

**APPENDIX 501**  
**POLICIES AND PROCEDURES FOR JOB CORPS’**  
**PROGRAM YEAR (PY) 2019**  
**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, a Quality Rating (QR), and a Student Satisfaction Survey (SSS) rating. 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**

### **Annual Revision of the Performance Management System**

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 served the program well 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 for PY 2018. The goals of the reform initiative were:

- Further align with and support reporting requirements of the primary WIOA measures;
- Simplify the system so it is easier for stakeholders to understand;
- Prioritize post-center outcomes that are central to Job Corps' mission;

- Improve internal consistency of the OMS so that high overall performers also rank relatively high on key individual measures; and,
- Continue to meet program management needs to effectively oversee the program.

To meet these goals, Job Corps developed a streamlined performance management system with a reduced number of measures that are more closely aligned with the primary measures reported under WIOA and places more emphasis on measures that support Job Corps' mission of placing students in meaningful jobs or further education. Job Corps has planned a two-year transition for meeting this goal, culminating in increased weights on long-term placement and wage measures for PY 2019. (Please see Attachment 1 of Appendix 501 Introduction for more information on the primary measures required under WIOA.)

### **Workforce Innovation Opportunity Act (WIOA) Reporting Requirements**

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 Introduction 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 has traditionally reported similar program outcomes under prior legislative reporting requirements and through OMS.

To collect the data necessary to report on the primary WIOA measures, in PY 2016 Job Corps replaced its post-placement surveys (13-week reverification and the 6- and 12-month follow up surveys for graduates) with two new surveys. The new surveys re-verify CTS placements and capture placement outcomes in the second quarter (Quarter 2) and fourth quarter (Quarter 4) after exit for a broader group of students. Job Corps implemented these post-separation surveys using a program-specific definition of the time period constituting the second quarter after exit and the fourth quarter after exit. Under this definition, Quarter 2 is the second three-month period and Quarter 4 is the fourth three-month period immediately following the student's exit date. These Quarter 2 and Quarter 4 definitions, based on individual students' exit date, were utilized in all surveys completed during PYs 2016 and 2017.

Beginning in PY 2018, Job Corps adopted the definition used by other DOL programs to define Quarter 2 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 1<sup>st</sup> and March 31<sup>st</sup>, the second quarter after exit would be July 1<sup>st</sup> through September 30<sup>th</sup>.

As described in Job Corps Data Center (JCDC) Notice 17-207, Job Corps effected a

gradual transition to the new Quarter 2 and Quarter 4 timeframes over the last two months of PY 2017. All surveys conducted as of July 1, 2018 use the new definitions of Quarter 2 and Quarter 4.

The implementation of WIOA requires Job Corps to 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).

National targets will not be set for the WIOA measures until sufficient annual data has been collected and any inconsistencies in the data collection have been resolved. Until the new WIOA performance system has been fully implemented, stabilized, 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**

For PY 2018, Job Corps undertook a major initiative to reform its performance management system. Job Corps conducted an extensive review of WIOA reporting requirements, program management needs, and lessons learned over the past 30 years to determine the essential elements of a reformed system. Based upon the identified needs, Job Corps developed a prototype system for PY 2018 intended to meet each of the reform goals. This prototype was refined, and goals and weights assigned based upon extensive analysis of historical and more recent data. The Secretary's Office and ETA reviewed and approved the new design, which was implemented in PY 2018. For PY 2019, Job Corps is maintaining this new design, including the planned Center Report Card weight changes. Given the transition to the Test of Adult Basic Education (TABE) 11/12 being implemented in PY 2019, Job Corps modified the learning gains indicators under the Measurable Skills Gains measure. The specific changes made to each of the four report cards and to associated policies can be found in Sections E and F below.

**D. Design of the PY 2019 Performance Management System**

Job Corps has made changes to the PY 2019 performance management system from PY 2018. These changes affect only the Center Report Card and involve a shift in measure weights as announced for PY 2019 in the PY 2018 Appendix 501, modifications to the two learning gain indicators under the Measurable Skills Gains measure in light of the transition to the new TABE 11/12, and the addition of the new, unweighted measure of Employer Retention to further align with WIOA reporting requirements.

