not meet the minimum educational and experience qualifications specified in the Policy Requirements Handbook guidelines) at high- and low-performing centers (Q63c).

Center Directors at high- and low-performing centers were consistent in their rankings of the barriers to filling vacant staff positions at their center. The rank order of these barriers (from largest to smallest) for both groups is as follows: (1) salary and benefits, (2) minimum staff qualifications or experience, (3) availability of applicants with a commitment to serving youth, (4) the application and interview process, (5) center location, and (6) the center’s reputation in the community (Q65).

Center Directors at high- and low-performing centers also share similar views about the barriers to retaining quality staff. They ranked these barriers (from largest to smallest) as follows: (1) salary and benefits offered, (2) work schedule or hours, (3) minimum staff qualifications or experience needed, (4) work culture, (5) center location, (6) student conduct, and (7) personal safety (Q66).

No differences emerged between high- and low-performing centers with regard to the types of training and professional development supports and opportunities provided to staff in their first 90 days of employment (e.g., staff training, orientation, learning opportunities) (Q67). Nor were there any differences in processes or procedures in place to improve instructor performance (Q69).

3.6 Center Corporate Operator Oversight

Key Findings:

- As expected, low-performing centers are more likely to receive monitoring visits or center reviews by their center corporate operator than are high-performing centers.
- Logically, while not statistically significant, low-performing centers tend to receive more routine update visits and be provided with other forms of assistance related to policies and procedures or training by their corporate center operator than are high-performing centers.

3.6.1 Survey Results

The survey included three questions related to corporate oversight. These questions addressed:

- The frequency of communication with the corporate operator of the Job Corps center
- The extent to which the corporate operator visits the center to provide various types of technical assistance and support
- The type of technical assistance provided by the corporate operator to the center.

Center Corporate Operator Oversight and Support. Overall, center corporate monitoring appears to have a significant impact on center performance in just a few areas. Low-performing centers are more likely than high-performing centers to receive a monitoring visit or a center review from their center corporate operator more frequently than annually (72% vs. 42%). Conversely, high-performing centers are more likely to receive these visits annually or less frequently (58% vs. 28%). Low-performing centers are also more likely than high-performing centers to receive help with strategies geared towards improving the center’s OMS performance more frequently than annually (94% vs. 75%).

While not statistically significant at the .15 level, additional results confirm this finding. Low-performing centers are also more likely, more frequently than annually, to receive routine update visits (95% vs. 75%), be provided with training (94% vs. 74%), or be provided assistance with policy, procedures, or delivery (100% vs. 84%). It may be that these differences exist because low-performing centers have been targeted by their center corporate operators for additional assistance and support due to ongoing performance issues, while high-performing centers do not require as much oversight and review (Q84).

Q84. How frequently do management, executive, or other staff members from your center corporate operator visit your center to:					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Conduct a monitoring visit or center review	More frequently than annually	42	72	-30	**
Help with strategies to improve center OMS performance	More frequently than annually	74	94	-20	*
Conduct a routine update visit	More frequently than annually	75	95	-20	NS
Provide training	More frequently than annually	74	94	-20	NS
Provide assistance with policy, procedures, or service delivery	More frequently than annually	84	100	-16	NS

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

3.6.2 Areas Where No Differences Emerged Between High- and Low-Performing Centers

There were no differences between high- and low-performing centers with regard to the frequency of communication between the center corporate operator and the Center Director. Center Directors at high-performing centers and low-performing centers both indicated that they communicate with the center corporate operator either every few days or on a daily basis (Q83).

No differences were found with regard to the amount of assistance provided by the center corporate operator in a number of areas, such as development of standard operating procedures; development of strategies, internal controls, and management policies to maintain or improve service delivery; training requirements for center staff, curricula, or delivery; or hiring, professional development, and personnel management, among others (Q85).

3.7 Community and Partner Relations

Key Findings:

- High-performing centers are more likely to have both their Outreach and Admissions (OA) and their Career Transition Services (CTS) partners located on center than low-performing centers.
- High-performing centers rate their OA partners as being more understanding of their centers' offerings and more open to center input than low-performing centers.
- A best practice for sharing information between the center and the OA partner is the distribution of a monthly newsletter, which was provided to OA partners more frequently by high-performing centers than by low-performing centers.

3.7.1 Survey Results

Eleven survey questions were related to staff dynamics and culture. These questions covered the following topic areas:

- Location and management of OA and CTS agencies
- Quality and accuracy of services and information provided by the OA agency
- Frequency of interactions with the OA agency
- Use of a Business and Community Liaison
- Strategies and practices for interacting with employers and the community
- Relationships with community partners.

Center Interaction and Relationship with their OA and CTS Partners. Center success appears to be linked with strong, regular interactions between the Job Corps center and their OA and CTS partners. For example, high-performing centers are more likely to have their OA partner (63% vs. 17%) or CTS partner (63% vs. 33%) located on center or to manage the OA partner (42% vs. 22%) or CTS partner (53% vs. 28%) (Q5). Additionally, at high-performing centers a higher

proportion of their students, on average, are recruited by their primary OA partner (82% vs. 70%) (Q6b).

Q5. Please indicate below whether any of your Outreach and Admissions (OA) or Career Transition Services (CTS) partners are co located on center, and whether, as of December 31, 2012, they are under center management.					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Located on center	OAS partner	63	17	46	**
	CTS partner	63	33	30	**
Located off center	OAS partner	58	89	-31	**
	CTS partner	47	78	-31	**
Managed by center	OAS partner	42	22	20	*
	CTS partner	53	23	30	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Q6b. Percent of students recruited by OA partner in PY 2011:					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		Mean	Mean		
Percent of students recruited by OA partner		82	70	12	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

As a likely by-product of this closer physical relationship with their OA partners, Center Directors in high-performing centers were more likely than Center Directors in low-performing centers to strongly agree that their OA partner understands the center's offerings (63% to 28%), is open to input from center staff (42% vs. 6%), is responsive to center issues (42% to 11%), and is effective in recruiting appropriate students for the center's programs (26% vs. 6%) (Q7).

Q7. Thinking about your relationships with the OA partner identified in Q6, please indicate your level of agreement with the following items:					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Understands center offerings	Strongly agree	63	28	35	**
Is open to input from center staff	Strongly agree	42	6	36	**
Is responsive to center issues	Strongly agree	42	11	31	**
Is effective in recruiting appropriate students for the center's programs	Strongly agree	26	6	20	*

Interestingly, the same OA partner is responsible for recruiting the most students at 40% of the low-performing centers (Q6a).²⁸

²⁸ This analysis is based on open-ended responses; no tests of significance were conducted. Partner agencies have been de-identified.

Q6a. Name of agency that recruits the most students to your center:			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Partner 1	5	0	5
Partner 2	11	39	-28
Partner 3	11	0	11
Partner 4	5	0	5
Partner 5	5	0	5
Partner 6	0	6	-6
Partner 7	0	6	-6
Partner 8	5	11	-6
Partner 9	5	0	5
Partner 10	5	0	5
Partner 11	0	6	-6
Partner 12	0	6	-6
Partner 13	5	0	5
Partner 14	11	11	0
Partner 15	5	6	-1
Partner 16	5	0	5
Partner 17	5	6	-1
Partner 18	5	6	-1
Partner 19	11	0	11

Finally, over 60% of high-performing centers communicate with their OA partners via a center newsletter distributed monthly. Half of the low-performing centers (50%) do not distribute a center newsletter at all (Q9).

Q9. Thinking about ALL of your center's OA partners, please specify how frequently your center provides the following activities and types of information to OA staff members to familiarize them with your center?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Center newsletters	Monthly	63	17	46	**
	Quarterly	26	33	-7	NS
	Annually or less than annually	0	0	0	NS
	Never	11	50	-39	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Relationships with Outside Entities. Although not statistically significant at the 15% level, some trends emerged with regard to Center Directors' perceptions of the strength of their relationships with outside partner organizations or programs. For example, a higher percentage of Center Directors at high-performing centers than at low-performing centers indicated they have strong relationships with vocational training programs (68% vs. 50%), local government and chambers of commerce (79% vs. 67%), and health and wellness services (79% vs. 67%). A higher percentage of low-performing centers than high-performing centers indicated that they have strong relationships with referral, career services, and job placement agencies (67% vs. 42%), and other social services agencies (44% vs. 11%) (Q74).

Q74. Please rate the strength of your relationships with the following resources, services, and partners.					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Vocational training programs	Strong relationship	68	50	18	NS
Local government and chambers of commerce	Strong relationship	79	67	12	NS
Health and wellness services	Strong relationship	79	67	12	NS
Referral agencies, career services, and job placement	Strong relationship	42	67	-25	NS
Other social service agencies	Strong relationship	11	44	-33	NS

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Information Provided by the OA Partner to Prospective Students. There were few differences between high- and low-performing centers with regard to the information provided to new students by OA partners. More Center Directors at high-performing centers indicated that their OA partners provided sufficient information on center culture and dorm life (79% vs. 44%). More Center Directors at low-performing centers indicated that their OA partners provide information on the zero tolerance policy (100% vs. 84%) and CTT program differences/prerequisites (61% vs. 32%) (Q8).

Q8. In answering this question, please refer to the OA partner identified in Q6. Thinking about the information your OA partner provides to new students, do you think that your OA partner provides sufficient information on the following topics?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Center culture and/or dorm life	Yes	79	44	35	*
Job Corps' Zero Tolerance (ZT) policy	Yes	84	100	-16	**
Career Technical Training (CTT) program differences and their prerequisites	Yes	32	61	-29	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Interactions with the Local Community. More high-performing centers than low-performing centers are likely to use job shadowing as a strategy to facilitate student involvement in the community (100% vs. 83%). Interestingly, 17% of the low-performing centers offered students an opportunity to earn the Presidential Volunteer Service Award, while none of the high-performing centers offered this opportunity (Q75).

Q75. What strategies or practices does your center employ to facilitate students interaction with your local community?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Job shadowing	100	83	17	**
Offer students the Presidential Volunteer Service Award if meet requirements	0	17	-17	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

3.7.2 Site Visit Findings

Further distinctions emerged from the site visits with regard to community and partner relations. While high-performing and improving centers enjoy cordial community relations, low-performing centers reported striving to overcome negative reputations or incidents from the past. To help overcome these perceptions, they frequently seek out local volunteering opportunities for students to interact with the community.

3.7.3 Areas Where No Differences Emerged Between High- and Low-Performing Centers

Aside from the more frequent distribution of monthly newsletters to their OA partners by high-performing centers, there were no significant differences between high- and low-performing centers with regard to the types or frequency of communication between centers and their OA partners (e.g., on- or off-center staff orientations, emails, regular check-ins) (Q9). Center Directors at high- and low-performing centers also did not differ in their survey responses about the frequency of communication about pre-arrival or on-center activities/interactions (Q10).

The majority of Center Directors at both high-performing centers and low-performing centers reported having someone fulfilling the role of BCL. (Q72). There were also no differences in the responses related to the strategies or practices used by centers to establish partnerships with employers and provide job opportunities for students (e.g., Work-based Learning [WBL] partnerships, BCL visits to prospective employers, inviting employers to serve as guest speakers). (Q73)

3.8 Center and Student Characteristics

Key Findings:

- High-performing centers are smaller, as measured by on-board strength and staff size, on average, than low-performing centers.
- Students at high-performing centers took an additional 19 days, on average, to complete their CTT program as compared to students at low-performing centers.
- The ratio of females to males is higher at high-performing centers than at low-performing centers.

While center and student characteristics are not always within a center's direct control, it is interesting to note that several center and student characteristics were closely associated with whether a center is a high or low performer.

3.8.1 Survey and Administrative Data Results

Center and Staff Size. Although not statistically significant, high-performing centers are slightly smaller, on average, than low-performing centers. For PY 2011, the planned OBS for high-performing centers was 326 students compared to 414 students at low-performing centers.

On Board Strength (OBS)				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Planned OBS PY 2011	326	414	-88	NS

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

The survey results indicate that high-performing centers tend to have fewer staff, on average, than low-performing centers. The average numbers of staff at high-performing centers, as compared to low-performing centers, are as follows: academic instructors/managers (7.7 vs. 11.4), CTT instructors/managers (9.5 vs. 13.7), residential staff (21.8 vs. 28.7), and counseling staff (5.5 vs. 7.0). The only exception was the recreational specialist position, for which high-performing centers have slightly more positions, on average, than low-performing centers (5.8 vs. 5.5 positions) (Q63a).

Q63a. Indicate the number of FTEs employed by the center serving in each of the following key positions:				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Recreational specialist	5.8	5.5	0.3	NS
Counseling staff	5.5	7.0	-1.5	*
Academic instructor/manager	7.7	11.4	-3.7	*
CTT instructor/manager	9.5	13.7	-4.2	*
Residential staff	21.8	28.7	-6.9	NS

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Length of Stay. Overall, students at high-performing centers stay an average of 316 days at the center as compared to 259 days for students at low-performing centers. Analysis of Job Corps performance measures related to length of stay showed that a higher percentage of students at high-performing centers separate as graduates (68% vs. 56%), stay at least 90 days (85% vs. 78%), and enter a trade (86% vs. 80%). For those measures that are “negative,” a lower percentage of students at high-performing centers exit as Level 1 Zero Tolerance (ZT) (9% vs. 11%), separate as former enrollees (16% vs. 21%), and separate as uncommitted (13% vs. 18%).

Length of Stay Measures				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	%	%		
Percentage of students that separate as graduates	68	56	12	**
Percentage of students that stayed at least 90 days	85	78	7	**
Percentage of students that entered a trade	86	80	6	**
Percentage of students that exited as Level 1 ZT	9	11	-2	**
Percentage of students that separate as former enrollees	16	21	-5	**
Percentage of students that separate as uncommitted	13	18	-5	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Length of Stay Measures				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Length of stay (average # of days)	316	259	57	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Length of Time to Complete Main CTT Program. The average length of time that it takes students to complete their main CTT program is related to student success. On average, students at high-performing centers take an additional 19 days to complete their CTT program.

Length of Time to Complete Main CTT				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Average number of days to complete CTT	196	177	19.0	*

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

Student Gender. While both high- and low-performing centers have majority male populations, high-performing centers tend to have relatively smaller male populations. On average, the male population at high-performing centers is 52%, compared to 61% at low-performing centers.

Gender				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
% male	52	61	-9	**
% female	48	39	9	**

** - Significant at 0.10, * - Significant at 0.15, NS - Not Significant

3.8.2 Areas Where No Differences Emerged Between High- and Low-Performing Centers

There were no differences between high- and low-performing centers related to the location and size of the center, as well as the economic characteristics of the placement county, as measured by the following variables drawn from Job Corps administrative data from PY 2011:

- Job Corps region in which the center was located
- Size of the center as measured by OBS – either planned or actual
- Characteristics of the placement counties (e.g., annual wage, unemployment rate, percentage of families in poverty).

In terms of student demographics, no differences were found between high- and low-performing centers related to:

- Student age at entry
- Race of the students
- Students' TABE scores.

There were also no differences found between high- and low-performing centers in the length of time from student enrollment to the start of their trade, nor were there any differences in the percentage of students whose first CTT industry matched their first-choice industry.

4. CONCLUSIONS

Job Corps has been in existence for nearly 50 years and centers are bound by the requirements of the Policy and Requirements Handbook (PRH), a set of well-developed policies, systems, and approaches that are used across the Job Corps system. In addition, Job Corps employs a common performance measurement system (OMS) to evaluate all Job Corps centers. As a result, in many respects, Center Directors may be limited in their ability to make changes about how their individual centers are run. While, as expected, there are many policies and practices that are similar across high- and low-performing centers, we identified a number of areas in which high and low-performing centers differ.

Below we summarize the center practices that differ between high- and low-performing centers.²⁹ Many of the practices employed by high-performing centers are discrete, replicable practices that could be implemented program-wide. We recommend that Job Corps review the policies and practices employed by high-performing centers and determine which are appropriate for potential adoption across all centers.

1. High-Performing Centers Use a Broader Set of Measures to Evaluate Center and Student Performance

Center Directors at high-performing centers use more non-OMS performance measures to monitor center progress than their peers at low-performing centers. Center Directors at high-performing centers reported using the following measures more frequently: the ordinary separation rate, staff feedback, student satisfaction surveys, CTR surveys, staff vacancies, disciplinary terms, and DOL and corporate reviews.

Center Directors at high-performing centers also reported using an expanded set of tools and resources to measure student success in CTT programs, such as trade-specific benchmarks to track student performance.

2. High-Performing Centers Use More Student-focused Approaches to Address Student Academic Performance Issues

High-performing centers reported using a variety of practices to identify and work with students struggling to meet their CTT and academic requirements. High-performing centers utilize the following supports more often than low-performing centers:

- Developing Individualized Education Programs (IEPs)

²⁹ The differences presented in this section are based on the identification of high- and low-performing centers as a result of the factor analysis conducted in Phase 3. We did not conduct a comparable analysis of the differences between high- and low-performing centers using OMS rankings. A comparison of the rankings used for this report to the OMS rankings indicates some similarity. See Appendix F for a full comparison.

- Providing alternative learning opportunities based on individual student needs
- Having instructors meet with students individually to discuss students' progress
- Providing opportunities for students to participate in one-on-one tutoring
- Requiring struggling students to take additional coursework to address their skills gaps
- Moving struggling students to a different CTT program based on students' abilities and needs.

In addition, high-performing centers rely more on traditional, instructor-led courses, and offer fewer opportunities for online instruction compared to low-performing centers, which offer more online instruction for reading, math, and ESL.

3. High-Performing Centers Use More Proactive Approaches to Address Student Disciplinary Issues

High-performing centers rely on more proactive approaches for retention issues and AWOL prevention. To manage retention, high-performing centers reported utilizing staff–student mentorship programs and a progressive behavior management system more often than low-performing centers. Similar trends exist in AWOL prevention policies. High-performing centers utilize AWOL preparedness plans, involvement by families and peers, and meetings to discuss students at risk of becoming AWOL as effective practices in this area much more frequently than low-performing centers.

4. High-Performing Centers More Actively Engage Students Throughout their Job Corps Experience

Staff members at high-performing centers have more frequent and higher quality interactions with students than staff members at low-performing centers. These interactions begin with outreach to prospective students and continue throughout their stay on center. High-performing centers are more likely to invite prospective students to tour the center before enrolling. In fact, more students at high-performing centers than low-performing centers take a tour of the center before arrival.

There is also more direct interaction at high-performing centers between center staff and students after the training day at high-performing centers; these interactions occur via tutoring, mentoring, recreational and leisure activities, volunteer or community service activities, art or cultural activities, and athletic activities.

5. Staff Members at High-Performing Centers Are Held Accountable for Center Success and More Frequently Provided Incentives for Successful Center Performance

Center Directors at high-performing centers believe that staff goal setting and attainment is an important component of center success. When asked to rank a list of factors in terms of their

ability to influence center performance, Center Directors at high-performing centers ranked staff goal setting and attainment as the most important.

Furthermore, staff members at high-performing centers are more likely to be held accountable for student success through the center's performance appraisal process and more likely to be rewarded for center success. Staff members, including instructors, residential staff, counselors, and other support staff, are provided with opportunities for bonuses and incentive payments based on the center's OMS performance more frequently than at low-performing centers.

6. High-Performing Centers Have Stronger Relationships with their OA and CTS Partners

Center success appears to be linked with strong, regular interactions between the Job Corps center and their OA and CTS partners. High-performing centers are more likely to have an OA partner and/or CTS partner located on center or to have the OA partner and/or CTS partner managed by the center. At high-performing centers, a higher proportion of students, on average, are recruited by the primary OA agency. Furthermore, high-performing centers are more likely to strongly agree that their OA partner understands the center's offerings, is open to input from center staff, is responsive to center issues, and is effective in recruiting appropriate students for the center's programs.

7. Students at High-Performing Centers Stay on Center Longer Than Students at Low-Performing Centers

On average, students at high-performing centers take an additional 19 days to complete their CTT program and stay on center for an additional 57 days. As we heard during the site visits, some centers have more stringent graduation requirements that go beyond Job Corps' minimum requirements for graduation. By requiring their students to spend more time on center, it is possible that students develop additional employability skills and credentials that make them more employable, thus helping them maintain employment. It is also possible that students at high-performing centers stay longer on center due to the types of trades offered at high-performing centers. Some trades require more rigorous training and take longer to complete. It is possible that high-performing centers have more students enrolled in these more rigorous trades, which, while taking longer to complete, ultimately lead to better outcomes.

8. There Were Few Differences in Student Characteristics at Entry across High- and Low-Performing Centers

Anecdotal evidence suggests that centers often blame harder-to-serve student populations for low OMS performance; however, the results of this study indicate that student characteristics at entry are equivalent at high- and low-performing centers. High- and low-performing centers have similar percentages of students at each age group at enrollment and have similar percentages of students of each race. Additionally, students' academic achievement at enrollment is similar between high- and low-performing centers; students' TABE scores at

enrollment are also similar. Unexpectedly, we found that a higher percentage of students at low-performing centers had earned a high school degree or GED at enrollment than at high-performing centers.

One demographic where high- and low-performing centers differ is that high-performing centers tend to have larger percentages of female students. On average, the female population at high-performing centers is 48% compared to 39% at low-performing centers.

**APPENDIX A. DETAILED FACTOR ANALYTIC MODEL
AND SITE SELECTION METHODOLOGY**

DETAILED FACTOR ANALYTIC MODEL AND SITE SELECTION METHODOLOGY

1. Objectives

To maximize what could be learned from site visits about practices that differentiate center success, it was important to select a group of centers that exhibited a range of performance levels. In addition, to the extent possible, the centers to be visited should also vary on management and other characteristics (e.g., contractor, size) that might be related to center success. By visiting a wide variety of centers, we would be able to identify practices high-performing centers follow that are not followed in low-performing centers. In this section, we describe the methodology that we used to rank centers across key dimensions and the criteria that we used to identify candidate centers to visit.

2. Factor Analytic Model Methodology

To develop measures of center performance on key dimensions, we used a factor analytic model.³⁰ The factor analytic model computes the correlations among a set of variables and creates factors that explain the greatest degree of the overall variance. The method then calculates how well each measure is correlated with, or “loads on,” each factor. Based on the factor loadings, the center values on each measure in the model are weighted to create a score for each center along each of the factor dimensions. Center rankings on each dimension are based on the factor score for that dimension.

The analysis used data for the most recent three program years available at the time of the analysis: PY 2007, PY 2008, and PY 2009. Three years of data were used to provide a broad base on which to calculate center performance on each measure that was not unduly influenced by year-to-year fluctuations in center performance. This approach also enabled the identification of centers whose performance has been consistently high or consistently low, as well as centers that have demonstrated improved performance.

³⁰ The center ranking analysis was conducted by the IMPAQ team in the summer of 2011. The detailed results were reported in a Memorandum titled “Memorandum on Center Rankings” submitted to DOL on July 5, 2011, with an Addendum submitted on August 19, 2011.

The indicators of performance included in the factor analysis included the following:

- All of the in-program, immediate placement, and longer-term post-placement measures in the OMS³¹
- A job placement measure developed using Wage Record Interchange System (WRIS) data³²
- A measure of student satisfaction with the Job Corps program.³³

It is important to recognize that these performance indicators are affected not only by the backgrounds and abilities of the students served and the labor markets in which these students search for jobs (factors that, to a great extent, are not controllable by center operators), but also by center management approaches and practices (factors that are more controllable by these operators).

To ensure that the center ranking system developed from the factor analysis primarily reflects differences in management and other controllable factors, we first adjusted all of the measures for differences in other characteristics that were likely to influence center performance but that centers cannot control. Specifically, all measures were adjusted for differences in student background characteristics; the placement and earnings measures were also adjusted for differences in local labor market conditions.³⁴ To create the adjusted values for each measure, we estimated a multivariate regression model and calculated the residual—the portion of the outcome that is not explained by the variables in the regression model. The residual represents our measure of adjusted center performance. A large positive residual indicates that, after controlling for other factors, the performance of the center in question is considerably higher than expected; similarly, a large negative value for the residual indicates that the center's performance is considerably below expectations.

At a high level, the results of the factor analysis were robust over each of the different time periods, numbers of factors identified and the ease/difficulty of factor interpretation and consistency with key program objectives. In reviewing the results, we found that a four-factor

³¹ The Job Corps Center OMS during this period included as many as 13 different measures. Five of the measures captured in-program outcomes related to academic and CTT accomplishments; five of the measures focused on immediate placement-related outcomes; and three measures corresponded to longer-term placement and earnings outcomes.

³² The placement measure created from the WRIS data is the percentage of students employed in the first complete calendar quarter after program exit.

³³ The student satisfaction measure is based on graduates' responses to the 13-week post-program survey and represents the percentage of students who reported that the center they attended was either excellent or very good, on a five-point scale, in preparing them for employment or further schooling.

³⁴ Student background characteristics used in the adjustment process include age, race, gender, initial Test of Adult Basic Education (TABE) scores, pre-test barriers to GED attainment, highest grade completed, high school degree or GED at entry, and industry of training. Placement and earnings measures were also adjusted for the county unemployment rate, county average earnings, county poverty rate, and state minimum wage.

model best represented the underlying data and was easiest to interpret. Specifically, in each of the three years, the following categories of performance measures emerged from the factor analysis results:

- **Factor 1 – Career and Education Training:** CTT completion rate, high school diploma or GED attainment rate, and the combination of these two measures
- **Factor 2 – Academic Skills:** Literacy gains and numeracy gains
- **Factor 3 – Wages and Earnings:** Graduate wage and graduate 6-month weekly earnings that capture key aspects of the quality of job placements
- **Factor 4 – Placement:** Graduate initial placement rate and former enrollee placement rate.

No other measures were highly correlated with any factor. The site selection process was based on the center performance for each of the factors.

