ATTACHMENT G

FLOYD JUNIOR COLLEGE

JTPA PARTICIPANT'S STATEMENT OF RIGHTS

While in the JTPA program, your rights will include the following:

1. **Civil Rights:** You can not be discriminated against because of race, color, creed, religion, sex, national origin, age, handicap, or political affiliation or belief. However, this does not mean that the training facility must select you for the training programs when they decide that the training is not appropriate for you, or that someone else is more qualified. The training facility also has the right to terminate you from the program if you have demonstrated that you can not successfully complete the training, or you have had extensive absences (excused or unexcused).

2. **Grievances:** If you have a complaint against the training facility (Floyd Junior College), you should first address your complaint to the Instructor and/or Counselor, responsible for your program and attempt to resolve the problem. Unresolved conflicts should be directed to the Project Coordinator (Director of Human Services) at the training site. If the matter can not be satisfactorily resolved, the following steps would be followed:

1) Any individual or organization, recipient, applicant for participation, labor union, or community based organization may file a complaint.

2) Complaints, except for those alleging fraud or criminal activity, shall be made within one year of the alleged occurrence.

3) Complaints must be in writing, signed by the complainant and should state all known facts and circumstances, including witnesses.

4) Complaints must be submitted to the Executive Director of the Coosa Valley Area Planning and Development Commission, P. O. Drawer H, Rome, GA 30162.

5) The Coosa Valley Area Planning and Development Commission shall investigate the complaints and attempt to resolve the matter within fifteen (15) days of receipt of the complaint.

6) If the complaint cannot be resolved within fifteen (15) days, a hearing shall be conducted within thirty (30) days of receipt of the complaint.
7) If a hearing is necessary, the complainant and the respondent must be notified in writing of the hearing date, time and place, and issues to be discussed.

8) A hearing can be rescheduled at the request of either party of just cause.

9) The hearing shall be conducted by the Executive Committee of the NWG-PIC and/or designated staff of the administrative entity.

10) A complete record of the hearing shall be made and maintained for at least two (2) years.

11) The hearing procedure may be terminated at any point if the parties to the hearing negotiate a written agreement that resolves the issue(s) which gave rise to the hearing.

12) Decisions regarding the complaint shall be made not later than sixty (60) days after filing of a grievance. The decision shall be provided to the parties by certified mail.

3. Commissioner's Review of the Complaint: You may request a review of your complaint by the Commissioner of the Department of Labor if:
   a. you do not receive a decision from the Coosa Valley APDC within sixty (60) days of filing the complaint, or
   b. you receive an unsatisfactory decision.

The request for review of the complaint by the Commissioner of the Department of Labor must be filed within ten (10) days of the date on which you should have received a decision. The address for the Commissioner is:

Commissioner of Labor
501 Pulliam Street
Atlanta, Georgia 30303

I have read and understand the above statements, or I have had the statements read and explained to me. I have also been given the opportunity to ask questions by , and have been given a copy for my future use.

_________________________                       ___________________________
JTPA Counselor                                                   Enrollee

_________________________
Date                                                        ___________________________
Date
ATTACHMENT H
COOSA VALLEY
GRIEVANCE PROCEDURES

Pursuant to Section 144 of the Job Training Partnership Act and in keeping with the Department of Labor Implementation Regulations 20 CFR - Parts 629.51 and 629.52, the Coosa Valley PIC shall adhere to an established grievance procedure.

The following grievance procedure shall be implemented for grievances arising at the SDA level:

1) Participants, subgrantees, subcontractors, and other interested persons may file a complaint.

2) a) Complaints, except for those alleging fraud or criminal activity or discrimination, shall be filed within one year of the alleged occurrence.

b) Complaints of discrimination in violation of Section 167(a) of the JTPA that no person in the United States shall, on the grounds of race, color, sex, religion, age, national origin, handicap, political affiliation, or belief, be excluded from participation in, be denied the benefits of, or be otherwise subject to discrimination under any program or activity receiving Federal financial assistance from the Department of Labor, shall be filed as described below.

Complaints of discrimination, except for those based on handicap, must be filed directly with the U. S. Department of Labor within 180 days of occurrence. Complaints of this nature should be forwarded to: Director, Office of Civil Rights, U.S. Department of Labor, Room N4123, 200 Constitution Avenue, Washington, D.C. 20210.

c) Complaints of discrimination on the basis of handicap must be filed with the Georgia Department of Labor within 180 days of the occurrence. Complaints of this nature should be forwarded directly to: Commissioner, Georgia Department of Labor, 288 State Labor Building, Atlanta, Georgia 30334. The State must process this type of complaint within 60 days of the filing of the grievance. If a complainant in such a decision does not receive a decision or receives an adverse decision from the State, an appeal may be filed with the Director, U.S. Department of Labor, Office of Civil Rights, Room N4123, 200 Constitution Ave. N. W., Washington, D.C. 20210. Such an appeal must be filed within thirty (30) days of receipt of the adverse decision or within ninety (90) days of the original filing.

d) Complaints arising from contracts with Georgia public schools which pertain to disciplinary actions of teachers or students, grading policy or teacher employment contracts will be handled by the grievance procedure outlined in OCGA 20-2-1160. Grievance hearings held by public school service providers shall be conducted within 30 days of filing of the grievance and a decision rendered within 60 days of the filing date of the grievance. Where grievances arise in the areas outlined above,
the service provider will submit to CVAPDC within 5 days summaries or checklists of complaints filed. Hearings held, decisions rendered and appeals filed shall be provided to CVAPDC within 10 days of the decision being finalized.

If a complainant does not receive a decision within 60 days of filing the complaint or receives an unsatisfactory decision, the complainant then has the right to request a review by the Governor. The request for review should be submitted to the State Superintendent of Schools, Georgia Department of Education, 2066 Twin Tower's East, Atlanta, Georgia 30334.

Complaints which pertain to any terms of the contract between the school and the Job Training Partnership program, which may include curriculum and course content, provision of teaching materials and equipment, eligibility, participant selection, or other terms made part of the contract, should be handled by the grievance procedure mandated by CV-PIC.

All other grievances of applicants, participants, potential contractors, and other interested persons not applicable to the above categories shall follow the procedures listed below:

1) Complaints arising at the SDA level must be in writing, signed by the complainant and must include the following information:

   a) the full name, telephone number (if any) and address of the person making the complaint;
   b) the full name and address of the respondent against whom the complaint is made;
   c) a clear and concise statement of the facts, including pertinent dates, and witnesses, if any, constituting the alleged violation, and;
   d) the provisions of the Act, regulations, grant or other agreements under the Act believed to have been violated.

   A request will be considered to have been filed when the reviewing authority receives from the complainant a written statement sufficiently precise to evaluate the complaint.

2) Complaints must be submitted to the Executive Director, Coosa Valley Area Planning and Development Commission, P. O. Drawer H, Rome, Georgia 30163.

3) The Coosa Valley APDC shall investigate the complaints and attempt to resolve the matter within ten (10) days of receipt of the complaint.

4) If the complaint cannot be resolved within ten (10) days, a hearing shall be conducted within thirty (30) days of receipt of the complaint. When a hearing is necessary, the complainant and the respondent will be given reasonable notification by registered or certified mail of the following information:

   a) a statement of the time and place of hearing;
b) a statement of the authority and jurisdiction under which the hearing is to be held;

c) a reference to the particular section of the Act, regulations, or any other agreements under the Act involved;

d) notice to the parties of the specific charges involved;

e) the right of both parties to be represented by legal counsel;

f) the right of each party to present evidence, both written and through witnesses; and

g) the right of each party to cross examination.

5) A hearing can be rescheduled at the request of either party for just cause.

6) The hearing shall be conducted by the Executive Committee of the Coosa Valley PIC. This committee may designate staff and/or other parties to serve as the hearing officer. However, no PIC or staff member who has been directly involved in the events from which the complaint arose shall serve as a decision-maker in such complaints. If the complaint is against the PIC itself, an impartial person will be secured by the PIC to serve as the hearing officer. Impartial hearing officers shall be chosen from qualified individuals with expertise in the area from which the complaint arises. When an impartial hearing officer is necessary, the chairman of the CCPO will be notified to provide a qualified person. The right to an impartial decision-maker shall not be abrogated by the Coosa Valley PIC or CVAPDC.

7) The Executive Committee of the Coosa Valley PIC, or its designee acting as a hearing officer, shall have the authority to regulate the course of the hearing, set the time and place for continued hearings, fix the time for filing briefs, and dispose of motions.

8) A complete record of the hearing shall be made and maintained for three (3) years and include the following:

a) all pleadings, motions and intermediate ruling;

b) detailed minutes of the oral testimony plus all other evidence received or considered;

c) a statement of matters officially noted;

d) all staff memoranda or data submitted to the Coosa Valley PIC Executive Committee or its designee in connection with their consideration of the case;

e) findings of fact based on the evidence submitted at the hearing; and

f) notification of both parties of further appeal procedures.
9) The hearing procedure may be terminated at any point if the parties to the hearing negotiate a written agreement that resolves the issue(s) which gave rise to the hearing.

10) Decisions regarding the complaint shall be made not later than sixty (60) days after filing of a grievance. The decision shall be provided to the parties by certified mail.

A written report of all complaints received within the SDA will be filed with DOL by the 10th of the month following the report month. The report will include the name of the complainant, the name and/or organization of the respondent, the date the complaint was filed, nature of the complaint, and the resolution of the complaint (if rendered). This report will be filed when no complaints are received.

**Governor's Review of the Complaint**

The complainant shall be informed of the right to request a review of his/her complaint by the Governor if: 1) the complainant does not receive a decision at the Coosa Valley SDA level within sixty (60) days of filing the complaint, or 2) the complainant receives a decision unsatisfactory to him/her. The request for review should be submitted to the Commissioner, Georgia Department of Labor, 288 State Labor Building, Atlanta, Georgia 30334. The request for review of the complaint by the Governor must be filed within ten (10) days of receipt of the adverse decision or within ten (10) days from the date on which the complainant should have received a decision. The Governor will conduct a review of the complaint and issue a decision within thirty (30) days from the date of receipt of the review request. The decision rendered by the Governor will be final. (Refer to 2(c) above for appeal procedure for handicap discrimination complaints.)
HI - APPENDIX A

JOB DESCRIPTIONS
DATA ENTRY TRAINING

PART-TIME INSTRUCTOR/COUNSELOR

DEFINITION

Under minimal supervision, coordinates and/or conducts all training aspects of the program; performs related work as required.

EXAMPLES OF DUTIES

Develops training schedule; develops and conducts all data entry training at FJC; coordinates and supervises computer lab assistant; counsels students; assist in placement & recruitment.

NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of computers and data entry skills. Knowledge of, and skill in American Sign Language, group dynamics, various teaching methods, human relations and problem-solving. Ability to adapt teaching methods to special needs of HI students.

EDUCATIONS AND EXPERIENCE

Minimum of bachelor's degree in computers, business or a related field. Experience in teaching and/or counseling helpful. Salary based on experience and education.

COUNSELOR/COMPUTER LAB ASSISTANT

Under minimal supervision, assist data entry students when working on computing, performs some record keeping activities and counseling with students; assists in supervision of internships.

EXAMPLES OF DUTIES

Assist students when using the computer software; provide students with individual assistance concerning any computer problems; counsel with students regarding placement, internships.

NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge and skill in basic computer procedures. Knowledge of and ability to communicate in American Sign Language.

EDUCATION AND EXPERIENCE

Some training in computers. Associate degree helpful. Previous experience as a teaching assistant or interpreter preferred.
PART-TIME TRAINER/COUNSELOR

DEFINITION

Under minimal supervision teach all pre-employment skills; counsels students; performs related work as required.

EXAMPLES OF DUTIES

Teaches skills in job hunting, completing application forms, resume writing, and interviewing for a job; works individually with students and counsels as needed. Supervise internships.

NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of, and some skill in, human relations and various teaching methods. Ability to be empathic to special needs of potential clients.

EDUCATION AND EXPERIENCE

Minimum of associate degree in education, psychology, social work or related field preferred. Experience in working with representatives of other agencies and/or counseling. Salary based on experience and education.
APPENDIX B
DATA ENTRY TRAINING PROGRAM
For Hearing-Impaired

OUTLINE

Overview of Computers

Build computer-related vocabulary
Improve typing, academic skills

Care of Computers

Booting the system
Examples of software
Initializing disks

Data Entry

Begin keyboarding
Practice using word processing programs
Practice using data base programs
Practice using spread sheet programs

Computer Awareness Test

Successfully input practice data
Print hard copy

Employability Skills Training

Internship
APPENDIX B
DATA ENTRY TRAINING PROGRAM
For Hearing-Impaired

GOALS

The student shall increase a knowledge of computer-related vocabulary.
The student shall improve typing skills.
The student shall be able to take care of computers.
The student shall learn data entry.
The student shall successfully input data.
The student shall employ skills training.
The student shall become an intern.

OBJECTIVES

The student builds computer-related vocabulary, 80% or better.
The student improves typing to at least 35 wpm.
The student boots the computer system with DOS, 100% accurately.
The student initializes floppy diskettes 100% accurately.
The student reviews and identifies software 100% accurately.
The student identifies keyboarding positions 100% accurately.
The student begins keyboarding 100% accurately.
The student practices using word processing programs 80% effectively. (WordPerfect 4.1, possibly FrameWork II or Writing Assistant 2)
The student practices using data base programs 80% effectively. (WordPerfect 4.1, possibly FrameWork II, or Writing Assistant 2)
The student practices using spreadsheet programs 80% effectively. (FrameWork II, Lotus 123 or other spreadsheet software)
The student inputs practice data 80% successfully.
The student accomplishes computer awareness with at least 80% correctness.
The student manipulates printing hard copy, 80% effectively.
The student accomplishes employability skills training with 80% effectiveness.
The student practices an internship, ending with a positive recommendation from employer or supervisor.
The student employs as an intern upon completion of classroom training.
October 29, 1987

Mr. David McCorkle, President
Floyd College
P. O. Box 1864
Rome, GA 30163

Dear Mr. McCorkle:

Enclosed is your fully executed Short-term Training Performance Contract, number 17-8-11-686.

We appreciate your continued interest in the Coosa Valley Job Training Program. If you have any questions regarding this contract please contact Pattie Pearson, your Contract Representative, at 404/295-6485.

Sincerely,

C. D. Rampley
Executive Director, CVAPDC

CDR/bj/CONIII

enclosure
Contract Number: 17-8-11-686
Project Type: SHORT-TERM TRAINING PERFORMANCE

COOSA VALLEY JOB TRAINING PARTNERSHIP PROGRAM
SHORT-TERM TRAINING PERFORMANCE CONTRACT

between

THE COOSA VALLEY AREA PLANNING AND DEVELOPMENT COMMISSION

and

FLOYD COLLEGE

This SHORT-TERM TRAINING PERFORMANCE CONTRACT is made and entered into in the City of Rome, Floyd County, State of Georgia, by and between the Coosa Valley Area Planning and Development Commission, P. O. Drawer H, Jackson Hill Drive, Rome, Georgia 30163, hereinafter called "CVAPDC," and Floyd College, P.O. Box 964, Rome, Georgia, 30163, hereinafter referred to as the "CONTRACTOR."

AUTHORITY: CVAPDC has been designated as Grant Recipient and Administrative Entity for funds allocated to the Coosa Valley Service Delivery Area (SDA 17) under the Job Training Partnership Act (JTPA, Public Law 97-300) to provide a job training program within the ten counties of SDA-17 and has been authorized to enter into contracts to operate such job training programs by the Coosa Valley Private Industry Council (hereinafter called the "PIC"), with the concurrence of the Chief Elected Officials; and

The CONTRACTOR provides various training services within the area of its jurisdiction; and

The PIC has selected the CONTRACTOR to render certain professional services in connection with the Job Training Partnership Act within SDA 17,

Therefore, it is mutually agreed as follows:

A. PERIOD OF PERFORMANCE: All activities or services under this CONTRACT shall begin on or after October 1, 1987, and shall terminate by the close of business on June 30, 1988. CVAPDC will not pay for any cost incurred or performance benchmark completed before or after the dates shown above.

B. FUNDING: The CONTRACTOR agrees to operate this training project under a fixed-unit price performance CONTRACT. CVAPDC agrees to pay the CONTRACTOR the Fixed Unit Price for performance components as defined in Performance Payment and Placement Incentive Schedules, ATTACHMENTS A-1 and A-2 respectively of the CONTRACT, and in accordance with the U. S. Department of Labor's Implementation Regulations 629.38(e)(2) and amendments, in an amount not to exceed FORTY SEVEN THOUSAND THREE HUNDRED FORTY (47,340) DOLLARS. All payments will be made only after receipt of the necessary funds from the State Administrative Agency and after all requested documentation from the CONTRACTOR has been received by CVAPDC.
C. AVAILABILITY OF FUNDS: The CONTRACTOR acknowledges that all funding for this CONTRACT is contingent upon availability of funds to CVAPDC from the State of Georgia under present authorization of the Job Training Partnership Act. This CONTRACT may be terminated or modified at any time due to lack of funds or changes in authorization. The CONTRACTOR acknowledges its awareness that funds may be suspended or terminated if the CONTRACTOR refuses to accept any additional or revised conditions required by CVAPDC, the State of Georgia or the U. S. Department of Labor.

D. SCOPE OF WORK: The CONTRACTOR will provide specific job training services and activities as further described in a separate Work Statement, ATTACHMENT B, which will enable individuals in such job training programs to enhance their job skills and subsequent employability.

E. APPLICABLE LAWS AND REGULATIONS: The CONTRACTOR agrees to conduct any and all activities under this CONTRACT in accordance with the Job Training Partnership Act (P.L. 97-300) hereafter referred to as the Act, Federal Regulations (20 CFR 626-638), revisions/amendments to such Act and Regulations and any and all applicable Federal, State, Local statutes, rules, regulations, directives, issuances and ordinances in effect or promulgated during the term of this CONTRACT. Such applicable laws shall include, in addition to those listed herein, Georgia Job Training Partnership Program, Volumes I and II, Policies and Procedures Program Management Guide, the terms and conditions set forth in the official agreement between the PIC and the Chief Elected Officials of the Coosa Valley Service Delivery Area, the Job Training Plan, PIC policies, and policies and procedures as set forth by CVAPDC or the State of Georgia.

