

**APPENDIX 501A**  
**POLICIES AND PROCEDURES FOR JOB CORPS’**  
**PROGRAM YEAR (PY) 2022**  
**PERFORMANCE MANAGEMENT SYSTEM**  
**CENTER OUTCOME MEASUREMENT SYSTEM**

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## **I. CENTER REPORT CARD FOR PY 2022**

*Prior to reviewing this section, please read the Introduction to Appendix 501. The Introduction provides rationale, policies, and procedural changes that apply to all of the Program Year (PY) 2022 Outcome Measurement System (OMS) Report Cards, as well as Attachments pertaining to this section.*

### **A. Overview**

The Center Report Card measures and accounts for performance across all Job Corps centers. This system collects and evaluates data regarding students' credential attainments, skill gains, placements and earnings. The performance measures are primarily derived from the program's authorizing legislation, the Workforce Innovation and Opportunity Act (WIOA) <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>, and the U.S. Department of Labor's (DOL's) priorities.

In PY 2018, Job Corps made substantive reforms to the Center Report Card that were implemented over two years. The Center Report Card was streamlined with a reduced number of measures that are more closely aligned with the primary measures reported under WIOA. In PY 2019 Job Corps completed the transition to the new system by shifting additional weight to the long-term placement measures. This revised system ultimately placed more emphasis on measures that support Job Corps' mission of placing students in meaningful jobs or further education. For PY 2022 Job Corps has made further changes to realign the system with departmental priorities and increase goals to account for current performance. Details on the changes made to the Center Report Card for PY 2022 can be found in Section B of this Appendix 501a.

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.

### **B. PY 2022 Changes in Appendix 501A**

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 from when a student separates to "real-time" (i.e., within a short timeframe after the attainment is made).

- Adding two new indicators under the Measurable Skill Gains Rating measure to capture Literacy and Numeracy Gain rates.
- Increasing measure/indicator goals and weights to improve performance and align with the programmatic and departmental priorities for the upcoming year.
- Removing the Quality Rating (QR) as a measure of the Center Quality Assessment since it is no longer produced during 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 on safety and security while in the program (Student Safety Assessment [SSA]).

### Real-Time Crediting:

Job Corps has transitioned to a real-time approach in the Center Report Card for crediting most 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 receive a credit for the Primary IRC Attainment rate indicator at the time of attainment. 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 in the OMS 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). A student who separates from Job Corps with no attainment recorded enters that measure's pool (as applicable) 14 calendar days after exit. This allows time for any credential that was attained shortly prior to exit to be recorded in CIS within 14 calendar days before the student enters the measure pool. 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, are credited for these achievements in the Center

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:

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 to the Center Report Card are listed below.

**Credential Attainment Rating:** The weight of the Credential Attainment Rating measure is increased from 15% to 25% in PY 2022. This change redistributes weight from the long-term placement measures to Direct Center Service measures to refocus on the importance of students attaining credentials and graduating from Job Corps as well as achieving strong placement and earning outcomes.

**High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate:** For PY 2022, Job Corps has increased the goal of the HSD/HSE Attainment indicator by 5 percent, from 65% to 70% to set a higher standard for achieving these necessary credentials that are linked to upward career mobility and higher wages. This indicator is credited in real-time for PY 2022. For PY 2022, all centers will use the national goal for this indicator as sample sizes for creating the statistical model to adjust goals for each operator are insufficient and not broadly representative of the Job Corps student population. The relative weight of this indicator has been reduced from 40% to 33.4% to give equal weighting to the three indicators under the Credential Attainment Rating measure.

**Career Technical Training (CTT) Completion Rate:** Similar to the goal increase for the HSD/HSE Attainment rate, the CTT Completion rate goal is increased from 70% to 75% to encourage stronger outcomes in this area. This indicator is credited in real-time

for PY 2022. The relative weight of this indicator has been increased from 30% to 33.3% to give equal weighting to the three indicators under the Credential Attainment Rating measure.

**CTT Primary Industry Recognized Credential:** This indicator is credited in real-time for PY 2022. The relative weight of this indicator has been increased from 30% to 33.3% to give equal weighting to the three indicators under the Credential Attainment Rating measure.

**Measurable Skill Gains Rating:** The Measurable Skill Gains Rating measure encompasses the performance of two new indicators (Literacy and Numeracy Gain rates) for PY 2022 as well as the two existing Average Gains indicators. For PY 2022, all centers will use the national goal for each of these indicators as sample sizes for creating the statistical models to adjust goals for each operator are insufficient and not broadly representative of the Job Corps student population.

- a) The **Average Literacy Gains** indicator is weighted at 25% to redistribute weight equally among the four indicators. For PY 2022, centers and regions will not have model-based goals for this indicator as sufficient data are not available to estimate reasonable models. Model-based goals will be developed for PY 2023 based upon data collected in PY 2022.
- b) The **Average Numeracy Gains** indicator is weighted at 25% to redistribute weight equally among the four indicators. For PY 2022, centers, contractors, and regions will not have model-based goals for this indicator as sufficient data are not available to estimate reasonable models. Model-based goals will be developed for PY 2023 based upon data collected in PY 2022.
- c) The **Literacy Gain Rate** indicator is new for PY 2022 and is credited in real-time. The indicator is weighted at 25% to redistribute weight equally among the four indicators. For PY 2022 the goal is set at 65%. Centers and regions will not have model-based goals for this indicator for PY 2022, as sufficient data are not available to estimate reasonable models. Model-based goals will be developed for PY 2023 based upon data collected in PY 2022.
- d) The **Numeracy Gain Rate** indicator is new for PY 2022 and is credited in real-time. The indicator is weighted at 25% to redistribute weight equally among the four indicators. For PY 2022 the goal is set at 65%. Centers and regions will not have model-based goals for this indicator for PY 2022, as sufficient data are not available to estimate reasonable models. Model-based goals will be developed for PY 2023 based upon data collected in PY 2022.