3. Site Selection Methodology

To identify high- and low-performing centers along each factor of center success, our plan involved selecting centers that exhibited consistently high or consistently low performance for a particular factor across all three program years (PY 2007–PY 2009). In addition, as noted, we included a third group of centers that demonstrated significant improvement in performance on a factor. Specifically, the site selection plan included the following:

- **Consistently high performers** – For each factor, centers that ranked in the top 20 for that factor in each year, PY 2007–PY 2009
- **Consistently low performers** – For each factor, centers that ranked in the bottom 20 for that factor in each year, PY 2007–PY 2009
- **Improving centers** – For each factor, centers that ranked in the bottom half of centers in PY 2007 and ranked in the top 30 in PY 2009 for that factor, and that had rankings in PY 2008 that were between their PY 2007 and PY 2009 values for that factor (total of four centers).

By selecting a mix of high-performing, low-performing, and improving centers on each key dimension of program performance (career and education training, academic skills, wages and earnings, and placement), we expected to gain valuable information on identifying effective program practices across a range of centers. Centers were given performance scores for each of the four factors individually; they were not given a composite score. Therefore, a high-performing center on one factor does not necessarily represent a high-performing center across all factors or in the aggregate.

In addition to performance on the four factors presented above, we took other elements into consideration when selecting centers for site visits. To ensure a diverse group of centers that likely differed on various aspects of management approaches and practices, we selected

centers to ensure variation in geographic location, differences in center operators (private and USDA Forest Service), and differences in the size of the operator (small business and others). Finally, we sought to ensure variation across Job Corps contractors and contractor size. For the most part, Job Corps centers are operated by large business contractors. For example, in recent years, approximately 70% of the centers are managed by five contractors, all of which are large businesses (Adams and Associates, Career Systems Development Corporation, Management Training Corporation, Minact, Inc., and Res Care Inc.). In addition to these large contractors, a number of small businesses (including small disadvantaged businesses and woman-owned businesses) operate Job Corps centers.

Centers that were ultimately selected for site visits are presented in the exhibit below.

Center Number	Factor Status	OBS ¹	Urban or Rural	Percent Residential	Percent Male
Factor 1: Career and Education Training					
79	High-performing	216	Rural	77%	53%
125	Low-performing	167	Rural	93%	64%
Factor 2: Academic Skills					
16	High-performing	207	Rural	80%	5%
98	Improving	155	Urban	0%	50%
Factor 3: Wages and Earnings					
9	High-performing	253	Rural	96%	50%
93	High-performing	616	Urban	89%	50%
17	Low-performing	297	Rural	93%	68%
Factor 4: Placement					
4	High-performing	444	Rural	87%	57%
51	Improving	273	Urban	100%	50%

¹ On-board strength (OBS), i.e., the number of Job Corps students, as of March, 2011.

APPENDIX B. CONDENSED SITE VISIT PROTOCOL

JOB CORPS PROCESS STUDY - SITE VISIT PROTOCOL

Introduction/Purpose of the Study

Thank you for agreeing to speak with us today. My name is <name> and this is <name>, and we are researchers from IMPAQ International, a public policy research organization based in the Washington, D.C. area. IMPAQ International and its subcontractors, Battelle Memorial Institute and Decision Information Resources, are under contract with the U.S. Department of Labor, Employment and Training Administration to explore associations between Job Corps center practices and student outcomes. ETA hopes to gain useful information for its future programmatic development and for technical assistance purposes to help the program as a whole get even better at serving the students. As part of the study we're conducting site visits to 16 Job Corps centers. In each site, we'll be speaking with key center staff, such as you, as well as with representatives of the operating organization and selected community partners.

We are here today to listen, observe and learn so that we can get a better, more nuanced understanding of the practices and policies your center has in place in such areas as management, student life, staffing, career development, academic and CTT instruction, and career transition. We are here to get your ideas about what makes a center succeed or fail. Needless to say, we are not going to audit or assess your work, and this visit is entirely distinct from any monitoring visits with which you may be familiar. Your responses will be kept private within the limits of the law and will not be shared with anyone outside our research team. Only a general summary of this visit without names or other references to any specific individuals will be presented to our project officer in ETA's evaluation unit. This project will culminate in a final report that will synthesize and aggregate responses from different centers and individuals and will not attribute statements to any particular individual.

We have a lot of ground to cover in our time together. Given this limited time, I may have to push the interview along.

<Name> will be taking notes during our interview, but if it is OK with you, I would also like to tape record our session to help me remember what you said. Do we have your consent to record this interview? (Turn on tape recorder unless the respondent objects).

Information Collected Prior to the Visit

In order to be as efficient as possible, the following information will be solicited from each planned respondent in advance of the site visits:

A. Respondent Information	<u>Respondent Categories</u>
▪ What is your current (title(s))? Please briefly describe what you do.	All
▪ How long have you worked at this center?	All
▪ How long have you worked in the Job Corps program?	All
▪ What other roles have you had in Job Corps or other youth development or education settings, for how long, and where?	All
▪ Please tell us about your educational background and any professional credentials, awards, or society memberships you may hold.	All
 B. General Questions	
▪ What are some key attributes one needs to be successful in your job?	All
▪ How do you define success in what you do?	All
▪ Tell us about your interactions with students. Probe: Frequency, formal v informal, scheduled/unscheduled.	All
▪ What is the relationship like between center management and students? Probe: How often and on what occasions do senior managers – including the center director – usually interact with students? Describe these interactions.	AIM, CIM, WBL, CPP, CoM, PLC, SDM, CSO, Aln, CIn, RA, SrS, BCL
▪ Do you think the center has a mission? If so, what is it? How is it conveyed to staff and students?	All
▪ What have been some of the major policy, organizational, and operational emphases in recent years? Have you found any to be challenging to implement? Why? What would you suggest be done differently concerning that initiative?	All

C. Leadership and Use of the Outcome Measurement System (OMS)

- Discuss the strengths, shortcomings, and characteristics of the center’s leadership. (Prompts if necessary: “Leadership” here is meant as both the individuals in the center’s administration and the attribute of influencing others and setting the tone. We want to hear your thoughts on both of those aspects).

All
- How — and how frequently — do you use the OMS performance results?
Probe: For what purpose(s)?

CD AIM CIM
WBL CPP CoM
PLC SDM Aln
Cln RA SrS
OAC RPM
- Which OMS measures do you think are the most important? Why?

CD AIM CIM
WBL CPP CoM
PLC SDM Aln
Cln RA SrS
OAC RPM
- Are there measures not included in the OMS that you use to monitor the center’s progress?

CD SrS RPM
- Is information provided to management and line staff members showing the relationship between their/your daily activities and the center’s OMS performance?

CD AIM CIM
Aln Cln

D. Organization of Student Services

- What pre-arrival activities does your center offer for new students? (Prompts if necessary: welcome letter, brochure describing the center, invitation to tour the center, telephone call to welcome the student, email communication, other)

SDM RA OAC
- Do students receive an orientation to the center when they arrive (*not* CPP)? What form does it take? How long is it? How frequent are the orientations? Do they include breakout components?

CD SDM RA
CPP

- What reports, if any, from incoming students' Admissions Counselors (AC's) do staff review?

AIM CIM SDM
RA

Probe 1: Who reviews them? When do they review them? Why do they review them?
 Probe 2: What do they do with the information? Are there particular things they pay attention to (e.g., developmental needs, background attributes), and if so, why?
- Discuss the structure and courses/activities in which students engage during the Career Preparation Period. What topics are covered? Which staff are involved in these activities?

CD CIM CPP
EP WBL
- How does the center coordinate its services with One-Stop Career Centers and other outside providers of services for youth? What criteria are generally considered, and what categories of students are affected the most?

CD CIM
- Discuss the available social development and recreational activities. What determines their selection and scheduling? How do they vary across the periods of the Job Corps program? What efforts, if any, does the center's staff make to match such activities with the students' interests and needs?

CPP SDM RA
CP PLC
- Discuss student meetings with counselors. How common are they? Are certain meetings required and why?

CoM PLC
- What are the typical qualifications and backgrounds of counselors?

CoM
- How has your center handled the challenge of Absent Without Leave (AWOL) issues?

CD CoM PLC
SDM

E. CTT Practices

- How were CTT programs chosen?

SrS RPM

Probe 1: How does the center determine the mix of CTT programs provided in- house and through national training contractors, and their slot counts?
 Probe 2: What role do the national and regional offices of DOL/ETA play?
 Probe 3: What are the practices to ensure consistency across the programs and other quality control procedures, if any?

- How frequently does your center update its CTT offerings? What procedure does it follow? SrS RPM

- What role does the industry council play? The employer community more generally?
Probe: Contribution(s), frequency, mode? CD CIM BCL SrS RPM

- Discuss the qualifications of the CTT instructors. How does the center ensure that they are satisfactory, and what standards are in place in this regard? CIM

- Discuss the manner and timing of students' (a) assignment to, and (b) commencement of CTT programs. CPP CIM CIn OAC RPM

- Are there waiting lists for any CTT programs? If so, how do you manage them? CPP CIM OAC

- How has this center addressed the increased focus on students attaining industry recognized credentials? CD CIM CIn RPM

- What initiatives has the center engaged in to address the National Office's focus on Standards Based Education? CD CIM AIM

- How does the center monitor the performance of CTT programs?
Probe 1: Do you use any "in-house" tools (separate from OMS), developed either here at the center or by your operator?
Probe 2: Are there any problems with progress, retention, etc., and how are those addressed? CIM CIn

- What techniques ensure student progress in a self-paced environment? CIM BCL CIn

- Discuss why the center has Off-Center Training (OCT), Advanced Training (AT), and/or Advanced Career Training (ACT), if any? CD CIM CIn RPM

- What Advanced Training (AT) and Advanced Career Training (ACT) opportunities have students gone on to (at other centers)?
How common is such participation? How are students selected for AT and ACT opportunities? Why? CD CIM AIM RPM

- How does the center address the needs of students who do not meet minimum academic requirements for their desired CTT program? CIM AIM CIN AIn
- What applied learning strategies do you use on your center? AIM CIM AIn
How and how extensively are work-based and project-based learning used? CIn WBL
- Discuss any initiatives to provide realistic previews of employment settings in a given trade. How common are they? Why are these chosen? Are they valuable? CIM CIn WBL EP

F. Academic Instruction

- What is the center’s general “philosophy” regarding academic instruction? CD AIM AIn
Probe 1: Is the emphasis on discovery, credential attainment, integration SrS RPM
with CTT, etc.?)
Probe 2: How is this philosophy conveyed to staff? To students?
Probe 3: Has it changed over time, and, if so, what were the factors influencing the change
Probe 3a: Personnel changes, national office guidance, operator transition, other?
- Are all students placed in academic offerings? Why or why not? CD AIM CPP
Probe 1: If not, what categories of students are placed?
Probe 2: Is a student’s past school performance considered?
- How are the curricula developed? AIM AIn
Probe 1: To what extent is curricular development a responsibility of instructors?
Probe 2: Does the center use corporate-provided or other standard “off-the-shelf” materials? Why or why not?
- How is content delivered? Discuss class size in different courses as well as AIM AIn
any use of information technology in the instructional delivery. What are the strengths and weaknesses of the delivery mechanisms in place? What changes are planned and/or would be desirable?
Probe 1: Content delivery mechanisms—lecturing, computers, textbooks, other?

- What methods does the center have in place to measure the success, impact, or effectiveness of academic instruction? CD AIM AIn
 Probe 1: How does it collect, use, and distribute this information?
 Probe 2: Are measures customized for groups of students (e.g., those in the TABE reading and math gains pools, those working towards a high school diploma/GED)?
- Does the center support integrated academic/CTT instruction? If so, in what ways? CD AIM CIM
AIn CIn
 Probes: By providing staff planning time, resources?
- What courses and other approaches does the center have in place to prepare students for the attainment of a high school diploma or a GED certificate? AIM AIn
 How are candidates for attainment of these credentials identified? Discuss partnerships with public schools and other institutions or entities. Are there any state restrictions/regulations for GED/ high school diploma that affect student attainment?
- What determines whether a given student is steered toward a high school diploma or a GED certificate? Has the emphasis on high school diploma and GED attainment changed over the last several years AIM AIn
 Probe: What factors have influenced any change?
- What opportunities for tutoring or additional academic enrichment are available on center? AIM AIn PLC
CoM RA
- How does the center prepare students for entry to colleges or other post-secondary institutions? AIM CoM
OAC
- Does your center offer any other academic activities you would like to discuss? AIM AIn CoM

G. Student-Focused Management Practices

- Are the tools provided for case management useful to you? Do the case management tools meet your needs? Do you think the tools could be improved upon? CPP CoM AIM
CIM SDM CSO
PLC RA
- How are progress and performance evaluation panels configured on center? CIM AIM CoM
SDM RA

- Have you implemented any approaches or practices that you believe help the center maintain student motivation and prevent boredom? If so, please describe.

CD AIM CIM
AIn CIn SDM
PLC CoM RA
- What does the center do to impact the student culture?
Probe: Is there something your center does that you feel especially has an impact?

CD CPP CoM
SDM PLC RA
- Do students engage in enrichment activities outside the center (e.g., field trips, cultural outings, volunteer opportunities)? If so, what type of activities are offered, who goes, and how often?

CIM CoM
SDM CIn PLC
CoM BCL RA
CP
- What practices do staff members utilize to engage and retain non-residential students at your center?

CD CPP CoM
SDM PLC RA
- What activities or approaches are used in the student dormitories to promote a comfortable and respectful environment?

SDM PLC RA
- What opportunities exist for student leadership and initiative?
Probe: Both within and outside the Student Government Association

CD CoM SDM
CSO PLC RA
- What opportunities exist for student peer-to-peer learning?
Probe: Is this a formal or informal structure?

AIM AIn CIM
CIn CoM PLC
SDM RA
- Are there any practices geared towards serving 16 and 17 year olds as a specific group on this center? If so, what are those practices?
Probe: How has this changed over time; what alternatives have been explored, if any?

CD AIM CIM
CPP CoM
SDM PLC OAC
RPM

H. Staff-focused Management Practices

- Beyond technical qualifications, what characteristics and experience do you look for?
Probe: Have there been changes in hiring practices over the last several years?

CD
- What are the staff evaluation procedures?
Probe: How are staff evaluations linked to OMS or any other performance metrics?

CD AIM CIM
CoM SDM
CPP

- How would you characterize the organizational and staff culture of the center?
 Probe 1: Is it participatory? Authoritarian? Data-driven? Inclusive?
 Probe 2: Innovative v. structured, distributed autonomy v. hierarchy, collegiality v. everyone-for-themselves, teamwork v. self-sufficiency.

All
 - How is the working environment here different from other centers?
 If you haven't worked at another center, what about other places where you have worked?
 Probe working environment: How would you rate staff empowerment versus centralization of authority on this center?

CD AIM CIM
 CPP CoM
 SDM CSO Aln
 CIn RA SrS
 WBL BCL
 - If you could change anything(s) about this center, what would it (they) be?

CD AIM CIM
 CPP CoM
 SDM CSO Aln
 CIn RA SrS
 WBL BCL
 - How do the center and operator leadership maintain contact with staff and managers (e.g., through weekly meetings, reports, surprise visits)?

CD CIM AIM
 CSO
 - How does management attempt to create a sense of common purpose, camaraderie, commitment to mission? Are these efforts successful? How could they be improved?

All
 - What are staff career advancement practices? Is it typical to have career ladders and promotion opportunities? How does this vary across staff categories?

CD AIM CIM
 CoM SDM Aln
 CIn RA
 - What opportunities are there for training and development?

CD AIM CIM
 CoM SDM
 CSO RA SrS
 - What kind of opportunities, if any, do staff members have to share their experiences with their counterparts at other centers?

CD AIM CIM
 CPP CoM PLC
 SDM CSO Aln
 CIn RA SrS
 WBL BCL
- I. Organizational Capacity**
- What management practices and information does the operator use to evaluate center performance? What continuous improvement measures, rewards, and sanctions does the operator use?

CD SrS RPM

- How much does the operator's expertise and experience contribute to the center's performance? CD SrS RPM
- What guidance and technical assistance does the operator provide? Is it helpful? How so? RPM CD AIM CIM SDM
- In what ways does the operator's financial capacity influence its ability to deliver the required components of the Job Corps program? RPM

J. Partner Organizations and Community Resources

- How well do you think the OA partner(s) prepare(s) students for life on a Job Corps center? CD SrS AIM CIM CoM OAC RPM
 Probe 1: Do students come in with a good understanding of: Zero Tolerance, AWOL and attendance policies, center culture and dorm life, and student standards of conduct?
 Probe 2: What could the OA partner(s) do to better prepare students for life on a Job Corps center?
- How — and how well — does the OA partner match students to the center, and how could that be improved? CD SrS AIM CIM CoM OAC RPM
 Probe: Gangs, other issues?
- Could the center's relationship with OA partner(s) be improved, for better student outcomes? If so, how? CD SrS AIM CIM CoM OAC RPM
- Could the center's relationship with CTS partner(s) be improved, for better student outcomes? If so, how? CD SrS AIM CIM WBL CoM BCL OAC RPM
- How does the center engage with its community? CD SrS SDM WBL CoM BCL CP RPM
 Probe 1: How does it use local and community resources? What could be improved?
 Probe 2: To what extent are there tensions, what impact have they had, and how have they been addressed?
 Probe 3: Are there community champions of the center (e.g., community-based organizations, elected officials)? How does the center cultivate relationships with them and what tangible results have they delivered?

- Could your center’s performance be improved if there were better communication and/or coordination between any of the following entities: national office of Job Corps, regional office(s) of Job Corps, your center, your operator, your center’s OA partner(s), and your center’s CTS partner(s)? CD SrS AIM
CIM OAC RPM

K. Conclusion and Thanks

- What are the biggest challenges you face in achieving desired outcomes on center? CD
- What are the top three things that you have implemented in the last year on center that you think have had the biggest impact on improving your center? CD
- Is there a best practice program on center or innovative process that you have implemented that you think is unique to Job Corps and you are particularly proud of? CD
- Are there other things you think should be considered in determining what makes Job Corps centers successful? All

Thank you for taking the time to talk with us today.

APPENDIX C. STUDENT FOCUS GROUP PROTOCOL

STUDENT FOCUS GROUP PROTOCOL

1. Introduction of Moderator, Note Taker, and Others:

When all of the students have arrived and completed their forms, the moderator shall introduce the session:

“Welcome and thank you for coming today. We’re from IMPAQ International/DIR and are part of an independent research team that is helping the United States Department of Labor evaluate what aspects of Job Corps promote success.

My name is () and this is (), etc... I will be leading today’s discussion. My role, for the most part, is to make sure that we get through our agenda, keep to the time frame and make sure that you all have a chance to share your experiences about the program. () will help me do these things, and will also be taking notes. In addition, we will be audio-taping the session, which will ensure that we record the discussion accurately. The discussion session today will last for about 1 hour.”

The moderator will now begin the focus group session.

2. Purpose of the Focus Group Session:

“To help us better understand effective Job Corps practices, we would like to ask you some questions about your experiences during your enrollment. Our goal for this session is to capture, in your own words, your overall assessment of your Job Corps experience.”

“We could not conduct this research without approval from the Office of Management and Budget (OMB Control No. 1205-0XXX) and the expiration date for the approval is XX/XX/XXXX. The time required to complete this session is estimated to average 1 hour.”

3. Privacy and Anonymity:

“We will not share or use your name, address, or any other identifying information in reports or other materials related to this study. We will not identify any of the students by name. All of the information we collect here today will be kept private. All data will be pooled with data from similar sessions with students in other Job Corps centers visited and published in aggregate form only.”

4. Participant Consent and Agreement:

“The informed consent and agreement to participate form will be our record that you have agreed to participate in the focus group and that you agreed to be tape-recorded. Do you have any additional questions about the focus group or about the consent and participation form? If you do have any further questions and have not signed and dated the consent form, please do so now.

We would like to collect the form and the questionnaire we asked you to complete when you arrived. Please pass the signed consent form and completed questionnaire forward.”

5. Session Instructions:

“Let me begin our discussion by reviewing a few ground rules about how we will conduct the session.

During this discussion, we would like you to focus on topics that are of particular interest to us. We are interested in what everyone has to say about our discussion topics. If someone throws out an idea that you want to expand on, or if you have a different point of view, please feel free to speak up. Occasionally, I may have to interrupt the discussion in order to bring us back to a particular topic to make sure that we cover everything on our agenda.

There are a couple of common-sense guidelines that we will follow during this session:

- 1. In this type of group setting, it is important for everyone to get involved and express their opinions openly. We want all of you to express your honest opinions about the discussion topics – we are interested in multiple points of view on the topics. There may be differences of opinion, there are no right or wrong answers, and we are not here to resolve any issues you may bring up.*
- 2. Please do not hold “side conversations” – don’t talk individually to other participants during the session. We want to be able to hear from everyone, and we want you to hear what everyone else has to say. Because we are also recording the session, it would really help us if you could speak up so that everyone can hear you.*

If there are no other questions, let’s begin the discussion.”

6. Participant Introduction:

“Now, let's start by going around the room and have each of you introduce yourself by first name.”

7. Focus Group Questions:

1. How well do ... [each of the following groups of center staff] ... *understand and serve* your needs. How do they understand and serve your needs? Do you think [each of the following groups] are well qualified? Why or why not?
 - a. Academic instructors?
 - b. Career technical training instructors?
 - c. Residential staff?
 - d. Counselors?
 - e. Food service?
 - f. Security?
 - g. Maintenance?
 - h. Health care personnel?
2. How well do these parts of center life serve your needs? How are they meeting your needs?
 - a. Non-class activities?
 - b. After-hours activities?
 - c. Off-center activities?
 - d. General center policies – governing what areas of center life?
(Probe for areas including scheduling, payroll, health care, discipline, personal travel, dorm life, or anything not covered above.)
3. How often do you see and interact with senior management staff on center?
(By “senior management” we mean the people who are in charge; not your instructors, residential advisors, and support staff like facility maintenance and food serving, but those persons’ directors, managers, and supervisors.)
4. Have you ever thought about leaving Job Corps before completing? Why? What made you decide to stay?
5. You’re still here in Job Corps, but if you have had classmates who have left without completing: why do you think they did that?
6. What could this Job Corps center do differently to help people complete their training?
7. What do you think about the quality of your academic classes?
 - a. Do you think your academic classes have helped you reach your academic goals?

- b. Why or why not?
8. Do you think the quality of your academic classes is better or worse at Job Corps compared to your previous school?
 - a. What makes it better or worse?
 - b. Which is better at helping you reach your academic goals?
 9. How much do you think your academic and career technical instructors communicate with each other? How does that help (or hurt) your learning in either or both areas?
 10. Which CTT program are you in?
 - a. Is it an Advanced Training Program?
 - b. What do you find most positive about your CTT program? (probe: teachers, content, structure, quality)
 - c. What do you find most negative about your CTT program (probe: teachers, content, structure, quality)
 - d. If you could change anything about your CTT program, what would you change and why?
 - e. Has your CTT program helped you reach your career goals? Why or Why not?
 11. How was your specific career technical training chosen?
 12. Do the choices of career technical training programs offered at this center meet your training needs?
 13. How well is student discipline handled at this Job Corps center? Are violations caught and addressed appropriately? How does that affect the atmosphere here?
 14. How much interaction have you had with the surrounding community (everything outside the Job Corps center)? For what type(s) of purposes? Would you say the interaction has been mostly positive or negative? Why do you say that?
 15. Who is the most important person to you on center? Why do you consider him or her the most important person to you?
Probe: Elicit a response about both a *staff person* and a *fellow student* (but record which was offered first by respondents).
 16. What does Job Corps (this center) do well?
 17. What could Job Corps (this center) do better?

APPENDIX D. SITE VISIT SUMMARIES

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High-performing Centers:

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1. Job Corps Center # 79

Alternative Ranking Factor	Criterion	Size	Urbanicity	Percent Residential	Percent Male
Factor 1: Career and Education Training	High-Performing	216	Rural	77%	53%

1.1 General Questions

Overall, there are positive relationships across all levels of staff. Because it is a small center, many individuals take on a variety of roles, requiring a lot of communication among staff, as well as flexibility, creativity, and passion for the work. Though the mission statement is not a specific one, the sentiment is felt by all—student success is our success.

1.2 Leadership and Use of the Outcome Measurement System

The leadership is strong, supportive, knowledgeable, and sensitive to students' needs and successes. Everyone knows the OMS, and everyone uses it. There is flexibility in tailoring it to suit their own needs based on their area of concern.

1.3 Organization of Student Services

The center responses imply that more could be done by OA partners to prepare students before they arrive on center. Staff is limited in the information they can garner about incoming students, and therefore must sometimes make quick changes based on particular student needs. Once on center, students have frequent opportunities to engage with fellow students and center staff in a variety of activities, and are encouraged to contribute to center life by suggesting new activities, assuming leadership positions, and engaging in a variety of ways.

1.4 CTT Practices

CTT is informed by local industry and employer partners. Student progress is monitored continuously. Student accountability in a self-paced environment is encouraged through regular meetings and goal setting opportunities. Applied learning strategies and employment exposure is built into all trades, and often pointed to as the foundation of keeping material fresh, relevant and interesting for students.

1.5 Academic Instruction

Increased attention is being paid to integrating academic skills into the CTT program, with instructors going into the trades and providing applications that are meaningful to the trade. In addition, instructors regularly track student performance, through both OMS and their own tracking systems, to monitor progress as well as keep in regular contact with counseling and dorm staff to make sure students do not fall through the cracks.

1.6 Student-focused Management Practices

Every effort is made to keep the program interesting and engaging for students. Activities are numerous, providing opportunities for students to both build center culture and integrate their learning. Further, ownership of evaluation procedures is given to the students, creating a goal-setting opportunity for students to praise their successes and work together to mend any shortfalls, which is truly empowering.

1.7 Staff-focused Management Practices

Given limited resources, staff members do everything to create a fun living and learning environment for their students. They similarly support one another and are supported by management, within the given constraints of time, money, and accessibility.

1.8 Center Corporate Operator Oversight

The center operator provides a great deal of support as needed to the center staff.

1.9 Partner Organizations and Community Resources

Center staff generally report that, though they understand the difficulties and constraints their partners have in terms of getting and sharing information with the center about future clients, they still wish there was more communication between the center and partner organizations. (Other staff members report no issues with these relationships or have heard no complaints, which hints at a disconnect.) Community relationships are good and positive.

