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| LOCAL COMMISSIONERS MEMORANDUM |
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Transmittal No: 90 LCM-109

Date: July 24, 1990

Division: Income Maintenance

TO: Local District Commissioners

SUBJECT: Satisfactory Progress in the JOBS Program

ATTACHMENTS: Attachment A - Concept of Satisfactory Progress -
available on-line.
Attachment B - Progress Report - available on-line.
Attachment C - Satisfactory Progress - Qualitative
Measures - available on-line.
Attachment D - Satisfactory Progress - Quantitative
Measures - available on-line.

Attached for your information is a general description of the concept of "satisfactory progress" which will be introduced with the Job Opportunities and Basic Skills Training (JOBS) Program.

Federal regulations require local social services districts to obtain information regarding a JOBS participant's progress in an educational or job skills training component at periodic intervals.

As the implementation date of the JOBS program will be October 1, 1990, this memorandum allows substantial lead time for local districts to consider the impact that satisfactory progress may have on local policies and procedures. This is especially true for those districts using a wide variety of training providers.

In order to provide local districts with a basis for requesting information from a training provider, a draft Progress Report form has been developed and is included as Attachment B.

The concept of satisfactory progress is closely associated with policy on approval of training, including self-initiated training. The Department's approval of training guidelines will be included in a separate administrative directive to be issued at a later date. Policy guidelines on satisfactory progress will be issued in the near future.

This release has been developed in consultation with the State Education Department and representatives from select Service Delivery Areas.

Date July 24, 1990

Trans. No. 90 LCM-109

Page No. 2

Questions or comments concerning this memorandum should be directed to Elaine Inman, Bureau of Employment Programs, at 1-800-342-4100, extension 4-9101.

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Satisfactory Progress

In order to comply with federal JOBS regulations, local districts should periodically review whether a JOBS participant who is enrolled in educational, occupational, post-secondary or on-the-job training is demonstrating satisfactory progress in the training program.

Based on these federal regulations, each training provider should have a written policy which describes the minimum standard of progress a trainee or student must achieve to demonstrate satisfactory progress. This standard should include both a qualitative measure of progress, such as a numerical grade average, a letter grade, job competencies, or cumulative grade point average, and a quantitative measure of progress, such as the established amount of time it should take the student to complete the training.

Many educational and job training providers already have policies in place describing the standards of progress which a student/trainee must achieve to be considered progressing satisfactorily. For those providers without existing policies, the local district should work with the local providers to develop such a policy.

The qualitative and quantitative measures of progress which the training providers use to determine satisfactory progress will vary with the type of training in which the trainee is enrolled. Attachments C and D provide the typical measures which might be used by providers to develop standards of satisfactory progress.

1. Local District Action

Local districts should request a statement from the educational/training provider on a periodic basis to document whether a JOBS participant is demonstrating satisfactory progress, based on the provider's standard of progress. The interval at which this information will be required may vary with the type and length of the training program, but should be based on the following schedule:

<u>Program</u>	<u>*Satisfactory Progress Review</u>
HIGH SCHOOL	Quarterly
ABE/GED PREPARATION/ESL	Quarterly
POST SECONDARY	Quarterly or trimester basis
OCCUPATIONAL CLASSROOM TRAINING	
o 1-6 months duration	At the midpoint
o More than 6 mos. duration	At least 2 Progress Reports should be received prior to completion of the training. The interval may be developed locally but in no case should the first report exceed the initial 4 months of training.

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| o 6 months or less | At the midpoint |
| o More than 6 months | At least 2 Progress Reports should be received prior to completion of the training. The interval may be developed locally but in no case should the first report exceed the initial 4 months of training. |

*For an individual enrolled in self-initiated training, the local district should seek information on the participant's progress from the provider at the time of and as part of the district's efforts to determine approval/disapproval of the training. After this initial progress review, subsequent reviews should be made as close to the above prescribed schedule as possible.