F. TERMS AND CONDITIONS: The parties agree to be bound by the general terms and conditions stipulated in ATTACHMENT C.

G. SPECIAL PROVISIONS/DEFINITIONS: Special provisions and definitions of this CONTRACT are attached to and made a part of this CONTRACT as ATTACHMENT D and ATTACHMENT E respectively.

H. INDEMNIFICATION/HOLD HARMLESS: The CONTRACTOR agrees to indemnify and hold harmless CVAPDC and the PIC against any and all liability, loss, damages, costs, or expenses which it may hereafter incur, suffer, or be required to pay by reason of any error or omission, misfeasance, malfeasance, or through the negligent or willful conduct of the CONTRACTOR or its employees or of any subcontractor of the CONTRACTOR. Consequently the CONTRACTOR accepts liability for all aspects of the program it conducts pursuant to this contract including the repayment of disallowed costs.

I. INDEPENDENT CONTRACTOR: No provision of this CONTRACT, act of CONTRACTOR in the performance of this CONTRACT, or act of the CVAPDC in the performance of this CONTRACT shall be construed as making the CONTRACTOR the agent, servant, or employee of CVAPDC.
Employees of the CONTRACTOR are not employees of CVAPDC since:

(i) employees are subject to exclusive control and supervision of CONTRACTOR; and

(ii) CONTRACTOR is solely responsible for employee payrolls and claims arising therefrom.

J. MODIFICATION: This CONTRACT incorporates all prior negotiations, interpretations, and understandings between the parties and is the full and complete expression of this CONTRACT. Any change, modification, deletion, or addition to the terms set forth in this CONTRACT must be in the form of a written modification executed by both parties.

It is understood that this performance-based fixed-unit-price contractual agreement is binding as executed and, therefore, re-negotiation or modification of performance objectives shall not take place once a participant has been enrolled. If a modification is executed, it is expressly understood by both parties that such modification shall only impact those participants enrolled subsequent to the effective date of the modification.

Unilateral modification by CVAPDC may occur in cases of non-compliance, unreasonable delays, non-performance, or underperformance on the part of the CONTRACTOR in fulfilling its obligations under this CONTRACT. Planned performance as negotiated with the CONTRACTOR and included in the FISCAL GOAL SUMMARY and the PROGRAMMATIC GOAL SUMMARY as ATTACHMENT F to this CONTRACT shall be monitored against actual performance on a monthly basis. Underperformance in any month shall constitute CONTRACTOR approval for unilateral reduction of contract funds to the level of actual performance.

K. TERMINATION: CVAPDC in the exercise of its discretion and under its obligation to protect public funds, may terminate this CONTRACT for cause at any time, without prior notice or warning effective immediately upon receipt by the CONTRACTOR of a notice of termination for cause. CVAPDC may terminate any CONTRACT in whole, or in part, at any time before the date of expiration, whenever it determines that the CONTRACTOR has materially failed to comply with the terms of the CONTRACT. CVAPDC shall promptly notify the CONTRACTOR in writing of the termination and the reasons for termination, together with the effective date. Notice of termination may specify a later date, but provision of a later date shall not relieve the CONTRACTOR of ultimate liability for any funds later determined to be unallowable.

Either party may terminate this CONTRACT, without cause, for its convenience, by providing a minimum of thirty (30) days written notice thereof to the other party. Failure to supply additional funding shall not be considered as a form of termination. No
activity for which payment is claimed shall be accrued after the
date of termination, which shall be in all other respects con-
sidered as the date of completion of the period of performance.

CVAPDC reserves the right to suspend the contract in whole or in
part if it appears to CVAPDC that the CONTRACTOR is failing to
substantially comply with the quality of service or specified
completion schedule of its duties under this CONTRACT.

Upon termination of this CONTRACT, the CONTRACTOR shall not incur
any new obligations after the effective date of the termination and
shall cancel any outstanding obligations.

L. WRITTEN NOTIFICATION: The CONTRACTOR shall notify CVAPDC in
writing within seventy-two (72) hours of any actions or suits
filed, and of any claims made against CVAPDC, the CONTRACTOR, or
any of the parties involved in the implementation, administration
and operation of the programs funded under this CONTRACT. With the
exception of grievances alleging fraud or any criminal activity,
the filing of a grievance must be made within one year of the
alleged occurrence.

M. LEGAL AUTHORITY: The CONTRACTOR assures that it possesses the
legal authority to enter into this CONTRACT. Further, that its
governing body has authorized the signatory official to enter into
the CONTRACT and bind the CONTRACTOR agency to the terms of this
CONTRACT and any subsequent amendments hereto.

N. SEVERABILITY: All parties agree that should any provision of this
CONTRACT be determined to be invalid or unenforceable, such deter-
mination shall not effect any or all of the other terms and provi-
sions of this CONTRACT which shall continue in force and effect.

O. BONDING: The CONTRACTOR shall be required to post a fidelity bond
which covers all of the CONTRACTOR's employees who have any respon-
sibility for the expenditure of funds made available under this
CONTRACT in an amount sufficient to ensure sound fiscal practices
in order to insure the Federal Government, the State of Georgia,
CVAPDC and the PIC against loss of funds coming into their pos-
session under the terms of this CONTRACT. Such bonds shall be
payable to, or shall benefit CVAPDC. The dollar amount of the
fidelity bond shall be determined through use of Schedules attached
as ATTACHMENT G and a copy of the actual bond will be attached to
this CONTRACT as ATTACHMENT H. Fidelity bonds shall be obtained
from companies holding certificates of authority as acceptable
sureties (31 CFR Section 223). A list of these companies is
published by the U.S. Department of Treasury in its Circular 570.
The CONTRACTOR shall maintain all bonding in force for the period
of this CONTRACT and shall instruct their carrier to give CVAPDC
written notice fifteen (15) calendar days prior to the bond being
reduced or cancelled.
IN WITNESS WHEREOF, CVAPDC and the CONTRACTOR agree to the terms and conditions of this CONTRACT as set forth above by affixing their signatures hereto, the Executive Director of CVAPDC, being authorized to contract for CVAPDC, and the President of Floyd College being legally authorized to contract for the CONTRACTOR.

Acting for and on behalf of the Coosa Valley Area Planning and Development Commission

Signature: [Signature]
Name: C. D. Rampley
Title: Executive Director
(Signatory Official)
Date: 10/29/87
Witness: [Signature]

Acting for and on behalf of Floyd College

Signature: [Signature]
Name: David McCorkle
Title: President
(Contractor Signatory Official)
Date: 21 Oct 1987
Witness: [Signature]
## NAME OF AGENCY: FLOYD COLLEGE

### List Occupations Alphabetically.

<table>
<thead>
<tr>
<th>Occupational Training</th>
<th>Minimum Wage at Placement Per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ACCOUNTING CLERK, DATA PROCESSING</td>
<td>$4.75</td>
</tr>
<tr>
<td>2. ATTENDANCE CLERK</td>
<td>$3.50</td>
</tr>
<tr>
<td>3. AUXILIARY EQUIPMENT OPERATOR</td>
<td>$4.25</td>
</tr>
<tr>
<td>4. BANK CLERK</td>
<td>$3.65</td>
</tr>
<tr>
<td>5. BILLING TYPIST/CLERK</td>
<td>$3.50</td>
</tr>
<tr>
<td>6. CHECK PROCESSING CLERK</td>
<td>$4.00</td>
</tr>
<tr>
<td>7. COMPUTER OPERATOR</td>
<td>$4.35</td>
</tr>
<tr>
<td>8. DATA ENTRY CLERK</td>
<td>$4.35</td>
</tr>
<tr>
<td>9. FEE CLERK</td>
<td>$4.00</td>
</tr>
<tr>
<td>10. INVENTORY CLERK</td>
<td>$3.65</td>
</tr>
<tr>
<td>11. MORTGAGE ACCOUNTING CLERK</td>
<td>$4.75</td>
</tr>
<tr>
<td>12. PAYROLL CLERK/DATA PROCESSING</td>
<td>$4.50</td>
</tr>
<tr>
<td>13. TABULATING MACHINE OPERATOR</td>
<td>$4.00</td>
</tr>
<tr>
<td>14. TIMEKEEPER</td>
<td>$4.00</td>
</tr>
</tbody>
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16.  
17.  
18.  
19.  
20.  

Page 07 of 28
ATTACHMENT B
WORK STATEMENT
SHORT-TERM

A. GENERAL INFORMATION

1. Number of slots: 24 ; (adult 17 , youth 7 )
2. Number of participants: 24 ; (17 adult, 7 youth) 2 cycles
3. Type of Training: Data Entry
4. Counties to be served: Bartow, Catoosa, Chattooga, Dade, Floyd,
   Gordon, Haralson, Paulding, Polk, Walker
5. When training to be provided: 08-01-87 to 06-30-88
6. Schedule of Training:

<table>
<thead>
<tr>
<th>TASK/ACTIVITY</th>
<th>BEGIN DATE</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit Training Staff</td>
<td>8-14-87</td>
<td>10-1-87</td>
</tr>
<tr>
<td>Recruit Participants</td>
<td>8-14-87/11-16-87</td>
<td>10-9-87/1-15-88</td>
</tr>
<tr>
<td>Identify and Secure Training Facilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Participant Training</td>
<td>10-12-87/1-18-88</td>
<td>12-22-87/3-18-87</td>
</tr>
<tr>
<td>Trainee Job Placement</td>
<td>12-1-87</td>
<td>6-30-88</td>
</tr>
</tbody>
</table>

7. Competencies that participant will acquire:
   Include learning basic computer operations and terminology; basic
   skills involved in transcribing data with speed and accuracy; a
   base of knowledge which can be developed into skills beyond entry
   level.

B. PROGRAM CONTENT

1. Performance Standards:

   a. Total number to be served: Adult 17 Youth 7
   b. Entered employment rate: 75% 75%
   c. Cost per entered employment: $2630 $2630
   d. Average wage at placement: $4.50 $4.50
   e. Entered employment rate at follow-up: 65% 65%
   f. Average weekly earnings at follow-up: $188.00

2. Target Groups:

   a. Female 83%
   b. Age 16-21 30%
   c. Black 33%
   d. Dropout 20%
e. Handicapped
f. Welfare Recipient

3. Entry Criteria:

Hearing impairment; elementary reading, writing and math skills, strong desire to learn data entry and to work.

4. Exit Criteria:

Ability to type at 35wpm; successfully encode/input data with 80% accuracy.

5. Services to be provided:

Counseling and training regarding getting and keeping a job. Indepth training with computers in data entry job placement and follow-up. Staff/participant ratio = 1/12

6. Schedule of training:

4 days a week; 4 hours a day 2:00 (a.m./p.m.) to 6:00 (a.m./p.m.); 10 average weeks of training at Floyd College.

7. Counseling:

Counselor will be responsible for counseling services and FDP completion. A minimum of two personal counseling sessions will be scheduled with each participant.

8. Job Development and Placement:

Staff will initiate contact with employers, arrange job interviews, provide a sign language interpreter and conduct follow-up.

9. Selection Methodology:

Students will be selected who have met difficulty finding employment because of their hearing disability, have exhausted other educational/job placement avenues and who desire to enter the work place.

10. Facilities:

Floyd College and Georgia School for the Deaf

11. Equipment:

Typewriters and Computers (on site)
12. **Internal Administrative Procedures:**

Staffing positions and responsibilities include the following:

Coordinator: oversee program

Secretary: All administrative clerical work

Asst. Comptroller maintains fiscal records and supporting documentation for JTPA. Prepares and signs JTPA invoices.

Instructor maintains daily attendance records.

Instructor certifies information necessary for support check issuance.

Business Office distributes support checks.

13. **Summary of course curriculum:**

Basic typing practice; basic training in computers; PC operation; basic training in using a calculator; basic instruction in computer and data entry terminology; basic training in getting and keeping a job.
DATA ENTRY TRAINING PROGRAM
For Hearing-Impaired

OUTLINE

OVERVIEW OF COMPUTERS

Build computer-related vocabulary
Improve typing, academic skills

CARE OF COMPUTERS

Booting the system
Examples of software
Initializing disks

DATA ENTRY

Begin keyboading
Practice using word processing programs
Practice using data base programs
Practice using spread sheet programs

COMPUTER AWARENESS TEST

Successfully input practice data
Print hard copy

EMPLOYABILITY SKILLS TRAINING

INTERNSHIP
ATTACHMENT C

TERMS AND CONDITIONS

1. Maintenance of Existing Effort and Opportunities for Existing Personnel.
   a. The CONTRACTOR agrees that funds provided under this CONTRACT shall only be used to provide training opportunities which could not be provided without this CONTRACT from funds or sources otherwise available to the CONTRACTOR and that funds under this CONTRACT shall not be used to substitute for or supplant other funds and sources of revenue.
   b. The CONTRACTOR further agrees not to terminate, layoff, or in any way reduce the working hours or infringe upon the promotional or advancement opportunities of any current employee, through the utilization, or in anticipation of utilization, of any person with funds provided under this CONTRACT.

2. Restrictions.
   a. Prohibition Against Assignments and Subcontracting. All work to be performed, including training services and supervision, shall be performed directly by the CONTRACTOR and neither subcontracted nor assigned unless specifically authorized by this CONTRACT, or otherwise in writing by CVAPDC, prior to the assignment or subcontracting. Payments due from CVAPDC shall not be assigned without CVAPDC's prior consent.
   b. Prohibition Against Political Activities. Pursuant to Section 141(1) of the Job Training Partnership Act, no funds provided under JTPA may be used for any activity involving political activities. The restrictions provided above shall not include the right of employees to vote, sign petitions, or speak or write on political subjects unrelated to a specific political campaign.
   c. Sectarian Activities. Participants shall not be employed on the construction, operation, or maintenance of so much of any facility as is used, or is to be used, in whole or in part, for sectarian instruction or as a place of religious worship. (Section 167(a)(3) of the Act.)
   d. Prohibition Against Nepotism. The CONTRACTOR shall strictly observe the prohibitions against nepotism as contained in the Program Management Manual of the Georgia Department of Labor or the CONTRACTOR's own policies, whichever are more restrictive.
   e. Conflict of Interest. The parties to this CONTRACT agree that they shall in all respects comply with applicable federal and state laws pertaining to conflict of interest.
   f. Discrimination in Trainee Selection and Training. The CONTRACTOR agrees to comply with Federal and State laws, rules, and
regulations and CVAPDC's and the PIC's policy relative to nondiscrimination in trainee selection and training practices because of race, color, religion, creed, national origin, political preference, handicap, sex or age as specified in the U.S. Department of Labor Nondiscrimination Regulations which are published in 29 CFR Parts 31-32. Neither shall any individual be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination under any program or any activity conducted or supported by the CONTRACTOR. Individuals who are participants in activities supported by funds provided under the Act shall not be discriminated against solely because of their status as participants.

g. Affirmative Action Plan. CVAPDC must be in receipt of the CONTRACTOR'S Affirmative Action Plan as a precondition for this CONTRACT being executed, if such plan exists.

h. Military Selection Enforcement. CONTRACTOR agrees to abide by provisions of the Act regarding Section 3 of the Military Selective Service Act if applicable. [Reference: Act, Sec.504; 20 CFR 629.(b)(1)]

i. Labor Standards. CONTRACTOR agrees to operate all activities under this agreement in full compliance with federal, state and local program requirements, assuring required benefits and labor standards are met.

j. State Laws. CONTRACTOR agrees to maintain compliance with all applicable State laws and regulations, including but not limited to:
   (a) Georgia Records Act, as amended
   (b) Georgia Microforms Act, 1980
   (c) Georgia Open Meetings Requirements of the Official Code of Georgia, Annotated, Section 50-14, 1982.

3. Dispute Resolution.

The CONTRACTOR agrees to use administrative processes and negotiation in attempting to resolve disputes arising from this CONTRACT. The CONTRACTOR shall continue performance of the CONTRACT activities during such dispute and shall immediately submit written request for informal review and hearing to CVAPDC who shall review the disputed matter. CVAPDC shall resolve same, after consultation with CONTRACTOR within thirty (30) calendar days of request receipt; Disputes not resolved at the CVAPDC level shall be resolved by the PIC decision within thirty (30) calendar days; decisions of the PIC shall be rendered in written form and become binding to all parties. CONTRACTOR shall continue performance of the CONTRACT activities during the period of such dispute. [Reference: Act, Sec. 144; 20 CFR 629.51-58; Georgia Policies and Procedures, Vol. I-600]
All parties agree that any legal action brought in relation to this CONTRACT shall be brought in Floyd County, Georgia.

4. Grievance Procedure. CONTRACTOR assures and certifies that it shall maintain and abide by the PIC Grievance Procedures as if written herein in its entirety. The CONTRACTOR agrees to maintain and inform JTPA APPLICANTS of the PIC's grievance system for hearing and resolving any grievances about its program and activities for trainees. Grievance procedures will be in accordance with Section 144 of the Job Training Partnership Act and in keeping with the U.S. Department of Labor's Implementation Regulation 20 CFR Parts 629.51 and 629.52.

5. Record Retention. The CONTRACTOR shall retain all records pertinent to this CONTRACT, including financial, statistical, property, participant records, and supporting documentation for a period of no less than three (3) years from the date of the receipt of the final payment by the CONTRACTOR from CVAPDC subject to the following qualifications:

(a) If prior to the expiration of the three (3) year retention period, any litigation or audit is begun or a claim is instituted involving the grant or agreement covered by the records, the recipient shall retain the records beyond the three (3) year period until the litigation, audit findings, or claim has been finally resolved.

(b) If non-expendable property was acquired through JTPA funds or assigned to the CONTRACTOR by the CVAPDC, the CONTRACTOR shall retain records on said property for a period of three (3) years after final disposition of the property except as provided in Item (a) above.