1.10 Concluding Questions

The biggest challenge mentioned over and over again was the notion that centers are seeing more students with increasingly more complex barriers – mental health and other disabilities – which, for a variety of reasons, presents real challenges in terms of their success in such a rigorous academic and trade-specific training program. Ultimately, the staff is being stretched to serve a growingly diverse population with very specific learning and social needs, which may be diluting their abilities to serve students successfully.

The center has implemented a variety of impactful measures to maintain student engagement and success at Job Corps. Students, who are part of the program, provide suggestions for improvement for themselves and the center as a whole. The small center's committed staff is more than just instructors and management – it helps create an all-encompassing environment for learning and success.

2. Job Corps Center # 16

Alternative Ranking Factor	Criterion	Size	Urbanicity	Percent Residential	Percent Male
Factor 2: Academic Skills Improvement	High-Performing	207	Rural	80%	5%

2.1 General Questions

Overall, the relationships between staff and students appear to be very positive. The staff and students spoke very highly of the Center Director and her open door management style. Center staff interact very often with students through both formal and informal means. One, somewhat formal, means of interaction is through the center’s mentorship program. All center staff members are paired with a student whom they mentor during the student’s time at the center.

2.2 Leadership and Use of the Outcome Measurement System (OMS)

Center leadership is strong and generally viewed in a positive light by staff. Staff members are aware of and use the OMS measures regularly, although it was commonly reported that the students, not the numbers, drive the program.

2.3 Organization of Student Services

The center has a positive student culture. It is worth noting that the Center is a primarily female center with a very small male, non-residential population. Respondents report a range of services provided to the students. Prior to arriving, the OA staff works to prepare the students for the Job Corps experience, but it was noted by both OA staff and center staff that their efforts are not always successful. Once students arrive at the center, they are immediately provided with resources, social supports, and activities. The Center has a “first friends” program that matches new students with senior students. The “first friend” helps the new student become acclimated to life on center. The Center also requires that new students try all of the recreational activities available to them – the idea is to expose students to as many new opportunities and activities as possible.

2.4 CTT Practices

The Center offers Career Technical Training in a number of healthcare clusters. Students also have the option to pursue OTC/AT/ATC. Local employers and other industry members provide input into the program and CTT trades on a regular basis. Students complete the course work at their own pace. Remedial education is provided on an as-needed basis. Applied learning strategies are incorporated into all trades. Students are exposed to both real and simulated employment settings through a variety of methods.

There is a strong focus on students earning as many credentials as possible while on center, not just those required by Job Corps. Staffs preach and students understand that additional credentials help make students more employable. Before Job Corps required credentials, the center required them.

2.5 Academic Instruction

Center staff works to integrate academic skills into the CTT program. Academic instructors rotate through the CTT programs and work to apply academic concepts to the trade. Instructors use TABE scores, daily quizzes, and OMS to track student progress and measure performance. Students are strongly encouraged to achieve the highest TABE scores possible. The Center requires that students go above Job Corps minimum standards for academic gains – students strive for a 12.0 TABE score, not just gains.

2.6 Student-focused Management Practices

The center puts a lot of time and effort into keeping the students engaged and motivated. Both residential and non-residential students have the opportunity to get involved in a wide range of center and community initiatives. Students already in the program play a major role in welcoming new students to the center. The Phase system encourages students to take on leadership positions.

2.7 Staff-focused Management Practices

In general, staff members feel empowered in their working environment. While opportunities for advancement are limited, all managers have moved up the career ladder within the Center. Some training and development activities are offered and many staff members have provided technical assistance to staff from other Job Corps centers.

2.8 Center Corporate Operator Oversight

The center operator provides significant support to the center staff. Their large size allows them to provide additional services.

2.9 Partner Organizations and Community Resources

The OA and CTS services are provided by the same partner. A number of center respondents noted that there is room for improvement in preparing students for center life. The center does not rely solely on the CTS partner for job placements. The center employs a placement specialist who places nearly all students. The Center Director notes that too much of the center OMS is delegated to placement for the effort to be conducted solely by the CTS contractor.

2.10 Concluding Questions

There is a significant focus on helping students get as much out of Job Corps as they can – students are pushed to achieve more than Job Corps requires in both academic gains and credentials. There is a general student-focused, community sense at the center – the Center Director uses the adage “it takes a village” to describe how center staff interact with students.

Major challenges include the 6- and 12-month job placements. The center reports that it conducts many of the placements itself. Better assistance from the CTS partner may improve this measure.

3. Job Corps Center # 93

Alternative Ranking Factor	Criterion	Size	Urbanicity	Percent Residential	Percent Male
Factor 3: Wages/ Earnings	High-Performing	616	Urban	89%	50%

3.1 General Questions

There is a strong sense of leadership by management, guided by a somewhat authoritarian structure, with emphasis on student outcomes but also process. The mission is not explicit, but is driven primarily towards retaining and placing students.

3.2 Leadership and Use of the Outcome Measurement System (OMS)

The current leadership is following in the footsteps of a strong personality and is so far doing a great job balancing approachability with authority.

In regard to OMS, it seems that more weight is given to post-training outcomes – graduation and placement – than to on-center measures. There is not a lot of clarity about how measures are translated to staff, just that they are built into every goal set for both staff and students. Overall, staff feels it seems like much more an administrative tool than a performance tracking tool.

3.3 Organization of Student Services

Orientation includes Standard Operating Procedures during CPP, activities in the dorms, and getting students acquainted with Job Corps life. Folder reviews provide an opportunity for staff to prepare necessary accommodations for students prior to arrival. Recreational activities are relatively light, due in part to funding constraints. Counselors are embedded in students' lives from the start.

3.4 CTT Practices

CTT practices are standard; there have been no major changes in recent years. TARs are reviewed by industry partners for relevance. Credentials are stressed and regularly updated for relevance. Opportunities to expand student training (OCT/AT/ACT) are available and encouraged. Staff members use varying methods to keep students engaged in process.

3.5 Academic Instruction

Academics are given equal weight, as opposed to complementing CTT emphases. There is not a lot of innovation in terms of applications, which is likely constrained by funding. There is regular

monitoring by instructors through testing, as well as communication with counselors and students themselves.

3.6 Student-focused Management Practices

A combination of CIS notes and evaluations of student progress provides multiple opportunities for both staff and students to engage in conversation about progress and obstacles. Staff members stress consistency and visibility as strengths in their engagements with students and keeping them motivated. Leadership opportunities are currently slow, but hope to be expanded soon. Opportunities exist for students to engage outside of the center, as well as an off-training day (after-hours) in the dorms.

3.7 Staff-focused Management Practices

Overall, staff members seem to appreciate the professional, hierarchical, and teamwork outcome-driven nature of the center and its culture. It is expected that individuals work together, but at the same time they are accountable for their goals and performance. The Program Improvement Plan (PIP) has provided an outlet for management staff to share suggestions for solutions. Advancement opportunities are limited due to low staff turnover; training is limited due to funding, but encouraged when possible.

3.8 Center Corporate Operator Oversight

The center operator is held in high regard. It provides experience, resources and support.

3.9 Partner Organizations and Community Resources

The OA partner could do better. It is removed from the center processes and key outcomes of long term retention and placement. CTS, on the other hand, is operated by the center and is on center, so it is linked to center activities and student outcomes. Community support has grown, and engagement opportunities continue, with some providing WBL and employment opportunities.

3.10 Conclusion

Finances are always a challenge. In a difficult fiscal environment, some cosmetic issues like new dorms and a fence are simply not possible. However, the Center continues to rank high in its performance measures, due largely to a strong management team and dedicated staff.

4. Job Corps Center # 9

Alternative Ranking Factor	Criterion	Size	Urbanicity	Percent Residential	Percent Male
Factor 3: Wages/ Earnings	High-Performing	253	Rural	96%	50%

4.1 General Questions

One of the main messages heard repeatedly from on-center respondents was consistency – that consistency in addressing student misconduct is important for center success. All center staff defines success in terms of the student – whether it is developing well prepared students, student graduation, student satisfaction, student confidence, or seeing growth in students throughout their time on center. Most staff members on center interact informally with students outside of their center function. Each staff member mentors three-to-four students and meets with each student at least weekly. The Center Director is accessible to the students; they all know about her open door policy. The Center Director knows that students are the top priority. As one interviewee noted “happy students mean a happy center.” It is clear that the mission of the center is student success, and more notably, that students leave the center with one of the 3Es – Employment, Enlistment, and Enrollment. This mission is modeled and mentored and communicated to the students from the moment they arrive on center. At orientation, students must introduce themselves and state which “E” is their goal.

4.2 Leadership and Use of the Outcome Measurement System (OMS)

The Center Director is a strong leader with over 16 years in Job Corps and 8 years at the center. She is well versed in the program and knows what it takes to be successful. Center staff noted that she has high expectations and communicates those to the center and continuously enforces the big picture – all departments on center need to work together for the center to be successful. Staff credits her experience, strong leadership skills, and love of the students as strengths. The center places a strong focus on the OMS results; the management team meets twice a week to discuss the numbers and ensure students are progressing appropriately. While each staff member notes that their own department’s numbers are important, most state that the off-center measures are the best indicators of center success.

4.3 Organization of Student Services

Pre-arrival activities are pretty thorough for the center. Interested students are invited for a tour on center, where they are asked to dress and act as if they are attending a job interview. If students are still interested after the tour, they come back for an interview, including a night stay, which OA staff thinks gives them a better preview of center life. New students are matched up with student leaders who help them acclimate to center life.

CPP lasts for four weeks and covers a litany of topics – including customer service skills, learning style inventory, introduction to the trades and academics, building resumes, doing labor market research on careers they are interested in, trade shadowing. Student meetings with counselors are frequent – once per week while in CPP and at least once per month while in academics and/or their trade.

The center has a lot of social activities for students both on and off center. The recreation department offers a lot of athletic options throughout the week and students can sign up for trips on the weekend.

4.4 CTT Practices

The center offers CTT in brick masonry, carpentry, painting, Certified Medical Assistant (CMA), Certified Nursing Assistant (CNA), and office assistant. Instructors for each trade are certified for their positions and/or have shown experience in their field. If students have very low TABE scores, they will be placed in just academics until their math and reading skills improve, at which time they are enrolled in academics and their trade jointly. The center offers a variety of credentials and certificates for students, and each trade has at least one credential associated with it. The center has a strong focus on Career Technical Skills Training (CTST) projects and on applied learning.

4.5 Academic Instruction

The center academic philosophy revolves around applied academics. All students are placed in academic courses in order to get to the 600 level. The Center Director does not use the term “TABE out” – she wants all students to get to the 600 level. Most students in need of an HSD or GED are placed in the GED program. There are age restrictions for GED placement; therefore most 16 year olds will be placed in an HSD program. Tutoring is available for students after the training day from the nighttime HSD teacher, educational instructors, and TABE instructors.

4.6 Student-focused Management Practices

Consistency, as noted, is the main driver behind student management at the center. We heard this word repeated by many staff members in different capacities; all preach that consistency is the key to maintain a safe, successful, center with positive student culture. Staff notes that CIS helps the staff maintain consistency because all staff members are on the same page about student progress. The center has a positive student culture. Leadership positions are available on center after students have participated in a 10-hour advanced leadership program.

4.7 Staff-focused Management Practices

Staff thoughts on culture and working environment tend to be split. Some staff members feel that it is a comfortable, participatory environment; others feel the environment is unsupportive and punitive. A few staff members mentioned that staff works a lot of extra hours and there is

no employee recognition for those hours. Additionally, there is a lot of turnover throughout the center – either from staff recognizing that Job Corps is not for them or from burnout.

4.8 Center Corporate Operator Oversight

The center operator provides assistance as needed to the center staff.

4.9 Partner Organizations and Community Resources

Part of the center’s contract includes a portion of the OA and CTS services for the center. Staff noted that both on-center and off-center OA staff prepare students as best they can for life at the center; however, local students seem to have a better sense of what life will actually be like as they are required to take a tour of the center, which lasts a few hours.

4.10 Concluding Questions

We repeatedly heard that the key to center success is consistency, and that center standards have to be consistently discussed and misconduct swiftly and consistently handled. When all staff is on the same page about addressing misconduct, students know what to expect and can operate within those boundaries. As one interviewee put it, staff needs to be “firm, fair, and consistent.” We also heard that another key to center success is hiring the right people – having committed, dedicated, motivated staff members who enjoy working with the students. That type of passion cannot be taught and the staff needs to be internally motivated to help students achieve their goals.

5. Job Corps Center # 4

Alternative Ranking Factor	Criterion	Size	Urbanicity	Percent Residential	Percent Male
Factor 4: Placement Success	High-Performing	444	Rural	87%	57%

5.1 General Questions

The responses were generally positive. Most of the staff expresses passion/care for the students' success. All levels of staff are generally engaged, both formally and informally. They recognize the unstated mission to educate and make the students productive members of society. The unbundling of the OA/CTS contracts from the center is a major concern for staff and is therefore blamed for its recently lowered OMS ranking.

5.2 Leadership and Use of the Outcome Measurement System (OMS)

Leadership is a strong attribute underscored by the Center Director's team approach. The OMS report is used constantly during weekly and monthly meetings to track performance and to establish goals through targeted measures. Some staff members view all measures as important, while others pay attention to those that directly reflect their functions.

OMS is tightly integrated throughout center operations – the “heartbeat of the center.” There are accountability meetings twice a week; weekly trade-level results are shared center-wide including dorm staff; an internal report forecasting month-end performance, and a weekly “projection meeting” with the corporate operator.

5.3 Organization of Student Services

For new students, the center provides an orientation breakfast that allows staff members to introduce themselves. Staff receives limited information on new students, which staff members believe is a disadvantage. During CPP, students are allowed classroom observations to gain a better understanding of the trade they might be interested in learning. Most of the staff is involved in this process.

Staff acknowledges AWOL is a problem and addresses it with dorm-level incentives, home visits, and enlisting OA and parental support. Staff members are also intimately connected with the local community and the families of most students in some way or to some degree. Limited information on incoming students can hinder staff effectiveness.

5.4 CTT Practices

CTT programs were decided by the National Office and have not been significantly changed over time. It is thought that they were chosen to align with the local job market. The CIC plays a

significant role at the center by providing industry information, labor market information (LMI) analysis, and other support. Students are allowed to pick three CTT options and are allowed to spend a day in each trade to help with their final decision. Students are monitored and encouraged in conjunction with setting short-term goals towards their self-paced progress. Tutorials are offered for students not meeting minimum academic requirements.

All students are required to attain a credential; however, no formal standards-based instruction was identified. The center lost a trade recently against their wishes (culinary), but other trades have excellent prospects, including welding, which has a significant arrangement with an employer for many positions. Many students go on to college, but the center has no AT/ACT slots.

5.5 Academic Instruction

The general philosophy is that every student can learn. CTT and academic instructors collaborate to make the learning process more meaningful. All new students are required to take the TABE test, which is used to determine if the student attends full- or part-time CTT. The center has difficulty finding teachers locally but seems to integrate academic and trade learning well by pairing teachers and coordinating instruction. The center provides some tutoring.

5.6 Student-focused Management Practices

The center uses student evaluation panels to gauge and drive student progress. To help motivate students the center provides various after-school and weekend activities, although some have been cut back because of budget constraints. Student culture is shaped by the involvement of “Keepers of the Culture,” a student organization.

Management shared an invaluable insight about center culture: with every intake cohort, groups of un-assimilated students are mixed with the acculturated students. But at the same time, the most successfully assimilated students leave the center by graduation; therefore, achieving and retaining a positive normative culture on Job Corps centers requires constant acculturation of new arrivals, by all staff. Minors are a challenge due to immaturity and reduced opportunities: they receive extra attention but no special activities.

5.7 Staff-focused Management Practices

The staff culture is mainly characterized by teamwork and a family-like environment. Staff is encouraged to express and share views. Staff members talk about working well together and keeping the welfare of the students as the main priority. There is limited opportunity for advancement on center; staff members have to transfer to other centers to gain upward mobility. Management provides incentives and opportunities for training and development, including the Staff Instructional Management Online Network (SIMON), and also during assessments.

The staff has little opportunity for advancement, but most staff members have close ties to the local community and do not wish to move away; meanwhile, the staff's community ties help center success in many ways. Staff would like to improve the quality of incoming students and eliminate minors. Student life – and overall center performance – could be improved by adding activities.

5.8 Center Corporate Operator Oversight

The operator is competent and has experienced staff that provides good technical assistance and other support to center staff during weekly seminars and other forums, which positively impacts performance.

5.9 Partner Organizations and Community Resources

The staff is dissatisfied with the OA partners' recruitment of students, who mostly seem unprepared and have various disabilities – both medical and learning. The OA contractors are bringing students to the center that cannot be served well by Job Corps, recruiting from mental hospitals and other sources of unsuitable candidates. Center performance has plummeted as a result.

CTS is also not doing a good job of placing students. Many community officials are familiar with center staff and have promoted the activities of the center. The center has a very constructive relationship with the community – which has not always been the case – and takes responsibility for student placement to overcome perceived CTS incompetence.

5.10 Concluding Questions

Recent budget cuts have had a significantly negative impact on center activities. Also, the bad economy is cited as negatively affecting the center's outcomes. The biggest positive impacts have come through implementing case management meetings to address student progress, use of a projected graduation list, and using instructors to assist with placement.

The center feels that its actual effectiveness is not fully captured by OMS. The unbundling of OA/CTS has left it vulnerable to unsuitable enrollees and lackluster placement efforts, and recent funding cuts have been problematic.

6. Job Corps Center # 98

Alternative Ranking Factor	Criterion	Size	Urbanicity	Percent Residential	Percent Male
Factor 2: Academic Skills Improvement	Improving	155	Urban	0%	50%

6.1 General Questions

The need to motivate students to come every day – a challenge residential centers do not face – enforces intimacy between students and staff, together with the center’s single-building format. Starting with the Center Director, the staff aims to know every student by name and strives to maintain a family feeling among both staff and students, exemplified by the “BIONIC” motto: “Believe It Or Not I Care.” The CTR360 initiative augmenting Career Success Standards helps develop students’ soft skills. Staff members wear multiple hats and contribute significantly outside their formal roles, including a complement of mentees assigned to every staff person.

This small nonresidential center of 150 students has turned disadvantages into advantages, leveraging intimacy from its close quarters – and the daily risk of losing non-residential students to external distractions – to increased student engagement and commitment. Such success could be attained in larger centers if the student population was broken into sub-groups, according to the CD.

6.2 Leadership and Use of the Outcome Measurement System (OMS)

Staff members are attentive to OMS and augment it with an Excel spreadsheet tracking each student’s progress within each TAR. The spreadsheet is posted weekly for students as well as staff. Attendance is monitored closely. Other non-OMS metrics used to inform pedagogy include TABE scores and performance on state-mandated GED practice exams. Drivers’ licenses are given a high priority. Senior staff is assigned specific points of visibility and interaction with students outside their classes, throughout the day.

After erring on the side of sympathy and laxness in early years, center staff has settled on a caring but firm tone of accountability for both students and themselves. Attendance is considered the bedrock of all other attainments, and considerable attention is paid to ensure it.

6.3 Organization of Student Services

Orientation before center arrival is handled by OA, but all students are ensured a realistic preview of center life and expectations. The two-week CPP exposes students to realities of their career choices and options. Coordination with the American Job Center appears to be token. Recreational activities are provided, but the nonresidential students seldom have time to participate. Counselors are well qualified, experienced, and tenured, and are aggressive about

preventing AWOLS by responding quickly to absences. A buddy system also ensures that all students can be reached. More leave time is needed by nonresidential students, who generally have child care issues to contend with. Safety and drug violations are dealt with aggressively per the Zero Tolerance policy.

6.4 CTT Practices

The four training offerings have never changed and are well suited to the local labor market; most of the students have families – the reason they are nonresidential – and thus are usually unwilling to relocate for career opportunities. Nursing always has a waiting list and Office Administration always has unfilled slots. Students are not admitted unless a slot for their trade is either open or expected to be open by the time they complete academic remediation. The new credential attainment OMS measure was welcomed since the center already encourages credentialing. Student training progress is closely tracked with an internal spreadsheet, shared with staff and students alike.

6.5 Academic Instruction

The center successfully pursues learning gains and encourages HSD or GED in addition to CTT completion for students' long term career success. State GED requirements have been formidable; an online HSD curriculum has been more successful. There is some evidence of coordination between academic and CTT instructors; tutoring is valued, but it is scant and dependent on grants and volunteers. The center suffers from outdated computer technology and has been lucky to achieve any success in business placements given its out-of-date technology. The high quality of instructional and administrative staff has overcome significant barriers in available technology and equipment.

6.6 Student-focused Management Practices

Case management is thorough, constant, and coordinated across multiple staff. The CD sets a very cordial tone that combines with small size – only one building and 150 students – to produce a positive and supportive atmosphere. BIONIC (Believe It Or Not I Care) is a good concept and is well executed. Minors are not treated specially, but there are only a few on center. There is constant positive reinforcement displayed through celebrations of every success.

6.7 Staff-focused Management Practices

Management and staff appear to be tightly integrated with great mutual respect. Interactions with students are apparently kept informal and unscheduled as much as possible. Little career advancement opportunity is evident, and all recognize it would require relocation elsewhere.

Even in this small center, management and staff recognize the importance of communication. Staff wish lists include more space, more staff, and policy changes around a different leave policy for non-residential students and time off for instructors.

6.8 Center Corporate Operator Oversight

The operator is one of the largest Job Corps contractors and offers significant resources.

6.9 Partner Organizations and Community Resources

The center enjoys a close and fruitful relationship with OA and CTS, which are not bundled contractually but are co-located. The center has an equally close and cordial relationship with its community, and works to stay transparent and responsive to its perceptions and needs.

6.10 Concluding Questions

Management must be intimately familiar with center OMS metrics but never forget the individual human side. Unsatisfactory numbers will alert problems, and students who feel understood and supported will succeed – and thereby generate satisfactory numbers.

7. Job Corps Center # 51

Alternative Ranking Factor	Criterion	Size	Urbanicity	Percent Residential	Percent Male
Factor 4: Placement Success	Improving	273	Urban	100%	50%

7.1 General Questions

A recent change in leadership has affected some aspects of center life. There is less consistency in terms of addressing student behavior and less modeling of positive employable behaviors. The mission is not clearly conveyed to staff – the focus is often on numbers, not students. Instructors and line staff have taken it upon themselves to focus on the students.

7.2 Leadership and Use of the Outcome Measurement System (OMS)

The recent change in leadership has had a negative effect on center – specifically regarding instructor morale, student culture, and consistency in addressing student misconduct. Leadership has become numbers (OMS) focused instead of student focused. While goals are sometimes stated (e.g., increase ranking), plans for achieving goals are not expressed.

7.3 Organization of Student Services

Center responses indicate that students do not come prepared for life on center. It has been a challenge to keep students engaged after the training day, since the recreation department was cut during ongoing construction. There are many fewer activities for students to engage in.

7.4 CTT Practices

CTT is informed by the CIC that meets quarterly. Students are assigned to CTT within 30 to 90 days of arrival on center – usually after the end of CPP. The center has underperformed in terms of increasing the number of certifications available and pushing students to engage in Advanced Training. Instructors help students progress in a self-paced environment by identifying individual abilities and meeting students where they are. Performance is tracked in an excel spreadsheet and posted in classrooms weekly. Applied learning and realistic employment previews are built into classrooms; however, instructors feel that courses should be set up to better model employment (arriving before a scheduled shift, 30 minute vs. 60 minute lunch breaks, etc.).

7.5 Academic Instruction

Academics are focused on credential attainment, reaching 600 in TABE tests, and integration with CTT. When students experience academic troubles, instructors from academics and CTT meet to discuss plans for improvements. Increased attention is placed on integrated academics

in trades. Instructors note that the lack of a planning period has a negative effect on their abilities.

7.6 Student-focused Management Practices

The recent change in center leadership has significantly impacted student culture in a few ways. Leadership has put less of an emphasis on addressing minor student misconduct issues, such as cursing and inappropriate dress, which instructors think are important to address quickly. This lack of emphasis has created inconsistency in terms of addressing behavior – some center staff members allow students to get away with certain things while other staff addresses the misconduct. This inconsistency is frustrating for both staff and students.

7.7 Staff-focused Management Practices

Staff culture is described as hierarchical, top-down, and data driven (as opposed to student focused). Staff tends to receive negative feedback more often than positive feedback. Most staff does not feel empowered and feels that staff morale is low. Instructors have requested more resources to handle student misconduct and/or a resource room that misbehaving students could be sent to. There are few career and advancement opportunities within the center. Staff interaction with other centers is limited and seems to vary by position – the WBL Coordinator has monthly calls with other WBLs within the center operator, but instructors have little interaction with other centers. In fact, one instructor was told not to contact any other centers (including those run by the same center operator) since other centers are seen as competitors.

7.8 Center Corporate Operator Oversight

The operator has high expectations on how to achieve the center's goals. Every time the center is not in the top 50%, a meeting is held to deal with the situation and develop a plan for improvement. Staff notes that there needs to be more consistent training (instructors do not get training) and that the training that is required is not the most beneficial.

7.9 Partner Organizations and Community Resources

Center responses indicate that students do not come prepared with a good understanding of what life on a Job Corps center is going to be like. The relationship between center management and the OA/CTS staff appears strained. We were told that the high placement rate is the result of the Career Transition Readiness staff finding placements for students as opposed to relying on the CTS contractor.

7.10 Concluding Questions

The biggest challenge mentioned by staff is the lack of consistency in addressing student misconduct, with the result that the standards for student behavior have slipped. This lack of consistency negatively affects both student and staff cultures. Most center staff does not feel empowered and feels that management stresses that the center needs to improve, but does not provide direction on how to do so.

8. Job Corps Center # 125

Alternative Ranking Factor	Criterion	Size	Urbanicity	Percent Residential	Percent Male
Factor 1: Career and Education Training	Low-Performing	167	Rural	93%	64%

8.1 General Questions

OMS and OBS are used to measure success. The center has suffered from changes in Federal agency oversight in recent years. Center staff have had to “play catch-up” – understanding how OMS captures center performance and the range of acceptable methods for optimizing their ranking. The center is also frustrated with their OA partners’ performance and their reduced discretion to deny admission to high-needs students.