**Placement Rate:** For PY 2022, there is a 2.5% increase to the CTS Placement rate measure, from 10% to 12.5%.

**Average Hourly Wage at Placement:** The goal for the Average Hourly Wage is increased as performance has risen steadily since the goals were last updated in PY 2018. The goal is set at \$16.25. For PY 2022, centers and regions continue to have model-based goals for this measure.

**Placement Quality Rating:** For PY 2022, the weight for the Placement Quality Rating

measure increased from 12.5% to 20% placing much greater emphasis on the importance of securing quality placements such as Job-Training Matches or full-time placements.

**Full-Time Quality Placement:** Performance on this indicator over the past year has increased to above the goal. For PY 2022 Job Corps increased the goal by 10 percentage points, from 75% to 85% to maintain a realistic stretch goal and encourage continuous improvement in this area. The relative weight for this indicator is reduced from 65% to 55% to shift additional focus on the JTM Placement rate while still prioritizing the Full-Time Quality Placement rate.

**JTM Placement Rate:** The relative weight for the JTM Placement rate increased from 35% to 45% to place more focus on JTMs which is a programmatic priority, while still prioritizing the Full-Time Quality Placement rate which remains weighted higher.

**Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter:** For PY 2022, the weight has decreased from 20% to 12.5%. This weight decrease allows for weight to be redistributed to the Direct Center Services and CTS Placement Outcomes areas so that the Report Card is more balanced across these different areas of responsibility.

**Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter:** For PY 2022, the goal for this measure has increased from \$5,500 to \$7,700 to reflect the significantly higher performance since the goal was last modified in PY 2018. The weight for this measure has also decreased from 10% to 5%. For PY 2022, centers and regions continue to have model-based goals for this measure.

**Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit Quarter:** For PY 2022, the weight has decreased from 20% to 12.5%. This weight decrease allows for weight to be redistributed to the Direct Center Services and CTS Placement Outcomes areas so that the Report Card is more balanced across these different areas of responsibility.

#### 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 Safety Assessment (SSA) and the Student Experience Assessment (SEA).

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 is administered quarterly initially 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.

All attachments pertaining to the Center Report Card can be found in Appendix 501-Attachments.

Provided on the next page is a summary table outlining the PY 2022 Center Report Card.



PY 2022 CENTER OMS REPORT CARD			
Measure	Definition	Goal	Weight
<b>DIRECT CENTER SERVICES (30%)</b>			
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%
<b>CTS PLACEMENT OUTCOMES (40%)</b>			
Placement Rate	Number of graduates and former enrollees placed in a job, the military, an education/training program, or who transferred to an approved Advanced Training program at another center 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 placed in a job or the military 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%
<b>Q2/Q4 PLACEMENT OUTCOMES (30%)</b>			
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter	Number of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, or an education/training program 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 survey they are in a job, the military, or an education/training program 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 they are in a job or the military on the Quarter 2 survey 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	Number of graduates and former enrollees who were employed by the same employer in Quarter 2 and Quarter 4 after exit quarter 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
<b>CREDENTIAL ATTAINMENT RATING</b>			
HSD/HSE Attainment Rate	Number of students who attained either an HSD or HSE in the <u>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%
*Model-based Goal			100%
<b>MEASURABLE SKILLS GAINS RATING</b>			
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	25%
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	25%
Literacy Gain Rate	<b>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></b> 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%

<b>PY 2022 SUPPLEMENTAL CENTER REPORT CARD</b>			
<b>Indicator</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
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%
<b>PLACEMENT QUALITY RATING</b>			
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%

### C. **Impact of Level 1 Zero Tolerance (ZT) Separations on the Center Report Card**

For the Center Report Card, 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 “direct center service” 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 the program due to Level 1 ZT infractions incurred after the 30/45 day timeframes noted above will be included in all pools for on-center measures, and credit will be given for academic, career technical training (CTT) and primary industry recognized credential (IRCs) attainments made prior to separation. However, students who exit for Level 1 ZT infractions are considered neither former enrollees nor graduates and are excluded from all post-center pools since they are ineligible for post-center services.

The list of Level 1 ZT infractions can be found in the Job Corps Policy and Requirements Handbook (PRH), Chapter 2, Exhibit 2-1 (Infraction Levels and Appropriate Center Actions).

### D. **Direct Center Services Measures**

Provided below is a description of the on-center, or direct center services, performance measures and indicators.

1. **Credential Attainment Rating:** This composite measure, introduced in PY 2018, aligns with the WIOA Credential Attainment Rate metric while still incentivizing the attainment of multiple credentials that are associated with higher

success in the workforce and in education settings.

**Measure:** The measure is calculated based upon the sum of the weighted performance relative to goals on the following three indicators: HSD/HSE Attainment, CTT Completion, and Primary IRC attainment. The combined weight of the three indicators equals 100%. The composite measure is then calculated as an overall rating of the three indicators.