(c) Should the CONTRACTOR cease to do business within the three (3) year period or thereafter during the required record retention period, the CONTRACTOR agrees to forward all records (financial, participant, statistical property), complete in form, to CVAPDC. The CONTRACTOR shall retain sole liability for the content of such records. [Reference: Act, Sec. 165; 20 CFR 629.35; Georgia Policies and Procedures, Vol. I-210]

6. Criminal Provision and Sanctions. The CONTRACTOR assures that it will perform the CONTRACT activities in conformance with safeguards against fraud and abuse as set forth by CVAPDC, the State of Georgia, the Act and Regulations. The CONTRACTOR agrees to notify CVAPDC of suspected fraud, abuse or other criminal activity within twenty-four (24) hours of knowledge thereof and follow Georgia Incident Reporting Instructions. Theft or willful damage to property on loan to CONTRACTOR shall be reported to local law enforcement agencies within two (2) hours of discovery of any such act.

The CONTRACTOR further agrees to cooperate fully with CVAPDC, local law enforcement agencies, the State of Georgia, the U.S. Department of Labor, the Federal Bureau of Investigation and any other duly authorized investigative unit in carrying out a full investigation of all such incidents. [Reference: Act, Sec. 182; 20 CFR 629.55; Georgia Policies and Procedures, Vol. I-211.8]
7. **Adequate Resources.** The CONTRACTOR assures that adequate staff, supplies, equipment and facilities are available and will be furnished by the CONTRACTOR throughout the term of the CONTRACT.

8. **Health and Safety.** The CONTRACTOR assures that all governmental health and safety standards will be maintained during the term of the CONTRACT.

9. **Officials Not To Benefit.** The CONTRACTOR assures that no member of or delegate to a State or area PIC shall be admitted to any share or part of this CONTRACT, or to any benefit that may arise therefrom; but this provision shall not be construed to extend to this CONTRACT if made with a corporation for its general benefit.

10. **Disclosure of Confidential Information.** The CONTRACTOR agrees to maintain the confidentiality of any information regarding applicants, project participants or their immediate families which may be obtained through application forms, interviews, tests, reports from public agencies or counselors, or any other sources. Without the permission of the applicant or participant, such information shall be divulged only as necessary for purposes related to the performance or evaluation of this CONTRACT and to persons having responsibilities under this CONTRACT.

11. **Covenant Against Contingent Fees.** As an inducement to CVAPDC to enter into this CONTRACT, the CONTRACTOR warrants that no person or selling agency has been employed or retained to solicit or secure this CONTRACT upon an agreement or understanding for commission, percentage, brokerage, or contingent fee. Breach or violation of this warranty shall constitute grounds for immediate termination of this CONTRACT; damages for such breach are established as an amount equal to all funds previously provided the CONTRACTOR under this CONTRACT.

12. **Audits/Monitoring.** CVAPDC and its grantor agencies, or their authorized representatives, shall have the right to review performance and to inspect or copy any and all records, books, papers, and documents which relate to this CONTRACT at any time during its performance or thereafter until the end of the record retention period as defined above. Such inspection may take place with or without notice at any time during normal business hours wherever the records are maintained. In making inspections, CVAPDC shall make every effort to coordinate with the CONTRACTOR so as to reduce or eliminate disruption of ongoing participant training activities. If the CONTRACTOR maintains or relocates any or all of the records outside of SDA 17, the CONTRACTOR shall bear the responsibility and expense of making them available, either at some reasonable location within SDA 17, or at CVAPDC, upon reasonable demand and notice. Funds paid by CVAPDC under the terms and conditions of this CONTRACT, for any costs or performance benchmark that may be subsequently disallowed, shall be promptly refunded to CVAPDC within thirty (30) days.

13. **Audit Responsibility.** The CONTRACTOR agrees to maintain an auditable fiscal system and to submit, within ninety (90) days of the close of its fiscal year, a financial and compliance audit to CVAPDC, in accordance
with the General Accounting Office Standards for Audit of Governmental Organizations, Programs, Activities and Functions, the Guidelines for Financial and Compliance Audits of Federally Assisted Programs and the Single Audit Act of 1984, and any compliance supplements approved by OMB, and generally accepted auditing standards established by the American Institute of Certified Public Accountants.

14. Debt Collection. Whenever, as a result of financial and compliance auditing or otherwise, costs are determined to have been misspent, such costs shall be refunded to CVAPDC from non-JTPA sources. The investigation and final determination of a debt will be issued within ninety (90) days of written notice to the CONTRACTOR. The final determination establishes the debt which the CONTRACTOR has thirty (30) days to repay. The CONTRACTOR will receive notice of the required repayment from CVAPDC. Failure to repay makes a CONTRACTOR ineligible for further JTPA funding. CVAPDC reserves the right to withhold funds to recoup prior disallowed, improper, or unauthorized disbursements. All payments against existing contracts (if any) will be withheld until unpaid debts are collected. If this option is not available, and CONTRACTOR fails to repay within the required thirty (30) day period, then a representative of CVAPDC shall take appropriate legal action to insure debt collection. All funds unearned and unexpended in the administration of this CONTRACT revert to CVAPDC.

15. Property. The CONTRACTOR will properly maintain any and all JTPA-Coosa Valley Service Delivery Area controlled property it has in its possession or under its supervision and will comply with property management requirements issued by CVAPDC pursuant to such property which include but shall not be limited to:

a. Accountability and Control: Adequate records shall be maintained to reflect the location of such property at all times. Such property shall be utilized in conformity with Georgia Property Standards. Authorized representatives of CVAPDC and State of Georgia shall be permitted to inspect and inventory such property as needed.

b. Physical Safeguards: All property on loan will be adequately safeguarded against loss, damage or theft. CVAPDC and the appropriate authorities shall be notified in writing in the case of theft or suspected theft within twenty-four (24) hours of discovery. Any missing, damaged or destroyed property will be reported immediately in writing. An investigation shall be conducted by the CONTRACTOR to determine the cause, and the results shall be reported in writing to CVAPDC. Any property missing, damaged or destroyed shall be replaced by the CONTRACTOR.

c. Maintenance and Repairs: The property shall be maintained in good condition at all times. All maintenance and repair costs shall be borne by CVAPDC. All property must be returned to original condition, except for normal wear and tear, prior to return of the property to CVAPDC.
d. Return of the Property: Loaned property no longer needed or in use will be promptly returned to CVAPDC. Any property needed by CVAPDC will be immediately returned upon request. Labor and transportation to return any items shall be provided by the CONTRACTOR.

e. Property wholly owned by the CONTRACTOR and non-JTTPA property are not subject to the aforementioned terms and conditions. [Reference: Georgia Policies and Procedures, Vol. I-300]

16. Staff Training. The CONTRACTOR assures that staff will participate in training sessions provided through CVAPDC pertinent to the operations of the JTTPA program. The CONTRACTOR will assume any cost of the training to the staff (such as travel, meals) in accordance with the CONTRACTOR'S Travel Reimbursement Policies.

17. Invoicing: The CONTRACTOR shall submit to CVAPDC invoices for payment for expenses consistent with the following conditions:

a. Invoices are to be submitted by the tenth (10th) of the calendar month and shall include all costs incurred in the preceding calendar month. Failure by the CONTRACTOR to submit to CVAPDC an invoice for a calendar month by the 15th will result in delay of payment until the following month's payment cycle. Invoice forms and instructions will be provided by CVAPDC.

b. Invoices shall be signed and verified by a responsible agent of the CONTRACTOR who shall not be a JTTPA participant, and who is identified to CVAPDC by a Specimen signature. The CONTRACTOR shall immediately notify CVAPDC, in writing, of any change in identity or addition to its responsible agent(s) for invoices and provide a copy of the appropriate signature(s). All information contained in invoices shall be taken directly from, or linked by worksheet to, the books of original entry and participant files.

c. The final invoice and closeout final report shall be delivered to CVAPDC within thirty (30) calendar days after the end of the CONTRACT. Any costs, obligations, or completed benchmark performance not shown and claimed on the final invoice shall be deemed to be waived and the limit of liability of CVAPDC shall be reduced accordingly without further notice to the CONTRACTOR. Notice of completions or terminations of all participants must be delivered to CVAPDC before the final invoice is delivered.

18. Automobile Insurance: The CONTRACTOR, if using motor vehicles in transporting participants in the training program, shall provide to CVAPDC a list of those authorized to transport participants and shall furnish, upon request, proof of liability insurance for those designated. The minimum amount of liability coverage shall be $100,000 per person and $300,000 per occurrence or its equivalent.
19. **Copyrights:** If this CONTRACT results in a book or other copyrightable material, the author is free to copyright the work, but the CVAPDC reserves a royalty free, nonexclusive and irrevocable right to reproduce, publish or otherwise use, and to authorize others to use the work for government purposes.
ATTACHMENT D
SPECIAL PROVISIONS
SHORT-TERM TRAINING PROGRAMS

1. CONTRACTOR will be responsible for enrolling participants. This involves filling out the JTPA-103 with the training information, having it signed and dated by the participant, signed and dated by an authorized staff member and submitting it to CVAPDC for data entry into the MIS. The JTPA-103 will also be used when there is a change in the participant's status. (Only transfers to holding or placement, and terminations do not require a participant signature.)

2. CONTRACTOR agrees to assess each participant through counseling and testing sessions and prescribe a course of instruction or training for that individual.

3. CONTRACTOR agrees to complete an Employability Development Plan (EDP) on all participants enrolled in a training component.

4. CONTRACTOR agrees to submit all status change information to CVAPDC within forty-eight (48) hours after change has occurred.

5. CVAPDC shall withhold ten percent (10%) of the final invoice amount requested until all final reports have been received from the CONTRACTOR.

6. Participants may not be re-trained for skills they already possess.

7. All allowable training costs of this contract are included in the Performance Payment Schedule. Contracted performance payments not earned and requisitioned from CVAPDC will revert back to CVAPDC.

8. CONTRACTOR agrees to maintain an individual training file for each participant enrolled in accordance with this contract. This file will contain at a minimum: a copy of the JTPA-101; a copy of the referral letter; original JTPA-103; the EDP; counseling notes; attendance records; grades; results of any testing; documentation of placement activities; and a copy of placement and retention forms.

9. CONTRACTOR will be responsible for certifying the accuracy and correctness of Supportive Service Payments (SSP) for all participants enrolled. This will be done by stating on the JTPA-103 form (items 23 and 24) the amount the participant is to receive based on CVAPDC's payment amount. If the participant is to receive a stipend for child care, documentation in the form of a signed and dated statement attesting to the fact that the participant does have a child who requires care during the participant's training period will be required.
ATTACHMENT F
DEFINITIONS
SHORT-TERM TRAINING


2. Administrative Entity - The entity designated to administer a job training plan under JTPA selected by the Private Industry Council.

3. Adult - An individual who is 22 years of age or above.

4. Allowable Training Costs - Only those costs which are training related and are specified in the payment schedule of the contract.

5. Applicant - A person who applies to a JTPA recipient or subrecipient for employment, training and/or services provided under JTPA. An applicant found to be eligible for the program remains an applicant until the provisions of "participant" have been met.

6. ASL - American Sign Language

7. Assessment - Service designed to determine each participant's employability, aptitudes, abilities, and interests and to develop a plan to achieve the participant's employment and related goals.

8. Class Day - Regularly scheduled time of instruction for a minimum of three (3) hours per day, five (5) days per week.

9. Classroom Training - Any training of the type normally conducted in an institutional setting, including vocational education, which is designed to provide individuals with the technical skills and information required to perform a specific job or group of jobs. It may also include training designed to enhance the employability of individuals by upgrading basic skills through the provision of remedial education courses.

10. Completion - The actual level at which the participant has the skills and levels of competency required by the training program, to the extent that the individual is considered a graduate of the program. This is not merely a function of time spent in class, but rather the attainment of skills and competencies as outlined in the Exit Criteria as specified in ATTACHMENT B of this contract.

11. Contract - A written agreement (other than a grant, or agreement) between the recipient of a State grant or agreement (or its subrecipients) and other party (the CONTRACTOR) obligating the recipient to pay for and the CONTRACTOR to furnish property or services needed to accomplish the purposes of the grant or agreement. It does not include subgrants or subagreements entered into by the recipient or subrecipient for carrying out substantive parts of the project.
12. **Cost per Entered Employment (Adult Only)** - The total contract funds expended for adults divided by the number of adults entering unsubsidized employment.

13. **Cost per Positive Termination (Youth Only)** - The total contract funds expended on youths divided by the number of youth positive terminations.

14. **Counseling** - The process of assisting participants in realistically assessing their needs, abilities, and potential; of providing guidance in the development of vocational goals and the means to achieve them; and of helping with the solution of a variety of individual problems occurring during participation.

15. **Disallowed Costs** - Those charges to a grant or agreement that the State determines to be unallowable, in accordance with the applicable Federal cost principles and the conditions of the grant or agreement.

16. **Propriovability Development Plan (PDP)** - A written plan for reaching an individual's employment goals. The PDP is used to record assessment information, work history and educational/skill levels which formed the basis for the PDP. It also records the progress that the individual makes in reaching his/her employment goals and the counseling efforts made by the CONTRACTOR.

17. **Enrollment** - An enrollment occurs when an eligible applicant signs and dates a JTPA-103 form which has the completed training information.

18. **Enrollment Fee** - A fixed, one-time payment to be made after a trainee has been enrolled in the Management Information System (MIS) and attending an Occupational Training component for at least five (5) consecutive class days.

19. **Entered Unsubsidized Employment** - The category for participants who were terminated from the program and entered (through the efforts of the recipient/subrecipient or through their own efforts) full- or part-time unsubsidized employment. (For JTPA reporting purposes, this term includes entry into the Armed Forces, entry into employment in a registered apprenticeship program and participants who become self-employed.)

20. **Fixed-Price Contract** - A contract which provides for a specific price not subject to adjustment by reason of the cost experience of the contractor in performing the contract unless a clause provides for equitable adjustment or other revision upon the occurrence of an event or contingency.

21. **Holding** - A status into which a participant enters during or after JTPA supported training for reasons such as severe illness or accident or a gap in time between training components. The maximum amount of time allowed in Holding is ninety (90) consecutive days. If this status is used in conjunction with Placement services, the maximum combined time allowed in both components is ninety (90) consecutive days.
22. **Intake** - Intake includes screening for eligibility; determination of the employment and training activities and services which would be appropriate for the applicant; determination of the availability on an appropriate employment and training activity; a decision of selection; and dissemination of information on the programs.

23. **Management Information System (MIS)** - The statewide computer system used to record JTPA applicant and participant data.

24. **Non-Training Related Placement** - A placement that occurs when a participant leaves training and goes to work on a job that does not involve the same tools, materials, equipment and skills learned in the JTPA training is not training related and placement does not receive 100% placement fee.

25. **Number to be Served** - The maximum number to receive JTPA intake services or to be enrolled in a training component during the contract period.

26. **Other Termination** - The termination of a participant who left the CV-PIC’s program for a reason other than to enter unsubsidized employment, or as specified in the definition of "Youth Positive Termination".

27. **Outreach** - An active effort on the part of program staff to encourage persons in the designated Service Delivery Area to avail themselves of program services, such as counseling, employment, employment services, training, and other special program services, as appropriate.

28. **Participant** - Any individual who has: (a) been determined eligible for participation upon intake; and (b) been enrolled in subsidized employment, training or services (except post-termination services) funded under the Act, following intake, except for an individual who receives only outreach and/or intake and assessment services.

29. **Participant Carried Over** - A participant for whom there was an active participant record on file at the end of the previous program year.

30. **Placement** - The act of securing unsubsidized employment for or by a participant.

31. **Placement Fee, Non-Training Related and/or Training Related Below Placement Incentive Wage** - Fifty (50%) percent of the total fixed unit Placement Fee made when a trainee achieves part-time (20 to 34 hours per week) or full-time employment in an unsubsidized training or non-training related position for five (5) working days following completion of an Occupational Training Component, at less than the minimum wage specified in the Placement Incentive Schedule, but not less than $3.35 per hour for a specific occupation, exclusive of fringe benefits.

32. **Placement Fee, Training Related** - A fixed, one-time payment made when a trainee achieves part-time (20 to 34 hours per week) or full-time employment in an unsubsidized training related position for five (5) working days following completion of an Occupational Training component,
at not less than the minimum wage specified in the Placement Incentive Schedule for a specific occupation, exclusive of fringe benefits.

33. Placement Incentive Schedule - A listing of occupations and corresponding minimum wages that trainees are expected to enter as a result of their participation in JTPA training activities. It is used to determine whether a placement is training related.

34. Placement Services - A component that a participant enters after receipt of JTPA supported training or services in order to be referred to prospective employers for job interviews and hiring or to receive other job search assistance. The maximum time allowed in this component is ninety (90) consecutive days. If this component is used in conjunction with Holding, the maximum combined time allowed is ninety (90) consecutive days.

35. Records - Documents of actions taken with respect to the grant or agreement including financial records, statistical records, and supporting documents.

36. Referral - The act of bringing to the attention of an employer, a service deliverer, a local office, a training sponsor, or a supportive service agency an individual (or group of individuals) who need jobs, training, or related supportive services.

37. Retention Fee - A fixed, one-time payment will be made when a trainee is working in an unsubsidized training or non-training related employment situation during the thirteenth (13th) week after the employment placement date.

38. Slot - A position of active, holding or placement status in the MIS.

39. Slot Level - The maximum number of participants in active status at any one time in the MIS.

40. Support Service Payments (SSP) - Payments made to participants in classroom training which are necessary to enable them to participate in a training program funded under the Act.

41. Termination - The completion of a JTPA-103 form for a JTPA participant who is no longer receiving employment, training, or services funded under JTPA.

42. Training Related Placement - A placement that occurs when a participant leaves training and goes to work on a job that involves the same or similar tools, materials, equipment, and skills learned in the occupational training received through JTPA. Any other placement is non-training related.

43. Transfer - The act of leaving one training component to enroll into another component.
44. **Unsubsidized Employment** - Employment not financed from funds provided under the JTPA.

45. **Wage** - All remuneration for personal services including commission, tips and bonuses.