8.2 Leadership and Use of the Outcome Measurement System (OMS)

The current Center Director, who is new, is universally considered very strong, but the center has been low-performing for many years and most staff members are still in place. OMS is being adopted throughout the center, but several staff members remain skeptical of both its relevance to their daily activities and its validity in gauging their performance. Both student and staff cultures are resistant to improvement.

Staff members are impatient with post-center OMS outcomes being weighted so heavily, since these are considered beyond their direct control. Distance traveled in academic improvements is also not captured: low-ability students are compared against an average population.

8.3 Organization of Student Services

The center has standard orientation offerings. Staff feels insufficient information is provided about arriving students, giving inadequate leeway to decline inappropriate candidates. AWOL efforts are proactive/preventive and include outreach by residential and trade staff.

8.4 CTT Practices

Trade offerings have been largely unchanged over time. Participation in the Center Industry Council (CIC) has been declining, but a new BCL is expected to make a difference. Standards-based education is viewed skeptically, but the center has always enjoyed strong credential awareness and performance.

Early transition from CPP into trades places a burden on CTT instructors to conduct remedial socialization for students to Job Corps standards of behavior. The formal processes for assignments and choices are often perfunctory. Staff members are in disagreement about whether trades can impose a minimum academic requirement. CTT instructors may not have

pedagogic skills or training to address needs of a student population with substantial learning challenges; however, most retention and disciplinary problems occur outside of the training day. Applied learning is a priority, but recent policy and funding changes have drastically reduced WBL opportunities.

8.5 Academic Instruction

The center pursues learning gains for nearly all enrollees, including those with a High School Diploma (HSD) but a low TABE score. Curricula are state-sanctioned, but staff would like to broaden offerings. Academic and CTT instructors are coordinating their training. The center has no formal agreement with any school districts, but qualifies as an academy that can issue HSDs. Some innovative practices from the past (like Academic Olympics) were discontinued, but new clubs (chess, astronomy) have been encouraged, and computers have been placed in dorms for leisure-time learning.

Applied academics are viewed with skepticism. Students are known to cheat on TABE tests. The academic instruction manager is driving enhancements to curricula and management tools to heighten transparency for students and between academics and CTT. Tutoring is mandatory for students with the lowest TABE scores, and peer tutors are encouraged and rewarded for their peers' successes.

8.6 Student-focused Management Practices

Recognition and recreation are emphasized to increase motivation. Additional staff are needed in Wellness and Counseling to prevent predictable disciplinary incidents that impact overall center performance. The rigidity of Job Corps program policy often means certain students cannot be successful. Minors are not served differently – or well – on center.

Security on center is absent. Just two-to-three staff members are on center at night to supervise 180 students. Instructional staff is often held accountable for student behavior, which is not always within their control.

By far the biggest complaint from students and staff is the failure/inability to terminate negative students. Case management through CIS is cumbersome and not universally utilized (or useful); successful tools include Compass for performance and Toolbox for behavior.

8.7 Staff-focused Management Practices

Staff is transitioning from an insular, low-performing one to a more dynamic configuration under the strong new Center Director; however, most staff is still in place. Vacancies – over 20% of the staff at times, including vital positions like counselor – go unfilled for over a year, with the workload shared among the other staff. Staff communication could be improved, across departments and across shifts. Student life is too unsupervised at night and too rigid during the day. Another nurse is needed for nighttime coverage; and more time is needed for

the mental health consultant to serve the students with such needs. Managers seem to spend too much time in meetings and are unavailable to line staff. Training is readily available (online and during breaks), but advancement opportunities are minimal.

Federal personnel practices cripple the hiring process – delays exceed 15 months and there is an inability to promote from within or reliably hire staff with Job Corps experience. The only complaints from students are about residential life.

8.8 Center Corporate Operator Oversight

The center operator makes expert resources available with regular department-level conference calls and annual conferences, but recent travel cuts have canceled some conferences. The Federal hiring inflexibility is a big disadvantage.

8.9 Partner Organizations and Community Resources

OA does not provide an adequate preview of Job Corps life or this center in particular, even the trades it offers. It does not send enough students nor are the students sufficiently suitable. Nor does it properly balance enrollees by center's trade openings and waitlists; it even sends students for trades not offered by the center. The center is caught in a vicious circle as it struggles toward 100% OBS: unsuitable students arrive on center and drive suitable students away, reducing OBS (and OMS performance, before completions and learning gains can be registered) and perpetuating the need for more students, which can only be met by lowering suitability standards. One OA partner has a conflict of interest as it also operates two other centers in the state. The center has worked to improve relationships with the community and overcome a negative reputation.

8.10 Concluding Questions

Retention is properly recognized as the biggest problem. The center's Federal oversight imposes a disadvantage in hiring to fill vacancies. This is primarily due to inertia, but also to unreliable funding allocations after being funneled through a separate agency from the funding agency (DOL). Giving students their first-choice trade and ensuring learning gains are considered successful recent priorities.

Staff has grown savvy about maximizing OMS performance. A new Behavior Management System operating outside CIS seems to be helpful. Student accountability has improved, supported by CD-initiated weekly center-wide meetings and an influx of high-performing students; however, the OA recruiter responsible for these students is no longer recruiting students. The Student Safety and Follow-Up Surveys are not considered valid or reliable. Security staff is needed to offer recourse to students on center, and to prevent the drugs and alcohol currently coming in blatantly from off center. More staff is needed for nighttime coverage, especially given the current quality and culture of students on center.

9. Job Corps Center # 17

Alternative Ranking Factor	Criterion	Size	Urbanicity	Percent Residential	Percent Male
Factor 3: Wages/Earnings	Low-Performing	297	Rural	93%	68%

9.1 General Questions

Staff relating well to students is essential – staff is encouraged to earn trust, treat all students equally yet individually, and model desired behavior. Standards of success include OMS scores, retention, and qualitative impacts on students (e.g., work ethic and self-confidence). This small center enjoys frequent ongoing contact between students and staff at all levels; however, the senior management’s “open door policy” is a misnomer since appointments are required and chain of command is expected. The center mission is universally understood and constantly reinforced.

The center’s model-based GED goal, based on local conditions, does not reflect the student population coming predominantly from elsewhere. Recent positive changes include: promoting second trades, adding Penn Foster for HSDs, and cutting CPP from six to three weeks. Recent/upcoming negative changes include funding cuts for Career Technical Skills Training (CTST) and GED instructor time cut from full to half day.

9.2 Leadership and Use of the Outcome Measurement System (OMS)

OMS is used daily by many staff, referenced in weekly staff meetings, and used for projections. The center conducts significant Career Transition Services (CTS) activities to protect its post-center outcomes. Strong intra-staff communication includes OMS awareness, but could be improved by more two-way radios and better understanding of dorm operations and constraints.

9.3 Organization of Student Services

CPP and counselor requirements are standard and local American Job Center integration is perfunctory. The center has replaced the CPP manager with a Career Services Director to protect post-center outcomes. Recreation is intensive following arrival, to help ensure student commitment.

OA staff is not candid/forthcoming with either students or center staff. It provides unrealistic descriptions of center amenities to students and does not reveal IEP needs to staff until student arrival. The key is to celebrate students’ successes of all kinds.

9.4 CTT Practices

The CIC recommends TAR content and its members provide WBL sites. Credentials have always been emphasized and applied learning is integrated, but standards-based education is not understood. The center has strong Advanced Training, Advanced Career Training, and Off Center Training (OCT) linkages. Many enrollees attend local community colleges, and OCT fills out the center's range of trade offerings. Academic requirements are not usually an issue for CTT choice, but the hotel trade is a fallback trade for the academically weak.

Second, and even third, trades and driver permits are recent priorities. CTT is kept realistic, but an HSD/GED is considered vital for long term career success. Waitlisted students are kept in academics rather than assigned to an unwanted trade. Peer successes are leveraged to motivate all students.

9.5 Academic Instruction

Students are enrolled in academics based on their TABE scores. Tutoring is mandatory for students with low TABE scores and is available from instructors, Residential Advisors (RA), and peers. The center encourages college and military goals, assists with financial aid forms, and provides Armed Services Vocational Aptitude Battery (ASVAB) tutoring.

Many students are academically stronger now, but a lot also have disabilities – so the center needs 1) special education to serve very-low academic cases and 2) expanded drug/alcohol counseling for substance abuse cases.

9.6 Student-focused Management Practices

Case management works well on center, and staff share information regularly. Recreation is a priority since it is well recognized that problems arise when recreation is neglected, and close attention is paid to students to promptly reinforce both positive and negative behavior. Non-residential students present no difficulties.

Information about incoming enrollees is insufficient for staff to reliably customize student experiences to ensure retention. RA and other staff desire training on CIS, which is considered powerful but opaque.

9.7 Staff-focused Management Practices

As a small center in a remote location, the center typically hires staff for non-professional positions (e.g., RA) and promotes from within. Staff enjoys a family-like working atmosphere. Staff training is considered abundant and of good quality, but only senior staff members seem to get to visit other centers.

9.8 Center Corporate Operator Oversight

Operator is very knowledgeable and has helped the center improve. Operator expertise is focused on crucial metrics to drive improvement.

9.9 Partner Organizations and Community Resources

OA and CTS are not trusted, and the center conducts a lot of the placement activities to protect itself. Staff voices that CTS should start working with students before they exit the program. The center has improved community relationships by no longer allowing students off center without supervision and performing significant volunteering within the community.

9.10 Concluding Questions

Offering plentiful recreational outlets and leadership opportunities keeps morale high, and the small center size and remote location have advantages for staff morale. Successful innovations have included second trades, shrinking CPP to three weeks, center staff performing CTS activities, and focusing on students obtaining driver's licenses.

**APPENDIX E. CENTER RANKINGS BASED ON FACTOR SCORES AND
AVERAGE FACTOR SCORE**

**Center Rankings Based on
Individual PY 2011 Factor Scores and Overall Average Factor Score**

Rank	Center #	Factor 1: Career and Education Training	Factor 2: Academic Skills	Factor 3: Wages and Earnings	Factor 4: Placement	Overall Average Factor Score
1	20	0.08	0.95	0.95	2.53	1.13
2	98	-0.42	2.15	1.29	1.41	1.11
3	106	0.16	1.24	1.50	1.42	1.08
4	9	1.37	0.50	1.83	0.16	0.97
5	102	0.48	0.78	0.49	1.58	0.83
6	16	0.26	1.29	0.75	0.99	0.82
7	117	1.43	0.30	-0.08	1.55	0.80
8	10	-0.56	2.05	1.38	0.18	0.76
9	66	0.47	0.58	1.43	0.36	0.71
10	7	1.14	-0.03	0.38	1.33	0.71
11	101	-0.43	0.38	1.87	0.85	0.67
12	93	0.75	1.78	0.55	-0.63	0.61
13	52	2.05	-1.49	1.66	0.15	0.59
14	33	1.66	0.44	0.54	-0.44	0.55
15	118	-0.17	1.91	-0.25	0.52	0.50
16	23	0.83	0.51	0.06	0.44	0.46
17	56	0.76	-0.14	0.75	0.45	0.45
18	19	2.03	-0.97	-0.27	0.94	0.43
19	124	1.09	-0.14	0.89	-0.17	0.42
20	71	0.42	0.28	0.22	0.68	0.40
21	29	1.05	1.61	-1.32	0.07	0.35
22	67	-0.03	-0.39	0.45	1.20	0.31
23	72	0.41	0.53	-0.23	0.51	0.31
24	30	0.91	-0.23	-0.96	1.38	0.28
25	121	0.55	-0.57	0.47	0.64	0.27
26	64	-0.04	-1.53	1.62	1.00	0.26
27	97	1.87	0.29	-0.15	-0.98	0.26
28	42	-0.68	2.17	0.22	-0.71	0.25
29	61	0.77	0.14	-0.37	0.47	0.25
30	36	0.17	1.15	-0.11	-0.25	0.24
31	80	0.17	0.45	1.76	-1.42	0.24
32	17	1.08	-0.10	-0.49	0.45	0.24
33	119	-0.20	-0.58	0.83	0.87	0.23
34	74	0.81	0.61	0.74	-1.29	0.22
35	100	-0.10	1.35	-0.18	-0.21	0.21
36	57	0.36	0.05	-0.95	1.36	0.21
37	70	-0.52	0.19	-0.39	1.50	0.20
38	41	0.33	0.49	1.54	-1.62	0.18
39	112	0.04	0.29	1.01	-0.61	0.18
40	49	1.93	-0.35	-0.50	-0.45	0.16
41	116	-0.41	-0.25	-0.23	1.51	0.15
42	24	1.58	-0.40	0.11	-0.69	0.15

Rank	Center #	Factor 1: Career and Education Training	Factor 2: Academic Skills	Factor 3: Wages and Earnings	Factor 4: Placement	Overall Average Factor Score
43	69	0.55	-0.14	-0.36	0.54	0.15
44	5	0.57	-1.04	0.45	0.61	0.15
45	90	0.64	2.02	-1.65	-0.47	0.14
46	47	0.46	-0.42	0.03	0.47	0.13
47	31	-0.08	-0.16	0.68	0.07	0.13
48	55	0.39	-0.40	-0.52	1.01	0.12
49	77	0.56	0.07	0.06	-0.23	0.12
50	12	1.53	-0.07	-1.76	0.75	0.11
51	123	-0.99	1.31	0.55	-0.43	0.11
52	34	-1.02	0.54	0.49	0.40	0.10
53	63	1.89	0.06	-1.19	-0.42	0.08
54	86	-0.87	0.34	0.30	0.56	0.08
55	95	0.20	-0.92	0.91	0.10	0.07
56	87	0.45	-0.30	-0.47	0.59	0.07
57	46	-0.10	1.14	0.55	-1.34	0.06
58	18	-0.92	1.34	-0.14	-0.04	0.06
59	107	0.19	0.84	-0.27	-0.58	0.04
60	96	-1.41	-0.62	0.82	1.31	0.03
61	85	0.36	0.38	-0.29	-0.40	0.01
62	32	-0.32	-0.27	0.91	-0.29	0.01
63	82	-0.36	0.76	0.40	-0.81	0.00
64	27	-0.39	0.29	-0.15	0.25	0.00
65	110	0.00	-0.62	0.12	0.46	-0.01
66	59	1.08	-0.73	-0.28	-0.14	-0.02
67	21	0.74	-0.15	-0.91	0.20	-0.03
68	60	-0.42	-0.12	0.33	0.08	-0.03
69	104	0.87	-0.67	0.64	-0.97	-0.03
70	43	-0.63	0.25	0.95	-0.76	-0.05
71	50	-0.88	0.49	-0.06	0.21	-0.06
72	108	0.70	-0.27	0.93	-1.60	-0.06
73	68	1.36	0.64	-0.39	-1.85	-0.06
74	94	0.19	0.41	0.70	-1.56	-0.07
75	79	0.21	-0.17	0.63	-0.95	-0.07
76	4	-0.60	-0.76	0.41	0.57	-0.10
77	92	-0.12	0.23	-0.66	0.14	-0.10
78	105	0.51	0.59	0.74	-2.28	-0.11
79	11	0.03	-0.56	0.36	-0.28	-0.11
80	1	0.08	0.00	-0.63	0.00	-0.14
81	48	0.45	-0.73	-0.45	0.12	-0.15
82	58	-0.62	-1.25	-0.27	1.40	-0.18
83	62	-0.43	0.06	-0.29	-0.14	-0.20
84	44	0.33	-0.37	0.24	-1.03	-0.21
85	25	0.28	1.24	-1.93	-0.46	-0.22
86	114	0.51	-0.93	-0.34	-0.14	-0.22
87	122	0.32	0.14	-0.87	-0.49	-0.22

Rank	Center #	Factor 1: Career and Education Training	Factor 2: Academic Skills	Factor 3: Wages and Earnings	Factor 4: Placement	Overall Average Factor Score
88	6	0.03	-0.18	-0.52	-0.23	-0.23
89	125	0.28	-1.10	0.32	-0.45	-0.24
90	51	-2.16	-0.57	0.48	1.19	-0.26
91	73	0.13	-1.05	-0.64	0.49	-0.27
92	13	-0.07	0.30	-0.85	-0.52	-0.28
93	22	-0.63	0.55	-0.88	-0.29	-0.31
94	75	-0.46	-0.44	-0.12	-0.30	-0.33
95	76	-1.21	-0.10	0.51	-0.51	-0.33
96	115	-0.67	0.36	-0.96	-0.11	-0.34
97	113	-0.52	-0.10	-1.79	1.03	-0.35
98	3	0.10	-0.03	-1.69	0.07	-0.39
99	26	-1.46	0.01	-0.19	0.08	-0.39
100	99	0.26	-0.75	-1.14	0.02	-0.40
101	39	-0.91	-1.01	-0.64	0.88	-0.42
102	88	0.34	-0.54	-1.41	-0.12	-0.43
103	15	-0.49	-1.03	0.33	-0.57	-0.44
104	37	-1.74	-0.64	0.39	0.18	-0.45
105	78	-0.53	-0.40	-0.21	-0.75	-0.47
106	53	-0.96	-0.36	-0.50	-0.08	-0.48
107	109	-0.83	-2.23	1.27	-0.15	-0.49
108	54	-1.76	0.13	-0.19	-0.23	-0.51
109	103	-0.02	-0.52	-1.28	-0.28	-0.52
110	28	-0.65	-0.05	-0.75	-0.66	-0.53
111	45	-0.74	-0.40	-0.65	-0.54	-0.58
112	120	-1.48	-0.49	-0.42	-0.11	-0.62
113	83	-1.43	-0.24	-0.33	-0.50	-0.62
114	91	-1.14	-0.05	-1.07	-0.30	-0.64
115	81	-1.41	-0.91	-0.11	-0.18	-0.65
116	2	-1.98	-0.41	0.29	-0.73	-0.71
117	84	0.67	-1.25	-1.22	-1.18	-0.75
118	65	-1.91	-1.07	-0.55	0.37	-0.79
119	38	0.00	-1.60	-1.16	-0.90	-0.92
120	8	-2.10	-0.81	-0.69	-0.42	-1.00
121	14	-1.34	-0.97	-0.50	-1.57	-1.10
122	89	-1.97	-0.79	-0.32	-1.88	-1.24

**APPENDIX F. CENTER RANKINGS BY
PY 2011 AVERAGE FACTOR SCORE AND OMS OVERALL RANKING**

**Center Rankings by
PY 2011 Average Factor Score and OMS Overall Ranking**

Center #	Factor 1: Career and Education Training	Factor 2: Academic Skills	Factor 3: Wages and Earnings	Factor 4: Placement	Overall Average Factor Score	PY 2011 OMS Overall Ranking
20	61	16	13	1	1	28
98	83	2	10	7	2	4
106	58	13	7	6	3	11
9	10	28	2	48	4	6
102	34	18	35	2	5	20
16	50	11	22	18	6	2
117	9	38	59	3	7	5
10	91	3	9	46	8	13
66	35	23	8	42	9	7
7	12	57	43	11	10	21
101	84	35	1	22	11	29
93	23	6	31	99	12	1
52	1	119	4	49	13	8
33	6	32	32	86	14	3
118	76	5	72	31	15	41
23	19	27	56	39	16	25
56	22	67	21	38	17	31
19	2	110	73	19	18	32
124	13	66	18	69	19	12
71	39	43	51	24	20	18
29	16	7	116	57	21	46
67	69	81	39	13	22	33
72	40	26	70	32	23	65
30	17	72	108	9	24	21
121	31	94	37	25	25	49
64	70	120	5	17	26	66
97	5	42	64	110	27	9
42	98	1	52	102	28	9
61	21	48	83	35	29	71
36	56	14	61	75	30	81
80	57	31	3	115	31	37
17	15	62	89	37	32	27
119	77	95	19	21	33	18
74	20	21	23	113	34	17
100	74	8	66	71	35	66
57	43	53	107	10	36	40
70	88	46	84	5	37	86
41	46	30	6	119	38	15
112	63	41	12	98	39	59
49	3	78	90	87	40	24
116	81	74	71	4	41	63

Center #	Factor 1: Career and Education Training	Factor 2: Academic Skills	Factor 3: Wages and Earnings	Factor 4: Placement	Overall Average Factor Score	PY 2011 OMS Overall Ranking
24	7	82	54	101	42	38
69	30	65	82	30	43	44
5	28	113	38	26	44	79
90	27	4	118	90	45	55
47	36	87	57	34	46	61
31	72	69	26	55	47	81
55	41	83	93	16	48	66
77	29	50	55	72	49	38
12	8	60	120	23	50	43
123	106	10	30	85	51	41
34	107	25	34	40	52	73
63	4	52	113	84	53	48
86	101	37	48	29	54	84
95	53	107	17	52	55	77
87	38	77	88	27	56	29
46	73	15	29	114	57	87
18	104	9	63	60	58	98
107	54	17	75	97	59	74
96	111	97	20	12	60	107
85	42	34	78	82	61	79
32	78	76	16	78	62	81
82	79	19	41	106	63	93
27	80	40	65	43	64	53
110	67	96	53	36	65	50
59	14	100	76	66	66	56
21	24	68	106	45	67	45
60	82	64	45	53	68	69
104	18	99	27	109	69	13
43	94	44	14	105	70	70
50	102	29	58	44	71	64
108	25	75	15	118	72	34
68	11	20	85	120	73	47
94	55	33	25	116	74	35
79	52	70	28	108	75	16
4	92	103	40	28	76	95
92	75	45	100	50	77	61
105	32	22	24	122	78	35
11	65	92	44	76	79	78
1	62	55	96	59	80	54
48	37	101	87	51	81	57
58	93	117	74	8	82	59
62	85	51	77	65	83	110
44	45	80	50	111	84	26
25	48	12	122	89	85	92

Center #	Factor 1: Career and Education Training	Factor 2: Academic Skills	Factor 3: Wages and Earnings	Factor 4: Placement	Overall Average Factor Score	PY 2011 OMS Overall Ranking
114	33	108	81	67	86	122
122	47	47	104	91	87	23
6	64	71	94	73	88	97
125	49	116	47	88	89	102
51	122	93	36	14	90	108
73	59	114	97	33	91	101
13	71	39	103	94	92	51
22	95	24	105	79	93	51
75	86	88	62	80	94	113
76	109	63	33	93	95	98
115	97	36	109	62	96	71
113	89	61	121	15	97	88
3	60	56	119	56	98	74
26	114	54	68	54	99	117
99	51	102	111	58	100	104
39	103	111	98	20	101	74
88	44	91	117	64	102	85
15	87	112	46	96	103	96
37	116	98	42	47	104	114
78	90	84	69	104	105	90
53	105	79	91	61	106	103
109	100	122	11	68	107	106
54	117	49	67	74	108	100
103	68	90	115	77	109	109
28	96	59	102	100	110	91
45	99	85	99	95	111	111
120	115	89	86	63	112	112
83	113	73	80	92	113	58
91	108	58	110	81	114	114
81	112	106	60	70	115	105
2	120	86	49	103	116	94
84	26	118	114	112	117	89
65	118	115	95	41	118	120
38	66	121	112	107	119	116
8	121	105	101	83	120	121
14	110	109	92	117	121	118
89	119	104	79	121	122	119

APPENDIX G. CENTER DIRECTOR SURVEY

CENTER DIRECTOR SURVEY

Public reporting burden for this collection of information is estimated to average 2 – 2.5 hours per response, the estimated time to complete the survey. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information, unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information to Savi Swick at swick.savi@dol.gov.

Introduction

This survey collects information from all Job Corps Center Directors regarding various aspects of their centers' operations and management. The survey is sponsored by the U.S. Department of Labor and is part of the Job Corps Process Study, which is being conducted by IMPAQ International, LLC, an independent social science research and survey firm, along with subcontractors Battelle Memorial Institute and Decision Information Resources, Inc. Researchers will use information from this survey to identify promising practices across centers and assess how they may be related to center performance.

In general, the survey questions concern center practices on operational and management routines, processes, and procedures. These include questions pertaining to staff performance measurement and accountability; academic, career, technical, and support service delivery approaches; services offered; staff characteristics including education and tenure; and factors perceived by Job Corps national office and center staff as potentially associated with student outcomes.

This survey is organized in the following 14 topical areas:

- Background Information
- Outreach and Admissions and New Student Arrivals
- Student-Focused Management Practices
- Student Services
- General Training Practices
- Career Technical Training Programs
- Academic Instruction
- Center Management Practices and Leadership
- Staff-Focused Management and Evaluation Practices
- Staffing Levels and Vacancies and Staff Hiring Practices
- Staff Support Services and Practices

- Use of Community Resources and Support Systems
- Use of Performance Management System Information
- Corporate Management Practices.

Who Should Complete the Survey?

The Center Director is the intended – and best – respondent for the survey. **Center Directors, however, are encouraged to consult, as needed, with other staff members or supervisors** and refer to center records when responding to survey items requiring additional details or input.

Answering Survey Questions

Individual center responses to questions will be kept private within the limits of the law and will be made available only to members of the research team. The information you provide will be presented only in aggregate form by pooling responses across groups of centers. Responses to the survey will not be identified by organization or person in any publication.

We are interested in practices centers use in serving typical participants. As such, unless specified, exclude Advanced Training (AT) students from consideration in your responses.

If your center also operates a satellite center, please answer this survey with both the main center and the satellite center in mind.

We ask you not to skip questions so that we can obtain complete and accurate information on the practices and techniques at your center and derive the maximum benefit from this study that is examining associations between center practices and performance. Some questions include instructions to select only one answer choice while others allow multiple answers. Please read the instructions and response choices carefully before answering.

Questions?

If you have any questions about completion of this survey, please contact Ms. Amy Djangali of IMPAQ International at 443.283.1648 or adjangali@impaqint.com.

If you have any questions about the overall Job Corps Process Evaluation study, please contact Ms. Savi Swick of the Employment and Training Administration, U.S. Department of Labor at 202.693.3382 or swick.savi@dol.gov.

Returning Completed Surveys

Please complete and submit your responses to this survey by **no later than January 23, 2013** to IMPAQ International using the pre-paid return FedEx envelope included in the survey package

you received. If you choose to complete this survey using the fillable form, please email the completed survey back to Amy Djangali at adjangali@impaqint.com.

