

APPENDIX 501
POLICIES AND PROCEDURES FOR JOB CORPS’
PROGRAM YEAR (PY) 2022
PERFORMANCE MANAGEMENT SYSTEM
INTRODUCTION

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A. General

Job Corps has established a comprehensive performance management system to assess program effectiveness across multiple components of services and programs offered to Job Corps students. This system evaluates Outreach and Admissions (OA) contractors, Job Corps Center operators, Career Transition Services (CTS) contractors, and Career Technical Training (CTT) programs based on the outcomes of program participants. The performance management system serves three primary purposes:

- 1) To meet accountability requirements for establishing performance measures (also known as metrics) and reporting student outcomes for the Job Corps system under the program's authorizing legislation (Workforce Innovation and Opportunity Act [WIOA] <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>), and U.S. Department of Labor (DOL) priorities.
- 2) To assess centers' and contractors' accomplishments in meeting the level of performance expected by the Department of Labor, implementing program priorities and serving students effectively.
- 3) To have a federal management tool that focuses on useful and relevant feedback on performance, while holding all centers, OA and CTS contractors accountable for continuous program improvement.

Job Corps has an interwoven set of performance metrics that meet multiple reporting requirements. The system is designed to answer four basic questions:

- 1) Are Job Corps students effectively recruited and retained in the program?
- 2) While enrolled in Job Corps, do students achieve fundamental qualifications and credentials that could lead to either a career path with opportunity for advancement and economic stability or higher education?
- 3) Are Job Corps students successfully transitioning into the workforce, enrolling in additional education or training, or entering the military after they leave the program?
- 4) How is each Job Corps contractor (Center, OA, and CTS) performing compared to the established annual performance goals and other contractors?

In short, Job Corps' performance management system conveys the program's effectiveness in executing the program's mission. Additionally, the system meets the intent of Job Corps' authorizing legislation and other reporting requirements.

Job Corps' performance management system is comprised of four Outcome Measurement System (OMS) Report Cards, each of which is designed to reflect results in a specific area of student services and represents a discrete pool of students. At the same time, the

system is designed with intentional overlap of performance metrics across multiple Report Cards to represent a comprehensive picture of performance throughout all phases of students' Job Corps experience. This overlap encourages collaboration across service contractors, as they strive to meet clearly defined program goals. The four Report Cards are:

✓	Outreach and Admissions Report Card	OAOMS
✓	Center Report Card	Center OMS
✓	Career Transition Services Report Card	POMS
✓	Career Technical Training Report Card	CTT

In addition to the above quantitative components of the performance management system, Job Corps uses a Center Quality Assessment process to provide a more comprehensive view of the program's performance. This Center Quality Assessment has three components: an On-Board Strength (OBS) rating, and student input on their perceived safety (Student Safety Assessment [SSA]) and programmatic experiences (Student Experience Assessment [SEA]). More information regarding the quality assessment of centers can be found in Appendix 501a.

In PY 2016, Job Corps implemented the Performance Improvement Plan (PIP) System as an accountability and management tool to assist operators in improving their performance when it has not met the levels expected by the Office of Job Corps. Details on the PIP System can be found in Appendix 501e.

B. Background

The Workforce Innovation and Opportunity Act (WIOA) <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>, requires Job Corps to report on the six primary indicators of performance, common to all WIOA programs, that provide key outcome information. This includes how many students attained employment or were placed in education or training, their median wages, whether they attained credentials, their measurable skills gains during training, and the effectiveness of the program in serving employers. Please see Attachment 1 of Appendix 501 - Attachments for more details on the WIOA Reporting System, the definitions of the pools and credits for the six primary WIOA measures, and an overview of how the six primary measures differ from the way Job Corps reports similar program outcomes through the OMS.

Job Corps utilizes post-separation surveys of students to collect the data necessary to report on five of the six primary WIOA measures. The surveys, implemented in PY 2016, re-verify CTS placements and capture placement outcomes in the second quarter (Quarter 2) and fourth quarter (Quarter 4) after exit for a broad group of students. Quarter 2 is defined as the second calendar quarter after the exit quarter, and Quarter 4 as the fourth calendar quarter after the exit quarter. For example, if the participant's exit date is between January 1st and March 31st, the second quarter after exit would be July 1st through September 30th. These definitions match those used by other DOL programs in reporting Quarter 2 and Quarter 4 placement outcomes.

Under WIOA, Job Corps must also collect and report annually on the program performance and accountability measures outlined in Sections 116 and 159 of the authorizing legislation. The Job Corps WIOA Annual Report, with outcomes by center, CTS contractor, OA contractor and nationally, will be made available to Congress and the Office of Management and Budget (OMB).

WIOA requires that all youth training programs, including Job Corps, use the six primary performance measures to evaluate contractors' performance. While Job Corps began collecting data for reporting on the WIOA measures in PY 2016, measure definitions and data sources for reporting outcomes have changed over the past several years. Until data have stabilized under these changes, and targets have been set, Job Corps will continue to use OMS reports for decision making in the areas of contract and option year awards, past effectiveness scores, incentive fees, performance assessments, and Performance Improvement Plan (PIP) placement and graduation evaluations.

C. Approach

The Office of Job Corps annually reviews and revises its performance management system so it continues to support program goals and DOL priorities and meet Job Corps' legislative reporting requirements. Over the years, Job Corps has made changes to its performance management system that reflect programmatic changes, account for current labor market conditions, and ensure effective delivery of services to students, while keeping the system relatively stable.

Job Corps' performance management system has historically served the program in focusing on key metrics, improving performance on measured outcomes, and meeting program management requirements. To further align with WIOA reporting requirements and strengthen focus on driving students' long-term career success and upward economic mobility, Job Corps undertook a major reform initiative of its performance management system implemented over PY 2018 and PY 2019. For PY 2018, Job Corps instituted a reduced number of measures closely aligned with the primary measures reported under WIOA and placed more emphasis on measures that support Job Corps' mission of placing students in meaningful jobs or further education. In PY 2019 Job Corps further increased weights on long-term placement and wage measures, reducing weights on measures of students' attainments while in the program. (Please see Attachment 1 of Appendix 501- Attachments for more information on the primary measures required under WIOA.)

Following PY 2019, Job Corps did not make changes to its OMS due to the Coronavirus Disease 2019 (COVID-19) pandemic that emerged in early 2020 within the United States. The pandemic, and the actions taken by Job Corps to mitigate the spread of the virus and ensure the safety of its students and staff, created an unprecedented and unpredictable environment for the program's performance accountability system. Job Corps could not reliably use the traditional processes and underlying assumptions for revising and updating the performance system. Considering the many unknowns and

unpredictability of how center operations would continue to be impacted by the pandemic, and to remain focused on the operational adjustments to enable more centers to resume normal operation safely, Job Corps and DOL leadership determined to enact no changes to the OMS for PY 2020 and PY 2021. As such, the PY 2019 policy remained in effect for PY 2020 and PY 2021.

For PY 2022, Job Corps and the DOL leadership have determined the need for certain changes to the OMS in light of current performance and in response to departmental and programmatic priorities. These changes include transitioning from crediting students' on-center attainments at time of exit to crediting them "real-time" while they are still active in the program; increasing goals and adjusting weights of certain measures/indicators in the Report Cards based upon current performance; adding two new indicators of learning gains to the Measurable Skill Gains Rating measure; removing the Quality Rating (QR) from the Center Quality Assessment; replacing the Student Satisfaction Survey (SSS) with two new surveys to measure students' experiences while in the program (Student Experience Assessment [SEA]) and their perception of safety and security (Student Safety Assessment [SSA]); and correcting an error in Attachment 2, Initial Placement and Allowable Upgrades in Appendix 501-Attachments to align with current processes. These changes are listed in Section E further below.

D. Design of the PY 2022 Performance Management System

Job Corps has made several changes to the PY 2022 performance management system from PY 2019. These changes include:

- Changing when outcomes are reported for the Direct Center Services measures/indicators in the Center and CTT Report Cards from when a student separates to "real-time" (i.e., within a short timeframe after the attainment is made).
- Adding two new indicators in the Center Report Card under the Measurable Skill Gains Rating measure to capture Literacy and Numeracy Gain rates.
- Increasing measure/indicator goals and adjusting weights in the Center, CTS and CTT Report Cards to improve performance and align with the programmatic and departmental priorities for the upcoming year.
- Removing the Quality Rating (QR) as a component of the Center Quality Assessment since it was eliminated from the revised Regional Office Compliance Assessment (ROCA) process.
- Replacing the Student Satisfaction Survey (SSS) with two new surveys that capture students' experiences and satisfaction with the program (Student Experience Assessment [SEA]) and their perception on safety and security while in the program (Student Safety Assessment [SSA]).

The design of the performance management system for PY 2022 is as follows:

1. Core Components

The Appendix 501 Introduction provides readers with an overall understanding of

the performance management system. It includes an overview of the components and provides background information that applies to multiple report cards, such as basic definitions of student status, Zero Tolerance (ZT) policies and administrative status issues. The Appendix 501 Introduction also includes additional policies that apply to multiple report cards, such as the grace period for new centers, transfers to Advanced Training (AT) programs, placement upgrades, the Job Training Match (JTM) Crosswalk policy, and the post-separation surveys.

The Appendix 501 Introduction includes the four OMS Report Cards for the program year, the PIP and all attachments.

Following the Appendix 501 Introduction are five sections:

- ✓ Appendix 501a – Center Report Card
- ✓ Appendix 501b – Outreach and Admissions Report Card
- ✓ Appendix 501c – Career Transition Services Report Card
- ✓ Appendix 501d – Career Technical Training Report Card
- ✓ Appendix 501e – Performance Improvement Plan System

Each OMS Report Card consists of four basic components: results-oriented measures, goals, weights, and ratings, including an overall rating, described as follows:

- Performance *measures* (also known as metrics) are the categories of outcomes under evaluation that reflect the program priorities and objectives important to Job Corps' mission and also align or support legislative reporting requirements.
 - Job Corps has used performance measures composed of a single indicator. For example, the PY 2022 Placement Rate measure is calculated based upon the number of graduates and former enrollees in the pool that entered a placement during the reporting period.
 - Beginning in PY 2018, Job Corps began using composite measures. These measures are calculated based upon the weighted performance of two or more *indicators* against their goals that produces a performance rating in the Center and CTS Report Cards. The term “indicator” is used to distinguish between the main measures and a metric that is used, in combination with other metrics, to calculate a composite measure. Goals for composite measures are set to 100%, indicating that the goal for the composite measure is to meet the individual goals for each of the indicators that combine to make up the measure.
- Performance *goals* are quantitative targets for each measure that are set to establish an expected level of performance. Goals are established to promote high expectations for student and operator/contractor performance.
- Relative *weights* are assigned to performance measures to indicate areas of

emphasis among responsibilities for serving students. Each weight is expressed as a percentage with the sum of all weights in a Report Card totaling 100%.

- The *rating* is the performance (actual percent of goal achieved) on each measure, expressed as a percentage. The *overall rating* is the weighted aggregate of all individual performance measure ratings expressed as a percentage.