**Goal:** 100%

**Weight:** 25%

Below are the specifications of each of the three indicators.

- (a) **High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate:** This indicator supports WIOA's mission for Job Corps to prepare students for successful careers in in-demand industry sectors, occupations, or the Armed Forces, that will result in economic self-sufficiency and opportunities for career advancement or enrollment in post-secondary education, including apprenticeship programs.

**Pool:** 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 (excluding 30/45 day Level 1 ZTs).

**Indicator:** The percentage of students who attained an HSD or HSE in the reporting period while enrolled in Job Corps. **NOTE:** For purposes of the Center Report Card, credit is granted for the achievement of one academic credential only, even if a student earned both an HSD and an HSE during enrollment.

**Goal:** The national goal is 70%; centers and regions do not have model-based goals for this measure for PY 2022 due to insufficient data to construct statistically viable models.

**Weight:** 33.4%

**Formula:** 
$$\frac{\text{Number of students who attained either an HSD or HSE in the reporting period}}{\text{Of those without an HSD/HSE at entry, the number who attained one during the reporting period plus the number who exited in the reporting period without attaining an HSD/HSE}}$$

- (b) **Career Technical Training (CTT) Completion Rate:** This measure is important to ensure placement success, and to support the mission of Job Corps to provide students with the necessary skills and education to become employable in the 21st century economy.

Pool: 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 (excluding 30/45 day Level 1 ZTs).

Indicator: The percentage of students who have completed a CTT program in the reporting period while enrolled in Job Corps. **NOTE:** For purposes of the Center Report Card, credit is granted for the achievement of the first CTT program only, even if a student completed another CTT program during enrollment.

Goal: The national goal is 75%.

Weight: 33.3%

Formula: 
$$\frac{\text{Number of students who attained their first CTT program in the reporting period}}{\text{Number of students who completed their first CTT program during the reporting period plus the number who exited in the reporting period without completing a CTT program}}$$

- (c) **Career Technical Training (CTT) Primary Industry-Recognized Credential (IRC) Attainment Rate:** In PY 2010, a measure of IRC attainment was added to the OMS. Beginning in PY 2015, the Center Report Card featured primary IRCs as the preferred student credential attainment. Primary credentials represent knowledge and skill levels of a particular job and are considered critical for qualification and placement into permanent employment with sustainable wages. Secondary credentials are supportive in nature, and while important, are viewed as more supplemental than critically essential to the job. While the Center Report Card only captures outcomes pertaining to primary attainments, the Career Technical Training Report Card (CTT 10) features both the primary and secondary credential attainment measure and outcomes. In PY 2017 some moderate changes were made to the IRC list. For PY 2019, extensive revisions were made to improve alignment with CTT offerings and employer requirements.

Pool: 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 (excluding 30/45 day Level 1 ZTs).

Indicator: The percentage of students who have attained an approved primary IRC or students who have completed a training program offered by a

National Training Contractor (NTC) in the reporting period while enrolled in Job Corps. **NOTE:** For purposes of the Center Report Card, credit is granted for the achievement of the first primary IRC attained or NTC program completed, even if a student attained another primary IRC during enrollment.

Goal: The national goal is 90%.

Weight: 33.3%

Formula: 
$$\frac{\text{Number of CTT students who attained their first approved Primary IRC or completed an NTC program in the reporting period}}{\text{Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC}}$$

2. **Measurable Skill Gains Rating:** This composite measure, introduced in PY 2018, aligns with the WIOA Measurable Skill Gains metric and tracks progress in improving reading and math skills. For the purposes of reporting TABE test results, the following policies apply:

For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. For exceptions to this 21-day policy, see Appendix 301: TABE® Requirements and Instructions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

The winter break and time separated under medical separation with reinstatement rights (MSWR) and administrative separations with reinstatement rights (ASWR) do not count toward the 21 calendar days. If a student does not attain a valid test score (as defined in Appendix 301), the initial reading TABE test must be retaken within the 21-day period and only the valid test score will count as the initial test score. Individuals who take their initial test on their 22nd day on center (or later) are treated as not having an initial test, are included in the pool along with those who do not take a test, and cannot obtain a literacy gain. For crediting of learning gains, a follow-up test must be after the student has received 60 hours of instruction in the content area, in accordance with testing guidelines (Appendix 301).

Measure: The measure is calculated based upon the sum of the weighted performance relative to goals on the following four indicators: Average Literacy Gains, Average Numeracy Gains, Literacy Gain Rate and Numeracy Gain Rate. The combined weight of the four indicators equals 100%. The composite measure is then calculated as

an overall rating of the four indicators.

Goal: 100%

Weight: 5%

Below are the specifications of the four indicators.

- (a) **Average Literacy Gain:** This indicator supports programs such as the HSD Initiative and the Limited English Proficient (LEP) Initiative and will help centers by tracking those youth who have achieved significant gains in literacy, but who have not yet reached the proficiency level required to obtain an HSD or pass an HSE. Please note that centers must adhere to policy as stated in Chapter 3, Appendix 301: TABE® Requirements and Instructions.

Pool: All students who exit the program (excluding 30/45 day Level 1 ZTs) who scored at or below Educational Functioning Level (EFL) 4 on a valid initial TABE reading test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español reading test (level E or M) and students who did not take an initial reading test during the first 21 calendar days\* on center.