I. Background Information

1. Please indicate the number of years you have been in the following roles, if applicable.
[Please include time spent in any full- or part-time positions associated with Job Corps.]

- a. Total number of years as **Center Director at this Job Corps center** _____
- b. Total number of years as **Center Director at any other Job Corps center** _____
- c. Total number of years in **other roles within Job Corps** _____
(i.e., other on-center roles, roles with center contractors or non-center roles with the Job Corps National Office or Regional Office)

2. Aside from your Job Corps experience, how many years in total have you worked in other youth development settings?

_____ Years

3. What is the highest degree you have earned? [CHECK ONE]

- High school diploma or GED
- Associate's degree
- Bachelor's degree
- Master's degree (including Master in Business Administration)
- Professional degree (i.e. M.D., J.D.)
- Doctoral degree (i.e. Ph.D., Ed.D.)
- Other degree (Please specify) _____

4. In addition to your highest degree, what other professional certifications, credentials, and/or licensures have you attained?

- Trade/ industry certification
- Teaching certification
- Licensed counselor/ social worker
- Other certification (Please specify) _____
- I have no other certifications, credentials and/or licensures

II. Outreach and Admissions and New Student Arrivals

5. Please indicate below whether any of your Outreach and Admissions (OA) or Career Transition Services (CTS) partners are co-located on center, and whether, as of December 31, 2012, they are under center management. [CHECK ALL THAT APPLY]

	OA Partner	CTS Partner
a. Located on center	<input type="checkbox"/>	<input type="checkbox"/>
b. Located off center	<input type="checkbox"/>	<input type="checkbox"/>
c. Managed by center	<input type="checkbox"/>	<input type="checkbox"/>

6. We are interested in your experiences with the **OA partner that recruits the most students** to your center. Please list the name of that agency here:

a. Name of agency: _____

b. Percent of students recruited by OA partner in PY2011: _____%

7. Thinking about your relationships with the OA partner identified in Q6, please indicate your level of agreement with the following items: [CHECK ONE BOX PER ROW]

The OA partner ...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Has a good understanding of center policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Understands center offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is open to input from center staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Is responsive to center issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is effective in recruiting appropriate students for the center's programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. In answering this question, **please refer to the OA partner identified in Q6**. Thinking about the information your OA partner provides to new students, do you think that your OA partner provides sufficient information on the following topics? [CHECK ONE BOX PER ROW]

Topics	Yes	No	Sometimes	OA partner does not provide this information
▪ Job Corps' Zero Tolerance (ZT) Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Job Corps' Attendance, Leave and Absent Without Leave (AWOL) policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Center culture and/or dorm life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Student standards of conduct and center expectations for student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ The Career Preparation Period (CPP) process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Career Technical Training (CTT) program differences and their prerequisites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Average time required to complete the training for each CTT program offering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Certification, credential and licensure opportunities related to each CTT program offering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Academic offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Thinking about **ALL of your center's OA partners**, please specify how frequently your center provides the following activities and types of information to OA staff members to familiarize them with your center? [CHECK ONLY ONE PER ROW]

Activities/ Types of Information	Frequency				
	Once (e.g. At the Start of OA's Contract)	Monthly	Quarterly	Annually or Less than Annually	Not Provided
a. On-center staff orientation/ tour/ open house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Off-center staff orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Regular check-ins (phone, in- person)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Center newsletters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Invited to regular assemblies/ activities on- center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Emails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other materials provided to explain various program changes/ requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Off-center presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other activity (<i>Please specify</i>): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Please indicate in the table below how frequently OA staff members communicate with your center’s staff members to perform each of the following activities: [CHECK ONE BOX PER ROW]

Activities	Weekly or More Frequently	Every Two Weeks	Monthly	Less Often Than Monthly	Only When Necessary
a. Pre-arrival activities/ interactions (i.e. review of applications, waitlists, arrival activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. On-center activities/ interactions (i.e. discussions about CTT, academic curricula, policies and procedures, student progress)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other activity (<i>Please specify</i>): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Which of the following does your center (**not OA partner agencies**) provide to prospective students? [CHECK ALL THAT APPLY]

- A welcome or orientation letter
- A brochure or other material describing the center and its training offerings
- An invitation to tour the center
- A telephone call to welcome the incoming student and arrange arrival details
- E-mail communication to welcome and orient the incoming students and arrange arrival details
- Other information (*Please specify*): _____

12. What percent of enrollees at your center have physically toured the center before their arrival?

_____ % of all enrollees

[SKIP TO Q14 IF A NON-RESIDENTIAL CENTER]

13. Please identify all criteria used for making housing assignments for new students at your center. [CHECK ALL THAT APPLY]

- By gender
- By age: 16-17 year olds are housed separately from the older students
- By age: 22-24 year olds are housed separately from the younger students
- By enrollment cohorts
- By selected CTT program area
- By blending age groups
- Other criteria (*Please specify*): _____

14. What is your center's method for delivering the orientation program to new students:

- Instructor-led session
- Web-based or DVD session
- A combination of instructor-led and web-based or DVD session

15. How long is the orientation?

- A one-session course
- Two or more sessions

16. How much emphasis do you put on each of the following areas during your new student orientation? [CHECK ONE BOX PER ROW]

Areas	Great Emphasis	Moderate Emphasis	Little Emphasis	Not Covered
1. Job Corps mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Career Development Services System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Information on center safety, security, health and/or wellness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student rights and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The center's basic schedule for training and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Career Success Standards (CSS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Residential life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Program structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Staff Roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Choosing a Career Technical Training (CTT) program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Academic instruction offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Recreational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Support resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Other area (Please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. What are your center’s three most effective practices related to student retention during students’ first 60 days? List practices from most to least effective.

1. _____

2. _____

3. _____

III. Student-Focused Management Practices

18. In which of the following ways does your center involve students to communicate policies and procedures and/or influence student behavior? [CHECK ALL THAT APPLY]

- A structured system that individually matches younger students with older peers
- A structured system that matches new students with students who have been on center longer
- Having senior or more experienced peers participate in the orientation for new students
- The use of peer mediators (i.e., a formal process by which a group of students facilitate dispute resolution among two or more students)
- The use of peer mentors (e.g., a relationship where a more experienced student shares his or her knowledge, experience and guidance with a new student)
- The use of group self-governance mechanisms (e.g., class officers)
- Other practice (*Please specify*): _____

19. Does your center employ different policies or practices for younger students (16-17 years old) as compared to older students? [CHECK ONE]

- Yes
- No [SKIP TO Q21]

20. Which of the following practices or policies are in effect at your center for younger students (16-17 years old)? [CHECK ALL THAT APPLY]

- Assigned to separate housing
- More frequent assessments and/or counseling sessions
- More intensive academic classes
- Use of a buddy or mentor system
- A longer Career Preparation Period (CPP)
- A longer Career Transition Period (CTP)
- Other practice (*Please specify*): _____
- None of the above

21. Please identify what you believe are the three most effective practices or strategies that your center uses to manage student **absent without leave (AWOL) issues**. List the specific practices from most to least effective.

1. _____

2. _____

3. _____

22. Please identify what you believe to be the three most effective practices you use on center to prevent **safety violations and/or drug-related violations**. List the specific practices from most to least effective.

1. _____

2. _____

3. _____

[ANSWER Q23 IF YOUR CENTER SERVES NON-RESIDENTIAL STUDENTS, OTHERWISE SKIP TO Q24]

23. What practices and strategies does your center utilize to **successfully retain non-residential students** at your center? [CHECK ALL THAT APPLY]

- Staff – student mentorship program
- Student tutorial program
- Regular staff meetings to address non-residential student barriers
- Regular meetings with non-residential students to gather feedback
- Trade shadow
- Off-center internships
- Hold at-risk meetings to address students at risk of AWOL
- Maintain strong connections with community resources/ services
- Use of a progressive behavior management system
- Other practice (*Please specify*): _____

IV. Student Services

24. What types of **recreational, leisure and student activities and clubs** (other than student government) are available to students at your center, and what proportion of your current student population participates in these activities?

Activities	Not Offered	Percent of Students Participating			
		<20%	20% - 49%	50% - 74%	≥75%
▪ On-center structured activities (i.e. intramural sports, athletics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ On-center unstructured activities (i.e. arts and crafts, movie night, dances)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Off-center trips (i.e. recreation, field trips, cultural outings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Other activity (Please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. What types of **leadership** opportunities are available to students at your center, and what proportion of your current student population participates in these opportunities?

Opportunities	Not Offered	Percent of Students Participating			
		<5%	5% - 9%	10% - 19%	≥20%
<input type="checkbox"/> Leadership classes or leadership camp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Dorm and/or recreation leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Peer mediators, mentors or educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Serving on the Student Government Association (SGA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Serving on the Youth Council, Industry Council, or Community Relations Council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other opportunity (<i>Please specify</i>): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. The leadership opportunities referenced in Q25 are: [CHECK ONE]

- Open to all interested students
- Limited to SGA members or candidates
- Limited to students who meet certain academic or behavioral requirements (e.g., high academic achievement, good attendance, no disciplinary actions)
- All of the above
- Other opportunity (*Please specify*): _____

V. General Training Practices

27. Approximately how frequently are the following activities scheduled at your center to ensure the integration and alignment of academics and CTT? [CHECK ONE BOX PER ROW]

Activities	Weekly or More Often	Every Two Weeks	Monthly	Less Often than Monthly	Not Scheduled
▪ Staff lesson planning time involving both academic and CTT instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ CTT and academic integration activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Staff cross-training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Cross-department staff panels for evaluating student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Staff or management work groups on curriculum coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Other activity (<i>Please specify</i>): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Does your center use a cohort model for CTT programs?

- Yes
 No

29. What type of scheduling system does your center use? [CHECK ALL THAT APPLY]

- Alternating weeks of CTT and academic
- Combined CTT and academic (with a set weekly schedule)
- Mixed or other (*Please specify*): _____

30. Does your center adjust the schedule and distribution of academic and CTT instruction individually for each student?

- Yes (*Please describe how*): _____

- No

31. Please identify what you believe to be the three most effective practices you use on center to help students successfully progress through academic and/or CTT programs?

1. _____

2. _____

3. _____

VI. Career Technical Training Programs

32. Have any changes occurred at your center in the last 2 years with regards to your CTT offerings?

- Yes
 No [SKIP TO Q33]

If Yes:

a. What changes were made to the CTT offerings?

- Added programs
 Eliminated programs
 Modified existing programs

33. As of November 1, 2012 were there CTT programs at your center that had open (unfilled) slots?

- Yes
 No [SKIP TO Q35]

34. For each CTT program at your center that had open (unfilled) slots as of November 1, 2012, please list the name of the program and the number of open slots:

Name of CTT Program	# of Open Slots
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

35. What factors are considered by your staff when placing new students into CTT programs?
[CHECK ONE BOX PER ROW]

Factors	Very Important	Somewhat Important	Not at all Important
a. Student age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student academic abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student trade interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Trade availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other factor (<i>Please specify</i>): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Please identify all the activities your center offers to students to help them in selecting CTT programs. [CHECK ALL THAT APPLY]

- Use of an assessment tool to measure career aptitude and interests
- Assistance in developing career goals
- Career counseling
- Assistance in developing a Personal Career Development Plan (PCDP)
- Work place tours, job shadowing, or employer presentations
- A visit (in person or online) to an American Job Center
- Other activity (*Please specify*): _____

37. As of November 1, 2012, how many students were eligible to enter a CTT program at your center? _____ (#)

- a. Of those students eligible for entrance in CTT programs as of November 1, 2012, how many were on waitlists? _____ (#)

38. As of November 1, 2012, how many students were enrolled in a CTT program at your center? _____ (#)

- b. Of those students enrolled in a CTT program as of November 1, 2012, how many were waitlisted for their preferred program of choice? _____ (#)

39. As of November 1, 2012 did any of the CTT programs have a wait list?

- Yes
- No [SKIP TO Q41]

40. For each CTT program at your center that had a wait list as of November 1, 2012, please list the name of the program and the average wait time:

Name of CTT Program	Average Wait Time for Students to Enter Program (# of days)
a. _____	_____ days
b. _____	_____ days
c. _____	_____ days
d. _____	_____ days
e. _____	_____ days
f. _____	_____ days
g. _____	_____ days
h. _____	_____ days
i. _____	_____ days
j. _____	_____ days
k. _____	_____ days
l. _____	_____ days

41. If there is a wait list for a student's first-choice CTT program, the student is usually:
[CHECK ONE]

- Encouraged to enter another trade in place of his or her first-choice CTT
- Encouraged to enter another trade until a slot opens for his or her first-choice CTT
- Placed in non-CTT training classes until a slot opens for his or her first-choice CTT
- Other practice (*Please specify*): _____

42. If a student does not meet the academic prerequisites for a CTT program, typically the student: [CHECK ONE]

- Is encouraged to enter another trade where the academic prerequisites are already met
- Enters the CTT program and simultaneously enters academic classes (e.g., remedial or developmental instruction)
- Is required to complete remedial academic classes before entering the CTT program
- Other practice (*Please specify*): _____

43. Do students have off-center CTT programs available to them?

- Yes
- No

44. Thinking about all of your CTT programs, regardless of who provides the training and where it is provided (on-center, NTC, other), please indicate the extent to which the following statements apply to your CTT programs: [CHECK ONE BOX PER ROW]

Statements	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a. Sufficient training-related materials and equipment are available in the classroom and CTT facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. CTT facilities and training-related equipment are in good repair and adequate to ensure that the training students receive meets current industry standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Ample opportunities are provided for students to attain industry certification, licensure or pre-apprentice status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Sufficient instructors are available to meet the required student-to-teacher ratio for instructional and training activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students are offered opportunities and time for project-based learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. There is adequate industry and community input into the curriculum and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. CTT and academic instructors collaborate in lesson planning and career technical and academic integration activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. Does your center offer students access to an Advanced Training (AT) program?

- Yes, at my center
- Yes, at another center
- No [SKIP TO Q47]

46. What percentage of graduates from your center attend AT programs either on your center or at another center?

Opportunities	Percent of Students Participating			
	<1%	1% - 5%	6% - 10%	≥10%
On your center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At another center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

47. What processes are in place at your center for staff members to identify and work with students that are struggling to meet all of the requirements of their **CTT program**? [CHECK ALL THAT APPLY]

- Various staff members (instructors, counselors, and residential staff) meet regularly to discuss student progress
- Various staff members review student progress in their CTT programs
- Instructors develop Individualized Education Programs (IEPs)
- Instructors meet regularly with students individually to discuss progress
- Instructors provide alternative learning opportunities based on individual student need
- Instructors provide opportunities for students to get one-on-one tutoring (i.e., peer-to-peer or student-teacher)
- Students are moved into a different program based on their abilities/needs
- Students are required to take additional CTT course work
- Other process (*Please specify*): _____

48. What tools or resources does the center use to measure student success or performance in CTT programs? [CHECK ALL THAT APPLY]

- Tests
- Credential and/or licensure exams
- Student-level spreadsheet that tracks progress in trade
- Training Achievement Record (TAR) completion percentage
- Trade specific benchmarks
- Other tool/ resource (Please specify): _____

VII. Academic Instruction

49. How is academic instruction offered to your students? [CHECK ALL THAT APPLY]

Academic Instruction Options	On-center Instruction	Off-center Instruction	Online Instruction	Not Offered
a. Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. GED preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. High school classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Academic skills training (e.g. study skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

50. Are all students enrolled in academics at your center?

Yes [SKIP TO Q51]

No

If NO:

a. What criteria are used to identify students that are **not** enrolled in academic classes?
[CHECK ALL THAT APPLY]

Have a GED or high school diploma at entry

Have high TABE scores

Other criteria (*Please specify*): _____

51. What processes are in place at your center for staff members to identify and work with students struggling to meet all of the requirements of their **academic program**?

Various staff members (instructors, counselors, and residential staff) meet regularly to discuss student progress

Various staff members review student progress in their academic programs

Instructors develop Individualized Education Programs (IEPs)

Instructors meet regularly with students individually to discuss progress

Instructors provide alternative learning opportunities based on individual student need

Instructors provide opportunities for students to get one-on-one tutoring (i.e., peer-to-peer or student-teacher)

Students are required to take additional academic course work

Other process (*Please specify*): _____

VIII. Center Management Practices and Leadership

52. What processes are in place at your center to obtain and incorporate **student feedback** about center management? [CHECK ALL THAT APPLY]

- One-on-one meetings between staff and students
- Team-based meetings between staff and students
- Student surveys
- Student focus groups
- Suggestion boxes
- Feedback obtained from the SGA
- Dorm meetings
- Other process (*Please specify*): _____

53. What processes are in place at your center to obtain and incorporate **staff members' feedback** about center management? [CHECK ALL THAT APPLY]

- One-on-one meetings
- Staff surveys
- Staff focus groups
- Suggestion boxes
- Team-based meetings
- Other process (*Please specify*): _____

54. From the list below, please rank the following areas in order of importance as part of your role as Center Director in influencing center improvement over the previous year's performance. **Each number (1 – 9) should be used only once.**

Areas	Rank
▪ Compliance with Job Corps Policies	_____
▪ Academic learning	_____
▪ Integrated learning	_____
▪ Community relationships (building, maintaining, improving)	_____
▪ Staff professional development	_____
▪ Staff goal setting/attainment	_____
▪ Staff vacancies	_____
▪ Facility improvements	_____
▪ CTT programs	_____

55. On average, how frequently does your center's Regional Office Project Manager communicate or interact with you? [CHECK ONE]

- Daily
- Every few days
- Weekly
- About every two to three weeks
- Monthly or less frequently

56. What is the one policy or practice being implemented at your center that you think has had the greatest influence on center performance?

IX. Staff-Focused Management and Evaluation Practices

57. How have you attempted to create a positive working climate at your center? [CHECK ALL THAT APPLY]

- I hold regular staff meetings with all staff and/or the Management team
- I meet personally with new staff members to communicate specific expectations for performance
- I actively participate in the staff performance appraisal process
- I routinely provide feedback to staff outside of their formal performance appraisal
- I have regular “open-door” hours where staff can walk in to discuss any issues
- I have formal process for staff members to share their ideas with me
- I require inter-departmental meetings to encourage collaboration and trust between staff
- I ensure that the center’s goals, mission and expectations for staff are visibly posted on-center
- I involve staff in major center-level decisions
- I hold at least one special event per year (e.g., holiday party, staff appreciation day, recognition lunch/dinner) which all staff members are invited to attend
- Other practice (*Please specify*): _____

58. Please indicate how often during a typical work week you interact with the following individuals or groups: [CHECK ONE BOX PER ROW]

Individuals/Groups	Daily	Weekly	Monthly	Quarterly	Never/ Almost Never
▪ Center management staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Academic and CTT instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Counseling staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Recreation staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Residential staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Community Relations Council, Industry Council, Workforce Investment Boards (WIBs), and other community groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Staff at other Job Corps centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Other individual/ group (Please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

59. What mechanisms are used to gather information on staff performance? [CHECK ALL THAT APPLY]

- Shadowing
- Classroom observations
- Curriculum planning reviews
- Other mechanism (Please specify): _____

60. What measures are included in the performance appraisal system for **academic instructors**? [CHECK ALL THAT APPLY]

- Performance of individual students in academics (e.g., percent of students achieving Math TABE benchmark of 566 or higher, percent of students attaining a high school diploma)
- Student retention rates (e.g., AWOL rates, 30/45 day Level 1 ZT rates, 90 day enrollment rates)
- Percent of students who enter an Advanced Training (AT) or Advanced Career Training (ACT) program
- OMS Performance Rating or Ranking on specific measures (e.g., average math learning gain, HSD/GED attainment rate, Job Training Match (JTM)/Post-secondary Credit (PSC) placement)
- Overall Center OMS Performance or Overall OMS Performance Ranking
- Other initial placement metrics (e.g., Percent of students who enter an initial placement within 30 days of separation; percent of students who enter a Post-secondary education program)
- Other measure (*Please specify*): _____

61. What measures are included in the performance appraisal system for **CTT instructors**? [CHECK ALL THAT APPLY]

- Performance of individual students in the CTT program according to staff's instructional area (e.g., percent of student completing 80% or more of the TAR, percent of students completing project-based training or CTST)
- Student retention rates (e.g., AWOL rates, 30/45 day Level 1 ZT rates, 90 day enrollment rates)
- Percent of students who enter an AT or ACT program related to the instructor's training area
- Percent of students who complete WBL related to the instructor's training area
- OMS Performance Rating or Ranking on specific measures (actual performance against the goal) on specific measures related to staff's CTT program instructional area (e.g., CTT completion, full-time job placement)
- Overall Center OMS Performance or Overall OMS Performance Ranking
- Other initial placement metrics (e.g., Percent of students who enter an initial placement within 30 days of separation; percent of students who enter an apprenticeship program)
- Other measure (*Please specify*): _____

62. Are specific OMS measures used as indicators in the performance appraisals for **management staff**?

- Yes
- No [SKIP TO Q63]

a. If YES, please specify which OMS measures are used:

- High School Degree (HSD)/GED rate
- CTT completion rate
- Industry credential rate
- HSD/GED/CTT combo rate
- Average literacy gain
- Average numeracy gain
- Graduate placement
- Graduate wage
- Graduate full-time job placement rate
- Former enrollee placement rate
- CTT Job Training Match (JTM)/Post-Secondary Credit (PSC) rate
- Graduate 6-month placement rate
- Graduate 6- month earnings
- Graduate 12- month placement rate

X. Staffing Levels and Vacancies and Staff Hiring Practices

63. Please provide your best estimates of the following as of **December 31, 2012**:

- a. Column A: Indicate the number of FTEs employed by the center serving in each of the following key positions. **If your center does not have one of the positions listed below, please enter a "0."**
- b. Column B: Indicate the current staff-to-student ratio for each position
- c. Column C: Indicate the number of the FTEs in Column A that were waived (i.e., do not meet the minimum educational and experience qualifications per the Job Corps Policy and Requirements Handbook – PRH – guidelines).

Staff Position	Column A	Column B	Column C
	Number of FTEs	Staff to Student Ratio	Number of FTEs Waived (Did not meet minimum requirements per PRH)
a. Academic Instructor/Manager	_____	1:_____	_____
b. CTT Instructor/Manager	_____	1:_____	_____
c. Residential Staff	_____	1:_____	_____
d. Counseling Staff	_____	1:_____	_____
e. Recreation Specialist	_____	1:_____	_____

64. Over the last 12 months, for each of the following staff positions listed in the table below, please enter your best estimates of:

- a) The number of FTEs that were vacant for more than three months
- b) The total number of FTEs for these positions at your center during the last 12 months

Staff Positions	# FTEs Vacant for >3 Months	Total # FTEs
a. FTE center management staff positions	_____	_____
b. FTE academic and CTT instructor positions	_____	_____
c. FTE residential staff positions	_____	_____
d. FTE counselor positions	_____	_____
e. FTE health and wellness staff positions	_____	_____

65. On a scale of 1 – 6, with ‘1’ as the largest barrier and ‘6’ as the smallest barrier, rank the following barriers to **filling vacant staff positions** at your center. **Each number (1 – 6) should be used only once.**

Barriers	Rank
a. Salary and benefits offered	_____
b. Minimum staff qualifications or experience needed	_____
c. Availability of applicants with a commitment to serving youth	_____
d. Application and interview process	_____
e. Center location	_____
f. Center’s reputation in the community	_____

66. On a scale of 1 – 7, with ‘1’ as the largest barrier and ‘7’ as the smallest barrier, rank the following barriers to **retaining quality staff** at your center. **Each number (1 – 7) should be used only once.**

Barriers	Rank
a. Salary and benefits offered	_____
b. Minimum staff qualifications or experience needed	_____
c. Work schedule or hours	_____
d. Work culture	_____
e. Student conduct	_____
f. Personal safety	_____
g. Center location	_____

XI. Staff Support Services and Practices

67. During the first 90 days of employment, the majority of staff members are provided with:
[CHECK ALL THAT APPLY]

- New staff orientation
- Introductory staff training
- Specific training in conflict management and resolution
- Training in OMS
- Training in policies and procedures specific to Job Corps
- Professional development opportunities
- On-center peer-to-peer learning opportunities
- Off-center peer-to-peer learning opportunities
- Opportunities for career advancement or promotions
- Other professional opportunities
- Information regarding procedures for filing grievances
- Staff mentoring
- Off-center training
- Other information/ training (*Please specify*): _____

68. Which of the following types of support and training do academic and CTT instructors receive? [CHECK ALL THAT APPLY]

- Staff mentoring by more experienced instructors
- Ongoing formal training in instructional strategies and methods (in-house)
- Training in instructional strategies and methods (off-site through conferences, coursework, etc.)
- Ongoing formal training in their specific content area(s) (in-house)
- Training in specific content area(s) (off-site through conferences, coursework, etc.)
- Peer-to-peer learning opportunities
- Professional development opportunities to remain current in their field
- Feedback from supervisors based upon classroom observations
- Encouragement to try new approaches and strategies
- Other instructional support
- Training in OMS
- Training in policies and procedures specific to Job Corps
- Other support/ training (*Please specify*): _____

69. What processes or procedures are in place to improve instructor performance in areas identified as weak, either through informal evaluations or through formal performance appraisals? [CHECK ALL THAT APPLY]

- Performance improvement plans to improve instructor performance
- Training in instructional strategies, methods and/or specific content area(s)
- Mentoring by more experienced instructors
- Specific feedback and strategies from supervisors to improve performance
- Other process (*Please specify*): _____

70. Approximately how frequently do the following types of meetings occur? [CHECK ONE BOX PER ROW]

Meetings	Weekly or More Often	Every Two Weeks	Monthly	Less Often than Monthly	Never/ Almost Never
▪ Internal department staff meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Staff meetings between departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Curriculum planning sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Evaluation of student progress panels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Integration of academic and CTT service delivery meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Project planning meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Meetings to plan recreational, leisure or other after-hours activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

71. On average, how frequently do center academic and CTT staff typically interact with students **outside the classroom** in the following activities? [CHECK ONE BOX PER ROW]

Interaction Settings	Daily	Weekly	Every Two Weeks	Monthly	Do Not Know
▪ Recreational or leisure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Volunteer or community service activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Competitive sports or athletic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Art or cultural activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ SGA or other leadership activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Tutoring or mentoring activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Participation in councils or organizations (e.g., Industry Council, Community Relations Council)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Other setting (Please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

XII. Use of Community Resources and Support Systems

72. As of December 31, 2012, do you have someone at your center fulfilling the role of a Business and Community Liaison (BCL)?