46. **Welfare Recipient** - An individual who receives or whose family receives cash payments under AFDC (SSA Title IV), General Assistance (State or local government), or the Refugee Assistance Act of 1980 (PL 92-212).

47. **Youth** - Individuals ages 16-21 years of age participating in any allowable activity, and individuals 14 and 15 years of age participating in a "pre-employment skills training program" as authorized under the Act.

48. **Youth Positive Termination (Youth Enhancement Termination)** - An outcome for youth which includes the following: (a) entered unsubsidized employment; (b) entered an employment/training program not funded by Title II of the Act; (c) returned to full-time school if, at the time of intake, the youth was not attending school and had not obtained a high school diploma or equivalent; (d) completed, during enrollment, a level of education not achieved at time of entry. Levels include elementary, secondary, and post-secondary. This category applies to those not in school at the time of program entry.
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<th>I. TRAINING STATUS</th>
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<td>1. Transfers to Other Projects</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Obtained Employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>3. Other Youth Positive Terminations</td>
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<td>4. Negative Terminations</td>
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<tr>
<td>5. Total Leaving Placement/Holding (1+2+3+4)</td>
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<td>0</td>
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<tr>
<td>TOTAL IN PLACEMENT/HOLDING AT END OF MONTH (A.3 - B.5)</td>
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</tr>
</tbody>
</table>

CONTRACTOR: Floyd College

CONTRACT NUMBER: 17-8-11-686

*1.1.A.2 and II.A.2 will be the same.
ATTACHMENT G
SCHEDULE OF
FIDELITY/ASSURANCE BONDS

A certificate of bonding is required to cover the contracting official for Financial Responsibility and be in accordance with the following schedule:

<table>
<thead>
<tr>
<th>TOTAL CONTRACT BUDGET</th>
<th>AMOUNT OF BOND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to $50,000</td>
<td>25%</td>
</tr>
<tr>
<td>50,000 to 54,999</td>
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</tr>
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<td>55,000 to 59,999</td>
<td>23%</td>
</tr>
<tr>
<td>60,000 to 64,999</td>
<td>22%</td>
</tr>
<tr>
<td>65,000 to 69,999</td>
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</tr>
<tr>
<td>70,000 to 74,999</td>
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</tr>
<tr>
<td>75,000 to 79,999</td>
<td>19%</td>
</tr>
<tr>
<td>80,000 to 84,999</td>
<td>18%</td>
</tr>
<tr>
<td>85,000 to 89,999</td>
<td>17%</td>
</tr>
<tr>
<td>90,000 to 99,999</td>
<td>16%</td>
</tr>
<tr>
<td>100,000 to 199,999</td>
<td>14%</td>
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<td>200,000 to 399,999</td>
<td>13%</td>
</tr>
<tr>
<td>400,000 and up</td>
<td>12%</td>
</tr>
</tbody>
</table>

"Total Contract Budget" refers to the total amount of money that the Coosa Valley APDC is responsible for in connection with the contract.
ATTACHMENT H

FIDELITY/ASSURANCE BOND

FLOYD COLLEGE IS A STATE AGENCY OF THE STATE OF GEORGIA AND A PART OF THE UNIVERSITY SYSTEM OF GEORGIA. AS A PART OF THE ABOVE, ALL EMPLOYEES ARE COVERED BY A BLANKET SURETY BOND FOR $100,000. DETAILS OF THIS BOND CAN BE FOUND IN THE STATE AUDIT OF THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA.
MEMORANDUM

TO: Jim McKeel
FROM: Mike Burton
RE: JTPA DE Audit

A. Enclosed are the Basic Skills Exam Test score for 8 of the participants. We did not test four students.* Three because they were older hard of hearing ladies who we felt had the skills necessary. Bobby Gattis came in late and was overlooked. (For some reason Louellen did not list Gerry Garrison but he took the BSE).

B. 1. These ladies were hard of hearing and reluctant to counsel with a deaf counselor but they did meet with the assistant instructor and with Mike Burton on numerous occasions for referral counseling.

2. Our records show all test grades returned but two students did not return their resumes after taking them home for revision and to record additional information. We tried to get these students to return these but for various reasons (job hunting, distance, frustration) they did not.

3. All files include documentation of job selling skills activity.
Coosa Valley Private Industry Council

Floyd College
P. O. Box 864
Rome, Georgia 30163

Contract Number: 17-8-11-686
Date of Visit: November 24, 1987
Contact Person(s): James McKeel/Michael Burton

The purpose of this visit was a start-up review of Floyd College's Computer Operations Program for the Hearing Impaired. This is a new and innovative Job Training Program designed to provide 24 hearing impaired persons with 10 weeks of computer and data entry skills for employment in jobs which do not require acute hearing ability.

A summary of the findings, required actions, recommendations, and comments is listed below.

Finding #1:
Due to some minor difficulties with eligibility determination, the beginning training date was delayed one week from October 12, 1987 to October 19, 1987 (and the ending date extended one week to December 29, 1987.) Cycle I is fully enrolled with 13 participants (10 profoundly-prelingually deaf and 3 adult women with limited sign language) in active training.

The basic outline for the data entry program is now in a course curriculum format. The contractor was requested to send this curriculum to the contract representative to enhance understanding and improve qualitative monitoring.

This program appears to be off to an excellent beginning and is served by well qualified and motivated staff members. Due to the innovative nature of the program, special attention will be given to programmatic details for use in future recommendations.

Please call if you have questions regarding this request.

Sincerely,

Pattie Pearson
Contract Representative

cc: Beth Kelley, JTPA Assistant Director
PP:ww/GEN24
HEARING IMPAIRED
DATA ENTRY

HIDE is a 12-week program to train hearing impaired people the necessary skills to use a computer for data entry. The training is four (4) hours a day, four (4) days a week.

The program will begin January 11, 1988
The program will include:

** Basic Typing Skills - self-training computer program to improve the number of words-per-minute without errors

** Computer Language - understanding of the different parts of a computer and the special language used

** Computer Skills - How to operate a computer including some basic word processing; data base & computing skills

** Data Entry - special computer program will train student to input various kinds of data into a computer

** Employability Skills - How to look for a job, complete applications, write a resume, interview for a job, and move up on the job

For more detailed information about this program, contact Michael J. Burton at 295-6307 (voice or TTD)
D. HOW TO APPLY:

- You should carefully review the announcement(s) and ask the receptionist for an Application Request Form. You should then complete the card and send it to the Huntsville Area Office at the following address:

  Office of Personnel Management
  Alabama Area Office
  806 Governors Drive, SW
  Huntsville, Alabama 35801

- The Huntsville Area Office will send the appropriate application form(s) for the applicant to complete. Some jobs require a written examination. In such cases, the Huntsville Area Office will advise you as to when and where the examination will be given.

- When completed, you should submit the application form(s) to the Huntsville Area Office, within the time frames established, for evaluation.

E. NOTICE OF RATING:

- Upon evaluation by the Huntsville Area Office (including written examination, if appropriate), you will be advised as to your numerical rating. The period of time that it takes the Huntsville Area Office to respond to your application depends upon the number of applicants who have applied.

F. REFERRAL:

- The list of best qualified applicants (those with the highest ratings) will be referred to the agency personnel office for appropriate consideration.

G. SELECTION:

- Applicants names who appear on the best qualified list will be contacted as to their interest and availability. If an applicant's name is within reach (among the top three names for the first vacancy, one additional name for each additional vacancy), he/she may be asked to report for an interview. If selected, the applicant will be advised by a representative of the personnel office as to the entrance on duty date, pre-employment physical, if appropriate, etc. If an applicant is not selected, he/she will remain on the list for subsequent vacancies.

H. GENERAL:

- The above process (Items C-G) applies to each job for which applicants apply to OPM. (Application for any particular announcement does not entitle the applicant to consideration for job vacancies in other occupations.)

- If you apply as an eligible under Item B, the Personnel Office at Ft. McClellan will notify you when you are being considered and will hold your application.

I. EXCEPTIONS:

- On occasion, Ft McClellan also announces positions open to the general public. These are identified as Temporary Announcements (TA-000, etc.) or as General Announcements (GA-000, etc.). The announcements contain instructions for making application and are available at the State Employment Service Office.
Mr. Michael Burton  
Floyd College  
Post Office Box 946  
Rome, Georgia 30161  

Dear Mike:  

As discussed, we have now allowed Mr. David Conti to participate in your current J.P.T.A. project from 2 p.m. to 4 p.m., Monday through Friday. The above period is time for which Mr. Conti receives compensation from G.S.D. As per our verbal agreement, you and Floyd College have agreed to set up a scholarship fund for G.S.D. students in lieu of reimbursement for Mr. Conti's time. In order for me to complete my files, I need a statement from Floyd College, outlining the scholarship program and the amount that will be available.  

Thank you for your prompt response to this request. I appreciate your cooperation and willingness to assist.  

Sincerely,  

Michael D. Elliott  
Superintendent  

MDE: jf  

cc: Mr. Sanford Horton
COOSA VALLEY PRIVATE INDUSTRY COUNCIL
Contract Information Sheet
Job Training Partnership Act - Titles II-A and III

Name: FLOYD JUNIOR COLLEGE
Legal Name of Organization/Agency

Address: P.O. BOX 1864 (Highway 27 South) Rome, Georgia 30162
(Street) (City) (State) (Zip)

Has your organization provided JTPA services in the past? yes (If yes, see reverse.)
Legal Status of Organization (check applicable): Public x Private Profit Non-profit \x

Project Contact Person: James D. McKee Telephone #: 295-6308

Project Duration January 5, 1986 to July 31, 1986 Total Amount Requested: $31,000.00

Brief Project Description: Data Entry Training for the Hearing and Hearing Impaired (HI) would meet for 5 hours, four days a week for 10 weeks followed by a 2 week internship, and train 8 hearing-impaired participants in data entry skills on various kinds of computers. Job placement would be directed at businesses in cities throughout Georgia. Participants would be selected from applicants certified eligible by DOL, and would be trained from February 9 to April 30, 1987 at Floyd Junior College with tutoring at GSD.

PROJECT GOALS

1. Total number to be served. 16 ADULTS YOUTH
2. Proposed number of trainees to be served. 4 12
3. Entered Employment Rate (% of Total Terminations) 72% 72%
4. Welfare Entered Employment Rate (% of Total Welfare Terminations) 55%
5. Cost/Entered Employment $ 2,750.00
6. Average Wage at Placement (per hour) $ 4.40
7. Attained Employment Enhancement Rate n/a
8. Cost/Positive Termination $ 2,357.14
9. Average Weeks of Training 12

TARGET GROUPS (Provide Actual Numbers and Percentages)

1. Females 12 75 %
2. Age 14-15 0 0 %
3. Age 55 years + 0 0 %
4. Black 6 37.5 %
5. Other Minority 0 0 %
6. Dropout 2 12.5 %
7. Handicapped 8 50.8 %
8. Unemployment Insurance Claimant 0 0 %
9. Welfare Recipient 4 25.8 %

SIGNATURE: David McCorkle, Ed.D., President
DATE: November 21, 1986

(Typed Name and Title of Legal Signatory for the Agency) COMPLETE AND RETURN AS PAGE 1 OF THE PROPOSAL
If your organization has contracted previously for JTPA services, list the Service Delivery Area with which you contracted; telephone number; contact person; your contract number; and previous performance in terms of number contracted to serve, actual number served, percentage entering employment, average starting wage, and cost per entered employment.

1985-1986

SDA-1  Contact Person: Pamela Simmons-Beasley
       GIST number 234-2300

Transferred to:

SDA-17  Contact Person: Ann Bibb
       Telephone Number  295-6485

Contract # 42-6-11-14-681  HST and Bookkeeping Short-Term Training

# Slots contracted - 120
# Slots filled - 83

% Entering employment  
(as of June 3, 1986)  
  Total  83.58%
  Adult  84.62%
  Youth  80.00%
  Welfare Adult  90.00%

Average Starting Wage - $4.47
Cost per entered employment as of May 31, 1986: $3,390.51

Placement contract # 58-7-12-80-681

Total Entered Employment  100%
Total Youth Entered Employment  150%
Average Wage: $4.52 per hour
If your organization has contracted previously for JTPA services, list the Service Delivery Area with which you contracted; telephone number; contact person; your contract number; and previous performance in terms of number contracted to serve, actual number served, percentage entering employment, average starting wage, and cost per entered employment.

1985-1986

SDA-1  Contact Person: Pamela Simmons-Beasley
       GIST number 234-2300

Transferred to:

SDA-17  Contact Person: Ann Bibb
        Telephone Number 295-6485

Contract # 42-6-11-14-681  HST and Bookkeeping Short-Term Training

# Slots contracted - 120
# Slots filled - 83

% Entering employment  Total 83.58%
(as of June 3, 1986)  Adult 84.62%
                   Youth 80.00%
                   Welfare Adult 90.00%

Average Starting Wage - $4.47
Cost per entered employment as of May 31, 1986: $3,390.51

Placement contract # 58-7-12-80-681

Total Entered Employment 100%
Total Youth Entered Employment 150%
Average Wage: $4.52 per hour
DATA ENTRY TRAINING FOR HEARING AND HEARING-IMPAIRED

FLOYD JUNIOR COLLEGE
NARRATIVE

I. DESCRIPTION OF NEED

At present, many young people in Georgia have difficulty finding educational options that would guarantee them opportunities for employment in challenging careers. Hearing impaired (HI) young people find it especially difficult. Reasons for these limited options are quite complex and are directly related to the very special needs of the hearing impaired.

Colleges such as Gallaudet in Washington, D.C. and the National Technical Institute for the Deaf in Rochester, NY provide post-secondary educational opportunities for the HI. However, these colleges accept only the top five percent of HI high school graduates from the southeastern region of the United States. Many of these students drop out of the distant colleges due to culture shock and their inability to adjust to the dramatic changes and increased independence forced on them.

Floyd Junior College (FJC) provides education for the HI, the majority of whom communicate in their native language, American Sign Language (ASL). These students are able to attend because the school currently provides tutors, special instructors, counselors, interpreters, and notetakers to assist the students in receiving a quality education. The students currently attending Floyd Junior College represent approximately the top twenty percent of HI high school graduates from Georgia (excluding those students accepted by the above-mentioned colleges and those attending a similar program in a junior college in Atlanta).

In addition, the Georgia Vocational Rehabilitation Agency provides training programs for HI high school drop-outs and mentally-retarded, the lower fifty percent of the HI youth.

With educational programs structured as such, there is a considerable proportion of HI youth and adults struggling to enter the job market with only marginal skills, although they have the innate intelligence to acquire more sophisticated skills through proper training.

Traditionally, the job market for the HI is like a two-humped camel; the fewer, brighter students acquire rather monotonous Federal Post Office jobs at a relatively high rate of pay, forming the small forward hump, while a larger number of HI work for minimum wage filling low-skill jobs such as janitors and dishwashers.
Those HI not fortunate enough to acquire a Post Office position are often grossly underemployed, and would welcome training in an alternative, more challenging skill.

Post-secondary technical education is not available in Georgia, because the vocational technical schools do not have the support system necessary to work intensively with the HI. The 12-week program proposed here would provide HI participants with the training they need to find the skilled jobs they desire.

Because most of the HI residents now in this area are originally from other parts of Georgia, some participants would be placed in jobs outside the Floyd County area. Companies and agencies in Macon, Augusta, Atlanta and Savannah have already indicated their willingness to hire HI students trained in data entry skills. All students would be placed in the area of their choice if possible.

Since the HI trainees would be placed in jobs with hearing co-workers, an equal number of hearing persons would also be included in this training program, pairing one hearing person with one HI person. In this type of pilot program, it is believed that the exposure of HI students to hearing students without sign language capabilities and vice-versa would benefit and encourage both groups to develop communication skills. It would especially benefit the HI students who would have to learn to communicate (or teach the hearing to understand) their needs and desires within the classroom situation, and subsequently within the work place.

II. PROJECT ACTIVITIES

A. PROJECT DESCRIPTION

1. Project Curriculum Outline (See Appendix A)

2. Selection of Trainees - FJC would select participants from interested former HI FJC students who are JTPA eligible, other HI persons, and those hearing persons who desire data entry training and are certified JTPA eligible. Recruitment would be completed through vocational rehabilitation counselors, Georgia School for the Deaf counselors, local Departments of Labor, and others. In order to comply with Georgia Department of Education guidelines on HI class size, a maximum of eight (8) HI students would be accepted for training.

3. Criteria for Successful Project Completion - To successfully complete the training each participant would be expected to:

   A. Demonstrate the ability to successfully encode sample material into a computer;
B. Process encoded material onto hard copy (print form);

C. Complete exit examination from academic areas.

B. PROJECT IMPLEMENTATION SCHEDULE (See Attachment B)

C. PROGRAMMATIC AND FINANCIAL GOAL SUMMARIES (See Attachment C)

D. ASSURANCES (See Attachment D)

E. BUDGET FORMS (See Attachment E)

F. PLACEMENT INCENTIVE SCHEDULE (See Attachment F)

III. DESCRIPTION OF FLOYD JUNIOR COLLEGE

A. GENERAL INFORMATION

In 1968 the Board of Regents of the University System of Georgia authorized the establishment of Floyd Junior College in Floyd County. The college, which began operating in 1970, was established to provide opportunities for the physical, intellectual, and cultural development of the people in the community it serves. It proposes to meet the educational and cultural needs of the community, in part, through its public service program, which offers non-credit courses of special interest to the community.

Data Entry for the Hearing and Hearing Impaired will be offered as part of the Public Service Program, awarding Continuing Education Units to those participants who successfully complete the training. FJC has offered similar training since Spring, 1983 when it was conducted through CETA. The training has continued to be offered through JTPA, along with Computer-Based Bookkeeping, Individual Referral, STEP, HIRE, and Youth Employability Enhancement. Cash-in-bank report is on file at Coosa Valley Area Planning and Development Commission.