Indicator: The average of all of the positive EFL gains (negative gains will be counted as a zero gain) made by the students in the pool on the highest valid subsequent TABE reading test (level E, M, D, or A) or TABE Español reading test (level E or M) taken after the student has received 60 hours of instruction in the content area.

Goal: The national goal is 1 EFL (2.25 EFL on the TABE Español). For PY 2022, centers and regions do not have model-based goals for this measure as there are insufficient data available to develop statistically viable models at this time. It is anticipated that data collected in PY 2022 will be used to develop model-based goals for PY 2023, and as such, it is important to ensure that initial and follow up testing are conducted as required to obtain as complete data as possible for creating the center-specific goals.

Weight: 25%

Formula: Sum of Educational Functioning Level gains attained on the highest valid subsequent TABE reading test  
Number of students who score at or below Educational Functioning Level 4 on the initial TABE reading test (Level 4 on the TABE Español) and students who do not take a valid initial reading test during the first 21 calendar days\* on center



Note: EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. A gain is made when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test; credit is given for the difference between the EFL of the highest follow-up TABE test score and the EFL of the initial TABE test. For example, moving from an EFL of 2 on the initial TABE test to an EFL of 4 on the highest subsequent TABE test equals a 2.0 credit for that student. If the student's highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

- (b) **Average Numeracy Gain:** This indicator supports programs such as the HSD Initiative and the LEP Initiative and will help centers by tracking those youth who have achieved significant gains in numeracy, but who have not yet reached the proficiency required to obtain an HSD or pass an HSE. Please note that centers must adhere to policy as stated in Appendix 301: TABE® Requirements and Instructions.

Pool: All students (excluding 30/45 day Level 1 ZTs) who scored at or below EFL 5 on a valid initial TABE math test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español math test (level E or M) and students who did not take an initial math test during the first 21 calendar days\* on center.

Indicator: The average of all of the positive EFL gains (negative gains will be counted as a zero gain) made by the students in the pool on the highest valid subsequent TABE math test (level E, M, D, or A) or TABE Español math test (level E or M) taken after the student has received 60 hours of instruction in the content area.

Goal: The national goal is 1 EFL (2.10 EFL on the TABE Español). For PY 2022, centers and regions do not have model-based goals for this measure as there are insufficient data available to develop statistically viable models at this time. It is anticipated that data collected in PY 2022 will be used to develop model-based goals for PY 2023, and as such, it is important to ensure that initial and follow up testing are conducted as required to obtain as complete data as possible for creating the center-specific goals.

Weight: 25%

Formula: 
$$\frac{\text{Sum of Educational Functioning Level gains attained on the highest valid subsequent TABE math test}}{\text{Number of students who score at or below Educational Functioning}}$$

Level 5 on the initial TABE math test (Level 4 on the TABE Español) and students who do not take a valid initial math test during the first 21 calendar days\* on center

Note: EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. A gain is made when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test; credit is given for the difference between the EFL of the highest follow-up TABE test score and the EFL of the initial TABE test. For example, moving from an EFL of two on the initial TABE test to an EFL of four on the highest subsequent TABE test equals a 2.0 credit for that student. If the student's highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

- (c) **Literacy Gain Rate:** This indicator provides a real-time perspective on the proportion of students that are achieving literacy gains while enrolled in Job Corps. Please note that centers must adhere to policy as stated in Chapter 3, Appendix 301: TABE® Requirements and Instructions.

Pool: Number of students (excluding 30/45 day Level 1 ZTs) who a) scored EFL 4 or below on a valid initial TABE reading test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español reading test (level E or M) 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 a valid initial TABE reading test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español reading test (level E or M), and did not attain a gain of 1 EFL or higher on a subsequent follow up test.

Indicator: The percentage of students who attained their first EFL gain in the reporting period on a valid subsequent TABE reading test (level E, M, D, or A) or TABE Español reading test (level E or M), taken after the student has received 60 hours of instruction in the content area, while enrolled in Job Corps. **NOTE:** For purposes of the Center Report Card, credit is granted for the achievement of the first EFL gain only, even if a student attains additional EFL gains during enrollment.

Goal: 65% (90% on the TABE Español). For PY 2022, centers and regions do not have model-based goals for this measure as there are insufficient data available to develop statistically viable models at this time. It is anticipated that data collected in PY 2022 will be used to

develop model-based goals for PY 2023, and as such, it is important to ensure that initial and follow up testing are conducted as required to obtain as complete data as possible for creating the center-specific goals.

Weight: 25%

Formula: Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE reading test during the reporting period  
 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

Note: EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. Credit is given when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test. For example, moving from an EFL of 2 on the initial TABE test to an EFL of 4 on a subsequent TABE test leads to a credit of 1 for that student. If the student's highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's EFL gain rate is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

- (d) **Numeracy Gain Rate:** This indicator provides a real-time perspective on the proportion of students that are achieving literacy gains while enrolled in Job Corps. Please note that centers must adhere to policy as stated in Chapter 3, Appendix 301: TABE® Requirements and Instructions.

Pool: Number of students (excluding 30/45 day Level 1 ZTs) who a) scored EFL 5 or below on a valid initial TABE math test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español math test (level E or M) 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 during the reporting period PLUS c) students who exited in the reporting period, scored EFL 5 or below on a valid initial TABE math test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español math test (level E or M), and did not attain a gain of 1 EFL or higher on a subsequent follow up test.