In addition to the OMS Report Cards, the Performance Management System contains a qualitative component to provide a more comprehensive review of performance. The Center Quality Assessment is composed of three discrete measures: On-Board Strength (OBS), which measures student capacity utilization on Job Corps centers; results from the Student Experience Assessment (SEA) which captures students' experiences and overall satisfaction with the Job Corps program; and the Student Satisfaction Assessment (SSA), which gauges students' perception of center safety and security. Each of these elements is independent of the others and there is no aggregation of results across the measures.

These three qualitative elements are valuable management tools that complement the other systems by assessing the quality of services provided by Job Corps and capturing information on aspects of center life that are not reflected in the other management systems.

2. Performance Goals

As stated above, performance goals are the quantitative targets for each measure and indicator of the four Report Cards. Each outcome measure (and each indicator) is scored against its performance goal to report a percentage of the goal achieved.

Example: If the goal for the Placement Rate in the Center Report Card is 83%, and a center has Placement Rate of 70%, then its *rating* on that measure would be 84.3%, meaning that the center has reached 84.3% of the goal ($70/83 = 84.3$). The rating indicates there is room to grow in achieving the goal.

Performance goals may be national or model-based, as follows:

- (a) National Goals:** National goals are set and are generally applied to centers, OA, CTS, and CTT contractors equally for the same measure to maintain internal consistency and equitability. Where performance can reasonably be expected to be different for the same measure across report cards (e.g., due to differences in students being served across centers), different national goals may be established.
- (b) Model-Based Goals:** Model-based goals are used for specific measures and indicators that require adjustments to ensure equity in making

comparisons of performance across centers and contractors. Model-based goals are statistically adjusted for circumstances that are beyond the operator's control and help to level the playing field in assessing performance. A model is calculated, based on multivariate regression analysis, by estimating the effect of various factors on the achievement of the measure. The cumulative effect of these factors provides the amount by which the national goal should be adjusted (upward or downward) for each center and CTS contractor (the OA Report Card has only national goals). The model-based goals for one center can significantly differ from those of other centers in the same state or region, as the goals are calculated using a combination of center-specific and local county economic data.

For the models to be robust and for the adjustments to be valid the underlying data must meet certain requirements. Specifically, the data must be broadly representative of the Job Corps student population in the measure pools and the sample sizes must be sufficient at the national and operator level for creating valid adjustments. For PY 2022, models have not been created for the HSD/HSE Attainment indicator nor the indicators under the Measurable Skill Gains Rating measure. Data for the factors that are typically considered in developing the models for these indicators are either unavailable or inadequate to create statistically valid model-adjusted goals.

For PY 2022, models have been created for the Average Hourly Wage at Placement and Average Earnings at Quarter 2 measures. The center and CTS provider model-based goals for the Average Hourly Wage at Placement indicator are based on student characteristics and local economic factors.

For PY 2022, center- and CTS provider-specific models are estimated for the Graduate and Former Enrollee Average Earnings in Quarter 2 measure based upon data from the Quarter 2 survey.

Center-specific model-based goals are applied to the CTT report card for the average hourly wage measures and the average earnings measure in Quarter 2 after exit quarter.

(1) PY 2022 Model-Based Goals. The following measures and indicators in the Center, CTS and/or CTT Report Cards, use model-based goals, as applicable:

- Graduate and Former Enrollee Average Hourly Wage at Placement
- JTM Average Hourly Wage
- Graduate and Former Enrollee Average Earnings in

- Quarter 2 after Exit Quarter
CTT Completer Average Earnings in
Quarter 2 after Exit Quarter

Due to the impacts of COVID-19 that led to a temporary suspension of new enrollments, the recent pools for the Direct Center Services measures/indicators are small and are not representative samples of Job Corps students. Furthermore, for the indicators under the Measurable Skill Gains Rating measure, there is still insufficient TABE 11/12 test data. For these reasons, Job Corps decided to not develop model-based goal for the HSD/HSE Attainment indicator or the learning gain indicators for PY 2022; instead, all centers will use the national goals. Models for these indicators are anticipated to be produced in PY 2023 if sufficient representative data are available.

Model-based goals for all Center, CTS and CTT measures can be found in Appendix 501-Attachments, Attachments 11, 12, and 13, respectively.

- (2) **Appeal Process for Model-Based Goals:** Model-based goals are developed using the most recent data available. As a result, the goals are meant to accurately represent the factors beyond the control of a center or CTS contractor that impact the achievement of the specific measure. An appeal of a model-based goal may be filed *only if* there are new or extenuating circumstances that cannot be resolved during the program year, and that have not already been factored into the model.

NOTE: For PY 2022, appeals can be filed and will be processed for the model-based goals for all the applicable measures and indicators. If approved, the changes will be applied to both the Center Report Card and the related measures/indicators on the CTS and CTT Report Cards as applicable.

Appeals for model-based goals must include, (a) a written request outlining the justification for the appeal, and (b) supporting data and/or official documentation supporting the appeal. The Office of Job Corps will review the request and documentation and determine if the appeal will be granted.

Appeals for model-based goals are to be submitted **no later than October 31, 2022**. The written justification and supporting documentation can be scanned and emailed to:

Modelbasedgoalsappeals@dol.gov

3. Weights, Performance Ratings and Overall Rating

Weights are assigned to each measure of the four Report Cards to underscore the relative importance in accountability for achieving student outcomes. Each weight is expressed as a percentage with the sum of all weights in a Report Card totaling 100%. A weighted performance rating for a measure is the actual percent of goal achieved (the performance rating calculated by dividing actual performance by the goal) multiplied by the measure weight.

Results across each of the weighted measures are aggregated to create an overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process. Overall ratings are also used to determine the performance ranges for performance-based service contracting.

Similarly, composite measures are comprised of indicators that are assigned weights that collectively sum to 100%. The performance rating for a composite measure is the sum of the weighted performance rating of each of the individual indicators. The table provided below is an illustration of how the performance rating of a composite measure is calculated.

EXAMPLE: CALCULATING PERFORMANCE RATING OF A COMPOSITE MEASURE

Indicator	Actual Performance	Indicator Goal	Performance Rating ¹	Indicator Relative Weight	Weighted Performance Rating ²
Indicator 1	68.2%	65%	104.9%	37.5%	39.3%
Indicator 2	66.0%	70%	94.3%	25.0%	23.6%
Indicator 3	92.3%	90%	102.6%	25.0%	25.6%
Indicator 4	57.5%	60%	95.8%	12.5%	12.0%
Composite Measure Performance Rating³					100.5%
To calculate the performance rating for a composite measure:					
1. Calculate the performance rating of each indicator by <u>dividing the actual performance</u> on the indicator <u>by the indicator goal</u> .					
2. Calculate the weighted performance of each indicator by <u>multiplying the performance rating</u> by the <u>indicator's relative weight</u> .					
3. <u>Sum the weighted performance ratings</u> of the four indicators to produce the overall rating for the credential attainment measure.					

The overall rating for a Report Card is then calculated by summing the weighted performance ratings of all weighted single and composite measures. The table below illustrates how the overall rating is calculated.

SAMPLE OMS REPORT CARD

Measure	Actual Performance	Measure Goal	Performance Rating ¹	Measure Weight	Weighted Performance Rating ²
Single Measure 1	79%	75%	105.3%	40%	42.1%
Single Measure 2	54%	60%	90.0%	25%	22.5%
Composite Measure 3	90%	100%	90.0%	35%	31.5%
Overall Report Card Rating³					96.1%
To calculate the Overall Report Card Rating:					
<ol style="list-style-type: none"> 1. Calculate the performance rating of each measure by <u>dividing the actual performance</u> on the measure <u>by the measure goal</u> (actual performance/Goal). 2. Calculate the weighted performance of each measure by <u>multiplying the performance rating</u> by the <u>measure's weight</u> (Performance Rating x Weight). 3. <u>Sum the weighted performance ratings</u> of all the measures to produce the Overall Report Card Rating. 					

4. Job Corps Students in the Outcome Measurement Systems

Provided below is a description of the pool of students included in and excluded from the performance management system:

- (a) **Definitions of Student Separation Status:** The criteria for graduate, former enrollee, and uncommitted student status, as defined in the Job Corps Policy and Requirements Handbook (PRH), Chapter 4, Section 4.1, apply to the Performance Management System.
- (1) **Graduate:** One who has completed 60 or more calendar days of enrollment and has completed the requirements of CTT, or earned a HSD or HSE, or who completes both, while enrolled in Job Corps. Students who have exited for any Level 1 Zero Tolerance (ZT) infraction, at any time, do not qualify as graduates.
 - (2) **Former Enrollee:** One who has completed 60 or more calendar days of enrollment, has not attained graduate status, and whose exit is for reasons *other than* any Level 1 ZT infraction.
 - (3) **Uncommitted Student:** One who has remained in Job Corps less than 60 calendar days (regardless of achievement), or who has separated for a Level 1 ZT infraction at any time.
- (b) **Zero Tolerance (ZT) for Purposes of Exclusion in OMS Pools:** The Job Corps program has a strict policy of Zero Tolerance (ZT) for drugs, alcohol, weapons possession, and violence, and requires that all students sign a commitment to remain drug- and violence-free. Students who

violate Job Corps' ZT Policy are automatically separated from the program and generally not allowed to re-enter the program. Exceptions can be found in Exhibit 2-1.

For the Center and CTT Report Cards, both traditionally and virtually enrolled students who exit due to Level 1 ZT infractions under codes 5.1a, 5.2b and 5.3c (alcohol) within 30 calendar days from enrollment are *not* included in the pools and credits for the on-center measures. Additionally, traditionally enrolled students who exit due to Level 1 ZT infractions under code 5.2a within 45 calendar days from enrollment and virtually enrolled students who exit due to Level 1 ZT infractions under code 5.2a within 45 calendar days from arrival to center are *not* included in the pools and credits for these measures. Specifically, the pools for the on-center measures do not include:

- traditionally and virtually enrolled students who remained in Job Corps less than 30 calendar days from enrollment and exit under codes 5.1a (Possession of a weapon on center or under center supervision, Assault, Threat of Assault, Threat to Safety, Sexual Assault, Arrest for a felony or violent misdemeanor on or off center, Illegal Activity, Robbery or extortion, Arson, Cruelty to animals, Inciting a disturbance or creating disorder) or 5.2b Drugs (Possession or distribution of drugs on center or under center supervision);
- traditionally and virtually enrolled students who remained in Job Corps less than 30 calendar days from enrollment and exit under code 5.3c (Alcohol: Possession, consumption, or distribution while on center or under center supervision); and
- traditionally enrolled students who remained in Job Corps less than 45 calendar days from enrollment and virtually enrolled students who remained in Job Corps less than 45 calendar days from arrival to center and exit under code 5.2a (Drugs: Use of drugs as evidenced by a positive drug test).

Students who exit due to Level 1 ZT infractions after the 30/45 day timeframes noted above, however, are included in all pools of the on-center measures, and credit will be given for attainments earned while at Job Corps.

Since all students who exit due to Level 1 ZT infractions, regardless of timing (within or after 30/45 days), are not considered former enrollees or graduates, they are ineligible for post-center services, and are, therefore, *excluded* from all post-center pools in the Center, CTS, and CTT Report Cards.