B. STAFFING PATTERNS - Staff for operating the project would include the college's project coordinator, interpreter, instructors, secretary, placement personnel and counselors. The project coordinator, under the direction of the Chairman of Social Sciences and the Dean of the College, would be responsible for all program activities. Two part-time instructors in computer, two part-time academic instructors, a part-time interpreter, and a part-time staff member to provide counseling, employability skills training, and placement services would all work together to assure the success of the program. (See Attachment G)
C. An organizational chart depicting all relationships follows:

PRESIDENT, FLOYD JUNIOR COLLEGE

DEAN OF THE COLLEGE

CHAIRMAN, DIVISION OF SOCIAL SCIENCE

PROJECT COORDINATOR
COORDINATOR, HUMAN SERVICE PROGRAMS

SECRETARY

JTPA INSTRUCTORS JTPA
COUNSELOR/RECRUITER
JOB DEVELOPER/PLACEMENT
INTERPRETER

D. FISCAL CONTROLS - The fiscal management procedures at Floyd Junior College contained in "Business Procedures Manual Vol. I Revised" published by the Board of Regents of the University System of Georgia, would be followed in administering this contract. These procedures require annual audits by the State Department of Audits.

E. EQUIPMENT AND SUPPLIES - Tutoring would be conducted at the Georgia School for the Deaf computer laboratory for HI students. The remainder of the training would be conducted at Floyd Junior College.

F. GRIEVANCE PROCEDURE - Students with a grievance concerning the training program would report the problem to the instructor. Individual counseling and discussion would follow. Unresolved conflicts would be referred to the Project Coordinator, and if still unresolved, would then be referred to a higher level in the organization until resolution occurred, with any JTPA procedural concerns being directed to CVAPDC.
D. Attach a curriculum outline for the project. (see Attachment B)

E. Describe the length of training and the number of participants per training cycle.
   
The training will last 12 weeks. This proposal would have sixteen (16) students.

F. Describe conditions (other than job placement) under which trainees will be terminated (e.g. lack of attendance, failing grades, uncooperative behavior, lack of motivation, etc.).

   All students who are experiencing poor grades or demonstrating poor attendance, uncooperative behavior or low motivation would be counseled individually. It has been our experience that this approach tends to alleviate such problems and increases the chance for project completion. Students who are not able to complete the training due to illness, poor attendance, or lack of interest in the training would be put into placement status. Conditions, other than job placement, that would warrant project termination would include no job placement, health problems, refused to continue in program, found ineligible after enrollment, and death.

G. Describe how trainees will be placed in unsubsidized employment in order to meet your performance goals. Identify staff positions responsible for trainee placement.

   The person described as Placement/Counselor will be responsible for coordinating with Vocational Rehabilitation and other agencies, as well as business and industry around the state, to secure placement for all students. An Advisory Council, composed of Vocational Rehabilitation counselors, GSD staff, and local businessmen, will be formed to assist in placement efforts. Employability skills training will include emphasis on getting and retaining employment. During the 90-day placement, students will be tracked to assure their success in obtaining employment; leads will be furnished to all students. Letters and other means of encouragement will be employed. Some initial contact has been made with businesses around the state to assist in placement of the HI.

(If necessary, additional sheets may be used to complete any question. A total of two (2) additional sheets only may be added.)
<table>
<thead>
<tr>
<th>I.</th>
<th>TRAINING STATUS</th>
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<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
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# Short-Term Financial Goal Sheet

**Instructor's Name:** Floyd Junior College  
**Date of Submission:** Nov. 21, 1986  
**Date of Revision:**

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<td>$4,500</td>
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<td>3. Retention @ 480</td>
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**Estimated SWIFT Service Payments**

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ATTACHMENT D
COOSA VALLEY PRIVATE INDUSTRY COUNCIL
ASSURANCES FOR SHORT-TERM TRAINING CONTRACTORS

The applicant assures the Coosa Valley Private Industry Council that projects funded under the provisions of the Job Training Partnership Act (P.L. 97-300) shall be operated in compliance with the Act; federal regulations promulgated pursuant to the Act published in the Federal Register; policies and rulings by the Governor of Georgia, the Governor's Advisory Council on Job Training Coordination; and administrative issuances by the Georgia Department of Labor and the PIC's administrative entity, Coosa Valley APDC. The applicant further assures that:

1. It possesses legal authority to apply for these funds; that a resolution, motion or similar action has been duly adopted or passed as an official act of the recipient's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the recipient to act in connection with the application and to provide such additional information as may be required.

2. It will provide to Coosa Valley APDC certification of time and attendance of JTPA participants, training plans and other information as required.

3. It will allow staff members to attend training sessions held by Coosa Valley APDC to familiarize the applicant's staff with JTPA provisions.

4. It will refer potential participants to one of the area intake centers for proper completion of the intake process.

5. That this proposal is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a bid for the same materials, supplies, or equipment and is in all respects fair and without collusion or fraud. Collusive bidding is a violation of state and federal law and can result in fines, prison sentences and civil damage awards.

6. It will comply with Section 167 of the Job Training Partnership Act of 1982 (P.L. 97-300) and in accordance with the Governor's policy of non-discrimination, no person in the United States shall, on the ground of race, color, national origin, religion, sex, age, handicap, or political affiliation or belief, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the recipient receives financial assistance under the Job Training Partnership Act and will immediately take any measures necessary to effectuate this agreement.

7. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being
motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business or other ties.

8. It will retain all records pertinent to this grant for a period of three years beginning on the date the final expenditure report for the project is submitted. The aforementioned records will be retained beyond the three years if any litigation or audit is begun or if a claim is instituted involving the records this contract covers. In these instances, the records will be retained until litigation or audit claim has been finally resolved.

9. It will agree that any duly authorized representatives from the United States Department of Labor, the Comptroller General of the United States, the Georgia Department of Labor, the Coosa Valley APDC, or the Private Industry Council for SDA 17 shall have access to any books, documents, papers, and records which are directly pertinent to this contract for the purpose of monitoring program activities, making an audit, examination, excerpts, and transcriptions.

10. It will furnish or submit evidence of a fidelity bond posted on those having responsibility for the expenditure of funds under the proposed contract in an amount sufficient to assure sound fiscal practices in order to assure the Federal Government, the State, and the Coosa Valley Private Industry Council for SDA 17 against loss of such funds.

11. No JTPA funds will be used for political or sectarian activities, or to assist, promote, or deter union organizing.

21 Nov 86
Date

BY: [Signature of Authorized Official]
ATTACHMENT E
SHORT TERM TRAINING PROGRAMS
BUDGET

PROPOSING AGENCY: Floyd Junior College

BEGIN DATE: Jan 1, 1987 END DATE: June 30, 87

<table>
<thead>
<tr>
<th>Performance Payments</th>
<th>Per Trainee</th>
<th>Number of Trainees</th>
<th>Total Budget</th>
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<tr>
<td>2. Placement Incentive</td>
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<td>12</td>
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<tr>
<td>3. Retention Incentive</td>
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<td>2,880</td>
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<td><strong>TOTAL BUDGET</strong></td>
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<td><strong>$33,000</strong></td>
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ATTACHMENT F
PLACEMENT INCENTIVE SCHEDULE

NAME OF AGENCY: Floyd Junior College

List Occupations Alphabetically.

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<thead>
<tr>
<th>OCCUPATIONAL TRAINING</th>
<th>MINIMUM WAGE AT PLACEMENT (Per Hour)</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>2. Attendance Clerk</td>
<td>3.50</td>
</tr>
<tr>
<td>3. Auxiliary Equipment Operator</td>
<td>4.25</td>
</tr>
<tr>
<td>4. Billing Typist/Clerk</td>
<td>3.75</td>
</tr>
<tr>
<td>5. Check Processing Clerk</td>
<td>4.00</td>
</tr>
<tr>
<td>6. Computer Operator</td>
<td>4.35</td>
</tr>
<tr>
<td>7. Data Entry Clerk</td>
<td>4.35</td>
</tr>
<tr>
<td>8. Fee Clerk</td>
<td>4.00</td>
</tr>
<tr>
<td>9. Mortgage Accounting Clerk</td>
<td>4.75</td>
</tr>
<tr>
<td>10. Payroll Clerk, Data Processing</td>
<td>4.75</td>
</tr>
<tr>
<td>11. Tabulating Machine Operator</td>
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<td>12. Timekeeper</td>
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(Additional sheets may be used as necessary.)
HI - APPENDIX G

JOB DESCRIPTIONS
DATA ENTRY TRAINING

PART-TIME INSTRUCTORS

DEFINITION

Under minimal supervision, coordinates and/or conducts all training aspects of the program; performs related work as required.

EXAMPLES OF DUTIES

Develops training schedule; develops and conducts all data entry training at FJC; coordinates and supervises computer lab assistant; counsels students.

NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of computers and data entry skills. Knowledge of, and some skill in American Sign Language, group dynamics, various teaching methods, human relations and problem-solving. Ability to adapt teaching methods to special needs of participants.

EDUCATIONS AND EXPERIENCE

Minimum of bachelor's degree in computers, business or a related field. Experience in teaching and/or counseling helpful. Salary based on experience and education.

NOTE: This position will be filled by two instructors, one hearing impaired and one hearing. Each will work with the assistance of an interpreter. The HI instructor will also provide tutorial assistance at GSD for HI students.

COUNSELING/COMPUTER LAB ASSISTANT

Under minimal supervision, assist data entry students when working on computing, performs some record keeping activities and counseling with students; assists in supervision of internships.

EXAMPLES OF DUTIES

Assist students when using the computer software; provide students with individual assistance concerning any computer problems; counsel with students regarding placement, internships.

NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge and skill in basic computer procedures. Knowledge of American Sign Language helpful.

EDUCATION AND EXPERIENCE

Some training in computers. Associate degree helpful. Previous experience as a teaching assistant or similar duties preferred.
PLACEMENT / COUNSELOR

Under minimal supervision coordinates placement of internship positions and employment; counsels students in job related matters; works with Vocational Rehabilitation counselors to secure employment for handicapped students; conducts Employability Skills Training.

EXAMPLES OF DUTIES

Coordinates efforts of Vocational Rehabilitation, FJC and Georgia DOL in securing placements for students; supervises internship placement; Develops and teaching Employability Skills component; locates internship positions; counsels with students; assists in screening and testing applicants.

NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of, and some skill in, human relations and recordkeeping; ability to work with other agencies; knowledge of special needs of the HI; some ability with ASL; ability to locate employment opportunities; knowledge of employability skills requirements; ability to teach classes.

EDUCATION AND EXPERIENCE

Minimum of associate degree in field of education or behavioral science; experience in classroom teaching; previous work in placement helpful; some experience in working with and coordinating with other agencies.

MATH INSTRUCTOR

Under minimal supervision conducts classes for HI and hearing students in fundamental business math; coordinates with instructors to assure skills needed for data entry are included in course.

EXAMPLES OF DUTIES

Develops and conducts class in business mathematics; coordinates with Data Entry instructors to keep students up to date in math skills; administers exit exam to determine proficiency level at end of course.

NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of and ability in curriculum construction for handicapped and normal students; ability to perform all mathematical computations needed for data entry and communicate math principles to students; skill in ASL helpful.
EDUCATION AND EXPERIENCE

Minimum of bachelors degree in mathematics; previous classroom experience in math field; some experience in working with HI helpful.

COMMUNICATIONS INSTRUCTOR

Under minimal supervision conducts classes for HI and hearing students in fundamental communications; coordinated with instructors to assure skills needed for data entry are included in course.

EXAMPLES OF DUTIES

Develops and conducts class in communications; Coordinates with Data Entry instructors to keep students up to date in communication skills.

NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of and ability in curriculum construction for handicapped and normal students in communication skills; skill in ASL helpful.

EDUCATION AND EXPERIENCE

Minimum of bachelors degree in Humanities; previous classroom experience in communications field; some experience in working with HI helpful.

RECRUITER/COUNSELOR

DEFINITION

Under minimal supervision coordinates and conducts all recruitment; counsels with students concerning personal and class related problems; performs related work as required.

EXAMPLES OF DUTIES

Develops news releases and radio spots as required; answers inquiries regarding Data Entry Training; keeps in regular contact with the Georgia Department of Labor (DOL) regarding eligibility of applicants; coordinates with Vocational Rehabilitation; assists in screening and testing applicants.

NECESSARY KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of, and some skill in, human relations and recordkeeping; ability to understand special needs of potential applicants; ability to keep up with current trends in human resources; knowledge of current computer software and hardware; ability to work independently and under minimal supervision; ability to work effectively with the general public.
applicants; ability to express self well in writing; some knowledge of American Sign Language; knowledge of special problems of HI.

EDUCATION AND EXPERIENCE

Minimum of associate degree in field of education, psychology, social work or related studies preferred. Experience in teaching, working with representatives of other agencies and/or career counseling helpful. Salary based on experience and education.
APPENDIX A

DATA ENTRY TRAINING PROGRAM
For Hearing and Hearing Impaired

OUTLINE

Overview of Computers

Build computer-related vocabulary
Improve typing, academic skills

Care of Computers

Booting the system
Examples of software
Initializing discs

Data Entry

Begin keyboarding
Practice using word processing programs
Practice using data base programs
Practice using spread sheet programs

Computer Awareness Test

Successfully input practice data
Print hard copy

Employability Skills Training

Academic Remediation in Math, Reading and English as needed

Internship
TO:  James D. Mckee

FROM:  Mevin J. Perry

DATE:  April 8, 1980

RE:  Placement Report. JTPA Hearing-impaired

EMPLOYER CONTACT LOG

3/1  Floyd Medical Center (Rome)  Telephoned personnel office. Was informed that there no vacancies.

3/4  Home Federal Saving and Loan (Rome)  Met with director of accounting. Most data entry operations are dispursed among positions within the company. There are no full-time DE positions. The job most appropriate for deaf individuals is check proofing. There are no vacancies.

   Revco Drugs (Riverbend Mall)  Met with store manager regarding DE position. Hearing loss would not prevent an employee form performing assigned duties of this position. Discussed program and indicated that several participants may be interested. Agreed that Sat. morning would be good time for manager to receive applications. Informed participants.

3/8  Reeves Transportation Company (Calhoun)  Met with personnel director to discuss duties of DE positions advertised in the newspaper. One position is still vacant. It is 100% DE work and hearing loss would not present problem in preforming assigned tasks. The position is night work. Possible benefits available to the company through Vocational Rehabilitation for hiring a handicapped employee was also discussed. Participants were informed to position.

   CTI (Calhoun)  Met with supervisor regarding advertisement for positions in DE. Supervisor indicated desire to hire individuals capable of typing "50-60 WPM with ability to improve" so that 500 orders can be typed in one shift. This is beyond level of participants. Night work only. No present vacancies, but the supervisor indicated he would contact Floyd College as vacancies occurred.
Coosa Baking Co. (Rome) Met with office manager. CBC does not have personnel dept. as such. Hiring is done through Labor Dept. There are not DE positions and most production work would prove difficult for hearing-impaired individuals since most machinery is monitored by auditory alarms. No positions available and not enthusiastic about hiring deaf people.

Greenwood Mills (Lindale) Met with personnel director to discuss available DE positions. There is a very small clerical staff there are no full-time DE positions at the Lindale Mill. Most DE work is done in Greenwood, SC. One deaf employee does work in the shipping dept. Most production jobs are hazardous to deaf individuals and employment is restricted to certain areas.

Hostess Cake Kitchens (Rome) Was unsuccessful in two attempts to contact the personnel director.

The Peanut Factory (Rome) Attempted to telephone company executive earlier, but was unable to contact. Telephone call was not returned. Stopped by offices as was informed that all hiring is done through the Labor Dept.

Valley Vend Inc. (Rome) Visited offices. Was informed that all hiring is done through Labor Dept.

Zartic Inc. (Cedartown) Was unable to follow-up on announcement of clerical position at Zartic, but informed participants.

Rubber Stamp Co. (Atlanta) Was unable to follow-up because of wrong telephone number.

Coosa Valley Steel (Rome) Contacted regarding announcement for DE position. Was informed that company is small and that individual would be required to answer phone and other duties as assigned and that good hearing and speech were necessary.

Floyd Medical Center (Rome) Visited personnel office. No DE or clerical positions currently available.

Northwest Regional Hospital (Rome) Visited personnel office. Was informed that there are no clerical positions available. Reservations were expressed for safety of hearing-impaired
individuals in a regional mental health hospital setting.

Crown-Craft (Calhoun) After two attempts was unable to talk with personnel director.

Harbinger (Calhoun) Stopped by offices, but personnel director was not in.

REACTIONS

Placement services for hearing-impaired JTPA participants present unique problems.

1) Communication between placement counselor and participants is difficult. Although counselor knows sign language, it is still difficult to relay information to participants via family members and others. This problem was further confounded by the fact that placement counselor was employed part-time.

2) There is still much resistance among business and industry toward hiring deaf people. While some are receptive, I feel that it would have been beneficial to establish contact with personnel officers before JTPA training began.

3) Because of communication problems referred to in no. 1, the requirement of placement in employment within 90 days of completion of training may be unrealistic for such severely handicapped individuals.

Program recommendations are:

1) Placement counselor serving hearing-impaired JTPA participants should be full-time and should begin at least as early as initiation of training program, if not before. Placement counselor should be engaged in job development as well as placement.

2) A more detailed description of job analysis in the service area is needed. The present training, while valuable, did not produce the desired results because of job designs which require more than DE skills.
JTPA INCOME-ELIGIBILITY GUIDELINES

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Amount to be added for each additional family member over 6:

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<td>$2,390</td>
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November 22, 1988

To: Tom Melton
From: Jim McKeel
Re: Audit report suggesting non-compliance with terms of JTPA Contract 17-8-11-686 (Hearing Impaired Data Entry)

This program had thirteen participants. The audit findings were based upon files for four of these thirteen.

Finding (A)

"The contract requires that prior to participating in the program prospective enrollees must be tested and evaluated in basic reading, writing and math skills. We found that none of these students had been tested as required by terms of the contract".

Response (A)

The contract in question does not require that prospective enrollee's must be formally tested and evaluated in basic reading, writing and math skills. The exact statement in the contract (as found in Attachment B, #B-3) is as follows.

Entry Criteria:

Hearing impairment; elementary reading, writing and math skills, strong desire to learn data entry and to work.