Indicator: The percentage of students who attained their first EFL gain in the reporting period on a valid subsequent TABE math test (level E, M, D, or A) or TABE Español math test (level E or M), taken after the student has received 60 hours of instruction in the content area, while enrolled in Job Corps. **NOTE:** For purposes of the Center Report Card, credit is granted for the achievement of the first EFL gain only, even if a student attains additional EFL gains during enrollment

Goal: 65% (90% on the TABE Español). For PY 2022, centers and regions do not have model-based goals for this measure as there are insufficient data available to develop statistically viable models at this time. It is anticipated that data collected in PY 2022 will be used to develop model-based goals for PY 2023, and as such, it is important to ensure that initial and follow up testing are conducted as required to obtain as complete data as possible for creating the center-specific goals.

Weight: 25%

Formula: 
$$\frac{\text{Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE math test during the reporting period}}{\text{Number of students who a) scored EFL 5 or below on the initial TABE math test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial math test during the first 21 calendar days on center during the reporting period PLUS c) students who exited in the reporting period, scored EFL 5 or below on the initial TABE math test and did not attain a gain of 1 EFL or higher on a subsequent follow up test}}$$

Note: EFLs range from 1 to 6 and each EFL is linked to a specific scale score range. Credit is given when a student attains a higher EFL on a follow-up TABE test than the EFL of their initial TABE test. For example, moving from an EFL of 2 on the initial TABE test to an EFL of 4 on a subsequent TABE test leads to a credit of 1 for that student. If the student's highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's EFL gain rate is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

## E. Career Transition Services (CTS) Placement Measures

Provided below is a description of the post-center, career transition services placement outcomes performance measures. The following criteria apply to these measures:

- For a placement to be credited it must
  1. meet the criteria described in PRH, Exhibit 4-1,
  2. have documentation consistent with the criteria in PRH, Exhibit 4-2,
  3. be entered and approved in CTS according to the timelines in Chapter 4, Section 4.4.

If the verification is not received and/or the information is not entered into the CTS system for a valid placement within the time frame specified in Section 4.4, the center (and the CTS contractor) 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 center (and CTS contractor) will not receive credit for the Placement Quality Rating measure. JCDC will, however, include these placements in the National and Regional totals of the CTS placement measures if they otherwise meet placement requirements.

- Initial placement upgrades that occur during the placement window for former enrollees and graduates will be credited and may change the statistical status associated with a particular student. See Appendix 501- Attachments, Attachment 2: PY 2022 Initial Placements and Allowable Upgrades, for a chart outlining the upgrade hierarchy.
- An automatic education placement credit is given to the sending center for students who transfer to an approved Advanced Training (AT) program at another center. See Appendix 501- Attachments, Attachment 3: PY 2022 Center Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs. This does not apply to ACT transfers.

1. **Placement Rate:** The Placement Rate serves as a strong indicator of the program's success in equipping Job Corps graduates and former enrollees with the basic skills necessary for an effective job search and preparing them for engagement and retention in the workforce or further education.

Pool: All graduates and former enrollees whose placement records are due or received, or who transfer to an approved AT program at another center during the period.

Measure: The percentage of graduates and former enrollees in the pool who are placed in a job, the military, an educational program, or a job/college combination according to the Job Corps placement definition in Exhibit 4-1, or who transfer to an approved AT program at another center.

Goal: The national goal is 83%.

Weight: 12.5%

Formula: Number of graduates and former enrollees placed in a job, the military, an educational/training program, or a job/college combination or who transferred to an approved Advanced Training program at another center

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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

2. **Placement Average Wage:** The Average Hourly Wage at Placement is a required measure to assess centers' ability to secure jobs that will place graduates and former enrollees on the path to economic self-sufficiency.

Pool: All Graduates and Former Enrollees placed in a job or the military according to the Job Corps placement definition in Exhibit 4-1.

Indicator: The average hourly wage of Graduates and Former Enrollees in the pool associated with their initial or upgrade placement in a job or the military.

Goal: The national goal is \$16.25; Centers and Regions have model-based goals for this indicator. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this indicator. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501- Attachments, Attachment 11: PY 2022 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 7.5%

Formula: Sum of hourly wages of graduates and former enrollees placed in a job or military  
Number of graduates and former enrollees placed in a job or military

3. **Placement Quality Rating:** This composite measure, introduced in PY 2018, is intended to incentivize higher-quality placements that are ultimately linked to better success in, and longer-term connection to, the workforce. Quality placements are defined as those that are full-time jobs or in full-time post-secondary education, higher paying jobs, and jobs that match the career training completed.

Measure: The measure is calculated based upon the sum of the weighted

performance relative to goals on the following two indicators: JTM Rate and Full-Time Quality Placement Rate. The combined weight of the two indicators equals 100%. The composite measure is then calculated as an overall rating of the two indicators.

Goal: 100%

Weight: 20%

Below are the specifications of the two indicators.