The list of Level 1 ZT infractions can be found in the PRH, Chapter 2,

Exhibit 2-1 (Infraction Levels and Appropriate Center Actions).

- (c) **Students Who Are Medical Separations With Reinstatement Rights (MSWR).** Per the PRH, Chapter 6, Section 6.2, R6.a, students who are medically separated with reinstatement rights are allowed an expedited return within 180 days if the medical condition has been resolved.

The JCDC will report the student outcomes as they are attained or at the time of *final* separation. Final separation occurs at one of the following points: (1) 180 days after MSWR if the student does not return to the program, (2) at the time of resignation if the student notifies the center they will not be returning from MSWR, or (3) at final separation if the student resumes participation in the program.

The following summarizes how specific instances are recorded in the OMS:

- (1) **Student is reinstated back to the Job Corps center before the 180 days ends:** Student continues in the program and separates at a later date. Outcomes will be reported in the OMS based upon the attainment date recorded in CIS or at the time of final separation if no attainment are made.
- (2) **Student did not return to the Job Corps center within the 180 days:** In this case, at the end of the 180 days, the system will automatically separate the student under the “MSWR Final Closeout” (MSFC) status using the 180th day as the date of MSFC separation. At that time, the system will determine the student’s separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active for CTS contractors to enter placement data in CTS. The placement service period will start at the 181st day and the Quarter 2 and Quarter 4 survey timeframes will be based on the student’s MSFC date.
- (3) **Student notifies the center before the 180 days end that he or she does not intend to return to the Job Corps center:** In this case, the center will perform MSFC in the Center Information System (CIS). The MSFC date will be the date the student officially notified the center. At that time, the system will determine the student’s separation status and placement service eligibility status. If the student is eligible for placement services, he or she will be active in the CTS system for CTS contractors to enter placement data. The Quarter 2 and Quarter 4 survey timeframes will be based on the student’s MSFC date.

- (d) **Students Who Are Administrative Separations with Reinstatement Rights (ASWR):** Per the PRH, Chapter 6, Section 6.2, R6.a, administrative separations with reinstatement rights are allowed an expedited return within 12 months if the separation reason was center closure or a call to active military duty; if the separation reason was inability to participate effectively in distance learning during virtual operating status, ASWR students are allowed an expedited return within 45 calendar days of center notification that it has resumed in person operations. ASWR students who separated for this reason may be immediately reinstated into the program to begin distance learning if the student's circumstances subsequently change such that they are now able to participate or may resume in person training at the center.

Job Corps reports student outcomes for ASWR students either at the time of attainment or at *final* separation from the program if no attainment is made. Final separation occurs at one of the following points: (1) 12 months after ASWR, or 45 calendar days after receiving notification from the center that has resumed on-center operations, depending on the reason, if the student does not return to the program, (2) at the time of resignation if the student notifies the center they will not be returning from ASWR, or (3) at final separation if the student resumes participation in the program.

The following summarizes how specific circumstances are recorded in the OMS:

- (1) **Student is reinstated back to the Job Corps center before the 12 months end, or requests reinstatement before the end of the 45-day period after receiving notice from the center that it has resumed on-center operations, or requests reinstatement immediately to begin distance learning (depending on reason for ASWR):** Student continues in the program and separates at a later date. Outcomes will be reported in the OMS based upon the attainment date recorded in CIS or at the time of final separation if no attainment are made.
- (2) **Student did not return to the Job Corps center within the 12 months, or student did not request reinstatement within 45 days of receiving notice from the center that it has resumed on-center operations (depending on reason for ASWR):** In this case, at the end of the appropriate period, the system will automatically separate the student under the "ASWR Final Close-Out" (ASFC) status using the final day (365th or 45th) as the date of ASFC separation. At that time, the system will determine the student's separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active for CTS contractors to enter placement data in CTS. The

placement service period will start at the 366th or 46th day (depending on reason for ASWR), and the Quarter 2 and Quarter 4 survey time frames will be based on the student's ASFC date.

- (3) **Student notifies the center before the end of the 12 months or within 45 days of receiving notice from the center that it has resumed on-center operations (depending on reason for ASWR), that he or she does not intend to return to the Job Corps center:** In this case, the center will separate the student under the ASFC status in CIS. The “close-out” date will be the date the student officially notified the center. At that time, the system will determine the student's separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active in the CTS system for CTS contractors to enter placement data. The Quarter 2 and Quarter 4 survey time frames will be based on the student's ASFC date.

- (e) **Deceased Students:** In the event of a student's death while enrolled in Job Corps, the student will be removed from *all* Center, CTS, and CTT Report Card outcome pools. The student will also be removed from all OA Report Card outcome pools *with the exception* of the pools of the Total Arrivals and, where appropriate, Female Arrivals measures.

In the event of death after separation and during the eligible placement window, the CTS contractor should enter the student's death into the CTS system, and the student will be removed from all CTS placement measure pools and, when appropriate, from the Quarter 2 and Quarter 4 survey queues. Please note that center and CTS contractor staff must adhere to Job Corps policy and Federal reporting requirements regarding student deaths.

5. Reporting Timeframes and Formats of Performance Reports

Job Corps will continue to produce OMS Report Cards for two distinct reporting timeframes:

- (a) **Rolling 12-Month Report:** The rolling 12-month report covers a 12-month reporting period and “rolls over” each month to a new 12-month period. This report is continuous and *does not* begin anew at the start of a new program year.

The rolling reports for the Center Report Card and the CTT Report Card will be suspended for PY 2022 due to the transition to real-time crediting. Job Corps will resume the production of the rolling 12-month Center and CTT OMS reports in PY 2023 when one full year's data has accumulated

under the real-time crediting approach. For PY 2022, the OA and CTS rolling reports will continue to be produced.

- (b) **Program Year (PY) Cumulative Report:** The PY cumulative report begins with data for the first month of the PY (July 1) and continues to incorporate monthly data as the PY progresses, culminating with 12 months of data by June 30 of the following year. This report *does* begin anew at the start of a new program year.

Job Corps will also continue to produce Report Cards using two formats:

- (c) **Performance Rating Report:** The performance rating report provides for each center, region and nationally, the actual performance on each measure, the performance rating (calculated by dividing actual performance by the measure goal), and the overall rating calculated by summing the weighted performance rating for each measure.
- (d) **Performance Ranking Report:** The performance ranking report ranks centers, OA and CTS contractors in order of highest to lowest based upon their overall rating, and also includes their performance rating and the ranking for each measure. There is no ranking report for the CTT Report Card.

For PY 2022, Job Corps will continue producing a supplemental report for the Center and CTS Report Cards that provides information on the performance of each center and CTS contractor, respectively, on the composite measures and their indicators. These reports are intended for use by centers and CTS contractors to monitor attainments across all the indicators credited under a composite measure. These reports will be published according to the same schedule and using the same timeframes as the Center and CTS Report Cards.

6. Performance Improvement Plan (PIP)

In PY 2016, Job Corps implemented the Performance Improvement Plan (PIP). The PIP is required by WIOA as part of DOL's oversight responsibilities. The PIP system is a major performance accountability and management tool to assist operators whose performance is not at the level expected by the Office of Job Corps to improve their performance. Please see Appendix 501e for details.

7. Effective Date

Data reporting under the PY 2022 system begins on July 1, 2022.

E. Changes to the Performance Management System for PY 2022

For PY 2022, Job Corps has made several changes that affect its Performance Management System. These changes include:

- Changing when outcomes are reported for the Direct Center Services measures/indicators in the Center and CTT Report Cards from when a student separates to “real-time” (i.e., within a short timeframe after the attainment is made).
- Adding two new indicators to the Center Report Card under the Measurable Skill Gains Rating measure to capture Literacy and Numeracy Gain rates.
- Increasing measure/indicator goals and adjusting weights in the Center, CTS and CTT Report Cards to improve performance and align with the programmatic and departmental priorities for the upcoming year.
- Removing the Quality Rating (QR) as a component of the Center Quality Assessment since it was eliminated from the revised Regional Office Compliance Assessment (ROCA) process.
- Replacing the Student Satisfaction Survey with two new surveys that capture students’ experiences and satisfaction with the program (Student Experience Assessment [SEA]) and their perception of safety and security while in the program (Student Safety Assessment [SSA]).
- Correcting an error in Attachment 2, Initial Placement and Allowable Upgrades table in Appendix 501-Attachments. This correction removes the table row that identifies other types of placements as upgrades to an Apprenticeship placement. The table continues to correctly list an Apprenticeship as an upgrade to all other types of initial placements. This change aligns with the current application of upgrades in the system.

Real-Time Crediting:

Job Corps has transitioned to a real-time approach in the Center and CTT Report Cards for crediting the majority of students’ attainments while they are on center. The intent is to recognize achievements when they occur as compared to when a student separates from the program, thus encouraging the retention of students in the program to maximize their credential and skill attainments. This methodology applies to the measures/indicators under the Direct Center Services – with the exception of the Average Literacy and Numeracy Gain indicators -- and places students in the pools when the attainment is achieved or when the student exits from the program (if no attainment has been made). Students may therefore enter pools of different measures/indicators at different times during their enrollment in the program. For example, a student who is still enrolled in the program and who attains a Primary IRC will enter the pool and credit for the Primary IRC Attainment rate indicator. However, they will not enter the pools of the

other indicators under the Credential Attainment Rating measure until they either attain those credentials or separate from Job Corps.

To allow sufficient time to obtain any necessary supporting documentation of an achievement and record the information in CIS, all attainments are credited within 14 calendar days of the date of the achievement. All recorded attainment dates must reflect the date the credential or skill gain was made or the date recorded on the supporting documentation as applicable (e.g., the date the TABE follow up test was taken where the EFL gain was achieved, the date recorded on the High School Diploma). Additionally, students must be enrolled for 45 calendar days or more (45 calendar days from arrival on center for virtually enrolled students) before their attainment is credited. This delay allows time to ensure that the student does not exit as a Level 1 ZT within 30/45 days which would remove the student from the pool of all Direct Center Services measures/indicators.

All students active as of July 1, 2022 that have achievements recorded in CIS dated prior to the beginning of the program year will be credited for these achievements in the OMS Reports ending July 31, 2022.

The Average Literacy and Average Numeracy Gain indicators under the Direct Center Services area will continue to be credited at the time of student separation. In order to identify the highest follow-up TABE test result for a student, all TABE testing for that student must have ended. Therefore, these two indicators must continue to be calculated at the time of student exit. However, Job Corps is adding two new indicators to measure the percentage of students who attain at least 1 EFL gain, which will be calculated under the real-time crediting approach. More information regarding these measures is noted below.

The rolling reports for the Center Report Card and the CTT Report Card will be suspended for PY 2022 due to the transition to real-time crediting. Job Corps will resume the production of the rolling 12-month Center and CTT OMS reports in PY 2023 when one full year's data has accumulated under the real-time crediting approach. For PY 2022, the OA and CTS rolling reports will continue to be produced.

OMS Measures, Goals and Weights by Report Card:

Job Corps has made changes to the weights and goals of certain measures/indicators for PY 2022 and has added two new indicators to report in real-time the percentage of students who make one or more EFL gains. These two indicators supplement the existing Average Literacy and Numeracy Gains indicators that continue to report the highest gains achieved by exited students. The specific changes are detailed below by Report Card.