- Yes
 No

73. What strategies or practices does your center employ to establish partnerships with employers to promote and provide job opportunities for students at your center? [CHECK ALL THAT APPLY]

- WBL partnerships that lead to job opportunities
- Interacting with local community leaders
- Center open-house activities that invite the community on-center
- BCL visits to prospective employers
- Positive promotion of center in local media
- Student membership in community clubs/ organizations
- Staff membership in community clubs/ organizations
- Invite employers to serve as guest speaker at center events
- Invite WBL sites to Community Relations Council meetings
- Other strategy (*Please specify*): _____

74. Using the table below, please rate the strength of your relationships with the following resources, services, and partners. [CHECK ONE BOX PER ROW]

Resources, Services, and Partner Linkages	Strong Relationship	Moderate Relationship	Weak Relationship	No Relationship
a. Referral agencies, career services, and job placement (social service agencies, American Job Centers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Industry resources (Industry Councils, Workforce Investment Boards, local businesses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Health and wellness services (state health depts., local health agencies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student tutoring and mentoring services (through academic programs, community colleges)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Vocational training programs (community colleges, state vocational rehabilitation agencies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other social services (child care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Job shadowing, OJT, WBL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Local government, chamber of commerce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Community-based Organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

75. What strategies or practices does your center employ to facilitate students' interaction with your local community? [CHECK ALL THAT APPLY]

- Student participation in community service projects
- Student participation in community activities (e.g. parades, festivals)
- Job shadowing
- Use of Work-Based Learning (WBL) sites
- Require students to obtain a certain number of community service hours in order to graduate
- Offer students the Presidential Volunteer Service Award if they meet requirements
- Other strategy (*Please specify*): _____

XIII. Use of Performance Management System Information

76. Please indicate the frequency that various center staff use OMS performance results: [CHECK ONE BOX PER ROW]

Staff Role	Daily	Weekly	Every Two Weeks	Monthly	Less than Monthly
▪ Management or Administrative Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Academic Instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ CTT Instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Residential Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Other support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

77. Identify the top three ways that center management staff members use OMS performance results to improve center performance.

1. _____

2. _____

3. _____

78. Are there performance measures not included in the OMS that you use to monitor the center's progress?

- Yes
- No [SKIP TO Q80]

79. Which of the following non-OMS measures do you use to monitor the center's progress?
[CHECK ALL THAT APPLY]

- Student satisfaction survey
- CPP Survey
- Career Transition Readiness (CTR) survey
- Staff vacancies
- Disciplinary terms
- Weekly termination rate
- 90 day separation rate
- On-board Strength
- DOL reviews
- Corporate reviews
- Ordinary separation rate
- Student feedback
- Staff feedback
- Other measure (*Please specify*): _____

80. Please describe any procedures followed or actions taken by center staff to prevent or address any declines in performance and increase positive outcomes on measures related to:

- Academic performance (GED/HSD completion and literacy and numeracy gains):

- CTT-related performance (CTT completion and industry-recognized credential attainment):

- Initial placement performance (graduate and former enrollee initial placement, graduate full-time job placement, JTM/PSC placement, and graduate average hourly wage):

- Long-term placement performance (graduate 6-month and 12-month follow-up placements and graduate 6-month follow-up earnings):

81. Are center staff members eligible for incentive payments, bonuses, or other benefits depending upon the center's OMS performance results?

- Yes
- No [SKIP TO Q83]

82. Please indicate whether the following staff are eligible for incentive payments, bonuses or other incentives based upon the center’s OMS performance results: [CHECK ALL THAT APPLY]

Staff Role	Incentive Payments	Bonuses	Other Incentives
Management or administrative staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CTT Instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residential staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

XIV. Corporate Management Practices

83. On average, how frequently does your center Corporate Operator communicate with you? [CHECK ONE]

- Daily
- Every few days
- Weekly
- Every two to three weeks
- Monthly or less frequently

84. How frequently do management, executive or other staff members from your center corporate operator visit your center to: [CHECK ONE BOX PER ROW]

Visit Types	Monthly	Quarterly	Semi-Annually	Annually	Every Other Year	Visit Type Does not Occur
a. Conduct a monitoring visit or a center review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Conduct a routine update visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provide assistance with policy, procedures or service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provide training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Participate in the staff hiring process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Help with strategies to improve center OMS performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other visit (<i>Please specify</i>): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

85. Using the scale below, please indicate how much assistance your center corporate operator provides to your center for the following services. [CHECK ONE BOX PER ROW]

Services	A Great Deal of Assistance	Moderate Assistance	No Assistance
a. Development or revision of Standard Operating Procedures, Career Development Services System (CDSS) plans, Quality Assurance (QA) plans, or other Job Corps required plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Development of strategies, internal controls, and management policies to maintain or improve service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Development of policies, processes, and procedures for financial, procurement, and property management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Training requirements for center staff, curricula and delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Hiring, professional development, and personnel management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Setting staff performance goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Selecting training program offerings (e.g., through labor market analysis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Providing resources about lessons learned from other centers operated by the same corporation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other service (<i>Please specify</i>): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX H. SURVEY RESULTS FREQUENCY TABLES

SURVEY RESULTS FREQUENCY TABLES

1. Center Management Survey Results³⁵

Q1. Number of years in the following roles.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Total number of years as Center Director at this Job Corps center	5.0	2.7	2.3	*
Total number of years as Center Director at any other Job Corps center	1.5	5.3	-3.8	**
Total number of years in other roles at any other Job Corps center	14.4	13.3	1.1	NS

Q2. Aside from your Job Corps experience, how many years in total have you worked in other youth development settings?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Number of years	6.3	7.0	-0.7	NS

Q3. What is the highest degree you have earned?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
High school diploma or GED	5	0	5	NS
Associate's degree	0	0	0	NS
Bachelor's degree	53	56	-3	NS
Master's degree (including Master in Business Administration)	32	44	-12	NS
Professional degree (i.e., M.D., J.D., D.D.S.)	5	0	5	NS
Doctoral degree (i.e., Ph.D., Ed.D.)	5	0	5	NS

Q4. In addition to your highest degree, what other professional certifications, credentials, and /or licensures have you attained?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
I have no other certifications, credentials, and/or licensures	47	33	14	NS
Trade/industry certification	10	17	-7	NS
Teaching certification	21	44	-23	*
Licensed counselor/social worker	0	0	0	NS
Other	26	22	4	NS

Q52. What processes are in place at your center to obtain and incorporate student feedback about center management?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
One-on-one meetings between staff and students	84	83	1	NS
Team-based meetings between staff and students	79	89	-10	NS
Student surveys	84	89	-5	NS
Student focus groups	95	94	1	NS
Suggestion boxes	74	61	13	NS
Feedback obtained from the SGA	100	100	0	NS
Dorm meetings	79	89	-10	NS
Other process	5	33	-28	NS

³⁵ For all tables in this Appendix: ** Significant at .10; * Significant at .15; NS = Not Significant

Q53. What processes are in place at your center to obtain and incorporate staff members feedback about center management?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Staff focus groups	74	50	24	*
Staff surveys	68	56	12	NS
One-on-one meetings	89	78	11	NS
Team-based meetings	89	83	6	NS
Suggestion boxes	32	39	-7	NS
Other process	16	33	-17	NS

Q54. Rank the following areas in order of importance as part of your role as Center Director in influencing center improvement over the previous year s performance.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Staff goal setting/attainment	3.2	4.6	-1.4	**
Compliance with Job Corps policies	3.8	2.7	1.1	NS
Academic learning	4.0	3.7	0.3	NS
CTT programs	4.1	4.0	0.1	NS
Staff professional development	4.9	5.2	-0.3	NS
Integrated learning	5.5	5.7	-0.2	NS
Staff vacancies	6.0	5.7	0.3	NS
Community relationships (building, maintaining, improving)	6.1	6.9	-0.8	NS
Facility improvements	7.4	7.4	0	NS

Q55. On average, how frequently does your center s Regional Office Project Manager communicate or interact with you?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Daily	16	17	-1	NS
Every few days	26	44	-18	NS
Weekly	53	33	20	NS
About every two to three weeks	5	0	5	NS
Monthly or less frequently	0	6	-6	NS

Q56. What is the one policy or practice being implemented at your center that you think has had the greatest impact on center performance?			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Attention to detail	5	0	5
Awareness of metrics, goals, expectations	21	17	4
Behavior management	5	0	5
Case management	16	17	-1
Consistency	0	6	-6
Focus on academic gains	0	11	-11
Focus on student retention	5	6	-1
Inability to accept new students (negative impact)	5	0	5
Mentoring programs	16	6	10
Positive center culture	16	17	-1
Staff collaboration	5	6	-1
Strong leadership	0	22	-22
Student incentives	5	0	5
Student centered approach	5	6	-1
Training/professional development	0	11	-11

Q76. Frequency that various center staff use OMS performance results:					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Management or administrative staff	Weekly or daily	90	100	-10	NS
	Less frequently than weekly	5	0	5	
	Blank/Refused	5	0	5	
Academic instructors	Weekly or daily	63	89	-26	NS
	Less frequently than weekly	33	11	22	
	Blank/Refused	5	0	5	
CTT instructors	Weekly or daily	69	89	-20	NS
	Less frequently than weekly	27	11	16	
	Blank/Refused	5	0	5	
Residential staff	Weekly or daily	32	78	-46	**
	Less frequently than weekly	58	17	41	
	Blank/Refused	11	6	5	
Counselors	Weekly or daily	74	89	-15	NS
	Less frequently than weekly	21	11	10	
	Blank/Refused	5	0	5	
Other support staff	Weekly or daily	37	39	-2	NS
	Less frequently than weekly	53	62	-9	
	Blank/Refused	11	0	11	

Q77. Identify the top three most effective ways that center management staff members use OMS performance results to improve center performance.			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Discussion point at staff/student meetings	42	44	-2
Identify new methods	0	6	-6
Identify strengths and weaknesses	32	44	-12
Identify students with specific needs	0	6	-6
Identify training needs	11	17	-6
Identify/manage student retention	16	22	-6
Manage job placement rates	32	28	4
Monitor/evaluation of center performance	53	33	20
Set performance goals	21	44	-23
Staff evaluations	11	6	5
Staff incentives	5	11	-6
Student competitions/incentives	5	11	-6
Tools for improvement	5	22	-17
Used in development of other progress reports	5	6	-1

Q78. Are there performance measures not included in the OMS that you use to monitor the center's progress?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes	95	94	1	NS
No	0	6	-6	NS

Q79. Which of the following non OMS measures do you use to monitor the center s progress?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Staff feedback	95	67	28	**
Career Transition Readiness (CTR) survey	58	33	25	*
Staff vacancies	63	39	24	*
Ordinary separation rate	95	72	23	**
Disciplinary terms	95	78	17	*
Student feedback	95	83	12	NS
Student satisfaction survey	100	89	11	*
DOL reviews	100	89	11	*
Corporate reviews	100	89	11	*
Weekly termination rate	89	89	0	NS
90-day separation rate	89	89	0	NS
CPP survey	53	56	-3	NS
On-board strength	84	94	-10	NS

Q79. Which of the following non OMS measures do you use to monitor the center s progress? Other Specify.			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Medical separation with reinstatement rights report	5	0	5
Affirmative action	5	0	5
At risk report	0	6	-6
Average length of stay	0	6	-6
AWOLs	0	6	-6
Student progress	0	6	-6

2. General Training and Academic Training Practices Survey Results

Q27. Approximately how frequently are the following activities scheduled at your center to ensure the integration and alignment of academics and CTT?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Staff lesson planning involving both academic and CTT instructors	Weekly or more often	37	33	4	NS
	Every two weeks	21	28	-7	
	Monthly	16	11	5	
	Less often than monthly	21	22	-1	
	Not scheduled	5	6	-1	
	Blank/Refused	0	0	0	
CTT and academic integration activities	Weekly or more often	68	33	35	NS
	Every two weeks	11	11	0	
	Monthly	16	39	-23	
	Less often than monthly	5	17	-12	
	Not scheduled	0	0	0	
	Blank/Refused	0	0	0	
Staff cross training	Weekly or more often	5	6	-1	NS
	Every two weeks	5	11	-6	
	Monthly	21	28	-7	
	Less often than monthly	63	44	19	
	Not scheduled	5	11	-6	
	Blank/Refused	0	0	0	
Cross-departmental staff panels for evaluating student progress	Weekly or more often	47	61	-14	NS
	Every two weeks	11	6	5	
	Monthly	37	28	9	
	Less often than monthly	0	6	-6	
	Not scheduled	0	0	0	
	Blank/Refused	5	0	5	
Staff or management work groups on curriculum coordination	Weekly or more often	16	11	5	NS
	Every two weeks	11	11	0	
	Monthly	47	39	8	
	Less often than monthly	16	39	-23	
	Not scheduled	11	0	11	
	Blank/Refused	0	0	0	
Other	Weekly or more often	5	6	-1	NS
	Every two weeks	0	0	0	
	Monthly	0	0	0	
	Less often than monthly	0	6	-6	
	Not scheduled	0	0	0	
	Blank/Refused	95	89	6	

Q29. What type of scheduling system does your center use?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Alternating weeks of CTT and Academic	37	64	-27	*
Combined CTT and academic (with a set weekly schedule)	32	61	-29	**
Mixed or Other	53	39	14	NS

Q30. Does your center adjust the schedule and distribution of academic and CTT instruction individually for each student?

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes	79	83	-4	NS
No	11	17	-6	NS
Blank/Refused	11	0	11	NS

Q30. Does your center adjust the schedule and distribution of academic and CTT instruction individually for each student?

Response Options	Top 20	Bottom 20	Difference
	%	%	
According to student interest	5	0	5
According to a variety of factors	42	22	20
According to academic needs	11	39	-28
As needed	11	6	5
Weekly changes based on assessments	0	11	-11

Q31. What top innovative policies, processes or practices do staff members implement at your center to help students successfully progress through academic and/or CTT programs?

Response Options	Top 20	Bottom 20	Difference
	%	%	
Academic incentives	5	11	-6
Academic requirements	0	17	-17
Applied academics	32	17	15
Case management	32	11	21
Cluster model	0	6	-6
Community partnerships	0	6	-6
Extended day programming	5	0	5
Goal setting	5	6	-1
Individualized approach	16	0	16
Instructional staff	32	22	10
Mentorship program	11	11	0
Other types of learning opportunities	11	22	-11
Positive reinforcement	16	11	5
Review of student progress	74	56	18
Scheduling	11	17	-6
Student involvement	5	0	5
Technology	5	0	5
Tutoring for academics or GED	26	39	-13

Q49. How is academic instruction offered to your students?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Reading	On-center instruction	100	100	0	NS
	Off-center instruction	0	6	-6	NS
	Online instruction	21	44	-23	*
	Not offered	0	0	0	NS
Math	On-center instruction	100	100	0	NS
	Off-center instruction	5	6	-1	NS
	Online instruction	21	39	-18	**
	Not offered	0	0	0	NS
GED preparation	On-center instruction	100	100	0	NS
	Off-center instruction	5	11	-6	NS
	Online instruction	26	28	-2	NS
	Not offered	0	0	0	NS
High school classes	On-center instruction	84	83	1	NS
	Off-center instruction	11	11	0	NS
	Online instruction	68	78	-10	NS
	Not offered	0	0	0	NS
Academic skills training (e.g., study skills)	On-center instruction	84	89	-5	NS
	Off-center instruction	5	6	-1	NS
	Online instruction	11	28	-17	NS
	Not offered	11	6	5	NS
English as a Second Language	On-center instruction	53	61	-8	NS
	Off-center instruction	53	28	25	*
	Online instruction	11	33	-22	**
	Not offered	5	11	-6	NS

Q49. How is Academic Instruction Offered to Your Students? (Other Specify)			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Drivers education	11	6	5
English language learner	0	6	-6
Health and wellness	5	0	5
Information technology	11	0	11
Reading	5	0	5
Tutoring	5	0	5

Q50. Are all students enrolled in academics at your center?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes	21	6	15	NS
No	79	94	-15	NS

Q50a. What criteria are used to identify students that are not enrolled in academic classes?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Have a GED or high school diploma at entry	74	83	-9	NS
High TABE scores	68	83	-15	NS
Other criteria	0	11	-11	NS

Q51. What processes are in place at your center for staff members to identify and work with students struggling to meet all of the requirements of their academic programs?

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Instructors develop Individualized Education Programs (IEPS)	84	44	40	**
Instructors provide alternative learning opportunities based on individual student need	95	78	17	*
Instructors meet regularly with students individually to discuss progress	100	89	11	*
Other	11	6	5	NS
Students are required to take additional academic course work	58	56	2	NS
Instructors provide opportunities for students to get one-on-one tutoring	95	94	1	NS
Various staff member review student progress in their academic programs	95	94	1	NS
Various staff members meet regularly to discuss student progress	100	100	0	NS

Q80a. Please describe any procedures or actions taken by center staff to prevent or address any declines in performance and increase positive outcomes on measures related to academic performance (GED/HSD completion and literacy and numeracy gains).

Response Options	Top 20	Bottom 20	Difference
	%	%	
Additional HSD/GED programs	5	11	-6
Create individualized student plans/academic improvement plan	16	17	-1
Divided academic classes by TABE scores	0	11	-11
Evening classes/enrichment	5	6	-1
Implement trade or instructor performance plan/corrective action plan	16	17	-1
Instructor training/professional development	0	17	-17
Meetings with students to review progress	5	0	5
Monthly or weekly review of student progress	21	17	4
Set area specific goals for instructors	5	11	-6
Student incentive program	5	22	-17
Tutoring	26	22	4

3. CTT Practices Survey Results

Q28. Does your center use a cohort model?

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes	26	33	-7	NS
No	74	56	18	NS
Blank/Refused	0	11	-11	NS

Q32. Have any changes occurred at your center in the last 2 years with regards to your CTT offerings?

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes	37	50	-13	NS
No	63	50	13	NS

Q32a. What changes were made to the CTT offerings?

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Added programs	32	39	-7	NS
Eliminated programs	16	44	-28	**
Modified existing programs	21	33	-12	NS

Q33. As of November 1, 2012 were there CTT programs at your center that had open (unfilled) slots?

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes	58	44	14	NS
No	42	56	-14	NS

Q34a. For each CTT program at your center that had open (unfilled) slots as of November 1, 2012, please list the name of the program.

Response Options	Top 20	Bottom 20	Difference
	%	%	
Accounting	5	0	5
Advanced Career Training	0	6	6
Brick	16	0	16
Carpentry	11	11	22
Certified Nursing Assistant	5	6	11
Computer Repair	5	0	5
Culinary Arts	5	0	5
Deckhand	0	6	6
Dental Assistant	0	11	11
Electrical	5	0	5
Facilities Maintenance	5	17	22
Heating, Ventilation, and Air Conditioning	0	11	11
Heavy Truck	0	6	6
Homeland Security	5	0	5
Licensed Practical Nurse	5	0	5
Material Handling	0	6	6
Medical Office Support	5	11	16
Network Cabling Installation	0	0	0
Office Administration	5	6	11
Office Assistant	5	0	5
Paint	16	0	16
Pharmacy Technician	5	6	11
Plumbing	0	6	6
Retail Sales	5	0	5
Welding	11	0	11

Q34b. For each CTT program at your center that had open (unfilled) slots as of November 1, 2012 please list the name of the program and the number of open slots.

Response Options	Top 20	Bottom 20	Difference
	Avg.	Avg.	
Accounting	10	0	10
Advanced Career Training	0	15	-15
Brick	4	0	4
Carpentry	6	7	-1
Certified Nursing Assistant	8	22	-14
Computer Repair	13	0	13
Culinary Arts	5	0	5
Deckhand	0	10	-10
Dental Assistant	0	11	-11
Electrical	12	0	12
Facilities Maintenance	8	9	-1
Heating, Ventilation, and Air Conditioning	0	11	-11
Heavy Truck	0	18	-18
Homeland Security	5	0	5
Licensed Practical Nurse	12	0	12
Material Handling	0	10	-10
Medical Office Support	10	8.5	2
Network Cabling Installation	9	0	9
Office Administration	35	7	28
Office Assistant	9	0	9
Paint	4	0	4
Pharmacy Technician	2	15	-13
Plumbing	0	2	-2
Retail Sales	7	0	7
Welding	10	0	10

Q35. What factors are considered by your staff when placing new students into CTT Programs?

Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Student age	Very important	32	11	21	NS
	Somewhat important	58	78	-20	
	Not at all important	11	11	0	
	Blank/Refused	0	0	0	
Student academic abilities	Very important	26	33	-7	NS
	Somewhat important	74	61	13	
	Not at all important	0	6	-6	
	Blank/Refused	0	0	0	
Student trade interest	Very important	100	94	6	NS
	Somewhat important	0	6	-6	
	Not at all important	0	0	0	
	Blank/Refused	0	0	0	
Trade availability	Very important	63	89	-26	NS
	Somewhat important	32	11	21	
	Not at all important	5	0	5	
	Blank/Refused	0	0	0	
Other	Very important	5	11	-6	NS
	Somewhat important	0	11	-11	
	Not at all important	0	6	-6	
	Blank/Refused	95	72	23	

Q36. Please identify all the activities your center offers to students to help them in selecting CTT programs.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Use of any assessment tool to measure career aptitude and interests	95	83	12	NS
Assistance in developing career goals	100	94	6	NS
Career counseling	95	100	-5	NS
Assistance in developing a Personal Career Development Plan (PCDP)	89	100	-11	NS
Work place tours, job shadowing, or employer presentations	84	77	7	NS
A visit (in person or online) to an American Job Center	53	39	14	NS
Other activity	21	28	-7	NS

Q37. As of November 1, 2012, how many students were eligible to enter a CTT program at your center?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Number of students eligible to enter a CTT program	142	232	-90	**

Q37a. Of those students eligible for entrance in CTT programs as of November 1, 2012, how many were on waitlists?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Number of students eligible to enter a CTT program on waitlist	17	20	-3	NS

Q38. As of November 1, 2012, how many students were enrolled in a CTT program at your center?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	#	#		
Number of students enrolled in CTT	263	305	-42	NS

Q38a. Of those students enrolled in a CTT program as of November 1, 2012, how many were waitlisted for their preferred program of choice?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Number of students enrolled in a CTT program who were waitlisted	28	16	12	NS

Q39. As of November 1, 2012, did any of the CTT programs have a wait list?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes	74	56	18	NS
No	26	44	-18	NS

Q40a. For each CTT program at your center that had a wait list as of November 1, 2012, please list the name of the program.

Response Options	Top 20	Bottom 20	Difference
	%	%	
Automotive	5	11	-6
Brick	5	0	5
Carpentry	21	33	-12
Cement Mason	0	11	-11
Certified Nursing Assistant	42	28	14
Clinical Medical Assistant	16	0	16
Computer Technician	5	11	-6
Culinary Arts	26	22	4
Deckhand	0	6	-6
Dental Assistant	0	6	-6
Electrical	26	22	4
Equipment Repair	0	6	-6
Facilities Maintenance	26	28	-2
Health Occupations Training	5	0	5
Heating, Ventilation, and Air Conditioning	0	6	-6
Heavy Equipment Operator	0	11	-11
Hotel Hospitality	0	6	-6
Information Technology	0	11	-11
Licensed Practical Nurse	5	0	5
Material Distribution	5	0	5
Medical Office Support	16	17	-1
Office Administration	21	11	10
Painting	11	11	0
Pharmacy Technician	0	11	-11
Plastering	0	6	-6
Plumbing	5	6	-1
Security	5	0	5
Stationary Engineering	5	0	5
Tile Setting	0	6	-6
Truck Driving (CDL)	0	6	-6
Welding	26	0	26

Q40b. For each CTT program at your center that had a wait list as of November 1, 2012, please list the name of the program and the average wait time.