Of the thirteen participants, nine were formally tested prior to training. Test scores (BSE's) had not been transferred to the JTPA files at the time of the audit but have been transferred subsequently.

Four participants were not tested. Of these four, three were older hard-of-hearing ladies well known to the project staff. Based upon their knowledge of the participants, the participants' personal and work history and their language skills, the staff judged them to clearly have the reading, math, and writing skills necessary to succeed in the program.
The fourth person was, up until the very beginning of the training, very uncertain as to entering the program. This fact and some communication problems with this applicant caused a delay in his being tested. As the participant entered the program at the last minute and because he was a former student (for several years) of the program coordinator, had completed high school and was thirty years of age, formal testing was not considered necessary.

In the future, if this program is conducted again, staff will be required to acquire test scores on all applicants prior to their participation in the program unless other satisfactory measures are available. A review of files will be required prior to an individual entering training and a comparison made to provisions of the contract. Any deficiency in an individual file will have to be corrected prior to that individual entering training. A follow-up review of files will be conducted within 5 days after training has begun to doubly insure that nothing has been inadvertently overlooked. If measures other than formal tests are used appropriate notes will be made in the participants file.

Finding (B)

Attachment D of the contract requires the College to maintain an individual training file on each participant that includes certain specific documentation including counseling notes, test grades and job seeking skills activity records. The following deficiencies were noted in regard to our examination of the four files:

1. Two the files did not have the required counseling notes. It should be noted that the students involved were deaf and could not read sign language.
2. Two other student files did not contain test grades as the students did not return the tests to the College.
3. One of the four files reviewed did not include documentation of job seeking skills activity as required.

Response (B)

1. As noted above, the two students involved were hearing impaired but did not know sign language. Consequently they did not communicate (counsel with) the program counselor who herself is hearing impaired. The program counselor was routinely making notes as she talked with the other participants. The two non sign language participants were being counseled by the program coordinator and teaching assistant who are hearing individuals.
The coordinator and teaching assistant (who did not have access to the files) failed to enter their notes in the files before the audit was conducted, these notes have been entered subsequently.

In the future, if this program is conducted again, any staff providing counseling services will be instructed to write and enter notes directly into the file or pass the notes to the principal counselor to do so immediately after the counseling session takes place.

(2) As noted above, the students did not return the tests, and this was after considerable encouragement to do so. The tests grades had been recorded in the instructor's grade book, but had not been transferred to the students' files at the time of the audit. This has been corrected (the test grades have been entered in the files).

In the future, similar efforts as were made will be undertaken to have such activities/tests returned for the files. It should be noted, however, that it would be impractical to expect all students to always comply. In the future a copy of the instructor's grade book will be placed in each students' file.

(3) We are somewhat confused as to what is being addressed in this statement. If it is referring to the documentation of placement activities we are unable to identify a file that does not have a notation (either on the EDP, a letter of referral or, a counseling note reference) of job referrals. In the instance where the job referrals had not been entered on the EDP this has been corrected.

If the statement is in reference to job seeking skills training, let it be noted that all students were taught job seeking skills in the classroom. A copy of the curriculum outline has been placed in each file.

If the program is conducted in the future, all files will be reviewed periodically and compared to a checklist of activities which will include placement activities and job seeking training. Any deficiencies will be corrected as immediately as possible.
MEMORANDUM

TO: English Faculty
FROM: Philip E. Dillard, Chairman
RE: Notes on Regents' Test Results, Summer 1984

First-timers: FJC ranked 13th in the System this summer, climbing from 21st in summer 1983 and 18th in summer 1982. Even happier are the passing percentages for our first-timers: 71% this time, 59% last summer, and 61% in 1982. There were 42 first-timers; of these, 34 passed the essay and 34 passed the reading portion (not always the same students), yielding a passing rate of 80.95% on reading and on essay. The System rate for first-timers passing the essay was 74.18% (against our 80.95%), but the System rate for first-timers passing the reading portion was 82.07% (against our 80.95%). All of these rates are good.

Repeateres: The picture was not so bright for our repeaters. Nine took the reading portion, of whom 6 passed. That passing rate for essay repeaters (66.67%) compares favorably with the other junior colleges (61.48%) and the System (55.69%). But of the 12 repeaters who took the reading portion only 2 passed. That rate (16.67%) does not look good against the 44.21% passing rate for junior colleges and the 45.77% rate for the System.

ab

pc: Dr. McCorkle
Dr. Walraven
Mr. Boyd
Dr. Trimble
MEMORANDUM

TO: Chief Academic Affairs Officers
FROM: W. Ray Cleere
Vice Chancellor for Academic Affairs

SUBJECT: Change in Regents' Test Administration Procedures

Effective Winter Quarter, 1983, the procedures for Regents' Test administration will be changed. Students who have failed both the reading and essay part of the Regents' Test will be permitted to retake only one part at a quarterly administration. Previously, students who had failed both parts were required to retake both parts on each attempt. The change in procedure was approved by the Board on November 9-10, 1982.

The revised administration procedure does not involve a change in policy for the Regents' Test. Students who have taken and failed both parts of the test by the quarter in which they will earn 75 credit hours are still required to enroll in remedial courses in both reading and writing each quarter until they have passed one or both parts of the test. (However, part-time students taking only one course per quarter may take remediation and repeat the test in only one area.)

Recently, some questions have been raised about the interpretation of Regents' Test policy and procedures. Clarification appears to be necessary so that interpretation is more consistent across institutions. I am requesting that you submit to me any questions or concerns you may have about the interpretation of Regents' Test policy or procedures. A committee will then be appointed to work on the clarification of these issues.

Copy: Chancellor Vernon Crawford
Vice Chancellor H. Dean Propst
Presidents, University System of Georgia
January 14, 1983

MEMORANDUM

TO: Presidents, University System of Georgia
Regents' Test Coordinators

FROM: Vernon Crawford,
      Chancellor

SUBJECT: An Interpretation of the Regents' Test Requirement

Students who fail the reading portion of the Regents' Test shall not be held
to a higher passing standard at a subsequent retaking of the test than was
in effect at the time of their original attempt. This interpretation is
retroactive.

Some students who failed the reading portion of the test achieved a score
upon retaking it which would have been a passing grade except for the fact
that the minimum passing score had been raised in the interim. Their grade
was recorded as a failure. The effect of the interpretation stated in the
paragraph above is that all such students have passed the reading portion of
the test. When students in that category have been identified the test coor-
dinators and records officers at their institutions will be notified of the
change in their grade from fail to pass.

cc: Members, Board of Regents
    Central Office Staff
    Dr. Kathleen Burke
October 1, 1982

MEMORANDUM

TO: Chief Academic Officers
FROM: Kathleen Burk, Director
SUBJECT: Sample Reading Test Form

Copies of a sample form of the Regents' Testing Program Reading Test have been distributed to the Test Coordinator at each institution. This sample form, which was used in the Summer Quarter, 1982 administration, is available for use at institutions. It will not be used again in a Regents' Test administration. A discussion of possible uses for this sample form is enclosed.

The Test Coordinator is responsible for maintaining the security of the sample form. An examination copy of the form, along with other materials describing the Reading Test, is available through the Test Coordinator. The Test Coordinators have been instructed to make the examination copy available to instructors and administrators. However, if the sample form is to be useful, security of the form must be maintained. Arrangements for administration of the form should be made through the Test Coordinator.

Within the limits of test security and appropriate test use, decisions about how the sample form is used should be made by the person responsible for Regents' Test remediation with the assistance of the Test Coordinator. Care should be taken to prevent too much exposure of students to the sample form. For example, if the sample form is to be used for screening students enrolled in remediation, it may not be appropriate to also use the form as practice for students who have not yet taken the test.

Additional information about the Reading Test is provided in the enclosed document entitled Specifications of the Skills and Content Covered by the Regents' Reading Test. Included in this document are detailed descriptions of the skills tested and the types of items included on the Reading Test. This information should be useful in the preparation of students enrolled in remedial reading courses.

The user's manual for the Regents' Reading Test, which will provide more information about this test, has not been completed. It should be available in Winter Quarter. However, additional information, including a summary of the survey on Regents' Test remediation and a document which describes the development, validity, reliability, and results of the Regents' Testing Program, will be available within the next few weeks.

Enclosures

cc: Presidents, as information
    Members of Academic Committees on English and Developmental Studies, as information
    Chancellor Vernon Crawford
    Dr. H. Dean Propst
    Dr. W. Ray Cleere

RECEIVED

OCT 5 1982

DEAN
USING THE SAMPLE FORM

Form 20, the sample form of the Regents' Reading Test, is available through the Regents' Test Coordinator at each institution. The Test Coordinators also have available the key and the conversion table, which is used to convert number-right scores to the scaled scores reported for the Reading Test. The Test Coordinators are responsible for maintaining the security of this form. They have, however, been instructed to make the form available for examination to instructors concerned with the Regents' Reading Test.

Four possible uses of the sample Reading Test form mentioned in responses to the recent survey on Regents' Test remediation were use of the form for 1) practice for students, 2) diagnosis of students' problems, 3) screening students enrolled in remedial classes to determine whether they are ready to retake the Reading Test, and 4) providing information that could be used by instructors in the development of class materials related to the skills tested. These uses are discussed below.

Practice for Students

Administering the test to students so that they can become more familiar with the format of the test and the types of skills tested is an appropriate use of the sample form. Form 20 may be administered to students who have not yet taken the test so that they know what to expect at the actual test administration, and it may be administered to students enrolled in a remedial class as practice in taking the test.

Diagnosing Students' Problems

Instructors should be careful in using the results from the administration of the sample form to diagnose the strengths and weaknesses of individual students. Although it is possible to score the items from the four skill categories separately, the resulting subscores may provide misleading diagnoses. Two problems limit the usefulness of subscore interpretation: 1) the subscores are based on smaller numbers of items than is the total test score and thus are less reliable, and 2) the skills tested are highly related to each other. Often, the correlations between subscores, which indicate the extent of the relationship between subscores, are almost as high as the reliability of the subscores. When this occurs, the differences between subscores are greatly influenced by random error. Interpretation of these differences (e.g., "Bill is weaker in inferential comprehension than in literal comprehension.") is often inaccurate.

Some of the skill categories tested on the sample form are more difficult than others. These differences in difficulty should be taken into account if subscores are interpreted. Provided below for each of the four skill categories of the Reading Test is a summary of the results from the administration of Form 20 to 3,164 students in Summer Quarter, 1982. The number of items, average score, and average percentage of items answered correctly is shown for each skill category.
<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Items</th>
<th>Average Score</th>
<th>Average Percentage of Items Answered Correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>vocabulary</td>
<td>12</td>
<td>7.7</td>
<td>64</td>
</tr>
<tr>
<td>literal</td>
<td>13</td>
<td>9.8</td>
<td>75</td>
</tr>
<tr>
<td>inferential</td>
<td>21</td>
<td>16.8</td>
<td>80</td>
</tr>
<tr>
<td>analysis</td>
<td>12</td>
<td>8.4</td>
<td>70</td>
</tr>
</tbody>
</table>

Most of the students in reading remediation classes will score below the average percentages indicated above, and, in general, these students tend to have scores that deviate from the average percentages by approximately the same amount for each category. When a student's deviations from the average percentages are similar across categories, no differential diagnosis of strengths and weaknesses is possible. When a student's deviations differ from one category to another, the problems mentioned above must be considered. Because differences between subscores are influenced to a large extent by random error, only very large differences in the deviations of the subscores from the average percentages should be used in the diagnosis of strengths and weaknesses.

Screening

Faculty at a few institutions have indicated that they plan to use the sample form to determine whether students enrolled in remediation are prepared to retake the Reading Test. The sample form may be used for this purpose; however, caution should be exercised in using the form for this type of screening. With any test, some fluctuations in students' scores from one administration to another are expected. Although the Reading Test is quite reliable, there are many variables (for example, changes in the way an individual feels from one day to another, differences in the sampling of specific passages and test items, and differences in the conditions of test administration) that could cause a student to get somewhat different scores on two administrations of the test. Also, because practice in taking the test may result in an increase in scores, students' scores may be higher on the actual administration of the Regents' Test than on the screening test that precedes it.

We plan to collect data on the extent of score fluctuation for students repeating the Reading Test. Although we do not have adequate data at this time to estimate this instability, we know that it occurs for this test as well as for any other test. Therefore, instability should be taken into account when the sample test form is used for screening. It would not be reasonable to require that students earn a score of 61 (the minimum passing score) on the sample form before they are allowed to retake the Regents' Test; many of the students with scores slightly below 61 on the sample form could pass the test at the actual administration, and a few of the students with scores well below 61 could pass the test at the actual test administration. Therefore, if the sample form is used for screening, only those students who score substantially below 61 and whose performance is verified by poor class performance and poor performance on other tests should be prevented from retaking the test until they receive further remediation.
Preparing Course Material

Examination of the sample form should be useful to instructors in the development of course materials for remedial classes. Instructors can use the sample form to get an idea of the types of items used and the level of difficulty of the test. (It would be inappropriate, of course, to use the specific passages or items in course materials.) The document entitled Specifications of the Skills and Content Covered by the Regents' Reading Test should be more useful than the sample form to instructors who need information about what is tested. This document, which provides a detailed description of the skills tested and the types of items used to test each skill, should be of use in the development of instructional materials related to these skills.
June 3, 1982

MEMORANDUM

TO: Directors of Developmental Studies
   English Department Heads

FROM: Kathleen Burk

RE: Description of Revised Regents' Reading Test

As you know, the Committee on the Regents' Reading Test and the Testing Subcommittee of the Academic Committee on English are working on a revision of the Regents' Testing Program Reading Test. The first revised form of the test will be used for the summer quarter test administration.

The enclosed description of the revised test should be useful in preparing students for the summer testing. In the fall, a more extensive description of the test and a sample test form will be available.

Please make sure that all faculty members involved in preparing students for the Regents' Test are informed of the revisions.

cc: Presidents, as information
    Test Coordinators, as information
    Dr. W. Ray Cleere

enclosure

KB/ss
REVISION OF REGENTS' READING TEST

The Regents' Testing Program Reading Test is being revised by the Committee on the Regents' Reading Test. The first revised form of the test will be used for the summer quarter test administration. In the fall, an extensive description of the test and a sample test form will be available. The following description is provided to aid in the preparation of students for the summer testing.

Skill Categories

(These four categories replace the six categories used for previous forms of the test.)

**Vocabulary**: entails identifying the meanings of words as they are used in passages. The student may use context clues, structural analysis and/or a general understanding of the meaning of the passage to determine the meaning of a word. (Note that this approach to measuring vocabulary is different from that used in the past: the words tested will no longer appear in a separate section of the test.)

**Literal Comprehension**: entails recognizing information and ideas presented explicitly in passages. Literal comprehension items require a student to recognize (1) details or facts, (2) a sequence of events, (3) a comparative relationship, (4) a cause and effect relationship, or (5) the referent for which a word or group of words has been substituted in a passage. Literal comprehension items do not necessarily use the exact wording used in the passage. However, the information, ideas, or concepts to which these items refer are explicitly presented in the passage.

**Inferential Comprehension**: entails synthesizing and interpreting material that is presented in a passage. Inferential comprehension items involve the following skills: (1) identifying the main idea of a passage or paragraph when this idea is not explicitly identified in the text as the main idea; (2) inductive reasoning, including drawing conclusions, making generalizations, and identifying implied comparative, causal, spatial, or temporal relations; (3) deductive reasoning, which involves applying the ideas presented in the passage to a new situation; and (4) interpretation of figurative or other language when this interpretation entails more than just a paraphrase of the language used in the passage.

**Analysis**: is concerned with how or why a passage is written rather than what a passage is about. In general, analysis items require inferences to be made about the style, purpose, or organization of a passage. Questions may concern the tone or literary devices used in the passage. Analysis items may also require the student to identify a functional relationship between portions of a passage. (One format for items concerned with functional relationships involves asking the student to choose, for the beginning of a sentence, an appropriate transitional word or phrase that would logically connect the sentence to the one that precedes it.)

Test Specifications

The test consists of ten passages with five to eight items for each passage. In all, there are sixty items on the test. The categories of Vocabulary, Literal Comprehension, and Analysis will each be assessed by twelve to fourteen items. There are twenty to twenty-four items for the Inferential Comprehension category.

Passages on the test are from textbooks, literary works, magazines, newspapers, and other written material that, in the judgment of committee members, college students should be able to comprehend.
MEMORANDUM

TO: Chief Academic Officers
    University System of Georgia

FROM: W. Ray Cleere
      Vice Chancellor for Academic Affairs

SUBJECT: (1) Clarification of Regents' Test Policies
         (2) Procedures for Handicapped Students

Attached are notes on the interpretation of the policy for the Regents' Testing Program. This clarification, a result of the work of the Review Committee on Regents' Test Policy, addresses most of the common questions about interpretation of the policy and should produce greater consistency in interpretation across institutions.

Many questions have been raised about the treatment of handicapped students under the provision of the policy for "extraordinary situations." The committee declined to clarify this issue until further information is available on the types of students to whom this provision is applied and on the procedures currently used by schools to implement this provision. In order to obtain this information, we are requesting that the attached form be completed for each student whose competence is certified through a special procedure or through special administration or grading of the Regents' Test (e.g., extended time limit, individualized administration, or local grading). The form should be completed for all students treated under the "extraordinary situation" provision from Fall Quarter, 1983 through Spring Quarter, 1984.

Send the completed forms to Kathleen Burk (Box 868, Georgia State University, Atlanta, Georgia 30303).

Please call me or Dr. Burk if you have questions about the form or the interpretation of the policy.

Attachment

Copy: Chancellor Vernon Crawford
     Executive Vice Chancellor H. Dean Propst
     Presidents
     Dr. Kathleen Burk
     Test Coordinators
     Members of Review Committee
An examination to assess the competency level in reading and writing of all students enrolled in undergraduate degree programs in University System institutions shall be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

Each institution of the University System of Georgia shall assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess literacy competence, that is, certain minimum skills of reading and writing.