Center Report Card

For PY 2022, Job Corps has increased the goals of the HSD/HSE Attainment and CTT Completion indicators by 5 percent each (70% and 75% respectively) to set a higher

standard for achieving these necessary credentials that are linked to upward career mobility and higher wages.

The goals for the Average Hourly Wage and Average Earnings in Quarter 2 measures are also increased as performance has risen steadily since the goals were last updated in PY 2018. The goals for these two measures are set at \$16.25 and \$7,700 respectively for PY 2022.

Performance on the Full-Time Quality Placement indicator over the past year has also risen above the goal, and for PY 2022 Job Corps has increased the goal by 10 percentage points (to 85%) to maintain a realistic stretch goal and encourage continuous improvement in this area.

Job Corps has added two new indicators – Literacy Gain rate and Numeracy Gain rate – under the Measurable Skill Gains Rating measure. These new indicators capture the proportion of students who attained at least one EFL gain in real-time. For PY 2022 the goals for each indicator are set at 65%.

For PY 2022, all centers will use national goals for the HSD/HSE Attainment indicator and the indicators under the Measurable Skill Gains Rating measure in the Center Report Card. Data for the factors that are typically considered in developing the models to establish model-based goals for these indicators are either unavailable or inadequate to create statistically valid model-adjusted goals. Job Corps anticipates resuming the use of model-based goals for these indicators in PY 2023. For PY 2022, model-based goals are being used for the average wage and average earnings in Quarter 2 measures.

Job Corps has also adjusted the weighting scheme of the Center Report Card for PY 2022 to increase emphasis on on-center attainments where performance has seen the steepest declines since PY 2017. Additionally, there is a small increase in weight on the CTS Placement area and a larger decrease in the Q2/Q4 Placement Outcomes area. These changes are primarily intended to rebalance weight among these areas of responsibility and improve performance in the areas in which centers have the most influence (on-center attainments and CTS placement).

The Credential Attainment Rating measure weight increased by 10% to 25%, leading to an overall corresponding increase in the weight on Direct Center Services from 20% to 30%. The Measurable Skill Gains Rating measure remains weighted at 5%, however, the addition of the Literacy Gain Rate and Numeracy Gain Rate has led to the redistribution of weight among the four indicators, so they are equally weighted at 25% each.

The weight for the CTS Placement area is also increased from 30% to 40%, with the additional weight primarily assigned to the Placement Quality Rating measure (increasing from 12.5% to 20%) and a 2.5% increase to the CTS Placement rate measure (from 10% to 12.5%). Additionally, the relative weights for the indicators under the Placement Quality Rating measure have shifted slightly to place additional emphasis on the JTM Placement rate (increased from 35% to 45%) while still prioritizing the Full-Time Quality

Placement rate (decreased from 65% to 55%).

Weights for the Quarter 2 and Quarter 4 Placement measures have decreased from 20% to 12.5% each in PY 2022. Similarly, the weight for the Quarter 2 Earnings measure has dropped from 10 % to 5% in PY 2022. This results in a lower weight for the Q2/Q4 Placement Outcomes area, from 50% in PY 2019 to 30% in PY 2022.

CTS Report Card

Changes made to the CTS Report Card for PY 2022 align with those in the Center Report Card.

The goals for the Average Hourly Wage and Average Earnings in Quarter 2 measures are increased as performance has risen steadily since the goals were last updated in PY 2018. The goals for these two measures are set at \$16.25 and \$7,700 respectively for PY 2022.

Performance on the Full-Time Quality Placement indicator over the past year has also risen above the goal, and for PY 2022 Job Corps has increased the goal by 10 percentage points (to 85%) to maintain a realistic stretch goal and encourage continuous improvement in this area.

Job Corps has also adjusted the weighting scheme of the CTS Report Card for PY 2022 to place a slightly greater emphasis on the CTS Placement area as compared to the Q2/Q4 Placement Outcomes area.

The CTS Placement area weight increased from 50% to 55%, with the additional weight assigned to the CTS Placement rate measure (from 20% to 25%). Additionally, the relative weights for the indicators under the Placement Quality Rating measure have shifted slightly to place additional emphasis on the JTM Placement rate (increased from 35% to 45%) while still prioritizing the Full-Time Quality Placement rate (decreased from 65% to 55%).

Weights for the Quarter 2 and Quarter 4 Placement measures have decreased from 20% to 17.5% each in PY 2022. This results in a lower weight for the Q2/Q4 Placement Outcomes area, from 50% in PY 2019 to 45% in PY 2022.

CTT Report Card

Changes made to the CTT Report Card align with the changes in the Center Report Card.

For PY 2022, Job Corps has increased the goal of the CTT Completion rate measure by 5 percent (from 80% to 85%) to set a higher standard for achieving this necessary credential that is linked to upward career mobility and higher wages.

The goals for the CTT Completer Average Hourly Wage and CTT Completer Average Earnings in Quarter 2 measures are also increased as performance has risen steadily since

the goals were last updated in PY 2018. The goals for these two measures are set at \$16.75 and \$7,900 respectively for PY 2022. The goal for the JTM Average Hourly Wage is also increased from \$12.85 to \$17.35.

Performance on the Full-Time Quality Placement indicator over the past year has also increased, and for PY 2022 Job Corps has set the goal to 88% to maintain a realistic stretch goal and encourage continuous improvement in this area.

Job Corps has also adjusted the weighting scheme of the CTT Report Card for PY 2022 to increase emphasis on on-center attainments where performance has seen the steepest declines since PY 2017. Additionally, there is a small increase in weight on the CTS Placement area and a larger decrease in the Q2/Q4 Placement Outcomes area. These changes are primarily intended to rebalance weight among these areas of responsibility and improve performance in the areas in which centers have the most influence (on-center attainments and CTS placement).

The Credential Attainment Rating measure weight increased by 10% to 25%, while the Primary IRC and Secondary IRC measures each increased by 2.5%, leading to an overall corresponding increase in the weight on Direct Center Services from 20% to 30%.

Weights for the Quarter 2 and Quarter 4 Placement measures have decreased from 15% to 12.5% each in PY 2022. Similarly, the weight for the Quarter 2 Earnings measure has dropped from 10 % to 5%. This results in a lower weight for the Q2/Q4 Placement Outcomes area, from 40% in PY 2019 to 30% in PY 2022.

OA Report Card

For PY 2022, Job Corps made no changes to the measures, goals and weights of the OA Report Card.

Quality Rating (QR):

The Regional Office Compliance Assessment (ROCA) process and corresponding report have been modified, resulting in the elimination of the Quality Rating (QR). Consequently, Job Corps has removed the QR measure from the Center Quality Assessment.

Student Satisfaction Survey (SSS):

Per Job Corps Program Instruction Notice 21-05, Job Corps has replaced the Student Satisfaction Survey (SSS) with two new, separate surveys: The Student Experience Assessment (SEA) and the Student Safety Assessment (SSA).

The SEA is a student satisfaction survey that assesses students' opinions about their Job Corps experience. The survey includes 14 modules addressing multiple areas of service such as admissions, career technical training, and residential living. The SEA is an online

survey with 159 questions. The survey modules are tailored to each student based on their experience in the program. Students only complete modules relevant to their current experience (no student answers all 159 questions). The survey takes students 24 minutes, on average, to complete. The SEA is administered quarterly to all students who have been enrolled in the program for two weeks or more.

The SSA elicits students' perceptions on safety and security including center climate, drug/alcohol use, violence/bullying, and sexual violence. The SSA is an online survey with 48 base questions. There are an additional 37 potential follow-up questions based on students' responses to the base questions. The survey takes less than 15 minutes, on average, to complete. Once launched in PY 2022, the SSA will be initially administered quarterly to a sample of students based on centers' On-Board Strength (OBS). Students who have been enrolled in the program for two weeks or more are eligible for inclusion in the sample.

F. Additional Policies

Provided below are additional policies in effect for PY 2022:

1. Grace Period for New Job Corps Centers

Prior to PY 2007, new centers were granted a one-year grace period during which they were not held accountable to the same degree as more established centers for outcomes and performance results. Effective PY 2007, the grace period for newly opened centers was increased from one year to two years, primarily to allow sufficient time for students to enroll and progress through all stages of Job Corps services, and to have student data populate in all performance pools. The grace period was extended to two years based upon the Average Length of Stay (ALOS) for all students and graduates, as well as time required for students to populate the longer-term placement pools. The two-year grace period is calculated from the start date of the contract, not when the center enrolls its first student. Performance outcome data will still be captured in the CIS as students enter and separate, but the center will not be held accountable for purposes of OMS.

2. Policy for Crediting Transfers to Advanced Training (AT) Programs

Job Corps offers both basic and advanced CTT programs. CTT completers are encouraged to enroll in a Job Corps Advanced Training (AT) program to earn additional and higher-level industry-recognized credentials and enhance their employability. The National Office has approved a variety of AT programs at certain Job Corps centers. Students enrolled in AT programs have the opportunity to extend their enrollment up to one full year beyond the current two-year enrollment limitation. All students who are placed in an approved AT program must meet the AT program's specific eligibility criteria. Job Corps' policy for crediting centers in situations where CTT completers are transferred to AT programs is outlined below. **NOTE:** This policy does not apply to Advanced Career Training (ACT) transfers.

- (a) **General:** The crediting policy for AT transfers applies solely to those cases where a student physically transfers to a *different* center to enroll in that center's AT program.

All placement accomplishments are credited to both the sending and the AT centers. The AT centers, however, are not credited for on-center accomplishments achieved at the sending center, nor can they obtain credit for the Measurable Skills Gains Rating measure nor the HSD/HSE indicator. AT centers can receive credit for the following indicators of the Credential Attainment measure, as applicable, when the student attains them at their center: CTT completion, and Primary Industry Recognized Credential (IRC) attainment.

In those cases where both the sending center and the AT center are credited for the same measure, the regional total and national total count the credit only once. In other words, the regional and national totals do not double-count credits for one student's accomplishments.

NOTE: In situations where a student enters the AT program at the *same* center (that is, the sending center and the AT center are one and the same), the student is not considered an AT transfer, and the policy regarding crediting does not apply. Students who enter an AT program at the same center will be placed in the pools for direct center service measures (Credential Attainment Rating and Measurable Skills Gains Rating) at the time of attainment or at separation from Job Corps.

A table summarizing the crediting policy can be found in Appendix 501-Attachments, Attachment 3: PY 2022 Center Report Card Pools and Credits for Graduates Transferred to Advanced Training (AT) Programs.