Response Options	Top 20	Bottom 20	Difference
	Mean	Mean	
Automotive	90	38	52
Brick	38	0	38
Carpentry	39	63	-24
Cement Mason	0	40	-40
Certified Nursing Assistant	44	35	9
Clinical Medical Assistant	73	0	73
Computer Technician	55	57	-2
Culinary Arts	65	38	27
Deckhand	0	45	-45
Dental Assistant	0	180	-180
Electrical	78	50	28
Equipment Repair	0	60	-60
Facilities Maintenance	70	64	6
Health Occupations Training	7	0	7
Heating, Ventilation, and Air Conditioning	0	60	-60
Heavy Equipment Operator	0	75	-75
Hotel Hospitality	0	60	-60
Information Technology	0	55	-55
Licensed Practical Nurse	180	0	180
Material Distribution	4	0	4
Medical Office Support	68	32	36
Office Administration	67	45	22
Painting	60	60	0
Pharmacy Technician	0	105	-105
Plastering	0	90	-90
Plumbing	60	50	10
Security	180	0	180
Stationary Engineering	240	0	240
Tile Setting	0	50	-50
Truck Driving (CDL)	0	60	-60
Welding	75	0	75

Q41. If there is a wait list for a student's first choice CTT program, the student is usually:

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Encouraged to enter another trade in place of his or her first-choice CTT	32	39	-7	NS
Encouraged to enter another trade until a slot opens for his or her first-choice CTT	32	28	4	NS
Place in non-CTT training classes until a slot opens for his or her first-choice CTT	16	17	-1	NS
Other	0	6	-6	NS

Q42. If a student does not meet the academic prerequisites for a CTT program, typically the student:

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Is encouraged to enter another trade where the academic prerequisites are already met	26	28	-2	NS
Enters the CTT program and simultaneously enters academic classes	32	50	-18	NS
Is required to complete the remedial academic classes before entering the CTT program	16	17	-1	NS
Other practice	26	6	20	NS

Q43. Do students have off center CTT programs available to them?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes	37	28	9	NS
No	63	72	-9	NS

Q44. Thinking about all your CTT programs, regardless of who provides the training and where it is provided, please indicate the extent to which the following statements apply to your CTT programs.					
Question/Response Options	Top 20	Bottom 20	Difference	Significance	
	%	%			
Sufficient training-related materials and equipment are available in the classroom and CTT facilities	Strongly agree	21	28	-7	NS
	Agree	68	56	12	
	Neither agree nor disagree	5	11	-6	
	Disagree	5	6	-1	
	Strongly disagree	0	0	0	
	Blank/Refused	0	0	0	
CTT facilities and training-related equipment are in good repair and adequate to ensure that the training students receive meets current industry standards	Strongly agree	26	22	4	NS
	Agree	68	50	18	
	Neither agree nor disagree	5	28	-23	
	Disagree	0	0	0	
	Strongly disagree	0	0	0	
	Blank/Refused	0	0	0	
Ample opportunities are provided for students to attain industry certification, licensure or pre-apprentice status	Strongly agree	68	78	-10	NS
	Agree	32	22	10	
	Neither agree nor disagree	0	0	0	
	Disagree	0	0	0	
	Strongly disagree	0	0	0	
	Blank/Refused	0	0	0	
Sufficient instructors are available to meet the required student-to-teacher ratio for instructional and training activities	Strongly agree	32	44	-12	NS
	Agree	68	44	24	
	Neither agree nor disagree	0	11	-11	
	Disagree	0	0	0	
	Strongly disagree	0	0	0	
	Blank/Refused	0	0	0	
Students are offered opportunities and time for project-based learning activities	Strongly agree	47	50	-3	NS
	Agree	53	44	9	
	Neither agree nor disagree	0	6	-6	
	Disagree	0	0	0	
	Strongly disagree	0	0	0	
	Blank/Refused	0	0	0	
There is adequate industry and community input into the curriculum and materials	Strongly agree	26	22	4	NS
	Agree	68	44	24	
	Neither agree nor disagree	5	28	-23	
	Disagree	0	6	-6	
	Strongly disagree	0	0	0	
	Blank/Refused	0	0	0	
CTT and academic instructors collaborate in lesson planning and career technical and academic integration activities	Strongly agree	37	22	15	NS
	Agree	63	61	2	
	Neither agree nor disagree	0	11	-11	
	Disagree	0	6	-6	
	Strongly disagree	0	0	0	
	Blank/Refused	0	0	0	

Q45. Does your center offer students access to an Advanced Training (AT) program, either on or off center?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes, at my center	37	28	9	NS
Yes, at another center	84	94	-10	NS
No	0	0	0	NS

Q46. What percentage of graduates from your center attend AT programs either on your center or at another center?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
a. On your center	a. < 5%	48	34	14	NS
	b. More than 5%	16	11	5	NS
	c. Blank/Refused	37	56	-19	NS
b. At another center	a. <5%	79	56	23	*
	b. More than 5%	11	39	-28	*
	c. Blank/Refused	11	6	5	*

Q47. What processes are in place at your center for staff members to identify and work with students that are struggling to meet all of the requirements of their CTT program?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Students are moved into a different program based on their abilities/needs	74	33	41	**
Instructors develop Individualized Education Programs (IEPs)	84	44	40	**
Students are required to take additional CTT course work	37	11	26	**
Instructors provide opportunities for students to get one-on-one tutoring (i.e., peer-to-peer or student-teacher)	100	83	17	**
Instructors provide alternative learning opportunities based on individual student need	95	78	17	*
Various staff members review student progress in their CTT programs	100	94	6	NS
Instructors meet regularly with students individually to discuss progress	100	94	6	NS
Other process	11	6	5	NS
Various staff members (instructors, counselors, and residential staff) meet regularly to discuss student progress	100	100	0	NS

Q48. What tools or resources does the center use to measure student success or performance in CTT programs?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Trade specific benchmarks	95	61	34	**
Student-level spreadsheet that tracks progress in trade	79	78	1	NS
Tests	100	100	0	NS
Credential and/or licensure exams	100	100	0	NS
Training Achievement Record (TAR) completion percentage	100	100	0	NS
Other tool/resource	11	22	-11	NS

Q80b. Please describe any procedures or actions taken by center staff to prevent or address any declines in performance and increase positive outcomes on measures related to CTT related performance (CTT completion and industry recognized credential attainment).

Response Options	Top 20	Bottom 20	Difference
	%	%	
Create individualized student plans/academic improvement plan	21	6	15
Focus on attendance/retention	0	11	-11
Focus on earning a credential early	16	17	-1
Focus on earning credentials	5	0	5
Focus on students earning multiple credentials	5	11	-6
Implement trade instructor performance plan/corrective action plan	21	28	-7
Industry feedback	5	6	-1
Instructor training/professional development	5	11	-6
Meetings with students to review progress	5	0	5
Monthly or weekly review of student progress	11	22	-11
Performance goal setting for instructors	0	6	-6
Student incentive program	5	6	-1
Tutoring	5	6	-1

Q80c. Please describe any procedures or actions taken by center staff to prevent or address any declines in performance and increase positive outcomes on measures related to initial placement performance (graduate and former enrollee initial placement, graduate full time job placement, JTM/PSC placement, and graduate average hourly wage).

Response Options	Top 20	Bottom 20	Difference
	%	%	
Center staff accountable for placement goals	11	0	11
CTS staff build relationships with students during CPP and/or trade	0	17	-17
Develop performance plan/corrective action plan	16	6	10
Establish/maintain positive relationships with employers	11	11	0
Incentives for placement activity	5	0	5
On-center activities to prepare students job placement	21	28	-7
Placement activities conducted by center (non-CTS) staff	21	11	10
Placement conducted by CTS contractor and monitored by center management	0	6	-6
Promotion of non-employment placement options (AT, higher education, military)	5	0	5
Regular goal setting	5	11	-6
Regular meeting/calls with CTS contractor	5	17	-12
Regular tracking of placements (pending placements and placed students)	0	13	-13

Q80d. Please describe any procedures or actions taken by center staff to prevent or address any declines in performance and increase positive outcomes on measures related to long term placement performance (graduate 6 month and 12 month follow up placements and graduate 6 month follow up earnings).

Response Options	Top 20	Bottom 20	Difference
	%	%	
Call students to remind about 6- and 12-month follow-up surveys	0	11	-11
Center staff accountable for placements/incentives for placements	5	0	5
Develop performance plan/corrective action plan	11	11	0
Identify non-placed students and assist with placements	5	0	5
On-center activities to prepare students for job placements	11	11	0
Placement conducted by CTS contractor	0	6	-6
Regular follow-up with placed students	37	22	15
Regular goal setting	5	6	-1
Regular meetings/calls with CTS contractor	0	17	-17
Regular tracking of placements	5	17	-12

4. Student Life and Development Survey Results

Q11. Which of the following does your center (not OA Partner agencies) provide to prospective students?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
An invitation to tour the center	84	56	28	**
A brochure or other material describing the center and its training offerings	68	94	-26	**
A welcome or orientation letter	63	61	2	NS
Other	32	33	-1	NS
E-mail communication to welcome and orient the incoming students and arrange arrival	16	22	-6	NS
A telephone call to welcome the incoming student and arrange arrival details	89	100	-11	NS

Q12. What percent of enrollees at your center have physically toured the center before their arrival?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
% of enrollees touring the center before arrival	60	28	32	**

Q13. Please identify all criteria used for making housing assignments for new students at your center.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
By gender	89	89	0	NS
By age: 16-17 year olds are housed separately from the older students	5	0	5	NS
By age: 22-24 year olds are housed separately from the younger students	11	0	11	NS
By enrollment cohorts	5	28	-23	**
By selected CTT program area	11	11	0	NS
By blending age groups	42	33	9	NS
Other criteria	21	28	-7	NS

Q13. Please identify all criteria for making housing arrangements for new students at your center. (Other Specify)			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Accommodations	5	0	5
Availability	5	17	-12
Compatibility	11	11	0
Level/phase system	0	6	-6
Roommate request	0	6	-6

Q14. What is your center s method for delivering the orientation program to new students:				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Instructor-led session	0	0	0	NS
Web-based or DVD session	42	44	-2	NS
A combination of instructor-led and web-based or DVD session	0	0	0	NS
Blank/ Refused	58	56	2	NS

Q15. How long is the orientation?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
A one-session course	26	17	9	NS
Two or more sessions	74	83	-9	NS

Q16. How much emphasis do you put on each of the following areas during your new student orientation?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Job Corps mission	Great emphasis	89	78	11	NS
	Moderate emphasis	11	22	-11	
	Little emphasis	0	0	0	
	Not covered	0	0	0	
The Career Development Services System	Great emphasis	89	83	6	NS
	Moderate emphasis	5	11	-6	
	Little emphasis	5	6	-1	
	Not covered	0	0	0	
Information on center safety, security, health and/or wellness	Great emphasis	89	94	-5	NS
	Moderate emphasis	11	6	5	
	Little emphasis	0	0	0	
	Not covered	0	0	0	
Student rights and responsibilities	Great emphasis	89	72	17	NS
	Moderate emphasis	11	22	-11	
	Little emphasis	0	0	0	
	Not covered	0	0	0	
	Blank/Refused	0	6	-6	
The center's basic schedule for training and activities	Great emphasis	89	83	6	NS
	Moderate emphasis	11	11	0	
	Little emphasis	0	6	-6	
	Not covered	0	0	0	
Career Success Standards (CSS)	Great emphasis	84	83	1	NS
	Moderate emphasis	16	17	-1	
	Little emphasis	0	0	0	
	Not covered	0	0	0	
Residential life	Great emphasis	95	89	6	NS
	Moderate emphasis	0	6	-6	
	Little emphasis	0	0	0	
	Not covered	5	6	-1	
Diversity	Great emphasis	74	39	35	**
	Moderate emphasis	21	61	-40	
	Little emphasis	5	0	5	
	Not covered	0	0	0	
Program structure	Great emphasis	79	78	1	NS
	Moderate emphasis	16	17	-1	
	Little emphasis	5	0	5	
	Not covered	0	0	0	
	Blank/Refused	0	6	-6	
Staff Roles	Great emphasis	68	61	7	NS
	Moderate emphasis	32	39	-7	
	Little emphasis	0	0	0	
	Not covered	0	0	0	
Choosing a Career Technical Training (CTT) program	Great emphasis	95	94	1	NS
	Moderate emphasis	5	6	-1	
	Little emphasis	0	0	0	
	Not covered	0	0	0	
Academic instruction offerings	Great emphasis	95	89	6	NS
	Moderate emphasis	5	11	-6	
	Little emphasis	0	0	0	
	Not covered	0	0	0	

(Continued) Q16. How much emphasis do you put on each of the following areas during your new student orientation?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Recreational activities	Great emphasis	53	78	-25	**
	Moderate emphasis	42	11	31	
	Little emphasis	5	11	-6	
	Not covered	0	0	0	
Support resources	Great emphasis	53	61	-8	NS
	Moderate emphasis	47	39	8	
	Little emphasis	0	0	0	
	Not covered	0	0	0	
Local community	Great emphasis	26	39	-13	NS
	Moderate emphasis	58	50	8	
	Little emphasis	16	11	5	
	Not covered	0	0	0	
Other area	Great emphasis	21	17	4	NS
	Moderate emphasis	0	0	0	
	Little emphasis	0	0	0	
	Not covered	0	0	0	
	Blank/Refused	79	83	-4	

Q17. What are your center s most effective practices related to student retention during students first 60 days?			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Administrative	5	0	5
Extended programming	0	22	-22
Incentives	11	17	-6
Meeting students' needs	26	11	15
Mentoring	74	5	69
Monitoring	26	39	-13
Parental family involvement	11	0	11
Pre-arrival programming	0	17	-17
Program integration	42	28	14
Recreation	11	11	0
Rules/regulation enforcement	0	6	-6
Sanctions	5	0	5
Staff involvement	21	28	-7
Welcoming/inviting culture/programming	32	44	-12

Q18. In which of the following ways does your center involve students to communicate policies and procedures and/or influence student behavior?

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
The use of peer mediators (i.e., a formal process by which a group of students facilitate dispute resolution among two or more students)	47	78	-31	**
A structured system that matches new students with students who have been on center longer	68	50	18	NS
A structured system that individually matches younger students with older peers	16	17	-1	NS
The use of peer mentors (e.g., a relationship where a more experienced student shares his or her knowledge, experience and guidance with a new student)	68	72	-4	NS
Having senior or more experienced peers participate in the orientation for new students	89	94	-5	NS
The use of group self-governance mechanisms (e.g., class officers)	74	89	-15	NS
Other practice	21	56	-35	NS

Q19. Does your center employ different policies or practices for younger students (16 17 years old) as compared to older students?

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes	37	28	9	NS
No	58	72	-14	NS

Q20. Which of the following practices or policies are in effect at your center for younger students (16 17 years old)?

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Assigned to separate housing	5	0	5	NS
More frequent assessments and/or counseling sessions	26	17	9	NS
More intensive academic classes	5	11	-6	*
Use of a buddy or mentor system	21	11	10	NS
A longer Career Preparation Period (CPP)	5	6	-1	NS
A longer Career Transition Period (CTP)	5	6	-1	NS
Other practice	16	22	-6	NS
None of the above	5	0	5	NS

Q20. Which of the following practices or policies are in effect at your center for younger students (16 17 years old)? (Other Specify)

Response Options	Top 20	Bottom 20	Difference
	%	%	
Leave restrictions	5	6	-1
Monitoring	5	0	5
Off-center outings	5	0	5
Parental support	11	11	0
Safe arrival check	0	6	-6

Q21. Please identify what you believe are the three most effective practices or strategies that your center uses to manage student absent without leave (AWOL) issues.

Response Options	Top 20	Bottom 20	Difference
	%	%	
AWOL preparedness	58	11	47
AWOL retrieval efforts	5	22	-17
Disciplinary actions	0	11	-11
Home visits	26	17	9
Incentives	11	6	5
Leave preparation	0	6	-6
Parental/family/peer involvement	42	17	25
Reinforcement of rules and policies	0	22	-22
Retention programs/efforts	5	6	-1
Staff contact/involvement	79	83	-4
Welcoming/inviting culture	21	11	10

Q22. Please identify what you believe to be the three most effective practices you use on center to prevent safety violations and/or drug related violations.

Response Options	Top 20	Bottom 20	Difference
	%	%	
Behavior management intervention	5	6	-1
Community involvement	5	0	5
Disciplinary action	16	0	16
Environmental awareness	16	6	10
Incentives	0	22	-22
Peer involvement	0	6	-6
Reinforcement of culture and norms	5	6	-1
Reinforcement of policies	42	33	9
Safety education program	26	17	9
Safety meetings/committees	21	17	4
Safety preparation	21	11	10
Staff contact/involvement	47	33	14
Student/belonging checks and inspections	32	28	4
Training programs	21	39	-18

Q23. What practices and strategies does your center utilize to successfully retain non residential students at your center?

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Staff-student mentorship program	74	50	24	*
Use of a progressive behavior management system	74	56	18	NS
Hold at-risk meetings to address students at risk of AWOL	84	67	17	NS
Other practice	26	11	15	NS
Regular staff meetings to address non-residential student barriers	68	56	12	NS
Student tutorial program	53	44	9	NS
Maintain strong connections with community resources/ services	63	56	7	NS
Off-center internships	53	50	3	NS
Regular meetings with non-residential students to gather feedback	68	67	1	NS
Trade shadow	32	39	-7	NS

Q23. What practices and strategies does your center utilize to successfully retain non residential students at your center? (Other Specify)			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Mentoring	5	0	5
Preventative measures	5	6	-1
Quality programming	5	0	5
Recreation	5	0	5

24. What types of recreational, leisure and student activities and clubs (other than student government) are available to students at your center, and what proportion of your current student population participates in these activities?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
On-center structured, activities (i.e., intramural sports, athletics)	≥ 75%	16	11	5	NS
	50% - 74%	32	39	-7	
	20% - 49%	37	44	-7	
	< 20%	11	0	11	
	Not offered	5	6	-1	
On-center unstructured activities (i.e., arts and crafts, movie night, dances)	≥ 75%	16	39	-23	NS
	50% - 74%	53	44	9	
	20% - 49%	26	17	9	
	< 20%	5	0	5	
	Not offered	0	0	0	
Off-center trips (i.e., recreation, field trips, cultural outings)	≥ 75%	32	17	15	NS
	50% - 74%	26	28	-2	
	20% - 49%	21	33	-12	
	< 20%	21	22	-1	
	Not offered	0	0	0	
Other activity	≥ 75%	5	0	5	NS
	50% - 74%	11	0	11	
	20% - 49%	11	6	5	
	< 20%	0	17	-17	
	Not offered	0	0	0	
	Blank/Refused	74	78	-4	

25. What types of leadership opportunities are available to students at your center, and what proportion of your current student population participates in these opportunities?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Leadership classes or leadership camp	10% or more participate	85	94	-9	NS
	Less than 10% participate	16	6	10	
	Not Offered	0	0	0	
Dorm and/or recreation leaders	10% or more participate	84	83	1	NS
	Less than 10% participate	11	11	0	
	Not Offered	5	6	-1	
Peer mediators, mentors or educators	10% or more participate	79	55	24	*
	Less than 10% participate	21	44	-23	
	Not Offered	0	0	0	
Serving on the Student Government Association (SGA)	10% or more participate	47	33	14	NS
	Less than 10% participate	53	67	-14	
	Not Offered	0	0	0	
Serving on the Youth Council, Industry Council, or Community Relations Council	10% or more participate	16	12	4	NS
	Less than 10% participate	68	89	-21	
	Not Offered	16	0	16	
Other opportunity	10% or more participate	5	6	-1	NS
	Less than 10% participate	10	12	-2	
	Not Offered	84	83	1	

26. The leadership opportunities referenced in Q25 are:					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Open to all interested students		47	22	25	NS
Limited to SGA members or candidates		0	0	0	NS
Limited to students who meet certain academic or behavioral requirements (e.g., high academic achievement, good attendance, no disciplinary actions)		11	22	-11	NS
All of the above		42	56	-14	NS
Other opportunity		5	0	5	NS

5. Staff Dynamics and Culture Survey Results

Q57. How have you attempted to create a positive working climate at your center?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
I have formal process for staff members to share their ideas with me		53	33	20	NS
I routinely provide feedback to staff outside of their formal performance appraisal		89	78	11	NS
I meet personally with new staff members to communicate specific expectations for performance		84	78	6	NS
I hold at least one special event per year (e.g., holiday party, staff appreciation day, recognition lunch/dinner) which all staff members are invited to attend		100	94	6	NS
I require inter-departmental meetings to encourage collaboration and trust between staff		79	78	1	NS
I involve staff in major center-level decisions		79	78	1	NS
I hold regular staff meetings with all staff and/or the Management team		100	100	0	NS
I have regular "open-door" hours where staff can walk in to discuss any issues		0	0	0	NS
I ensure that the center's goals, mission and expectations for staff are visibly posted on-center		0	0	0	NS
I actively participate in the staff performance appraisal process		79	83	-4	NS
Other practice		21	33	-12	NS

Q58. Please indicate how often during a typical work week you interact with the following individuals or groups:					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Center management staff	Daily	84	94	-10	NS
	Weekly	11	6	5	
	Monthly	0	0	0	
	Quarterly	0	0	0	
	Never/Almost never	0	0	0	
Academic and CTT instructors	Daily	32	44	-12	NS
	Weekly	53	50	3	
	Monthly	11	6	5	
	Quarterly	0	0	0	
	Never/Almost never	0	0	0	
Students	Daily	95	94	1	NS
	Weekly	0	6	-6	
	Monthly	0	0	0	
	Quarterly	0	0	0	
	Never/Almost never	0	0	0	
Counseling staff	Daily	74	56	18	NS
	Weekly	21	44	-23	
	Monthly	0	0	0	
	Quarterly	0	0	0	
	Never/Almost never	0	0	0	
Recreation staff	Daily	21	28	-7	NS
	Weekly	58	44	14	
	Monthly	11	17	-6	
	Quarterly	0	0	0	
	Never/Almost never	5	6	-1	
Residential staff	Daily	42	28	14	NS
	Weekly	42	67	-25	
	Monthly	0	0	0	
	Quarterly	5	0	5	
	Never/Almost never	5	6	-1	
Community Relations Council, Industry Council, Workforce Investment Boards (WIBs), and other community groups	Daily	0	0	0	NS
	Weekly	11	6	5	
	Monthly	42	50	-8	
	Quarterly	42	39	3	
	Never/Almost never	0	0	0	
Staff at other Job Corps centers	Daily	5	6	-1	NS
	Weekly	11	22	-11	
	Monthly	37	28	9	
	Quarterly	26	33	-7	
	Never/Almost never	16	11	5	
Other individual/group	Daily	11	22	-11	NS
	Weekly	0	11	-11	
	Monthly	11	6	5	
	Quarterly	0	0	0	
	Never/Almost never	0	0	0	

Q59. What mechanisms are used to gather information on staff performance?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Shadowing	63	39	24	*
Classroom observations	100	100	0	NS
Curriculum planning reviews	42	50	-8	NS
Other mechanism	47	56	-9	NS

Q59. What mechanisms are used to gather information on staff performance? Other Specify.			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Audits and/or DOL/corporate assessments	5	0	5
Behavioral review	5	6	-1
Informal means	5	0	5
Non-OMS measures	0	11	-11
OMS measures	16	17	-1
Performance evaluations	5	11	-6
Student feedback	11	28	-17

Q60. What measures are included in the performance appraisal system for academic instructors?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Overall Center OMS Performance or Overall OMS Performance Ranking	100	89	11	*
Percent of students who enter an Advanced Training (AT) or Advanced Career Training (ACT) program	21	11	10	NS
Performance of individual students in academics (e.g., percent of students achieving Math TABE benchmark of 566 or higher, percent of students attaining a high school diploma)	100	94	6	NS
OMS Performance Rating or Ranking on specific measures (e.g., average math learning gain, HSD/GED attainment rate, Job Training Match (JTM)/Post-secondary Credit (PSC) placement)	95	94	1	NS
Other initial placement metrics (, Percent of students who enter an initial placement within 30 days of separation; percent of students who enter a Post-secondary education program)	26	28	-2	NS
Student retention rates (e.g., AWOL rates, 30/45 day Level 1 ZT rates, 90 day enrollment rates)	58	61	-3	NS
Other measure	32	39	-7	NS

Q60. What measures are included in the performance appraisal system for academic instructors? Other Specify.			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Behavioral review/staff development	16	6	10
DOL evaluations/audits	11	0	11
Other academic progress/gains measure	0	6	-6
Student feedback	16	17	-1
Submission of reports/student evaluations	0	6	-6

Q61. What measures are included in the performance appraisal system for CTT instructors?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Other initial placement metrics (e.g., Percent of students who enter an initial placement within 30 days of separation; percent of students who enter an apprenticeship program)	84	56	28	*
Percent of students who enter an AT or ACT program related to the instructor's training area	42	28	14	NS
Performance of individual students in the CTT program according to staff's instructional area (e.g., percent of student completing 80% or more of the TAR, percent of students completing project-based training or CTST)	100	89	11	*
Overall Center OMS Performance or Overall OMS Performance Ranking	100	89	11	*
Percent of students who complete WBL related to the instructor's training area	47	44	3	NS
Student retention rates (e.g., AWOL rates, 30/45 day Level 1 ZT rates, 90 day enrollment rates)	58	56	2	NS
OMS Performance Rating or Ranking on specific measures (actual performance against the goal) on specific measures related to staff's CTT program instructional area (e.g., , CTT completion, full-time job placement)	100	100	0	NS
Other measure	32	39	-7	NS

Q61. What measures are included in the performance appraisal system for CTT instructors? (Other Specify)			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Behavioral review/staff development	16	11	5
DOL evaluations/audits	5	6	-1
Other CTT progress/gains measures	11	17	-6
Student feedback	16	22	-6

Q62. Are specific OMS measures used as indicators in the performance appraisals for management staff?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes	100	100	0	NS
No	0	0	0	NS

Q62a. Please specify which OMS measures are used.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
CTT JTM/PSC rate	89	78	11	NS
HSD/GED/CTT combo rate	100	94	6	NS
Graduate 12-month placement rate	84	78	6	NS
Graduate wage	95	89	6	NS
Graduate full-time job placement rate	74	72	2	NS
Industry credential rate	95	94	1	NS
Graduate placement	95	94	1	NS
Graduate 6-month earnings	84	83	1	NS
HSD/GED rate	100	100	0	NS
CTT completion rate	100	100	0	NS
Average numeracy gain	100	100	0	NS
Graduate 6-month placement rate	89	89	0	NS
Average literacy gain	95	100	-5	NS
FE placement rate	89	94	-5	NS

Q63a. Indicate the number of FTEs employed by the center serving in each of the following key positions:				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Recreational specialist	5.8	5.5	0.3	NS
Counseling staff	5.5	7.0	-1.5	*
Academic instructor/manager	7.7	11.4	-3.7	*
CTT instructor/manager	9.5	13.7	-4.2	*
Residential staff	21.8	28.7	-6.9	NS

Q63b. Indicate the staff to student ratio for each position.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Residential staff	28.1	21.8	6.3	NS
Counseling staff	56.1	57.5	-1.4	NS
Recreational specialist	64.7	68.8	-4.1	NS
CTT instructor/manager	24.3	31.8	-7.5	NS
Academic instructor/manager	23.1	34.1	-11.0	NS

Q63c. Indicate the number of FTEs that were waived.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Academic instructor/manager	0.7	1.9	-1.2	NS
CTT instructor/manager	0.1	0.8	-0.6	NS
Residential staff	0.0	0.3	-0.3	NS
Counseling staff	0.0	0.1	-0.1	NS
Recreational specialist	0.0	0.1	-0.1	NS

Q64a. Best estimate of the number of FTEs that were vacant for more than 3 months.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
FTE center management staff positions	0.5	1.5	-1.0	*
FTE academic and CTT instructor positions	0.6	1.6	-1.0	**
FTE residential staff positions	1.5	3.5	-2.0	*
FTE counselor positions	0.2	0.3	-0.1	NS
FTE health and wellness staff positions	0.8	0.4	0.4	NS