2. Probationary Period

The provider's policy may allow a student or trainee who fails to make satisfactory progress to be reported to the local district as making satisfactory progress but placed in a probationary period. In such cases, the provider should designate a period of time which has been agreed to by the local district, during which the trainee can improve performance sufficiently to be considered satisfactory at the next reporting interval. However, if the trainee/student fails to meet the standards of satisfactory progress following the probationary period, the provider should then report the student/trainee as demonstrating unsatisfactory progress in the training program.

3. Mitigating Circumstances

A participant may fail to demonstrate satisfactory progress because of some temporary mitigating circumstances, such as child care problems, illness, transportation problems, etc. In this case, the local district may consider the participant's progress as satisfactory because of mitigating circumstances. At the same time, the local district should take steps to help the individual resolve the issue(s) which may be interfering with her (his) ability to make good progress. This action could take the form of assigning a case manager to the participant's case, or of establishing frequent contacts with the participant to provide some direction and support for the client. Such action should be taken on a timely basis, well before completion of the next progress report period.

4. Failing to Make Satisfactory Progress

The local district should re-evaluate a participant's suitability for a particular training activity if the person fails to make satisfactory progress in the educational or training component. This would take the form of a reassessment of the individual's capabilities to complete the training. Based on this reassessment, the local district may reassign the participant to a more appropriate JOBS component.

18 or 19 Year Old Custodial Parents:

If an 18 or 19 year old custodial parent in an educational component fails to make satisfactory progress, the local district may require the recipient to enroll in a work or training program instead of continuing in the educational component.

PROGRESS REPORT

The following JOBS participant(s) is/are enrolled in your program. Please indicate demonstrated satisfactory progress, according to your policy on satisfactory progress: S for satisfactory, U for unsatisfactory, *P for satisfactory but placed in a probationary period, or M for satisfactory because of mitigating circumstances. (In order to be considered satisfactory progress must meet both a qualitative standard, e.g., grade average, and be expected to be maintained for a prescribed period.)

<u>Participant Name</u>	<u>Social Security #</u>	<u>Progress</u> (S, U, P or M)	<u>Comments</u>
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- *P - Indicate the length of probationary period in the Comments column.
- **M - Identify, if possible, those mitigating circumstances which may be prohibiting a participant from progressing satisfactorily (e.g., child care problems, health problems, transportation problems) and enter this information in the Comments column.

STANDARDS FOR SATISFACTORY PROGRESS - QUALITATIVE MEASURES

Educational Training	Postsecondary	Classroom Training	On-the-Job Training
+-----+	+-----+	+-----+	+-----+
'Qualitative'	'Qualitative'	'Qualitative'	'Qualitative'
+-----+	+-----+	+-----+	+-----+

H.S.

A numerical or letter grade average.

Cumulative grade point average.

A numerical or letter grade average. May be based upon instructor evaluation of a hands-

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Adult Basic Ed/Literacy

Reading grade level as measured by a standardized reading test.

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GED

Diagnostic test score compared to score on same pre-test.

sa

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o:

ESL

Diagnostic test score compared to score on same pre-test.

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co

STANDARDS FOR SATISFACTORY PROGRESS - QUANTITATIVE MEASURES

Educational Training +-----+ !Quantitative! +-----+	Postsecondary +-----+ !Quantitative! +-----+	Classroom Training +-----+ !Quantitative! +-----+	On-the-Job Training +-----+ !Quantitative! +-----+	
<p><u>H.S.</u> The student can be expected to complete high school and obtain her diploma by her targeted graduation date, if she continues at the current level of effort.</p>	<p>The student can be expected to complete the required coursework within the agreed upon period of time if he/she continues at the current level of effort.</p>		<p>The student can be expected to successfully complete the training (receive a passing grade, receive a certificate, gain the required job competencies) by the end of the course if he/she continues at the current level of effort.</p>	Th e: ne pe to en he ci

Adult Basic Ed/Literacy

The student can be expected to achieve a basic literacy level (8.9 grade level) within the prescribed number of instructional hours (to be established by SED).

GED

The student can be expected to pass her equivalency test after the prescribed number of study hours.

ESL

The student can be expected to demonstrate a language competency in English after the prescribed number of study hours (to be established by SED).