- (b) **Sending Centers:**

(1) **Credits for On-Center Attainments:**

- At the time when the attainment is made, the sending center will receive applicable credits for the following direct center services measures and indicators based upon the student's attainment while at that center for PY 2022:
 - ✓ Credential Attainment Rating measure:
 - HSD or HSE Attainment Rate
 - CTT Completion Rate
 - Primary IRC Attainment Rate
 - ✓ Measurable Skills Gains Rating measure:
 - Literacy Gain Rate
 - Numeracy Gain Rate

- At the time of transfer, the sending center will receive applicable credits for the following direct center services measure and indicators for PY 2022:
 - ✓ Measurable Skills Gains Rating measure:
 - Average Literacy Gain
 - Average Numeracy Gain

(2) Credits at Time of Transfer to AT Program: At the time of the transfer:

- The sending center will receive an automatic education placement credit for the Placement Rate measure. If the student is subsequently placed in a job or education/training program after separating from the AT center, the automatic education placement credit will be replaced by a credit for the student's actual placement.
- The sending center will not receive any credits for direct center services measures that are earned while the student is at the AT center.

(3) Credits at CTS Placement, and Quarter 2 and Quarter 4 Placement: After separation from the AT center:

- The sending center will receive "flow-back" credits as applicable for all placement measures. Specifically, if the student is placed in a job after separating from the AT center, the student will be placed in the sending center's Placement Quality Rating pool for Quality Placement Rate and for Average Hourly Wage at Placement and will receive credit as applicable. If the placement is a job training match (JTM) to the student's training received at the sending center, then the student will also be placed in the sending center's CTT Completer JTM pool and will receive credit. If the job placement is not a JTM to the student's training received at either the sending or receiving center, the student will be placed in the sending center's CTT Completer JTM pool and receive a negative credit. If a student is placed in postsecondary education/training after separating from the AT center, the student will be placed in the sending center's Placement Quality Rating pool for one indicator (Quality Placement Rate) and will receive credit.
- For students who respond to the Quarter 2 survey, the student will be included in the sending center's pool for the Graduate and Former Enrollee Placement Rate in Quarter 2 measure and will receive credit as applicable for that

measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the Graduate and Former Enrollee Average Earnings in Quarter 2 measure pool and the sending center will receive credit for the student's earnings as calculated based on the information provided in the survey.

For students who respond to the Quarter 4 survey, the student will be placed in the sending center's pool for the Graduate and Former Enrollee Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions.

- (c) **Receiving AT Centers: Credits for On-Center Attainments:** At the time the attainment is made at the AT center or at the time of separation from the AT center:
- The student will be entered in the AT center's pool for two of the Credential Attainment Measure indicators (CTT Completion Rate and Primary IRC Attainment Rate). The credit for these indicators will only be based on the student's accomplishments while at the AT center. For example, if the student completed his or her CTT program at the sending center but did not complete the trade at the AT center, the AT center would not receive credit for the CTT Completion Rate indicator. However, from the perspective of the Job Corps program, the student will be regarded as a CTT completer (having completed a CTT program at the sending center) and as noted below, will be included in the JTM pool if he or she is placed in a job after separation.
 - The student will not be included in the pool for the HSD or HSE Attainment Rate indicator, or the Measurable Skills Gains Rating measure at the AT center.
 - The AT center will receive credits as applicable for the CTS placement measures. Specifically, the student will be placed in the AT center's pool for the Placement Rate measure and will receive credit as applicable. If the student is placed in a job, the student will be placed in the pools of both indicators of the AT center's Placement Quality Rating measure (JTM Placement Rate and Quality Placement Rate) and for Average Hourly Wage at Placement and receive credit as applicable. If the job is a JTM for the sending center but not the AT center, the student will not be in the pool for the JTM indicator of the AT center. If the student is placed in an education/training program, the student is placed in the Quality Placement Rate indicator of the AT center's Placement Quality Rating measure.
 - For students who respond to the Quarter 2 survey, the student will be put in the AT center's pool for the Graduate and Former

Enrollee Placement Rate in Quarter 2 measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the Graduate and Former Enrollee Average Earnings in Quarter 2 measure pool and receive credits for the student's earnings as calculated based on the information provided in the survey.

- For students who respond to the Quarter 2 survey, the student will be put in the AT center's pool for the Graduate and Former Enrollee Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions.

(d) Receiving AT Centers: CTS Placement, and Quarter 2 and Quarter 4 Placement: After separation from the AT center:

- The AT center will receive credits as applicable for the CTS placement measures. Specifically, the student will be placed in the AT center's pool for the Placement Rate measure and will receive credit as applicable. If the student is placed in a job, the student will be placed in the pools of both indicators of the AT center's Placement Quality Rating measure (JTM Placement Rate and Quality Placement Rate) and for Average Hourly Wage at Placement and receive credit as applicable. If the job is a JTM for the sending center but not the AT center, the student will not be in the pool for the JTM indicator of the AT center. If the student is placed in an education/training program, the student is placed in the Quality Placement Rate indicator of the AT center's Placement Quality Rating measure.
- For students who respond to the Quarter 2 survey, the student will be put in the AT center's pool for the Graduate and Former Enrollee Placement Rate in Quarter 2 measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the Graduate and Former Enrollee Average Earnings in Quarter 2 measure pool and receive credits for the student's earnings as calculated based on the information provided in the survey.
- For students who respond to the Quarter 2 survey, the student will be put in the AT center's pool for the Graduate and Former Enrollee Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions.

- (e) **Multiple AT Transfers: Credit at Transfer, Separation, CTS Placement, and Quarter 2 and Quarter 4 Placement:** If a student transfers from one center to another center to enroll in an AT program and then subsequently transfers either back to the sending center, or to another center, credit is assigned as follows:
- The center that first transfers a student to an AT program at another center is the only center that will receive an automatic education credit for the Placement Rate measure. No subsequent center that the student transfers from will receive an automatic placement education credit at the time of the transfer.
 - The student will be placed in the pools of the following indicators of the Credential Attainment Rating measure at all subsequent new centers transferred to, regardless of whether a CTT program is completed or a primary IRC is attained while at that center: CTT Completion Rate and Primary IRC Rate Credit will only be granted for on-center accomplishments achieved at that specific center. **NOTE:** If the student transfers back to the sending center, the student will not be placed in that center's CTT completion pool again.
 - The first center and all subsequent centers are accountable for post-center measures, regardless from which center the student ultimately separates.

3. Timelines for Reporting Placement Data

Per the PRH, Chapter 4, Section 4.4, the timelines surrounding reporting, verifying, and entering placement data are as follows:

- (a) **Date Reported:** This is the date the student first enters a placement during their **initial placement window**, regardless of whether they meet Job Corps' placement definition, and regardless of when the CTS contractor first learns of the student's placement. The Date Reported must occur within the **placement service window** time frame.

Exceptions to the Date Reported policy are currently allowed in the following circumstances:

- If the student enters a placement prior to their separation date, the Date Reported must be recorded as the date following the separation date.

For placement upgrades, the Date Reported is the first day the student starts the upgraded placement - whether this is the first day at a new, upgraded placement or the first day the position, hours, wages or credits improved in an existing placement.

- (b) **Date Placed:** This is the date the student meets the Job Corps definition for placement and must be at least 7 calendar days after the Date Reported in order to ensure that the placement criteria have been met. For example, if the Date Reported is April 1, then the Date Placed must be on or after April 8.
- (c) **Date Verified:** This is the date that documentation is received verifying the placement, including the hours, duration, and/or wage as appropriate.
- (d) **Date Approved:** This is the date, after all the placement and verification information is entered into the CTS System, that the placement is approved by either a CTS Manager or Coordinator.

NOTE: For crediting purposes, the placement verification must be received and reported to the JCDC via the CTS System within 90 calendar days of Date Reported. The Date Placed, Date Verified, and Date Approved are not required to be in the placement service window. However, the time from the Date Reported to the Date Approved must be 90 calendar days or less.

If the verification is not received and/or the information is not entered into the CTS system within the above-specified time frame, the CTS contractor and center will not receive credit for the Placement Rate measure for this student. The student will not be in the pool of any of the Placement Quality Rating indicators and Graduate and Former Enrollee Average Hourly Wage at Placement and the CTS contractor and center will not receive credit for these measures. JCDC will, however, include these placements in the National and Regional totals of the CTS placement measures if they otherwise meet placement requirements.

If the student responds to the post-separation surveys, the CTS contractor and center can receive credit for the Quarter 2 and Quarter 4 placement and Quarter 2 Average Earning measures as appropriate.

4. Placement Upgrades

Placement upgrades occurring while the student's placement service window is active will continue to be credited in PY 2022. As in prior years, placement upgrades that occur during the placement window are credited for the Placement Rate measure, Graduate and Former Enrollee Average Hourly Wage at Placement, and Placement Quality Rating measure (and its two indicators as applicable: JTM Rate and Quality Placement Rate). All students (graduates and former enrollees) are eligible for upgrades that occur while their placement windows are active.

Example: A graduate separates from a center and is initially reported as placed in

a \$15.00 per hour, non-JTM, and full-time job. Credit for that student is given in the Center Report Card for the Placement Rate measure and for the following: Average Hourly Wage at Placement (at \$15.00 per hour), and Placement Quality Rate (for a full-time job). During the placement window, the graduate obtains another full-time position that is a JTM and has an hourly wage of \$17.50; a placement record for this job should be submitted since there has been a change in the placement information. The Date Reported is entered as the first date the wage increase is in effect. Upon submission of the verified increase, the higher wage and job information replaces the lower, thereby “upgrading” the result for the student. That is, credit for the Placement Rate, Average Hourly Wage at Placement and Placement Quality Rate indicators is replaced by the \$17.50 per hour job, and credit is now also given for the JTM Rate.

NOTE: For upgraded placements, the Date Reported is the first day the student starts the upgraded placement (whether this is the first day at a new, upgraded placement or the first day the position, hours, wages or credits improved in an existing placement). From Date Reported, CTS contractors have 90 calendar days to verify and approve the upgraded placement in the CTS system. All subsequent placements that occur after the initial placement, yet during the placement window, should be recorded for informational purposes, regardless of whether the placement is an upgrade. However, only those placements that are upgrades are credited for the CTS placement measures. A chart outlining the placement upgrade policy can be found in Appendix 501-Attachments, Attachment 2: PY 2022 Initial Placements and Allowable Upgrades. For PY 2022 a correction has been made to the chart in Attachment 2 to align with current processes. This change removes from the chart initial placements that are Apprenticeships since no other type of placement is considered an upgrade to an Apprenticeship placement. Apprenticeships continue to be listed as an upgrade to all other initial placements. Upgrades are credited to align the systems with the CTT Report Card, emphasize the importance of continuous progress in the workforce, and encourage JTM and post-secondary education/training placements.

5. Filing a Request to Add a Placement Code to the Job Training Match (JTM) Crosswalk

The process created in PY 2007 for requesting the addition of an O*NET-SOC placement code to the JTM Crosswalk will continue to be available for PY 2022. A request should be submitted only if the current JTM Crosswalk does not already contain a specific placement code that: (a) is the most appropriate O*NET-SOC code to describe a placement outcome, and (b) is directly related to one of the Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code. Please ensure

that requests are filed using the PY 2022 version of the Request Form located in Appendix 501-Attachments, Attachment 6: PY 2022 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk and Request Form.

6. **Military Wage at Placement**

Job Corps uses a standardized hourly wage rate to record the salary of Job Corps students placed in the military. This rate applies for all students who enter the military during their initial placement (or as a placement upgrade). Standardized weekly earnings rates are also used for students who are enlisted in the military in Quarter 2 after exit.