The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the Testing Program are: (1) to provide Systemwide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain the minimum levels of competence in the areas of reading and writing.

Passing the Regents' Test is defined as having passed all components of the Test by scoring above the cutoff score specified for each component. The test may be administered either in its entirety or as one or more components depending on the needs of the students. If one component of the Test is passed, that component need not be retaken; this provision is retroactive to all students who have taken the Test in any form since the inception of the program.

The intent of this policy is that passing the Regents' Test occur before the end of the student's sophomore year, that is, before the completion of 105 hours of degree credit. Students who fail the test must retake and pass the Test. Each institution shall provide an appropriate program of remediation and shall require deficient students to participate in that program prior to retaking the test.

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test in order to receive a degree from a University System institution.

(A "regionally accredited institution" is an institution accredited by one of the seven accreditation agencies in the U.S. or a foreign equivalent.)

In order to implement effectively the goals of the Testing Program:

1. Students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement for graduation. Students, including transfer students and/or re-admitted students, may take the Test after they have completed the required basic core English courses. They may be required to take the Test in the quarter after they have earned 45 hours of degree credit if the Test has not been passed previously. Institutions, however, may not delay initial testing beyond the students' having earned the 60th hour of degree credit.

(The last sentence applies to all students regardless of whether they have completed required English courses.)

*Notes on the interpretation of the policy are in italics and indented.*
2. All students who have taken and have not passed the Regents' Test during the quarter in which they will have earned 75 hours of degree credit shall take the appropriate nondegree credit course or courses in remedial reading and/or remedial writing in each quarter of attendance until they have passed all components of the Test.

(This requirement refers only to students who have taken and not passed the test. However, most institutions also impose this requirement on students who have not taken the test before completing 75 hours of credit. Because institutions are responsible for enforcing the requirement that students take the test before they earn 75 credit hours, the application of the remediation requirement to students who have not taken the test is an appropriate, if not necessary, method of enforcement.

Students who have taken the Test and not passed either part are required to take remediation in both reading and writing each quarter. Such students may not take reading remediation one quarter and essay remediation the following quarter. The only exception that may be made is for part-time students taking one remedial course and no degree credit courses.

Students who have earned 75 degree credit hours before completing required English courses may not use these courses to fulfill the remediation requirement. Such students must receive remediation in addition to any required English course they may be taking.

The policy requires remediation during the quarter in which students will earn 75 hours of degree credit. However, it has been reported by many institutions that it is impossible to predict the number of hours a student will complete in a quarter. Thus, many institutions require remediation in the quarter immediately following the completion of 75 hours. This appears to be a reasonable implementation of the remediation requirement.

At a few institutions, students take required remediation one quarter and take the Test the following quarter; thus, these students are not taking remedial courses in each quarter of attendance. Schools use this procedure so that students can receive a full quarter of remediation before retaking the Test. This procedure is permissible pending the completion of research on remedial practices. However, schools using this procedure should carefully evaluate the progress of students to ensure that this procedure is not delaying students' completion of Regents' Test requirements.)

3. Having passed the Regents' Test shall not be a condition of transfer into an institution. All transferring students from within the System shall be subject to all provisions of this policy. Students from institutions outside the System who transfer into a System institution with 60 or more degree credit hours shall take the Test during the initial quarter of enrollment and in subsequent quarters shall be subject to all provisions of this policy.

4. Students whose mother tongue is other than English may be exempted from taking the Regents' Test by the institution provided appropriate local procedures are employed to certify the literacy competence of those students earning a degree.
5. For extraordinary situations, each institution shall develop special procedures for certifying the literacy competence of students. A written description of those procedures shall be submitted to the Chancellor for approval. A record of the action shall be reported by the Chancellor to the Education Committee of the Board of Regents. Such procedures shall include provision for remediation if needed and formal examination prior to certifying competency. Such examination shall equal or exceed the standards of the Regents' Testing Program.

6. A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded and if the student has successfully completed the courses in English composition required by the local institution. This review will be conducted in accordance with Board approved procedures.

7. These revised procedures shall be followed by all students effective January 1, 1980.

8. Remedial work as required under the above policy shall be in keeping with regulations in satisfaction of federal and state student financial assistance and such other eligibility programs.

(It is essential that institutions provide remedial courses that meet the requirements for financial aid. In those instances where courses are offered that do not meet these regulations, other options must be available that do qualify. Institutions that are currently offering such courses may continue to do so, but the practice will be reviewed in order to be ensure that students are receiving the assistance needed.)

9. These regulations shall not prohibit institutions from increasing requirements affecting the Regents' Testing Program, provided such increased requirements are authorized by the Chancellor, and provided further that such requirements are published in the official catalog of the institution prior to implementation. Such additional requirements shall in no way affect the transfer of students from one institution to another or the readmission of students to University System institutions.

10. A student who fails both parts of the Regents' Test and who is required to participate in remediation shall be allowed to take the reading and essay portions of the Test in separate quarters. (Minutes, April, 1972, pp. 554-55; November, 1972, p. 166; June, 1973, pp. 481-85; November, 1978, pp. 88-9, November, 1982)
REGENTS' TESTING PROGRAM

Procedure for Review Process
(As Amended, November 13-14, 1979)

1. The review will be initiated at the campus level, with procedural matters to be determined by the institution. The on-campus review, however, will be conducted by the three (3) faculty members designated by the institution as a review panel.

2. The on-campus review panel may (1) sustain, by majority opinion, the essay's failing score, thus terminating the review process, or (2) recommend by majority opinion, the re-scoring of the essay by the Regents' Testing Program central office. The student will be notified concerning the results of the on-campus review.

3. If the on-campus panel recommends re-scoring of the essay, that recommendation will be transmitted in writing, along with a copy of the essay, to the office of the system Director of the Regents' Testing Program. The Director will utilize the services of three (3) experienced Regents' essay scorers other than those involved in the original scoring of the essay to review the essay, following normal scoring procedures for the essay component of the Regents' Test. The decision of this panel on the merits of the essay will be final, thus terminating the review process. The student will be notified through the institution, concerning the results of the review.

(The following information is from the Chancellor's memo of December 28, 1979:

A student must initiate the review procedure by mid-term of his/her first quarter of enrollment after the quarter in which the essay was failed. The review must be initiated, however, within one calendar year from the quarter in which the failure occurred.

All the applicable regulations of the Regents' Test Policy remain in effect for those students whose essays are under review, including those regulations relating to remediation and to retaking the Test.

A decision by the on-campus review panel to terminate the review process is final; this decision cannot be appealed through any other office.)
This form must be completed for each student who is treated under the "extraordinary situation" provision of the Regents' Testing Program policy. The use of any alternate procedure for certifying competence or any special procedure for administering or grading the Regents' Test (e.g., extended time limit, individualized administration, local grading) must be reported.

NAME OF STUDENT __________________________ 

SOCIAL SECURITY NUMBER ____________________

NAME OF PERSON COMPLETING FORM ____________________

1. PROCEDURES USED TO CERTIFY COMPETENCE

For which part(s) of the Regents' Test was a special procedure used to certify competence?

Describe the special examination procedure used and the standards used to evaluate performance.

2. DIAGNOSIS AND SUPPORTING INFORMATION

What specific problem was diagnosed?

If the primary problem diagnosed is a physical handicap rather than a learning disability, go on to Part 3. Answer the following questions if the student has been diagnosed as learning disabled.

When was the student first identified as learning disabled?
How and by whom was the diagnosis made? (Describe documentation used as the basis for classifying the student as learning disabled.)

3. PREVIOUS ATTEMPTS TO FULFILL REGENTS' TEST REQUIREMENTS

Has the student taken the Regents' Test at a regular administration? If so, how many times?

Has the student taken remedial courses? If so, how many times?

4. ACADEMIC HISTORY

What special assistance in completing course requirements has been provided to the student?

Have course requirements been altered in any way for this student? If so describe.

Credit hours earned _______ GPA _______
### REGENTS' TESTING PROGRAM SCHEDULE

**Fall, 1981 - Summer, 1982**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Fall, 1981</th>
<th>Winter, 1982</th>
<th>Spring, 1982</th>
<th>Summer, 1982</th>
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<td>Test Orders Due</td>
<td>October 9</td>
<td>January 22</td>
<td>April 9</td>
<td>July 2</td>
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<td>Testing Period</td>
<td>October 26-27</td>
<td>February 8-9</td>
<td>April 26-27</td>
<td>July 12-13</td>
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<td>February 12</td>
<td>April 30</td>
<td>July 16</td>
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<tr>
<td>First Essay Scoring</td>
<td>November 7</td>
<td>February 20</td>
<td>May 8</td>
<td>July 24</td>
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<tr>
<td>Second Essay Scoring</td>
<td>November 14</td>
<td>February 27</td>
<td>May 15</td>
<td>July 31</td>
</tr>
<tr>
<td>Quarterly Report</td>
<td>November 23</td>
<td>March 8</td>
<td>May 24</td>
<td>August 9</td>
</tr>
<tr>
<td>Deadline for Submitting Essays for Review</td>
<td>February 10</td>
<td>April 28</td>
<td>July 14</td>
<td>October 27</td>
</tr>
</tbody>
</table>
ANALYSIS AND CORRELATION
OF
THE REGENTS TEST AND BASIC SKILLS EXAMINATION

BY
Ophelia H. Hancock
May 28, 1979
The Board of Regents adopted a policy statement in November, 1972, that making a satisfactory score on the Regents Test would be a requirement for graduation.¹

The Regents Test is an examination to assess the competency level in reading and writing of those students enrolled in degree programs in the University System. It is the responsibility of each institution of the University System of Georgia to assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess the basic competence of reading and writing.² Therefore, the Regents Test is administered in each college and university in the University System to help in the attainment of this goal.

The objectives of the test are: 1) to provide Systemwide information on the status of the students' competence in the areas of reading and writing; and 2) to provide a uniform means of identifying those students who fail to attain minimum levels of competence expected of graduates in the areas of reading and writing.³

The test is considered as a unit; therefore, a student failing either the reading or writing section of the test must retake the entire test and must pass all sections of the test at the same administration.⁴

The passing score on the test was set at 51 and remained there until the Fall quarter of 1978. At that time the Regents recommended the passing score for the reading portion of the test be increased to 59 effective Fall quarter, 1978; to 60 effective Fall quarter, 1979; and to 61 effective Fall quarter, 1980. This recommendation was passed by the Board of Regents and became effective Fall of 1978.⁵
Each institution was charged with the responsibility of providing an appropriate program of remediation for students who failed the test. When the Regents Test became a requirement for graduation, Macon Junior College required those students who failed the reading portion of the test to either audit C&CS 91 (Reading) or take C&CS 91 for credit. In either case the student must complete the course before taking the test again.

With 51 as a passing score on the reading portion of the test there were no failures at Macon Junior College; therefore, there was no need to use the remediation policy. This situation changed when, as mentioned earlier in this report, the score was raised. When the change became effective, there were failures on the reading portion of the test. These students were advised into C&CS 91 (Reading) according to the existing policy. Each reading teacher felt the course was somewhat fundamental and did not satisfactorily meet the needs of these students. At this time, Macon Junior College offered an advanced reading course, Reading 100, for students not required to take reading but wanting to improve their reading skills. The reading faculty and the department chairman recommended that those failing the reading portion of the Regents Test be placed, whenever possible, in Reading 100 where their needs could be met more adequately. In this way the skills tested on the Regents Test could be reviewed; after which a competency test could be given as a predictor of success on the Regents Test. The reading faculty also recommended that the Basic Skills Examination (BSE) be used for this purpose. The next step was to decide the BSE score that could be used as this predictor of success. It is the hope of this author that this study will give some guidelines for this decision.

In view of the above considerations it was proposed to the Academic Council at Macon Junior College that the present test policy regarding students failing the reading portion of the test be changed. The new policy would
read: "A student who fails the reading portion of the exam may not retake the Regents Test until he has subsequently registered for credit in either C&CS 91 (Reading) or Reading 100 (Advanced Reading Skills) and has obtained the signature of his reading instructor, certifying that the student has attained a degree of reading proficiency approximating that required by the Regents Test." This proposal was passed by a unanimous vote and will appear in the 1979-80 catalog and will become effective Fall quarter 1979.

As the reading faculty attempt to adjust Reading 100 to meet the needs of these students the skills tested on the Regents Test should be examined closely. Due to security on the Regents Test it was not possible to conduct an item analysis of the test but the skills tested are:

1. Vocabulary - ability to differentiate connotation and denotation
2. Reproduce ideas - comprehension of subject-predicate, pronoun-antecedent, modifier-object modified, and dependent-independent clause relationships. Noting frequency of mention and recalling sequences of ideas or facts
3. Translate ideas and make inferences - ability to identify ideas when they are stated in different forms. Ability to choose the main idea and to make specific inferences
4. Analyze presentation - ability to recognize and to appraise literary devices and forms such as tone, logical structure, and other aspects of literary style
5. Criticize the selection - ability to criticize constructively the author's ideas, purpose, and presentation

Prerequisite to a decision on the exact BSE score that would correlate closely with the Regents passing score, this author felt the need to examine the objectives and conduct an item analysis of the BSE to determine if the two tests cover the same skills.
The BSE was designed to evaluate certain basic skills where Scholastic Aptitude Test scores and high school grade point average indicate the possibility of skill deficiencies. The BSE indicates the level of readiness and achievement which a student has reached in relationship to pre-determined proficiencies in the basic skills. The test is used to place students in any or all of the Special Studies classes. It is then used, along with teacher evaluations, as a measurement of achievement to allow exit from these classes. This author hopes to be able to use it as a predictor of success or failure on the Regents Test.

There are three forms of the BSE, Forms 5, 6, and 7, which were designed to be comparable. The major advantage of having three separate tests is for re-testing. The one used for initial testing at Macon Junior College is Form 5; therefore, this form was used in the item analysis.

It should be noted that when several examiners classify questions under a specific skill category it is possible that they may classify the same question under different skill headings. Therefore, the following item analysis is the interpretation of this author and may differ from an interpretation made by another examiner.

<table>
<thead>
<tr>
<th>SKILLS TESTED</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary and Context Clues</td>
<td>6, 12, 15, 16, 18,</td>
</tr>
<tr>
<td></td>
<td>24, 29, 31, 34, 43</td>
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<tr>
<td>Identification of Main Ideas</td>
<td>1, 11, 19, 25,</td>
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<td></td>
<td>30, 37, 41</td>
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<tr>
<td>Identification of Significant Details</td>
<td>5, 7, 10, 26, 33</td>
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<td>36, 39, 40, 42</td>
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<td>Implied Meanings</td>
<td>4, 14, 21, 23</td>
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<tr>
<td>Organizational Pattern and Purpose</td>
<td>2, 9, 20, 27, 35, 38</td>
</tr>
<tr>
<td>Drawing Conclusions</td>
<td>8, 28, 32</td>
</tr>
<tr>
<td>Fact vs. Opinion</td>
<td>3, 17, 22</td>
</tr>
</tbody>
</table>
The skills tested on the BSE test correlate closely with those tested on the Regents Test. According to this author's interpretation the Regents test more skills on literary form and style and also has more emphasis on critical reading than does the BSE.

In conducting this survey, thirty students who were preparing to take the Regents Test Spring Quarter, either for the first time or as a repeater, were administered the BSE one week prior to taking the Regents Test. The two scores were then paired and by using linear regression analysis, to get an equation for predicting the Regents scaled score from the BSE, the following results were found:

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<thead>
<tr>
<th>BSE</th>
<th>PREDICTED</th>
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<td>74</td>
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*Note: All scores are reported in scaled scores.
The results showed that a 65 scaled score on the BSE predicted a Regents score of 62 which is three points higher than the passing score is at present; two points higher than for the Fall of 1979 and only one point for the Fall of 1980. A BSE scaled score of 64 showed a predicted score of 60 which is just passing under the present system. The actual scores obtained on the test for a 64 and below BSE scaled score were 52, 62, 56, 53, 57, 57, 57, and 60 which means that 78% making 64 and below failed to pass the test and the two that passed with a BSE of 64 passed with a marginal score.

Therefore, this author would recommend that due to the facts presented in this study that the scaled score of 65 (raw score of 24) on the BSE be set as the cut-off score to be used as a success predictor on the Regents Test. This score should be a tentative cut-off score that can be adjusted when further study indicates the need.

Furthermore, it is the recommendation of this author that unless future BSE tests contain more critical interpretation that the reading faculty at Macon Junior College should design a supplement to the BSE that tests critical reading skills to be used, not as a part of the placement into or the exit from Special Studies, but in conjunction with the BSE test as a success predictor on the Regents Test.

Therefore, based on this study, a scaled score of 65 on the BSE test is the most reliable predictor for passing the Regents Test that is presently available. There is a definite need for more complete information and a study involving a much larger percentage of students taking the Regents Test so that the correlation of the scores would be more valid.
Footnotes

1George L. Simpson, Memorandum to Presidents of University System of Georgia, 3 May 1976.

2"Regents Testing Program," Minutes, Board of Regents Meeting, 7-8 Nov. 1972.


4Ibid.

5John W. Hooper, Memorandum to Presidents of University System of Georgia, 2 Aug. 1978.

6Robert T. Trammell and Laurence W. Fennelly, Memorandum to Neal Hagood, 28 Jan. 1977.

7Robert A. Kelly, Memorandum to All Members of Academic Council, 12 April 1979.

8Regents of the University System of Georgia, Report of Results, Spring 1979.

Bibliography

Hooper, John W. Memorandum to Presidents of University System of Georgia, 2 Aug. 1978.

Kelly, Robert A. Memorandum to All Members of Academic Council, 12 April 1979.

"Regents Testing Program." Minutes, Board of Regents Meeting, 7-8 Nov. 1972.

Simpson, George L. Memorandum to Presidents of University System of Georgia, 3 May 1976.


An examination to assess the competency level in reading and writing of those students enrolled in degree programs in University System institutions will be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

It is the responsibility of each institution of the University System of Georgia to assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess the basic competence of academic literacy, that is, certain minimum skills of reading and writing.