- (a) **Career Technical Training (CTT) Completer Job Training Match (JTM)**  
**Rate:** In PY 2005, a Job Training Match (JTM) Placement rate measure, crediting CTT completers placed in training-related jobs or the military, was added to the Center Report Card. The measure was intended to lead to improved student long-term outcomes and career success by encouraging student placement in the trades for which they have been trained. In PY 2007, to further align with the program's emphasis on education, the measure was expanded to also credit CTT completers that enter a postsecondary education or postsecondary training as Postsecondary Credit (PSC). In PY 2018, the measure was refocused on matching job placements with training received and removes from the pools and credits post-secondary education and training placements. While post-secondary education/training is highly valued and encouraged as a placement by Job Corps, it is now credited under the new measure of CTT Completer Full-Time Quality Placement.

In PY 2010, an improved Job Training Match (JTM) Crosswalk was introduced that more directly aligned training programs with jobs. Between 2010 and 2014, the Office of Job Corps issued revised versions of the JTM Crosswalk each year to refine alignment with O\*NET-SOC, the industry-recognized national occupational database. From 2014 to PY 2018, minor adjustments were made to the Crosswalk as new training programs were added to the system. For PY 2022, a more extensive revision to the crosswalk has been made to update and further align with current training programs offered by Job Corps.

Pool: All CTT completers placed in a job or the military.

Indicator: The percentage of CTT completers in the pool who are initially placed or have a placement upgrade, in a training-related job or the military.

Goal: The national goal is 65%.

Weight: 45%

Formula: 
$$\frac{\text{Number of CTT completers placed in a training-related job or the military}}{\text{Number of CTT completers placed in a job or the military}}$$

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. See Appendix 501-Attachments, Attachment 6: PY 2022 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk and Request Form, for the request form and instructions.

- (b) **Full-Time Quality Placement Rate:** Incentivizing the placement of graduates and former enrollees in positions that are full-time, whether full-time employment or full-time higher education, reinforces the importance of ensuring these students are placed in positions that would lead to long-term attachment to the workforce and a defined career path.

Pool: All graduates and former enrollees placed in a job or the military according to the Job Corps placement definition in Exhibit 4-1.

Indicator: The percentage of graduates and former enrollees in the pool who are placed in a full-time apprenticeship program, full-time job, the military, full-time college, full-time job/college combination or full-time post-secondary training program.

Goal: The national goal is 85%.

Weight: 55%

Formula: 
$$\frac{\text{Number of graduates and former enrollees placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary training program}}{\text{Number of initially placed graduates and former enrollees}}$$



**F. Quarter 2 and Quarter 4 Placement Measures**

Provided below is a description of the post-center, Quarter 2 and Quarter 4 placement measures that align with the WIOA's Quarter 2 and Quarter 4 metrics and its focus on longer-term employment.

**1. Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit**

**Quarter:** This measure is a program priority for the system and aligns with WIOA reporting requirements. All phases of Job Corps services work toward the goal of helping students achieve long-term success as a result of their participation in Job Corps.

Pool: All graduates and former enrollees who complete the Quarter 2 survey.

Measure: The percentage of graduates and former enrollees in the pool who report in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in Exhibit 4-1) or a job/college combination during the second quarter after exit quarter.

Goal: The national goal is 80%.

Weight: 12.5%

Formula: 
$$\frac{\text{Number of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, or an education/training program}}{\text{Number of graduates and former enrollees who complete the Quarter 2 survey}}$$

**2. Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit**

**Quarter:** This measure gauges graduates' and former enrollees' attachment to the workforce or advanced education environment and aligns with WIOA reporting requirements.

Pool: All graduates and former enrollees who complete the Quarter 4 survey.

Measure: The percentage of graduates and former enrollees in the pool who report in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in Exhibit 4-1) or a job/college combination during the fourth quarter after exit quarter.

Goal: The national goal is 80%.

Weight: 12.5%

Formula: 
$$\frac{\text{Number of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, or an education/training program}}{\text{Number of graduates and former enrollees who complete the Quarter 4 survey}}$$

**3. Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit**

**Quarter:** This measure serves as a barometer of graduates' and former enrollees' long-term success and aligns with WIOA reporting requirements.

Pool: All graduates and former enrollees who complete the Quarter 2 survey and report in the survey they are in a job or in the military (that meets the Job Corps placement definition in Exhibit 4-1).

Measure: The average earnings of graduates and former enrollees in the pool.

Goal: The national goal is \$7,700. Centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501- Attachments, Attachment 11: PY 2022 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

See Appendix 501- Attachments, Attachment 11: PY 2022 Center Model-Based Goals and Worksheets for a template of the factors utilized in the models and for specific goals.

Weight: 5%

Formula: 
$$\frac{\text{Sum of earnings of graduates and former enrollees who report they are in a job or the military on the Quarter 2 survey}}{\text{Number of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter}}$$

**4. Employer Retention Rate:** This measure gauges graduates' and former enrollees' attachment to the workforce and aligns with WIOA reporting requirements.

Pool: All graduates and former enrollees who complete the Quarter 4 survey and were employed in the second quarter after exit quarter

Measure: The percentage of graduates and former enrollees in the pool who

report in the Quarter 4 survey that they are employed by the same employer in the second and the fourth quarters after exit quarter

Goal: The national goal is 60%.

Weight: 0%

Formula: Number of graduates and former enrollees who were employed by the same employer in Quarter 2 and Quarter 4 after exit quarter  
Number of graduates and former enrollees who complete the Quarter 4 survey and were employed in Quarter 2 after exit quarter

### G. **Performance Goals**

Performance goals serve as the quantitative benchmarks to assess performance. A single performance goal is established for each measure and indicator, and performance is measured as a percentage of the goal(s) achieved. Thorough analyses of historical data, where available, have been conducted to assist in establishing reasonable and attainable goals for the system.