To develop the standardized military hourly wage at placement, the estimated gross annual earnings is calculated by summing the gross annual basic pay for E-1 enlistees at entry (<4 months), the annual initial clothing allowance (weighted by the most recent CY student placements across military branch and gender), the annual subsistence allowance, the estimated value of the house services received, plus the tax-value of the latter three benefits. The total adjusted gross amount is divided by 2,080 hours to yield an average hourly wage at placement.

The annual gross values for all components, except basic pay, remain the same in calculating the standardized military wage at placement and for the second quarter after exit. In calculating weekly earnings at Quarter 2 after exit, the value for basic pay for E-1 enlistees active for 4 or more months is used (since, depending on when the student separated from Job Corps during a particular calendar quarter, Quarter 2 can be 4 to 6 months, 5 to 7 months, or 6 to 8 months after exit).

Beginning January 2017, the standardized military hourly wage and weekly earnings at Quarter 2 after exit used by Job Corps is adjusted annually to reflect the most current military compensation levels typically updated at the start of the calendar year. The annual adjustments account for the military base pay percentage increases determined by the House Armed Services Committee as well as increases in the allowances rates. The annual military hourly wage at placement and Quarter 2 weekly earnings values are shared with the Job Corps community via a Program Information Notice at the beginning of each calendar year.

NOTE: While students who enlist in the military may be eligible for incentive/special pays, bonuses, retirement, vacation, and education assistance, these additional benefits are not included in the calculation of the standardized wage rate in order to ensure a degree of uniformity of measurement with the wages recorded for students who are in civilian positions (which do not include any benefits that may be received, such as free or subsidized medical coverage, subsidized transportation, retirement savings contributions, etc.).

7. **Second Quarter (Quarter 2) and Fourth Quarter (Quarter 4) after Exit Quarter Surveys**

In PY 2022, Job Corps will continue to report graduate and former enrollee placements in Quarter 2 and Quarter 4 after exit quarter and graduate and former enrollee average earnings in Quarter 2 after exit quarter. Job Corps' post-separation surveys capture such information for all students who have demonstrated a commitment to the program (i.e., those who have completed the Career Preparation Period or have been enrolled for 60 or more days). Data from these surveys are used to calculate placement and earnings credits for the three Quarter 2 and Quarter 4 placement and earnings measures in the OMS.

Provided below is a description of the survey process and requirements:

- (a) **Data Validity:** Job Corps is committed to the highest standards of data validity and integrity for all data collected and used in the performance management systems. In particular, this applies to all information obtained from students through the Quarter 2 and Quarter 4 after exit surveys. It is important that all Job Corps staff recognize the policies and procedures that need to be followed when collecting data from human subjects to ensure the validity and integrity of these data. Provided below is background on the information provided to students when the surveys are administered, followed by examples of behaviors that potentially threatens the validity and integrity of the data.

The Office of Job Corps and the survey contractors are committed to the ethical conduct of the Quarter 2 and Quarter 4 survey data collection to protect the rights of participants. This includes providing participants with information about the survey and their rights as participants so that they can make an informed decision about whether to participate. The survey is voluntary, which means that participants have the right to refuse to participate and must not be subject to coercion or otherwise made to feel that a benefit of the program will be denied to them if they do not participate.

- (b) **Survey Protocol:** Before beginning the questionnaire, survey staff read each participant a statement of "informed consent" that includes the following guidelines and principles:

- Their participation in the survey is voluntary
- They have the right to refuse to participate in the survey or to refuse to answer any questions they do not wish to answer
- Their refusal to participate in the survey will not impact any benefit they are eligible to receive as participants in the Job Corps program
- The information they provide will be confidential and will only be used by Job Corps for purposes of program evaluation

(c) **Prohibited Activities:** To ensure that participation in Job Corps' Second and Fourth Quarter after exit surveys remains voluntary and that Job Corps program staff does not engage in any practice that might be construed as coercion, the following practices should be avoided by all Job Corps staff:

- Linking the receipt of any payments, awards, or benefits that Job Corps students are otherwise eligible to receive for their program participation to the conduct or result of the survey is inappropriate. Whether the student completes the surveys and whether answers result in a positive credit for the program, center, or CTS contractor, survey results should never be used to give or deny students any payments, awards, or benefits for which they are otherwise eligible.
- Instructing students that they should not participate in the surveys unless they are employed or in school is inappropriate and would lead to invalid measures of program performance.
- Coaching students on their responses, such as providing or suggesting "correct" or "incorrect" answers to questions is inappropriate.
- Listening in on the telephone while the student takes a confidential survey is inappropriate. If former students call the survey line from a counselor's office, the counselor should leave the room so that the participant can answer the survey in private.
- Calling the survey line professing to be the student to complete the survey(s) in place of the student is inappropriate and leads to invalid outcome measures.
- Requesting students whose responses to the survey resulted in zero credit to call the survey line and take the survey over again is inappropriate. Moreover, if a student has already completed the survey, the survey contractor will not administer a second survey. **NOTE:** If a student's survey resulted in no credit and the center or CTS contractor believes the student was in a qualified placement, the appropriate step is to file an appeal.
- Withholding known contact information for students who do not currently have a Job Corps-valid job or educational placement is inappropriate and will lead to invalid outcome measures.
- Encouraging students in their survey windows to call the survey contractors instead of waiting to be contacted by the survey contractors is inappropriate. The Quarter 2 and Quarter 4 after exit quarter survey system is designed for out-bound calls by contractors to former students in their survey windows to sustain the third-party objectivity and data integrity. Encouraging and organizing student call-ins undermines the integrity of the system.

The Office of Job Corps actively responds to violations of this policy.

Consequences for unethical or fraudulent contact could include:

- Dismissal of the responsible contractor staff;
- Invalidation of any credits received for the second and fourth quarter after exit surveys (as applicable) in the Center, CTS, and CTT Report Cards;
- Administrative movement of the contractor to the bottom of the Report Cards, affecting their performance and incentive bonus, as well as their internal scores for earning future contracts; and/or
- Cancellation of the contract.

NOTE: These or similar repercussions may be imposed when such behavior is identified.

(d) Appeal Process:

For PY 2022, appeals will be accepted for both placement and earnings outcomes reported from the Quarter 2 survey and placement outcomes reported from the Quarter 4 survey for the following measures:

- Graduate and Former Enrollee Placement Rate in Quarter 2 after Exit;
- Graduate and Former Enrollee Average Earnings in Quarter 2 after Exit;
- Graduate and Former Enrollee Placement Rate in Quarter 4 after Exit; and
- Graduate Average Earnings in Quarter 4 after Exit (for verification of Quarter 4 placement).

Placement and earnings outcomes appeals are only approved if supporting documentation can validate that student's placement was in the applicable survey quarter and met Job Corps' placement definitions. Appeals will be accepted and processed only when all the four conditions below are met:

- a student is working, in education or training, or in the military during the survey quarter with adequate documentation,
- completed the Quarter 2 or Quarter 4 survey,
- received negative survey results, and
- the 8-week survey window has expired

All appeals for **job** placements, including active duty military, must include an appeal for earnings for the **same** quarter. Earnings only appeals are accepted where a positive job placement is credited (through data collected via the post-separation surveys). Please note that the survey appeals are not designed for verification of initial placement outcomes. It is also important to note that the required placement documentation must cover the survey quarter, not for the 8-week survey window.

The following table provides the Quarter 2 and Quarter 4 start and end dates according to a student's separation date:

Q2	Exit Quarter	Q2 Survey Reference Quarter	Q2 Survey Quarter Start of 8-Week Survey Window
	10/2021 – 12/2021	4/2022 – 6/2022	7/2022 – 9/2022
	1/2022 – 3/2022	7/2022 – 9/2022	10/2022 – 12/2022
	4/2022 – 6/2022	10/2022 – 12/2022	1/2023 – 3/2023
	7/2022 – 9/2022	1/2023 – 3/2023	4/2023 – 6/2023
Q4	Exit Quarter	Q4 Survey Reference Quarter	Q4 Survey Quarter Start of 8-Week Survey Window
	4/2021 – 6/2021	4/2022 – 6/2022	7/2022 – 9/2022
	7/2021 – 9/2021	7/2022 – 9/2022	10/2022 – 12/2022
	10/2021 – 12/2021	10/2022 – 12/2022	1/2023 – 3/2023
	1/2022 – 3/2022	1/2023 – 3/2023	4/2023 – 6/2023

Documentation: Appeals submitted for a placement must include a completed PY 2022 Job Corps Appeal Form for Quarter 2 or Quarter 4 Placement Outcomes using the template and instructions provided in Appendix 501- Attachments, Attachment 4.

Centers must submit supporting documentation to validate the placement and are required to provide justification for their appeal. Acceptable documentation for placement appeals includes:

- pay stubs,
- written statements from employer or educational entity on letterhead,
- business cards or office stamp from employer or educational entity on a center or CTS verification form,
- school/training institution transcript, or
- third-party employment verification documentation such as *The Work Number*, or the *SCRA website (for military placement verification only)*.

Placement appeals are only considered if the supporting documentation can validate that the student's placement was in the applicable survey

quarter and met Job Corps' placement requirements.

Earnings appeals must include a completed PY 2022 Job Corps Appeal Form for Quarter 2 Earnings Outcomes using the template and instructions provided in Appendix 501- Attachments, Attachment 5.

All earnings appeals must include documentation to completely validate the earnings reported for the student for the entire quarter. For a complete list of the documentation required to validate total earnings received by the student in the quarter, please see the instructions in Attachment 5.

Documentation is required to validate total earnings received for all hours worked in the quarter and for all jobs held by the student in the quarter.

This includes:

- All part-time and full-time jobs the student held in the quarter even if some of the jobs do not meet the Job Corps placement criteria.
 - ✓ Earnings must be calculated for hours worked in the quarter at all jobs, plus any overtime, tips, and commissions earned from work conducted in the quarter.
If a student receives income from bonuses, tips, or commissions earned during the appeal quarter and previous quarter(s), the earnings appeal should only include the portion earned and verified during the appeal quarter, some of which might be paid during the next quarter.
 - ✓ At least one job must meet Job Corps job placement criteria, and earnings included in the earnings appeal and the relevant verification documentation should be from all employers or approved third-party verifiers.
- Each job during the appeal quarter must have one of the following forms of documentation to verify all earnings for that entire quarter:
 - ✓ pay stubs;
 - ✓ proof of income for tax purposes (e.g., W-2); third party verification (e.g., The Work Number,);
 - ✓ earnings statement from the employer or payroll company; or timesheet record.

All verification documentation from an employer must include a signature from a point of contact. As specified in Table 1, Attachment 5 of Appendix 501- Attachments, Verification of Employment forms are required when other forms of documentation do not include enough information to fully verify students' quarterly wage.

To protect students' Personally Identifiable Information (PII), appeal submissions and supporting documentation should ONLY include students' names and Student ID numbers issued by Job Corps for identification purposes. Under no circumstances should any appeal and/or supporting documentation contain a student's Social Security Number

(SSN). Job Corps requires that SSNs be redacted from any supporting document before submission to the National Office.