The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the testing program are: (1) to provide System-wide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain minimum levels of competence expected of graduates in the areas of reading and writing.

In order to implement effectively the goals of the Testing Program:

1. Students enrolled in degree programs will be required to take and pass the Regents' Test. Passing the test is a requirement for graduation. Students may take the test after they have completed the required basic core English courses. They will be required to take the test in the quarter after they have completed their 45th degree quarter hour if it has not been taken and passed previously. Students who have not passed the test by the time they have earned 75 quarter credit hours (exclusive of P.E. Activity Courses and ROTC) must give priority to taking remedial or review English, reading and writing courses until they pass the test. Each institution is directed to develop procedures that will require its students to pass the Regents' Test prior to being classified as a junior year student. Students who have not passed the Regents' Test by the time they have earned 105 quarter credit hours (excluding P.E. Activity Courses and ROTC) must be denied taking further credit courses and be limited to taking only remedial or review English, reading and writing courses until they do pass the Regents' Test.

2. Having passed the Regents' Test shall not be a condition to transfer into an institution. All transfers within the System will be subject to paragraph 1, above. Students from colleges outside the System who transfer into a System institution in the lower division category and who have not passed the test must do so in accordance with paragraph 1, above. Students who transfer into an institution from outside the System in the classification of junior or senior and who have not passed the Regents' Test must take the test in the first quarter of their attendance. If they fail the test, they must be restricted to taking remedial or review courses in English, reading and writing until they have passed the Regents' Test.

3. Students whose mother tongue is other than English may be exempted by the institution provided appropriate local procedures are employed to certify the competence of those students earning a degree.
4. The test is to be considered as a single unit and will be administered as such; passing the test is defined as scoring above the cutoff on all components of the test at the same administration.

5. Students who fail the test must retake and pass the test. Each institution will provide an appropriate program of remediation and may require deficient students to participate in the program prior to retaking the test.

6. For extraordinary situations, each institution will develop special procedures for certifying the competency of students. A written description of these procedures will be submitted to the Chancellor's office for approval. Such procedures will include provision for remediation if needed and formal examination prior to certifying competency. Such examination will equal or exceed the standards of the Regents' Testing Program.

7. Each institution shall include in its catalog a copy of the Regents' Policy on the Regents' Testing Program.

8. These revised procedures shall be followed by all students, effective July 1, 1979.
Dear ____________________:

This letter is to notify you that you have failed one or both portions of the Regents' Test administered Winter Quarter, 1980. Your scores were as follows: **READING** _______ **ESSAY** _______. The passing score for the reading test is 60 or above. The passing score for the essay is a rating of 2 or higher from two of the three raters. A student who failed the essay but received one rating or 2 or better may request to review his essay with Mrs. Starnes. If the essay is good enough to suggest that there was an error in scoring, the student may request that the essay be reviewed by an on-campus review committee. If the committee feels that the essay was scored incorrectly, it will send the essay to the Regents' Testing Office in Atlanta with the recommendation that it be examined by a Review Committee there.

As of January 1, 1980, students are required to retake only the part/parts of the Test that they failed. Students who failed the essay part must register for and take English 060 or audit English 101 before they may retake the Test. Students who failed the reading portion must register for and take Education 020 or audit Education 020 before they may retake the Test. **STUDENTS WHO HAVE EARNED 75 HOURS OF ACADEMIC CREDIT ARE REQUIRED TO REGISTER FOR APPROPRIATE REVIEW COURSES EVERY QUARTER THEY ARE ENROLLED UNTIL THEY HAVE PASSED BOTH SECTIONS OF THE TEST.**

The essay portion of the Test will be returned to us in about two weeks. I shall be happy to discuss your test with you at that time.

Sincerely,

[Signature]

Jo Anne Starnes
Regents' Test Coordinator
ALTERNATE PROCEDURES FOR REGENTS' TEST EXCEPTIONS

1. Students for Whom English is a Second Language

These students must take the test first during the regular administration. If they fail, they may request a special administration.

The special administration shall consist of the reading portion of the BSE Test with slightly extended time limits. The essay portion of the test will be similar to the essay portion of the Regents' Test except that the student may have one and one half hours to complete the essay and may use any type of dictionary that he deems useful.

The test will be graded at FJC. Sixty-five shall be considered the minimum passing score for the BSE reading test. The essay shall be graded by three English instructors, using the standards applied in grading the Regents' essay test. Two out of three graders must give the essay a passing grade.

2. Handicapped Students

Students with a certifiable handicap may request a special administration. The test given shall be the BSE reading test and an essay test similar to the Regents' essay test. The passing score shall be the same as that described above.

The type of administration will be adjusted to accommodate the handicap of the individual student.
MEMORANDUM

TO: Warren Akin
    Ken Anderson
    Jelene Cuff
    Fred Green
    Joseph Mayson
    Sheila McCoy
    Larry Moshier
    Jo Anne Starnes

    Dean Walraven
    President McCorkle
    Richard Trimble
    George Pullen
    Jerry Shelton
    Belen Nora
    Tom Berry
    David Cook

FROM: Philip E. Dillard

The following observations might help us relate our English program to the Regents Test results for Summer 1979.

One hundred students took the test, and forty-two failed it. Seven of those failed the reading portion alone, and seven failed the essay portion alone, leaving twenty-eight who failed both parts. Six had never taken any English course on our campus. That leaves thirty-six students for whom we are in some measure responsible.

Twelve had taken English 201 or a higher-numbered English course, but nine of that twelve had passed with a grade of C. Eighteen had passed English 102, twelve of them with a C. Six had attempted English 101: three had failed it, one had passed with a C, and two had passed it with A or B. Thirteen of the thirty-six had started in our Special Studies courses. Twenty-two of the thirty-six made a grade of C in the last English course they passed.

PED:je

8/27/79
REGENTS TEST PROGRAM

(As Amended, November 14-14, 1972)

An examination to assess the competency level in reading and writing of all students enrolled in undergraduate degree programs in the University System of Georgia shall be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

Each institution of the University System of Georgia shall assure that all students, whether they are classified as freshmen, sophomore, junior, or senior, shall have the opportunity to demonstrate competence in the areas of reading and writing.

The Regents Testing Program has been developed specifically to help in the achievement of this goal. The objectives of this program are: (1) to provide systematic information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to meet the minimum level of competence in the areas of reading and writing.

A passing score on the Regents Test is defined as having passed all components of the Test by scoring above the cutoff score specified for each component. The Test may be administered either in its entirety or in one or more components depending on the needs of the student. If one component of the Test is passed, that component score will be recorded. The provision is retroactive to all students who have taken the Test in any form since the initial time of the program.

The intent of this policy is that passing the Regents Test within six months after the beginning of the student's sophomore year, that is, before the completion of 30 hours of degree credit, Students who fail the test must retake one pass the Test. Each institution shall provide an opportunity for remediation and shall require deficient students to participate in that program prior to retaking the test.

A student holding a Baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents Test in order to receive a degree from a University System institution.

In order to effectively implement the goals of the testing program:

1. Students enrolled in undergraduate degree programs shall have the Regents Test as a requirement for graduation. Students, including transfer students and/or admitted students, may take the Test after they have completed the required bachelor's degree English courses. Students may be required to take the Test in the quarter in which they have earned 60 hours of degree credit if the Test has not been passed previously. In addition, students who have not taken the Test in the initial quarter of enrollment shall have the opportunity to take the Test in the quarter in which they have earned 60 hours of degree credit.

2. Any student who has taken and has not passed the Regents Test during the quarter in which they have earned 60 hours of degree credit shall take the appropriate remediation course or courses in remedial reading and writing in each quarter of enrollment until they have passed all components of the Test.

3. Having passed the Regents Test shall not be a condition of transfer to another institution. All transferring students who transfer within the System shall be subject to all provisions of this policy. Students from institutions outside the System who transfer into a System Institution with 60 or more degree credit hours shall take the Test during the initial quarter of enrollment and in subsequent quarters shall be subject to all provisions of this policy.

4. Students whose mother tongue is other than English may be exempted from taking the Regents Test by the institution provided appropriate local procedures are employed to satisfy the literacy competence of these students

5. For extraordinary situations, each institution shall develop special procedures for certifying the literacy competence of students. A written description of these procedures shall be submitted to the Chancellor for approval. A record of the action shall be reported to the Chancellor on the Education Committee of the Board of Regents. Such procedures shall include provision for remediation if needed and formal examination after certifying competencies. Each examination shall equal or exceed the standards of the Regents Testing Program.

6. A student may request a formal review of his/her failure on the essay component of the Regents Test if that student has received at least one passing score among the three scores awarded and if the student has successfully completed the courses in English composition required by the local institution. This review will be conducted in accordance with Board-approved procedures.

7. These testing procedures shall be followed by all students effective January 1, 1971.

8. Remedial work as required under the above policy shall be in keeping with regulations in satisfaction of federal and state student financial assistance and such other eligibility programs.

9. These regulations shall not prohibit institutions from increasing requirements affecting the Regents Testing Program, provided such increased requirements are authorized by the Chancellor, and provided further that such requirements are published in the official catalog of the institution prior to implementation. Such additional requirements shall in no way affect the transfer students from one institution to another or the transfer of students to University System Institutions. (Minutes, April 14, 1972, pp. 554-55; November 17, 1972, p. 156; June 1, 1973; pp. 153-54; November, 1974, p. 186)
Minutes of the Meeting of the
Administrative Committee on Testing
UNIVERSITY SYSTEM ADVISORY COUNCIL
September 26, 1979

The committee was convened at 10 a.m. in the office of the Board of Regents of the University System of Georgia.

The committee was briefed on the history of the testing program, as well as on the prior history of the committee itself. Chancellor Vernon Crawford and Vice Chancellor George A. Christenberry visited with the committee and before leaving, Chancellor Crawford charged the group with examining the fairness and validity of the Regents' Test, noting also that the scope of the activities of the committee should encompass in due time a review of all of the testing programs in the University System.

Dr. Edward Loveland was elected chairperson by acclamation, and Dr. Grady Anderson was elected unanimously as chairperson elect.

Dr. Loveland invited several guests present to make comments appropriate to the committee's charge. Dr. Robert Rentz stated he would provide whatever information and data the committee desired; he knew the committee would be as objective as professionals would be expected to be; and, he was particularly pleased that the committee anticipated a continuous review of the validity of the examination.

Dr. Susan Ellzey, Chairperson of the Academic Committee on English, expressed concerns for the need for an appeals procedure; she anticipates problems with the requirement that students take the test every quarter until they pass. Dr. Jean Hiler, Chairperson of the Academic Committee on Special Studies, discussed the role of that committee in remediation and suggested that the students be required to complete a quarter of remediation before they retake the test. She described the development of the Basic Skills Examination for those students who appear weak; she explained that the Special Studies personnel mainly were responsible for remediation; and, they have the responsibility to get these students geared up to take the Regents' Test. She emphasized also the need for students to take a full quarter of remediation. She drew attention to the experience of some students failing Part I and passing Part II and then retaking the exam and failing Part II and passing Part I.

Dr. Shott, as Chairperson of the Administrative Committee on Academic Affairs, expressed concern for the grading of the essay tests. Vice Chancellor Propst emphasized the need for a review of all testing programs, and expressed a concern about uniform testing for all units, raising the question, "Are we overruling local faculties?" He emphasized the need for a review of the Major Area Test, noting that it appeared to be of little benefit to anyone.

Mr. Steve Callahan, a student member, stated that students were concerned about the grading of the essays as well as with the possibility of cultural bias in the choice of essay topics. He also expressed concern for the need for a process of appeals (review). Mr. Davison Virgil, the other student member of the committee, expressed concern about reasons given for failing grades on essays and supported the institution of an appeals (review) procedure.
He also urged more student input into the identification of topics for the essay. Both student members of the committee stated that most students were in sympathy with the carrying out of a Regents' Testing Program, but objected to some of the procedures employed.

Dr. Loveland suggested that the committee might proceed with its deliberations with the establishment of a subcommittee on major area exams and a subcommittee on assimilation of Regents' Testing Program data for study and review. He drew attention to two bills in Congress which relate to the activities of testing programs. He noted that the American Council on Education has testified on the question of the propriety of Congress to make such laws; and, that the AAUP was involved in hearings on both bills. If passed, the bills concerned will have an impact on admissions testing.

Dr. Thomas McDonald noted that the majority of the students pass the Regents' Test, that the exam is really of no great severity, and that the trauma is with students who fail the test. He described a review procedure which had been discussed by the Testing Subcommittee of the Special Studies Academic Committee. Dr. McDonald gave some examples of complaints from students about essay grades.

The group engaged in a general discussion of the essay test, including the following issues: criteria for grading; instruction of the students; essay topics; the possibility of the students' submitting topics; instruction to graders; and, the conditions of scoring sessions.

The group was urged to attend scoring sessions and to examine copies of the test. The suggestion was offered that the graders of the test should come from all faculty groups rather than just from the English faculty. The committee was urged to review the APA standards relative to the matters at hand.

The meeting was adjourned at 2 p.m. after having agreed to reconvene at 10 a.m. on November 12, 1979 in the office of the Board of Regents.

* * *

Subsequent to the meeting of the committee and through the efforts of Dr. Rentz's office, the following information was made available to each member of the Regents' Testing Subcommittee: (1) H.R. 3564, 96th Congress First Session /To require all education admissions testing conducted through interstate commerce, and all occupational admissions testing (which affects commerce) to be conducted with sufficient notice of test subject matter and test results and other purposes./ (2) H.R. 9494, 96th Congress First Session, to require certain information to be provided to individuals who take standardized educational admissions test and for other purposes. (3) A one-page summary identifying testing programs in the University System of Georgia, giving the program name, test used, to whom administered, where administered, test content, and decision function; these refer to admissions testing program; Special Studies Tests; Regents' Testing Program; and, major area exams. (4) A copy of the handbook on the Regents' Testing Program, prepared for the members of the Board of Regents of the University System of Georgia, dated

These five references will be provided to the other committee members at the November 12 meeting.

* Bashaw, Fincher, James, Loveland, Virgil, and Zachert
Representatives present at the meeting held on September 26, 1979

Albany State College
Armstrong State College
Augusta College
Dalton Junior College
Georgia Institute of Technology
Georgia State University
Medical College of Georgia
Savannah State College
University of Georgia
Valdosta State College

- Davison Virgil (Student)
- Frank Chou
- Harris Mynatt
- Edward H. Loveland
- Steve Callahan (Student)
- Richard M. Smith
- Grady Anderson
- Virginia Zachert
- Shirley James
- W. L. Bashaw
- Cameron L. Fincher
- W. Ray Cleere

GUESTS

Gainesville Junior College
North Georgia College
Gordon Junior College
Regents' Office

M. Jean Hiler
Hugh Shott, II
Susan Ellzey
R. Robert Rentz
Thomas McDonald
J-10 Regents' Testing Program

An examination to assess the competency level in reading and writing of all students enrolled in undergraduate degree programs in University System institutions shall be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination:

Each institution of the University System of Georgia shall assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess literacy competence, that is, certain minimum skills of reading and writing.

The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the Testing Program are: (1) to provide Systemwide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain the minimum levels of competence in the areas of reading and writing.

Passing the Regents' Test is defined as having passed all components of the Test by scoring above the cutoff score specified for each component. The Test may be administered either in its entirety or as one or more components depending on the needs of the students. If one component of the Test is passed, that component need not be retaken; this provision is retroactive to all students who have taken the Test in any form since the inception of the program.
The intent of this policy is that passing the Regents' Test occur before the end of the student's sophomore year, that is, before the completion of 105 hours of degree credit. Students who fail the test must retake and pass the Test. Each institution shall provide an appropriate program of remediation and shall require deficient students to participate in that program prior to retaking the test.

In order to implement effectively the goals of the Testing Program:

1. Students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement for graduation. Students, including transfer students and/or readmitted students, may take the Test after they have completed the required basic core English courses. They may be required to take the Test in the quarter after they have earned 45 hours of degree credit if the Test has not been passed previously. Institutions, however, may not delay initial testing beyond the student's having earned the 60th hour of degree credit.

2. All students who have taken and have not passed the Regents' Test during the quarter in which they will have earned 75 hours of degree credit shall take nondegree credit courses in remedial reading and/or remedial writing in each quarter of attendance until they have passed all components of the Test.

3. Having passed the Regents' Test shall not be a condition of transfer into an institution. All transferring students from within the System shall be subject to all provisions of
this policy. Students from institutions outside the System who transfer into a System institution with 60 or more degree credit hours shall take the Test during the initial quarter of enrollment and in subsequent quarters shall be subject to all provisions of this policy.

4. Students whose mother tongue is other than English may be exempted from taking the Regents' Test by the institution provided appropriate local procedures are employed to certify the literacy competence of those students earning a degree.

5. For extraordinary situations, each institution shall develop special procedures for certifying the literacy competence of students. A written description of those procedures shall be submitted to the Chancellor for approval. A record of the action shall be reported by the Chancellor to the Education Committee of the Board of Regents. Such procedures shall include provision for remediation if needed and formal examination prior to certifying competency. Such examination shall equal or exceed the standards of the Regents' Testing Program. (Minutes, April 1972, pp. 554-555; November, 7-8, 1972, p. 166; June, 1973, pp. 481-485)

6. These revised procedures shall be followed by all students effective January 1, 1980.

7. Remedial work as required under the above policy shall be in keeping with regulations in satisfaction of federal and state student financial assistance and such other eligibility programs.
8. These regulations shall not prohibit institutions from increasing requirements affecting the Regents' Testing Program, provided such increased requirements are authorized by the Chancellor, and provided further that such requirements are published in the official catalog of the institution prior to implementation. Such additional requirements shall in no way affect the transfer students from one institution to another or the readmission of students to University System institutions.
These recommended revisions to the Board of Regents Policy J-10... Regents' Testing Program shall be implemented at a time to be designated by the Chancellor of the University System of Georgia. Appropriate action shall be taken by the proper authorities to validate interim practices related to the Regents' Testing Program policies among the units of the University System of Georgia including the recommendations made by the Advisory Council under date of August 7, 1979, for the accountability of each component of the Test passed.