Q64b. Best estimate of the total number of FTEs for these positions during the last 12 months.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
FTE counselor positions	4.7	6.2	-1.5	NS
FTE health and wellness staff positions	4.3	6.6	-2.3	NS
FTE center management staff positions	12.1	17.1	-5.0	NS
FTE academic and CTT instructor positions	14.7	22	-7.3	NS
FTE residential staff positions	19.9	29	-9.1	NS

Q65. Rank the following barriers to filling vacant staff positions at your center.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Salary and benefits offered	1.6	2.2	-0.6	NS
Minimum staff qualifications or experience needed	2.6	2.4	0.2	NS
Availability of applicants with a commitment to serving youth	3.1	3.4	-0.3	NS
Application and interview process	3.8	3.7	0.1	NS
Center location	4.5	4.3	0.2	NS
Center's reputation in the community	5.6	4.9	0.7	**

Q66. Rank the following barriers to retaining quality staff at your center.				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Salary and benefits offered	1.9	2.1	-0.2	NS
Work schedule or hours	2.8	3.1	-0.3	NS
Minimum staff qualifications or experience needed	3.8	3.1	0.7	NS
Work culture	4.4	3.4	1.0	**
Center location	4.8	5.3	-0.5	NS
Student conduct	5.1	4.7	0.4	NS
Personal safety	5.6	6.3	-0.7	NS

Q67. During the first 90 days of employment, the majority of staff members are provided with:				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
On-center peer-to-peer learning opportunities	95	83	12.0	NS
Information regarding procedures for filing grievances	100	89	11.0	NS
Opportunities for career advancement or promotions	47	44	3.0	NS
New staff orientation	100	100	0.0	NS
Introductory staff training	100	100	0.0	NS
Off-center peer-to-peer learning opportunities	26	28	-2.0	NS
Staff mentoring	68	72	-4.0	NS
Specific training in conflict management and resolution	79	83	-4.0	NS
Training in OMS	84	89	-5.0	NS
Training in policies and procedures specific to Job Corps	95	100	-5.0	NS
Other information/training	11	22	-11.0	NS
Off-center training	21	33	-12.0	NS
Other professional opportunities	26	44	-18.0	NS
Professional development opportunities	47	67	-20.0	NS

Q68. Which of the following types of support and training do academic and CTT instructors receive?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Professional development opportunities to remain current in their field	89	72	17.0	NS
Training in instructional strategies and methods (off site)	63	50	13.0	NS
Training in specific content area(s) (off-site through conferences, coursework, etc.)	63	50	13.0	NS
Ongoing formal training in their specific content area(s) (in-house)	68	61	5.0	NS
Other support/training	16	11	-5.0	NS
Staff mentoring by more experienced instructors	95	94	1.0	NS
Peer-to-peer learning opportunities	89	89	0.0	NS
Feedback from supervisors based upon classroom observations	100	100	0.0	NS
Training in OMS	89	89	0.0	NS
Encouragement to try new approaches and strategies	95	100	-5.0	NS
Training policies and procedures specific to Job Corps	89	94	-5.0	NS
Ongoing formal training in instructional strategies and methods (in-house)	79	89	-10.0	NS
Other instructional support	42	78	-36.0	**

Q69. What processes or procedures are in place to improve instructor performance in areas identified as weak, either through informal evaluations or through formal performance appraisals?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Training in instructional strategies, methods and/or specific content area(s)	95	83	12.0	NS
Performance improvement plans to improve instructor performance	100	94	6.0	NS
Other process	16	11	5.0	NS
Specific feedback and strategies from supervisors to improve performance	89	94	-5.0	NS
Mentoring by more experienced instructors	84	94	-10.0	NS

Q70. Approximately how frequently do the following types of meetings occur?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Internal department staff meetings	Weekly or more often	89	6.0	NS
	Monthly or less often	5	-1.0	
Staff meetings between departments	Weekly or more often	61	-8.0	NS
	Monthly or less often	33	14.0	
Curriculum planning sessions	Weekly or more often	44	-17.0	NS
	Monthly or less often	51	22.0	
Evaluations of student progress panels	Weekly or more often	72	-9.0	NS
	Monthly or less often	22	15.0	
Integration of academic and CTT service delivery meetings	Weekly or more often	56	13.0	NS
	Monthly or less often	39	-8.0	
Project planning meetings	Weekly or more often	39	35.0	**
	Monthly or less often	56	-30.0	
Meetings to plan recreational, leisure or other after-hours activities	Weekly or more often	50	29.0	**
	Monthly or less often	40	-19.0	

Q71. On average, how frequently do center academic and CTT staff typically interact with students outside the classroom in the following activities?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Recreational or leisure activities	Daily or weekly	48	28	20.0	NS
	Every 2 weeks or monthly	42	56	-14.0	
	Do not know	11	17	-6.0	
Volunteer or community service activities	Daily or weekly	26	11	15.0	NS
	Every 2 weeks or monthly	52	78	-26.0	
	Do not know	21	11	10.0	
Competitive sports or athletic activities	Daily or weekly	31	22	9.0	NS
	Every 2 weeks or monthly	42	39	3.0	
	Do not know	21	39	-18.0	
Art or cultural activities	Daily or weekly	21	11	10.0	NS
	Every 2 weeks or monthly	37	50	-13.0	
	Do not know	37	39	-2.0	
SGA or other leadership activities	Daily or weekly	31	34	-3.0	NS
	Every 2 weeks or monthly	48	44	4.0	
	Do not know	16	22	-6.0	
Tutoring or mentoring activities	Daily or weekly	89	78	11.0	**
	Every 2 weeks or monthly	11	23	-12.0	
	Do not know	0	0	0.0	
Participation in councils or organizations	Daily or weekly	11	6	5.0	NS
	Every 2 weeks or monthly	73	78	-5.0	
	Do not know	16	17	-1.0	

Q72. As of December 31, 2012, do you have someone at your center fulfilling the role of a Business and Community Liaison (BCL)?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes	95	95	0	NS
No	5	5	0	NS

Q82. Please indicate whether the following staff are eligible for incentive payments, bonuses, or other incentives based upon the center's OMS performance results:					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Management or administrative staff	Incentive payments	37	22	15.0	NS
	Bonuses	53	44	9.0	NS
	Other incentives	21	17	4.0	NS
Academic instructors	Incentive payments	58	28	30.0	**
	Bonuses	26	11	15.0	NS
	Other incentives	21	17	4.0	NS
CTT instructors	Incentive payments	58	28	30.0	**
	Bonuses	26	11	15.0	NS
	Other incentives	21	17	4.0	NS
Residential staff	Incentive payments	47	22	25.0	*
	Bonuses	21	11	10.0	NS
	Other incentives	21	17	4.0	NS
Counselors	Incentive payments	53	28	25.0	*
	Bonuses	26	11	15.0	NS
	Other incentives	21	17	4.0	NS
Other support staff	Incentive payments	63	22	41.0	**
	Bonuses	21	6	15.0	NS
	Other incentives	26	28	-2.0	NS

6. Center Corporate Operator Oversight Survey Results

Q83. On average, how frequently does your center Corporate Operator communicate with you?					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Daily		42	39	3	NS
Every few days		32	56	-24	
Weekly		21	6	15	
Every two to three weeks		0	0	0	
Monthly or less frequently		0	0	0	
Blank/Refused		5	0	5	

Q84. How frequently do management, executive, or other staff members from your center corporate operator visit your center to:					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Conduct a monitoring visit or center review	More frequently than annually	42	72	-30	**
	Annually or less frequently	58	28	30	
Conduct a routine update visit	More frequently than annually	75	95	-20	NS
	Annually or less frequently	16	6	10	
Provide assistance with policy, procedures, or service delivery	More frequently than annually	84	100	-16	NS
	Annually or less frequently	11	0	11	
	Blank/Refused	5	0	5	
Provide training	More frequently than annually	74	94	-20	NS
	Annually or less frequently	21	6	15	
	Blank/Refused	5	0	5	
Participate in the staff hiring process	More frequently than annually	48	45	3	NS
	Annually or less frequently	11	6	5	
	Blank/Refused	42	50	-8	
Help with strategies to improve center OMS performance	More frequently than annually	74	94	-20	*
	Annually or less frequently	21	0	21	
	Blank/Refused	5	6	-1	
Other visit	More frequently than annually	11	6	5	NS
	Annually or less frequently	5	6	-1	
	Blank/Refused	84	89	-5	

Q85. Please indicate how much assistance your center corporate operator provides to your center for the following services:					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Development or revision of Standard Operating Procedures, Career Development Services System (CDSS) plans, Quality Assurance (QA) plans, or other Job Corps required plans	Great deal of assistance	68	67	1	NS
	Moderate assistance	26	28	-2	
	No assistance	5	6	-1	
	Blank/Refused	0	0	0	
Development of strategies, internal controls, and management policies to maintain or improve service delivery	Great deal of assistance	79	72	7	NS
	Moderate assistance	21	17	4	
	No assistance	0	11	-11	
	Blank/Refused	0	0	0	
Development of policies, processes, and procedures for financial, procurement, and property management	Great deal of assistance	95	94	1	NS
	Moderate assistance	5	6	-1	
	No assistance	0	0	0	
	Blank/Refused	0	0	0	
Training requirements for center staff, curricula and delivery	Great deal of assistance	58	72	-14	NS
	Moderate assistance	37	22	15	
	No assistance	5	6	-1	
	Blank/Refused	0	0	0	
Hiring, professional development, and personnel management	Great deal of assistance	53	61	-8	NS
	Moderate assistance	42	28	14	
	No assistance	5	11	-6	
	Blank/Refused	0	0	0	
Setting staff performance goals	Great deal of assistance	63	61	2	NS
	Moderate assistance	26	33	-7	
	No assistance	11	6	5	
	Blank/Refused	0	0	0	
Selecting training program offerings (e.g., through labor market analysis)	Great deal of assistance	42	56	-14	NS
	Moderate assistance	37	28	9	
	No assistance	21	17	4	
	Blank/Refused	0	0	0	
Providing resources about lessons learned from other centers operated by the same corporation	Great deal of assistance	53	78	-25	NS
	Moderate assistance	37	17	20	
	No assistance	0	6	-6	
	Blank/Refused	11	0	11	
Other service	Great deal of assistance	0	11	-11	NS
	Moderate assistance	0	0	0	
	No assistance	0	0	0	
	Blank/Refused	100	89	11	

7. Community and Partner Relations Survey Results

Q5. Please indicate below whether any of your Outreach and Admissions (OA) or Career Transition Services (CTS) partners are co located on center, and whether, as of December 31, 2012, they are under center management.					
Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Located on center	OAS partner	63	17	46.0	**
	CTS partner	63	33	30.0	**
Located off center	OAS partner	58	89	-31.0	**
	CTS partner	47	78	-31.0	**
Managed by center	OAS partner	42	22	20.0	*
	CTS partner	53	23	30.0	*

Q6a. Name of agency that recruits the most students to your center:			
Response Options	Top 20	Bottom 20	Difference
	%	%	
Partner 1	5	0	5
Partner 2	11	39	-28
Partner 3	11	0	11
Partner 4	5	0	5
Partner 5	5	0	5
Partner 6	0	6	-6
Partner 7	0	6	-6
Partner 8	5	11	-6
Partner 9	5	0	5
Partner 10	5	0	5
Partner 11	0	6	-6
Partner 12	0	6	-6
Partner 13	5	0	5
Partner 14	11	11	0
Partner 15	5	6	-1
Partner 16	5	0	5
Partner 17	5	6	-1
Partner 18	5	6	-1
Partner 19	11	0	11

Q6b. Percent of students recruited by OA partner in PY 2011:				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Percent of students recruited by OA partner	82.1	70	12.1	*

Q7. Thinking about your relationships with the OA partner identified in Q6, please indicate your level of agreement with the following items:

Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Has a good understanding of center policies	Strongly agree	47	22	25	NS
	Agree	37	67	-30	
	Neutral	16	11	5	
	Disagree	0	0	0	
	Strongly disagree	0	0	0	
Understands center offerings	Strongly agree	63	28	35	**
	Agree	37	56	-19	
	Neutral	0	17	-17	
	Disagree	0	0	0	
	Strongly disagree	0	0	0	
Is open to input from center staff	Strongly agree	42	6	36	**
	Agree	37	83	-46	
	Neutral	16	11	5	
	Disagree	5	0	5	
	Strongly disagree	0	0	0	
Is responsive to center issues	Strongly agree	42	11	31	**
	Agree	26	67	-41	
	Neutral	21	22	-1	
	Disagree	11	0	11	
	Strongly disagree	0	0	0	
Is effective in recruiting appropriate students for the center's programs	Strongly agree	26	6	20	*
	Agree	42	67	-25	
	Neutral	26	11	15	
	Disagree	5	17	-12	
	Strongly disagree	0	0	0	

Q8. In answering this question, please refer to the OA partner identified in Q6. Thinking about the information your OA partner provides to new students, do you think that your OA partner provides sufficient information on the following topics?

Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Job Corps' Zero Tolerance (ZT) policy	Yes	84	100	-16	**
	No	0	0	0	
	Sometimes	16	0	16	
	OA does not provide	0	0	0	
Job Corps' Attendance, Leave and Absent Without Leave (AWOL) policies	Yes	68	61	7	**
	No	21	0	21	
	Sometimes	5	33	-28	
	OA does not provide	5	6	-1	
Center culture and/or dorm life	Yes	79	44	35	*
	No	5	6	-1	
	Sometimes	11	44	-33	
	OA does not provide	5	6	-1	
Student standards of conduct and center expectations for student behavior	Yes	58	72	-14	NS
	No	16	0	16	
	Sometimes	21	28	-7	
	OA does not provide	5	0	5	
The Career Preparation Period (CPP) process	Yes	68	56	12	NS
	No	11	0	11	
	Sometimes	21	33	-12	
	OA does not provide	0	11	-11	
Career Technical Training (CTT) program differences and their prerequisites	Yes	32	61	-29	*
	No	16	0	16	
	Sometimes	47	28	19	
	OA does not provide	5	11	-6	
Average time required to complete the training for each CTT program offering	Yes	58	44	14	NS
	No	16	0	16	
	Sometimes	21	44	-23	
	OA does not provide	5	11	-6	
Certification, credential and licensure opportunities related to each CTT program offering	Yes	47	44	3	NS
	No	16	6	10	
	Sometimes	21	39	-18	
	OA does not provide	16	11	5	
Academic offerings	Yes	79	89	-10	NS
	No	0	0	0	
	Sometimes	21	11	10	
	OA does not provide	0	0	0	

Q9. Thinking about ALL of your center's OA partners, please specify how frequently your center provides the following activities and types of information to OA staff members to familiarize them with your center?

Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
On-center staff orientation/ tour/ open house	Once	21	0	21	*
	Monthly	37	22	15	
	Quarterly	16	28	-12	
	Annually or less than annually	16	39	-23	
	Not Provided	11	11	0	
Off-center staff orientation	Once	0	0	0	NS
	Monthly	11	6	5	
	Quarterly	16	17	-1	
	Annually or less than annually	37	17	20	
	Not Provided	37	61	-24	
Regular check-ins (phone, in-person)	Once	5	0	5	NS
	Monthly	89	89	0	
	Quarterly	0	6	-6	
	Annually or less than annually	5	6	-1	
	Not Provided	0	0	0	
Center newsletters	Once	0	0	0	**
	Monthly	63	17	46	
	Quarterly	26	33	-7	
	Annually or less than annually	0	0	0	
	Not Provided	11	50	-39	
Invited to regular assemblies/activities on-center	Once	0	0	0	NS
	Monthly	47	67	-20	
	Quarterly	32	11	21	
	Annually or less than annually	11	17	-6	
	Not Provided	11	6	5	
Emails	Once	5	6	-1	NS
	Monthly	79	94	-15	
	Quarterly	11	0	11	
	Annually or less than annually	5	0	5	
	Not Provided	0	0	0	
Other materials provided to explain various program changes/requirements	Once	5	0	5	NS
	Monthly	53	56	-3	
	Quarterly	26	28	-2	
	Annually or less than annually	16	17	-1	
	Not Provided	0	0	0	
Off-center presentations	Once	0	0	0	NS
	Monthly	5	11	-6	
	Quarterly	21	22	-1	
	Annually or less than annually	42	39	3	
	Not Provided	32	22	10	
Other activity	Once	0	0	0	NS
	Monthly	16	28	-12	
	Quarterly	0	11	-11	
	Annually or less than annually	0	6	-6	
	Not Provided	0	0	0	

Q10. Please indicate in the table below how frequently OA staff members communicate with your center s staff members to perform each of the following activities:

Question/Response Options		Top 20	Bottom 20	Difference	Significance
		%	%		
Pre-arrival activities/ interactions (i.e., review of applications, waitlists, arrival activities)	Weekly or more frequently	79	83	-4	NS
	Every two weeks	11	0	11	
	Monthly	5	0	5	
	Less often than monthly	0	0	0	
	Only when necessary	5	17	-12	
	Blank/Refused	0	0	0	
On-center activities/ interactions (i.e., discussions about CTT, academic curricula, policies and procedures, student progress)	Weekly or more frequently	37	50	-13	NS
	Every two weeks	5	6	-1	
	Monthly	26	22	4	
	Less often than monthly	5	6	-1	
	Only when necessary	26	17	9	
	Blank/Refused	0	0	0	
Other activity	Weekly or more frequently	0	17	-17	NS
	Every two weeks	0	0	0	
	Monthly	5	6	-1	
	Less often than monthly	0	6	-6	
	Only when necessary	0	6	-6	
	Blank/Refused	95	67	28	

Q11. Which of the following does your center (not OA Partner agencies) provide to prospective students?

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
An invitation to tour the center	84	56	28	**
A welcome or orientation letter	63	61	2	NS
E-mail communication to welcome and orient the incoming students and arrange arrival	16	22	-6	NS
A telephone call to welcome the incoming student and arrange arrival details	89	94	-5	NS
Other	32	33	-1	NS
A brochure or other material describing the center and its training offerings	63	89	-26	**

Q72. As of December 31, 2012, do you have someone at your center fulfilling the role of a Business and Community Liaison (BCL)?

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Yes	95	95	0	NS
No	5	5	0	NS

Q73. What strategies or practices does your center employ to establish partnerships with employers to promote and provide job opportunities for students at your center?

Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
WBL partnerships that lead to job opportunities	95	100	-5	NS
Interacting with local community leaders	100	94	6	NS
Center open-house activities that invite the community on-center	79	94	-15	NS
BCL visits to prospective employers	95	89	6	NS
Positive promotion of center in local media	89	100	-11	NS
Student membership in community clubs/ organizations	58	50	8	NS
Staff membership in community clubs/ organizations	95	83	12	NS
Invite employers to serve as guest speaker at center events	100	100	0	NS
Invite WBL sites to Community Relations Council meetings	100	100	0	NS
Other strategy	11	28	-17	NS

Q74. Please rate the strength of your relationships with the following resources, services, and partners.

Question/Response Options	Top 20	Bottom 20	Difference	Significance	
	%	%			
Referral agencies, career services, and job placement	Strong relationship	42	67	-25	NS
	Moderate relationship	53	33	20	
	Weak relationship	5	0	5	
	No relationship	0	0	0	
Industry resources	Strong relationship	74	67	7	NS
	Moderate relationship	26	33	-7	
	Weak relationship	0	0	0	
	No relationship	0	0	0	
Health and wellness services	Strong relationship	79	67	12	NS
	Moderate relationship	21	28	-7	
	Weak relationship	0	6	-6	
	No relationship	0	0	0	
Student tutoring and mentoring services	Strong relationship	42	44	-2	NS
	Moderate relationship	32	50	-18	
	Weak relationship	21	6	15	
	No relationship	5	0	5	
Vocational training programs	Strong relationship	68	50	18	NS
	Moderate relationship	26	44	-18	
	Weak relationship	5	0	5	
	No relationship	0	6	-6	
Other social services	Strong relationship	11	44	-33	NS
	Moderate relationship	58	33	25	
	Weak relationship	21	17	4	
	No relationship	5	6	-1	
Job shadowing, OJT, WBL	Strong relationship	53	61	-8	NS
	Moderate relationship	47	28	19	
	Weak relationship	0	11	-11	
	No relationship	0	0	0	
Local government, Chamber of Commerce	Strong relationship	79	67	12	NS
	Moderate relationship	16	33	-17	
	Weak relationship	5	0	5	
	No relationship	0	0	0	
Community-based organizations	Strong relationship	63	67	-4	NS
	Moderate relationship	37	28	9	
	Weak relationship	0	6	-6	
	No relationship	0	0	0	

Q75. What strategies or practices does your center employ to facilitate students interactions with your local community?				
Question/Response Options	Top 20	Bottom 20	Difference	Significance
	%	%		
Job shadowing	100	83	17	**
Use of Work-Based Learning (WBL) sites	100	94	6	NS
Require students to obtain a certain number of community service hours to graduate	47	44	3	NS
Student participation in community service projects	100	100	0	NS
Student participation in community activities	89	94	-5	NS
Offer students the Presidential Volunteer Service Award if meet requirements	0	17	-17	**
Other	11	33	-22	NS

8. Center and Student Characteristics

Region				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	%	%		
Region A	16	28	-12	NS
Region B	5	22	-17	NS
Region C	5	11	-6	NS
Region D	32	6	26	NS
Region E	21	6	15	NS
Region F	21	28	-7	NS

On Board Strength (OBS)				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Planned OBS PY 2011	326	414	-88	NS
% students that are residential (Planned OBS PY 2011)	84.3	87.9	-4	NS
Actual OBS PY 2011	319	390	-71	NS

Source: PY Cumulative Onboard Strength Report

Placement County Characteristics				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Average annual wage 2011 in placement county	\$46,209	\$45,908	\$301	NS
Unemployment rate in placement county in 2011	9.3	8.8	1	NS

Source: Bureau of Labor Statistics

Placement County Characteristics				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	%	%		
% families in poverty in placement county in 2011	11.8	11.8	0	NS

Source: American Community Survey

Contractor				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	%	%		
Contractor 1	0	6	-6	NS
Contractor 2	11	0	11	NS
Contractor 3	11	11	0	NS
Contractor 4	5	0	5	NS
Contractor 5	5	6	-1	NS
Contractor 6	5	6	-1	NS
Contractor 7	26	17	9	NS
Contractor 8	11	11	0	NS
Contractor 9	0	6	-6	NS
Contractor 10	0	6	-6	NS
Contractor 11	26	6	20	NS
Contractor 12	0	6	-6	NS
Contractor 13	0	6	-6	NS
Contractor 14	0	6	-6	NS
Contractor 15	0	6	-6	NS
Contractor 16	0	6	-6	NS

Percentage of Students Recruited by Largest OA Agency				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	%	%		
% students recruited by largest OA agency	75	54	21	**

Source: SPAMIS

Student Characteristics				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	%	%		
% students age 16 at enrollment	8	8	0	NS
% students age 17 at enrollment	13	14	-1	NS
% students age 18 at enrollment	19	18	1	NS
% students age 19 at enrollment	2	2	0	NS
% students age 20 at enrollment	15	14	1	NS
% students age 21+ at enrollment	24	27	-2	NS
% students - white	23	22	1	NS
% students - black	57	56	1	NS
% students - hispanic	16	13	3	NS
% students - other race	5	9	-5	NS
% male	52	61	-9	**
% female	48	39	9	**
% students with HSD/GED at enrollment	36	38	-2	**

Source: SPAMIS

TABE Scores				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Initial average reading TABE grade level equivalent (GLE)	7	8	0	NS
Initial average math TABE grade level equivalent (GLE)	7	7	0	NS

Source: SPAMIS

Student Achievement				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	%	%		
HSD/GED/CTT combo rate	56	38	18	**
HSD/GED attainment rate	63	48	15	**
CTT completion rate	68	55	13	**
Credential rate	84	72	13	**

Source: SPAMIS, CIS

Numeracy and Literacy Gains				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Literacy gain rate	3	2	1	**
Numeracy gain rate	3	2	1	**

Source: SPAMIS

Job Placement				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	%	%		
Former enrollee placement rate	51	38	13	**
Graduate 6-month placement rate	78	67	11	**
Job Training Match rate	75	64	10	**
Graduate 12-month placement rate	74	64	10	**
Graduate placement rate	86	77	9	**
Graduate full-time placement rate	63	61	3	NS
Graduate wage	10	10	0	NS
Graduate 6-month weekly earnings	406	413	-7	NS

Source: Job Corps

Length of Stay on Center				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	%	%		
% students that stayed at least 90 days	85	78	7	**
% students that exited as Level 1 ZT 30/45 days	3	4	-1	NS
% students that exited as Level 1 ZT	9	11	-2	**
% students that separate as graduates	68	56	12	**
% students that separate as former enrollees	16	21	-5	**
% students that separate as uncommitted	13	18	-6	**
% students that entered a trade	86	80	6	**

Source: SPAMIS

Length of Stay on Center				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	Mean	Mean		
Length of stay	316	259	57	**
Length of time from enrollment to start of trade (days)	65	61	4	NS

Source: SPAMIS

CTT Measures				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	%	%		
% students whose first CTT industry matches first choice industry	59	59	0	NS
% completed CTT in Advanced Manufacturing	68	68	0	NS
% completed CTT in Automotive and Machine Repair	69	62	7	NS
% completed CTT in Construction	70	56	14	**
% completed CTT in Finance and Business	73	67	5	NS
% completed CTT in Health Care	84	71	13	NS
% completed CTT in Hospitality	77	66	11	*
% completed CTT in Information Technology	71	75	-5	NS
% completed CTT in Renewable Resources and Energy	75	66	10	NS
% completed CTT in Retail Sales and Services	75	0	75	NS
% completed CTT in Homeland Security	81	71	10	*
% completed CTT in Transportation	91	59	32	**

Source: SPAMIS, OASIS

Length of Time to Complete Main CTT				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	%	%		
Length of time to complete main CTT (days)	196	177	19	*

Source: SPAMIS

Percentage of Centers Operated by Large and Small Contractors				
Center/Student Characteristic	Top 20	Bottom 20	Difference	Significance
	%	%		
Small business	12	53	-41	**
Large business	76	37	39	
USDA Forest Service	12	11	1	

Source: Job Corps