Submission of Appeals: Completed appeal form(s), justification and required supporting documentation are to be scanned/e-mailed to:

surveyappeals@dol.gov

Appeals must be submitted and received by close of business (COB), two working days prior to the last working day of the month to be processed within that month.

The following timetable outlines the PY 2022 dates during which appeals must be received by the National Office, Program Performance Team:

Appeals for	Received from	To COB
July 2022	6/29/22	7/26/22
August 2022	7/27/22	8/26/22
September 2022	8/29/22	9/27/22
October 2022	9/28/22	10/26/22
November 2022	10/27/22	11/25/22
December 2022	11/28/22	12/27/22
January 2023	12/28/22	1/26/23
February 2023	1/27/23	2/23/23
March 2023	2/24/23	3/28/23
April 2023	3/29/23	4/25/23
May 2023	4/26/23	5/26/23
June 2023	5/29/23	6/27/23

Appeals must be filed within 90 calendar days from the date the first report was issued with the individual student's outcomes (OMS-20, CTT-20, or CTS-20).

The Office of Job Corps will review (according to the timetable above) the appeal and all supporting documentation to determine if the justification supports granting an appeal. Documentation and decisions will be retained for future reference. Notification of outcomes (both approvals and denials) will be e-mailed by the Office of Job Corps to the appealing entity in the month following processing. For example, notifications of the outcomes of appeals processed in July will be e-mailed in August.

G. Data Integrity

Job Corps' performance management system is also an integral tool for continuous

program improvement and is a key factor for performance-based contracting. To maintain the highest level of data integrity, the Office of Job Corps has established a Data Integrity Audit (DIA) system to ensure the validity and reliability of the information supporting the performance management systems. Using random and targeted samples, DIAs identify and report on specific instances of improperly reported or anomalous data, as well as management practices that could potentially affect data integrity. The Office of Job Corps conducts DIAs on center records pertaining to HSD/HSE attainment, CTT completion, student leave, and on CTS contractor records pertaining to CTS placement, Job Training Match (JTM), and CTS provider follow-up results. The Regional Offices review and determine the appropriate action for all errors and discrepancies identified during the DIAs including imposing liquidated damages. Job Corps data entry requires each level of program staff to enter accurate and valid data. The Office of Job Corps continues to conduct rigorous DIAs and remains vigilant and responsive to all data integrity issues.

H. PY 2022 OMS Report Cards

Provided on the following pages are summary tables of the PY 2019 OMS Report Cards followed by the PY 2022 OMS Report Cards (and the supplemental report cards for calculating the composite measures). New measures/indicators and changes in goals and weights for PY 2022 compared to PY 2019, are represented in red font. See Appendices 501a, 501b, 501c, and 501d for specific information on the individual outcome measurement systems, including changes, for PY 2022.

PY 2019 CENTER REPORT CARD			
Measure	Definition	Goal	Weight
DIRECT CENTER SERVICES (20%)			
Credential Attainment Rating±	Rating based on weighted performance on three indicators relative to goals: (1) HSD/HSE attainment rate*, (2) CTT completion rate, and (3) Primary IRC attainment rate	100%	15%
Measurable Skills Gains Rating±	Rating based on average performance of two indicators relative to goals: Average Literacy Gains and Average Numeracy Gains	100%	5%
CTS PLACEMENT OUTCOMES (30%)			
Placement Rate	Number of graduates and former enrollees placed in a job, the military, an education/training program, or who transferred to <u>an approved Advanced Training program at another center</u> Number of graduates and former enrollees whose placement records are due or received or who transferred to an approved Advanced Training program at another center	83%	10%
Graduate and Former Enrollee Average Hourly Wage at Placement*	Sum of hourly wages of graduates and former enrollees <u>placed in a job or the military</u> Number of graduates and former enrollees placed in a job or the military	\$12.00	7.5%
Placement Quality Rating±	Rating based on weighted performance on two indicators relative to goals: (1) job-training match rate, and (2) quality placement rate (percentage of all initially placed graduates and former enrollees in apprenticeship programs, full-time jobs, the military, full-time college, full-time college/job combination, or full-time post-secondary training)	100%	12.5%
Q2/Q4 PLACEMENT OUTCOMES (50%)			
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 2 <u>survey they are in a job, the military, or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 2 survey	80%	20%
Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 4 <u>survey they are in a job, the military, or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 4 survey	80%	20%
Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter*	Sum of earnings of graduates and former enrollees who report <u>they are in a job or the military on the Quarter 2 survey</u> Number of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter	\$5,500	10%
Employer Retention Rate	Number of graduates and former enrollees who were employed by the <u>same employer in Quarter 2 and Quarter 4 after exit quarter</u> Number of graduates and former enrollees who complete the Quarter 4 survey and were employed in Quarter 2 after exit quarter	60%	0%
*Has Model-based Goal ±Composite Measures			100%

PY 2019 SUPPLEMENTAL CENTER REPORT CARD			
Indicator	Definition	Goal	Weight
CREDENTIAL ATTAINMENT RATING			
HSD/HSE Attainment Rate*	<u>Number of students who attain either an HSD or HSE</u> Number of separated students without an HSD or HSE at entry	65%	40%
Career Technical Training (CTT) Completion Rate	<u>Number of students who complete a CTT program</u> Number of separated students	70%	30%
CTT Primary IRC Attainment Rate	Number of CTT students who attain an approved Primary <u>industry-recognized credential or complete an NTC program</u> Number of separated students assigned to a CTT program	90%	30%
*Has Model-based Goal			100%
MEASURABLE SKILLS GAINS RATING			
Average Literacy Gains	Sum of Educational Functioning Level gains attained on the highest <u>valid subsequent TABE reading test</u> Number of students who score Educational Functioning Level 4 or below on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center	1 EFL	50%
Average Numeracy Gains	Sum of Educational Functioning Level gains attained on the highest <u>valid subsequent TABE math test</u> Number of students who score Educational Functioning Level 5 or below on the initial TABE math test and students who do not take a valid initial math test during the first 21 calendar days on center	1 EFL	50%
			100%
PLACEMENT QUALITY RATING			
Career Technical Training (CTT) Completer Job Training Match (JTM) Rate	Number of CTT completers placed <u>in a training-related job or the military</u> Number CTT completers placed in a job or the military	65%	35%
Full-Time Quality Placement Rate	Number of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or <u>a full-time post-secondary training program</u> Number of initially placed graduates and former enrollees	75%	65%
			100%

PY 2022 CENTER REPORT CARD			
Measure	Definition	Goal	Weight
DIRECT CENTER SERVICES (30%)			
Credential Attainment Rating±	Rating based on weighted performance on three indicators relative to goals: (1) HSD/HSE attainment rate, (2) CTT completion rate, and (3) Primary IRC attainment rate	100%	25%
Measurable Skills Gains Rating±	Rating based on average performance of four indicators relative to goals: Average Literacy Gains, Average Numeracy Gains, Literacy Gain rate and Numeracy Gain rate	100%	5%
CTS PLACEMENT OUTCOMES (40%)			
Placement Rate	Number of graduates and former enrollees placed in a job, the military, an education/training program, or who transferred to <u>an approved Advanced Training program at another center</u> Number of graduates and former enrollees whose placement records are due or received or who transferred to an approved Advanced Training program at another center	83%	12.5%
Graduate and Former Enrollee Average Hourly Wage at Placement*	Sum of hourly wages of graduates and former enrollees <u>placed in a job or the military</u> Number of graduates and former enrollees placed in a job or the military	\$16.25	7.5%
Placement Quality Rating±	Rating based on weighted performance on two indicators relative to goals: (1) job-training match rate, and (2) quality placement rate (percentage of all initially placed graduates and former enrollees in apprenticeship programs, full-time jobs, the military, full-time college, full-time college/job combination, or full-time post-secondary training)	100%	20%
Q2/Q4 PLACEMENT OUTCOMES (30%)			
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 2 <u>survey they are in a job, the military, or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 2 survey	80%	12.5%
Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 4 <u>survey they are in a job, the military, or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 4 survey	80%	12.5%
Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter*	Sum of earnings of graduates and former enrollees who report <u>they are in a job or the military on the Quarter 2 survey</u> Number of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter	\$7,700	5%
Employer Retention Rate	<u>Number of graduates and former enrollees who were employed by the same employer in Quarter 2 and Quarter 4 after exit quarter</u> Number of graduates and former enrollees who complete the Quarter 4 survey and were employed in Quarter 2 after exit quarter	60%	0%
*Has Model-based Goal ±Composite Measures			100%

PY 2022 SUPPLEMENTAL CENTER REPORT CARD			
Indicator	Definition	Goal	Weight
CREDENTIAL ATTAINMENT RATING			
HSD/HSE Attainment Rate	Number of students who attained either an HSD or HSE <u>in the reporting period</u> Of those without an HSD/HSE at entry, the number who attained one during the reporting period plus the number who exited in the reporting period without attaining an HSD/HSE	70%	33.4%
Career Technical Training (CTT) Completion Rate	Number of students who attained their first CTT program <u>in the reporting period</u> Number of students who completed their first CTT program during the reporting period plus the number who exited in the reporting period without completing a CTT program	75%	33.3%
CTT Primary IRC Attainment Rate	Number of CTT students who attained their first approved Primary industry-recognized credential or completed an NTC program <u>in the reporting period</u> Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC	90%	33.3%
			100%
MEASURABLE SKILLS GAINS RATING			
Average Literacy Gains	Sum of Educational Functioning Level gains attained on the highest <u>valid subsequent TABE reading test</u> Number of exited students who scored Educational Functioning Level 4 or below on the initial TABE reading test and students who did not take a valid initial reading test during the first 21 calendar days on center	1 EFL	25%
Average Numeracy Gains	Sum of Educational Functioning Level gains attained on the highest <u>valid subsequent TABE math test</u> Number of exited students who scored Educational Functioning Level 5 or below on the initial TABE math test and students who did not take a valid initial math test during the first 21 calendar days on center	1 EFL	25%
Literacy Gain Rate	Number of students who made their first gain of 1 EFL or higher on a <u>valid subsequent TABE reading test during the reporting period</u> Number of students who a) scored EFL 4 or below on the initial TABE reading test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial reading test during the first 21 calendar days on center during the reporting period PLUS c) students who exited in the reporting period, scored EFL 4 or below on the initial TABE reading test and did not attain a gain of 1 EFL or higher on a subsequent follow up test	65%	25%

PY 2022 SUPPLEMENTAL CENTER REPORT CARD			
Indicator	Definition	Goal	Weight
Numeracy Gain Rate	<p>Number of students who made their first gain of 1 EFL or higher on a <u>valid subsequent TABE math test during the reporting period</u></p> <p>Number of students who a) scored EFL 5 or below on the initial TABE math test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial math test during the first 21 calendar days on center in the reporting period, PLUS c) students who exited in the reporting period, scored EFL 5 or below on the initial TABE math test and did not attain a gain of 1 EFL or higher on a subsequent follow up test</p>	65%	25%
			100%
PLACEMENT QUALITY RATING			
Career Technical Training (CTT) Completer Job Training Match (JTM) Rate	<p>Number of CTT completers placed <u>in a training-related job or the military</u></p> <p>Number CTT completers placed in a job or the military</p>	65%	45%
Full-Time Quality Placement Rate	<p>Number of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or <u>a full-time post-secondary training program</u></p> <p>Number of initially placed graduates and former enrollees</p>	85%	55%
			100%