For PY 2022 the following measures and indicators have *national* goals:

- Credential Attainment Rating
  - ✓ HSD or HSE Attainment Rate
  - ✓ Career Technical Training (CTT) Completion Rate
  - ✓ CTT Primary Industry-Recognized Credential Attainment Rate
- Measurable Skill Gains Rating
  - ✓ Average Literacy Gain
  - ✓ Average Numeracy Gain
- Placement Rate
- Placement Quality Rating
  - ✓ Job Training Match (JTM) Rate
  - ✓ Quality Placement Rate
- Graduate and Former Enrollee Placement Rate in Quarter 2
- Graduate and Former Enrollee Placement Rate in Quarter 4

For PY 2022 the following measures/indicators have *model-based* goals:

- Graduate and Former Enrollee Average Hourly Wage at Placement
- Graduate and Former Enrollee Average Earnings in Quarter 2

Model-based goals for all Center measures and indicators can be found in Appendix 501-Attachments, Attachment 11: PY 2022 Center Model-Based Goals and Worksheets. Details regarding model-based goals can be found in Chapter 5, Appendix 501, Introduction, D.2.(b).

## **H. Weights**

A weight is assigned to each measure and indicator to reflect: 1) areas of emphasis in centers' accountability for achieving positive student outcomes; 2) the importance attached to each measure; and 3) the number of students in the pool for each measure.

The weighting scheme of the Center Report Card has been adjusted from PY 2019 to increase emphasis on on-center attainments while still weighting placement results highly. Overall, weight has shifted from the Quarter 2 and Quarter 4 measures (from 50 percent to 30 percent), to both the Direct Center Services measures (from 20 percent to 30 percent), and the CTS placement measures (from 30 percent to 40 percent) for PY 2022. The two Direct Center Services measures are weighted at 25 percent for Credential Attainment Rating (an increase of 10 percent) and 5 percent for the Measurable Skill Gains Rating. The three CTS Placement measures are weighted 20 percent for placement quality (from 12.5 percent), 7.5 percent for average hourly wage, and 12.5 percent for placements (up from 10 percent). Weights for the Quarter 2 and Quarter 4 placement measures have decreased from 20 percent to 12.5 percent each. Similarly, weight on the Quarter 2 earnings measure decreased from 10 percent to 5 percent. This shift in weight distribution aligns with WIOA's focus on success in the workforce (and higher education) while placing emphasis on attaining the credentials and skills necessary to enter into a quality placement.

## **I. Overall Rating**

Weighted performance ratings across each of the weighted measures are aggregated to create a Center 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.

## **II. CENTER QUALITY ASSESSMENT FOR PY 2022**

### **A. Overview**

The Center Quality Assessment, which reviews the quality of the program and services offered at all Job Corps centers, is the second component that is used for evaluating center performance. Job Corps is committed to providing more than a statistical accounting of the Job Corps program. Quality makes the difference and adds an important dimension to students' well-being and sense of security, and the statistics that report their outcomes. To capture an accurate reflection of center quality, focus is placed on the following three areas of life on a center:

- The center's ability to operate at full capacity (On-Board Strength [OBS])
- Students' perception of satisfaction with different aspects of the program (Student Experience Assessment [SEA])
- Students' perception of safety (Student Safety Assessment [SSA])

The results of each center's OBS, SSA and SEA stand alone. There is no aggregation of performance results across these components. These three elements supplement the Center Report Card by qualifying the statistics and are valuable tools for assessing the operation of a Job Corps center by accounting for aspects of center life that otherwise would not be a systematic part of the Job Corps accountability system.

**B. Student On-Board Strength (OBS)**

On-Board Strength is an efficiency rating that demonstrates the extent to which a center operates at full capacity. The measure is reported as a percentage, calculated by the average number of students on-board divided by the average planned on-board strength (daily number of students that a center is authorized to serve). **The national goal for OBS is 100%** in order to operate the program at full capacity, maximize program resources, and fulfill the mission of serving the underserved student population.

**C. Student Experience Assessment (SEA) and Student Safety Assessment (SSA)**

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. Students returning from a short MSWR or ASWR period within one week of the survey may also be included in the pool.

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 administered quarterly initially 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. Students returning from a short MSWR or ASWR period within one week of the survey may also be included in the sample pool.

Both the SSA and the SEA are completed autonomously. Students can complete the surveys online using a computer or any mobile device. Students selected to participate in either the SSA or the SEA receive an email to their Job Corps email address with a survey link and a PIN number. Students click on the survey link and enter their PIN number on the survey launch page to begin the survey. Reminders are sent to the students

throughout the nine-day survey window to their Job Corps email and, when possible, to personal email addresses, or via text. Technical assistance is available to students and staff by completing a “Contact Us” form on the JC Student Surveys website, <https://jcstudentsurveys.com>. Students receive a ‘Thank You’ email after survey completion. Daily response rate reports are posted during the survey window. The daily response rate reports, promotional materials, frequently asked questions, and training documents can be found on the JC Student Surveys website.