PY 2019 OA REPORT CARD			
Measure	Definition	Goal	Weight
QUANTITY/PRODUCTION (60%)			
Female Arrival Rate	$\frac{\text{Number of female arrivals}}{\text{Total female contracted quota}}$	100%	30%
Total Arrival Rate	$\frac{\text{Number of total arrivals}}{\text{Total contracted quota}}$	100%	30%
QUALITY/COMMITMENT (40%)			
Non-Level 1 Zero Tolerance (ZT) Separation Rate	Number of student arrivals who do not separate for a Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c within the first 30 calendar days or <u>under code 5.2A within the first 45 calendar days</u> Number of student arrivals with the opportunity to stay in the program for at least 45 calendar days	98%	5%
Arrivals With 90-Day Commitment Rate	Number of students in the pool who stay for <u>90 or more calendar days</u> Number of student arrivals with the opportunity to stay in the program for at least 90 calendar days	85%	30%
Graduate Rate	$\frac{\text{Number of students who separate as graduates}}{\text{Number of separated students}}$	65%	5%
			100%

PY 2022 OA REPORT CARD			
Measure	Definition	Goal	Weight
QUANTITY/PRODUCTION (60%)			
Female Arrival Rate	<u>Number of female arrivals</u> Total female contracted quota	100%	30%
Total Arrival Rate	<u>Number of total arrivals</u> Total contracted quota	100%	30%
QUALITY/COMMITMENT (40%)			
Non-Level 1 Zero Tolerance (ZT) Separation Rate	Number of student arrivals who do not separate for a Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c within the first 30 calendar days of enrollment or under code 5.2A within the first 45 calendar days of enrollment (first 45 calendar days of arrival to center for VE students) <hr style="width: 50%; margin: 0 auto;"/> Number of student arrivals with the opportunity to stay in the program for at least 45 calendar days after enrollment (45 calendar days after arrival to center for VE students)	98%	5%
Arrivals With 90-Day Commitment Rate	Number of students in the pool who stay for <u>90 or more calendar days</u> Number of student arrivals with the opportunity to stay in the program for at least 90 calendar days	85%	30%
Graduate Rate	<u>Number of students who separate as graduates</u> Number of separated students	65%	5%
			100%

PY 2019 CTS REPORT CARD			
Measure	Definition	Goal	Weight
CTS PLACEMENT OUTCOMES (50%)			
Placement Rate	Number of graduates and former enrollees placed in a job, the military, <u>an education/training program, or a job/college combination</u> Number of graduates and former enrollees whose placement records are due or received	83%	20%
Placement Average Wage*	Sum of hourly wages of graduates and former enrollees <u>placed in a job or the military</u> Number of graduates and former enrollees placed in a job or the military	\$12.00	10%
Placement Quality Rating±	Rating based on weighted performance on two indicators relative to goals: (1) job-training match rate, and (2) quality placement rate (percentage of all initially placed graduate and former enrollees in apprenticeship programs, full-time jobs, the military, full-time college, full-time college/job combination, or full-time post-secondary training)	100%	20%
Q2/Q4 PLACEMENT OUTCOMES (50%)			
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 2 <u>survey they are in a job, the military, or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 2 survey	80%	20%
Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 4 <u>survey they are in a job, the military, or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 4 survey	80%	20%
Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter*	Sum of earnings of graduates and former enrollees who report <u>they are in a job or the military on the Quarter 2 survey</u> Number of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military	\$5,500	10%
*Has Model-based Goal ±Composite Measure			100%

PY 2019 SUPPLEMENTAL CTS REPORT CARD			
Indicator	Definition	Goal	Weight
PLACEMENT QUALITY RATING			
Career Technical Training (CTT) Completer Job Training Match (JTM) Rate	Number of CTT program completers placed <u>in a training-related job or the military</u> Number CTT program completers placed in a job or the military	65%	35%
Full-Time Quality Placement Rate	Number of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a <u>full-time post-secondary training program</u> Number of placed graduates and former enrollees	75%	65%
			100%

PY 2022 CTS REPORT CARD			
Measure	Definition	Goal	Weight
CTS PLACEMENT OUTCOMES (55%)			
Placement Rate	Number of graduates and former enrollees placed in a job, the military, <u>an education/training program, or a job/college combination</u> Number of graduates and former enrollees whose placement records are due or received	83%	25%
Placement Average Wage*	Sum of hourly wages of graduates and former enrollees <u>placed in a job or the military</u> Number of graduates and former enrollees placed in a job or the military	\$16.25	10%
Placement Quality Rating±	Rating based on weighted performance on two indicators relative to goals: (1) job-training match rate and (2) quality placement rate (percentage of all initially placed graduate and former enrollees in apprenticeship programs, full-time jobs, the military, full-time college, full-time college/job combination, or full-time post-secondary training)	100%	20%
Q2/Q4 PLACEMENT OUTCOMES (45%)			
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 2 <u>survey they are in a job, the military, or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 2 survey	80%	17.5%
Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 4 <u>survey they are in a job, the military, or an education/training program</u> Number of graduates and former enrollees who complete the Quarter 4 survey	80%	17.5%
Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter*	Sum of earnings of graduates and former enrollees who report <u>they are in a job or the military on the Quarter 2 survey</u> Number of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military	\$7,700	10%
*Has Model-based Goal ±Composite Measure			100%

PY 2022 SUPPLEMENTAL CTS REPORT CARD			
Indicator	Definition	Goal	Weight
PLACEMENT QUALITY RATING			
Career Technical Training (CTT) Completer Job Training Match (JTM) Rate	Number of CTT program completers placed <u>in a training-related job or the military</u> Number of CTT program completers placed in a job or the military	65%	45%
Full-Time Quality Placement Rate	Number of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a <u>full-time post-secondary training program</u> Number of placed graduates and former enrollees	85%	55%
			100%

PY 2019 CTT REPORT CARD			
Measure	Definition	Goal	Weight
DIRECT CENTER SERVICES (20%)			
Career Technical Training (CTT) Program Completion Rate	<u>Number of students who complete a CTT program</u> Number of separated students assigned to a CTT program	80%	10%
CTT Industry-Recognized Credential (IRC) I Attainment Rate	Number of CTT students who attain an approved <u>Primary IRC or complete an NTC program</u> Number of separated students assigned to a CTT program	90%	7.5%
CTT Industry-Recognized Credential (IRC) II Attainment Rate	Number of CTT students who attain an approved <u>Secondary IRC or an approved second Primary IRC</u> Number of separated students assigned to a CTT program	90%	2.5%
CTS PLACEMENT OUTCOMES (40%)			
CTT Completer Placement Rate	Number of CTT completers placed in a job, the military, an education/training program, a job/college combination, or who <u>transferred to an approved Advanced Training program at another center</u> Number of CTT completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center	92%	10%
CTT Completer Average Hourly Wage at Placement*	<u>Sum of hourly wages of CTT completers placed in a job or the military</u> Number of CTT completers placed in a job or the military	\$12.25	5%
CTT Completer Full-Time Quality Placement Rate	Number of CTT completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college <u>combination or a full-time post-secondary training program</u> Number of initially placed CTT completers	75%	10%
CTT Completer Job Training Match (JTM) Placement Rate	Number of CTT completers placed in a <u>training-related job or the military</u> Number of CTT completers placed in a job or the military	65%	10%
CTT Completer Job Training Match (JTM) Average Hourly Wage*	Sum of hourly wages of CTT completers placed in a <u>training-related job or the military</u> Number of CTT completers placed in a training-related job or the military	\$12.85	5%
Q2/Q4 PLACEMENT OUTCOMES (40%)			
CTT Completer Placement Rate in Quarter 2 After Exit Quarter	Number of CTT completers who report on the Quarter 2 survey they are <u>in a job, the military, or an education/training program</u> Number of CTT completers who complete the Quarter 2 survey	83%	15%
CTT Completer Placement Rate in Q4 After Exit Quarter	Number of CTT completers who report on the Quarter 4 survey they are <u>in a job, the military, or an education/training program</u> Number of CTT completers who complete the Quarter 4 survey	83%	15%
CTT Completer Average Earnings in Quarter 2 After Exit Quarter*	Sum of earnings of CTT completers who report <u>they are in a job or the military on the Quarter 2 survey</u> Number of CTT completers who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter	\$5,700	10%
*Has Model-based Goal (center level)			100%

PY 2022 CTT REPORT CARD			
Measure	Definition	Goal	Weight
Direct Center Services (30%)			
Career Technical Training (CTT) Program Completion Rate	Number of students who attained their first CTT program <u>in the reporting period</u> Number of students who completed their first CTT program during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing it	85%	15%
CTT Industry-Recognized Credential (IRC) I Attainment Rate	Number of CTT students who attained their first approved Primary IRC or completed an NTC program in the reporting period Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC	90%	10%
CTT Industry-Recognized Credential (IRC) II Attainment Rate	Number of CTT students who attained their first approved Secondary IRC or their second approved Primary IRC in the reporting period Number of students assigned to a CTT program who completed their first Secondary IRC/second Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Secondary IRC or a second Primary IRC	90%	5%
CTS Placement Outcomes (40%)			
CTT Completer Placement Rate	Number of CTT completers placed in a job, the military, an education/training program, or who transferred to an approved Advanced Training program at another center Number of CTT completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center	92%	10%
CTT Completer Average Hourly Wage at Placement*	<u>Sum of hourly wages of CTT completers placed in a job or the military</u> Number of CTT completers placed in a job or the military	\$16.75	5%
CTT Completer Full-Time Quality Placement Rate	Number of CTT completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program Number of initially placed CTT completers	88%	10%
CTT Completer Job Training Match (JTM) Placement Rate	Number of CTT completers placed in a <u>training-related job or the military</u> Number of CTT completers placed in a job or the military	65%	10%
CTT Completer Job Training Match (JTM) Average Hourly Wage*	Sum of hourly wages of CTT completers <u>placed in a training-related job or the military</u> Number of CTT completers placed in a training-related job or the military	\$17.35	5%
Q2/Q4 Placement Outcomes (30%)			
CTT Completer Placement Rate in Quarter 2 After Exit Quarter	Number of CTT completers who report on the Quarter 2 survey they are in a job, the military, <u>an education/training program, or a job/college combination</u> Number of CTT completers who complete the Quarter 2 survey	83%	12.5%

PY 2022 CTT REPORT CARD			
Measure	Definition	Goal	Weight
CTT Completer Placement Rate in Q4 After Exit Quarter	Number of CTT completers who report on the Quarter 4 survey they are in a job, the military, <u>an education/training program, or a job/college combination</u> Number of CTT completers who complete the Quarter 4 survey	83%	12.5%
CTT Completer Average Earnings in Quarter 2 After Exit Quarter*	Sum of earnings of CTT completers who report <u>they are in a job or the military on the Quarter 2 survey</u> Number of CTT completers who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter	\$7,900	5%
*Has Model-based Goal (center level)			100%