Centers must take steps to ensure that computers and/or Wi-Fi access are easily accessible to allow students to complete the surveys. Centers are required to do the following:

- Ensure students have computer log-in information and passwords.
- Ensure students can access all available student-ready computers including Chromebook laptops.
- Ensure students know how to access their Job Corps email. This includes knowing the steps to access their email, steps for accessing email on their mobile devices and on the Chromebook laptops and knowing their passwords.
- Encourage students to regularly check their Job Corps emails.
- Ensure students’ personal email addresses and cellphone numbers are correct in CIS.
- Ensure there are functioning computers with internet access and/or Wi-Fi available for students to use during non-training hours.
- During the survey period, ensure the students have access to their Job Corps or personal email using center computers or Wi-Fi during non-training time (after hours or during breaks and lunch) to complete their survey.
- Ensure students understand that the surveys are questionnaires, not tests. There are no right or wrong answers.
- Inform students that the surveys have an audio function, and they should have headsets with them if they want to have the questions and answers read to them.
- Encourage non-residential students in off-center training or work-based learning to check their Job Corps and/or personal email and complete the surveys.
- Ensure individual students have time to complete the surveys on their own, including allowing non-residential students to use center computers after training.

**Participation in the SSA and SEA is voluntary.** Although high response rates are desirable, centers are reminded that the SSA and SEA are voluntary. Students have the right to decline to take the SSA or SEA without fear of repercussions from the center. Centers are encouraged to promote the SSA and SEA regularly through multiple communication channels to ensure a high response rate. Centers also are encouraged to use the promotional flyers and videos provided on the JC Student Surveys website noted above. The SSA and SEA yields useful information regarding center safety and the quality of services provided to students, which is used at national, regional, and center levels. Insufficient response rates can compromise the quality of the data collected.

The SSA and the SEA have individual administration schedules, response rate targets, and rating systems. These are outlined in Attachments 9 and 10.

### **III. ROLES AND RESPONSIBILITIES**

#### **A. National Office**

The Office of Job Corps is responsible for:

- Establishing national policy for the center OMS each program year
- Providing model-based goals for designated performance measures/indicators and administering the appeals process of the adjusted goals
- Administering the National Office appeals process of Quarter 2 and Quarter 4 outcomes reported from the post-separation survey
- Monitoring the JCDC issuance of the Center Report Card and reports on each of the Center Quality Assessment metrics
- Tracking and verifying performance of Job Corps centers
- Communicating with Regional Offices to implement program or policy changes
- Providing information, technical assistance and training to the Regional Offices and Job Corps community as needed
- Developing and supporting a standardized audit methodology for Regional Office staff
- Establishing an administrative low rating to centers for lack of credible data
- Reviewing the development, implementation, and monitoring of center PIPs
- Issuing performance goals for new centers at the beginning of the second program year of their contract, or as otherwise specified by the National Director of Job Corps

#### **B. Regional Offices**

Regional Offices are responsible for:

- Determining that proposals, contracts, and USDA Forest Service Civilian Conservation Center (CCC) plans are consistent with center performance goals and requirements
- Considering performance in both the Center Report Card and Center Quality Assessment components (OBS, SEA and SSA) in procurement and contract administration activities
- Monitoring the performance of all centers monthly using the Center Report Card, the Center Quality Assessment, and information gathered from center visits, assessments, and review of other reports and analyses
- Reviewing information submitted by centers who fail to meet performance goals on extenuating circumstances and/or unique factors to substantiate the shortfall
- Evaluating the extenuating circumstances/unique factors in conjunction with the operator's compliance with all other terms and conditions of the contract/agreement and the results of any Office of Inspector General (OIG) audits and special review findings in making procurement-related decisions

- Determining if adjustments are warranted, and consequently transmitting a justification for the adjustment as part of the Contractor Performance Assessment System

**C. Center Operators**

Center operators, including the U.S. Department of Agriculture, Forest Service, are responsible for:

- Implementing performance goals with their respective centers
- Providing staff training and technical assistance
- Monitoring monthly performance against goals on the Center Report Card and performance on the Center Quality Assessment
- Submitting information to Regional Offices regarding extenuating circumstances and/or unique factors that could justify poor Center Report Card performance
- Recommending corrective action, as required, and submitting corrective action plans to Job Corps Regional Offices when appropriate
- Implementing corrective action plans as directed

**D. Job Corps Centers**

Job Corps Centers are responsible for:

- Sharing the information in this Appendix 501a with all applicable staff
- Accurate and timely data entry into CIS to ensure data integrity
- Data verification and correction prior to a student's separation and processing of transitional allowance
- Maintaining all documents and automated information necessary for audits of activity
- Updating student's contact and alternate (family and friends) contacts information prior to separation in CIS or CTS to provide post-separation survey staff with the most current contact information increasing the likelihood of reaching students for the Quarter 2 and Quarter 4 surveys. (Complete and accurate alternate contact information for family members or friends (at a different address) is essential to obtaining high survey completion rates.)

**E. Job Corps Data Center (JCDC)**

JCDC is responsible for:

- Ensuring that the Center Report Card, Center Quality Assessment components, and other reports are issued in accordance with the target release dates
- Coordinating specifications of the Center Report Card and the reports for the Center Quality Assessment components (OBS, SEA, and SSA) with National Office staff
- Ensuring that data generated in the reports accurately reflect the policy and programming design



- Providing Help Desk services regarding Job Corps center data, reporting and oversight of CIS, and training and services to the regions on CIS