The design of the performance management system for PY 2019 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 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 2019 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; the Quality Rating (QR), which is issued during Regional Office Compliance Assessments (ROCA) of OA, center, and CTS contracts; and the Student Satisfaction Survey (SSS), which gauges students' perception of center safety and security and overall satisfaction with the Job Corps program. Each of these elements is independent of the others and there is no aggregation of results across the measures.

These three measures 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 student pools), 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 regression analysis, by estimating the effect of various factors on the achievement of the measure using a regression model. 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 PY 2019, the model-based goals for the HSD/HSE Attainment Rate incorporates results of the 2019 OMS Factor Verification Survey. The model-based goals for the Average Hourly Wage at Placement indicator are based on student characteristics and local economic factors. 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.

For PY 2019, center- and CTS contractor-specific models are estimated for the Graduate and Former Enrollee Average Earnings in Quarter 2 measure based upon data from the Quarter 2 survey.

For the CTT Report Card, the center-specific goal adjustments will be applied to the national goal of \$5,700 for the CTT Completer Average Earnings in the Quarter 2 measure.

For PY 2019, Job Corps will not be applying model-based goals for the learning indicators under the Measurable Skills Gains Rating measure, as data are not available for TABE 11/12 outcomes for use in developing appropriate models. Model-based goals for these two indicators will be reintroduced in PY 2020 based upon the data collected for TABE 11/12 gains during PY 2019.

- (1) **PY 2019 Model-Based Goals.** The following measures and indicators in the Center, CTS and/or CTT Report Cards, use model-based goals, as applicable:

- Credential Attainment Rating Measure
- HSD or HSE Attainment Rate
- 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

Model-based goals for all Center, CTS and CTT measures can be found in Appendix 501 Introduction, Attachments 9, 10, and 11, 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 2019, 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, 2019**. The written justification and supporting documentation can be scanned and emailed to:

[Modelbasedgoalsappeals@dol.gov](mailto: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 <sup>1</sup>	Indicator Relative Weight	Weighted Performance Rating <sup>2</sup>
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%
<b>Composite Measure Performance Rating<sup>3</sup></b>					<b>100.5%</b>
<b>To calculate the performance rating for a composite measure:</b>					
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 <sup>1</sup>	Measure Weight	Weighted Performance Rating <sup>2</sup>
Single Measure 1	79%	75%	105.3%	40%	<b>42.1%</b>
Single Measure 2	54%	60%	90.0%	25%	<b>22.5%</b>
Composite Measure 3	90%	100%	90.0%	35%	<b>31.5%</b>
<b>Overall Report Card Rating<sup>3</sup></b>					<b>96.1%</b>
<b>To calculate the Overall Report Card Rating:</b>					
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 Performance Management System

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, students who exit due to Level 1 ZT infractions within 30/45 days are *not* included in the pools and credits for the "direct center services" measures. Specifically, the pools for the on-center measures do not include students who remained in Job Corps:

- less than 30 days and exit under codes 5.1a or 5.2b;
- less than 30 days and exit under code 5.3c for an infraction that is categorized as alcohol abuse or alcohol possession, consumption or distribution while on center or under center supervision; or,
- less than 45 days and exit under code 5.2a.

Students who exit due to Level 1 ZT infractions after 30/45 days, however, are included in all pools of the direct center services measures,

and credit will be given for attainments earned prior to exit.

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 only at the time of *final* separation. Thus, OMS outcomes for an MSWR student will be recorded either at 180 days after MSWR, if the student does not return to the program, or 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 outcomes will be reported at the time of final separation.
- (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 180<sup>th</sup> 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 181<sup>st</sup> 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, or 45 days if the separation reason was inability to participate effectively in distance learning during virtual operating status. Students may be immediately reinstated into the program to begin distance learning if the separation reason was the student's inability to participate effectively in distance learning, but the student's circumstances subsequently change such that they are now able.

JCDC will report the student outcomes only at the time of *final* separation. Thus, OMS outcomes for an ASWR student will be recorded either at 12 months or 45 days after ASWR, depending on the reason, if the student does not return to the program, or 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 outcomes will be reported at the time of final separation.
- (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.

Data will continue to be reported using the 12-month rolling format when a new contractor takes over the operation of an existing center. New centers, however, will begin with one month of data and will build up to a rolling report by the 13th month.

In PY 2019, Job Corps will resume the production of the rolling 12-month OMS reports since the major changes implemented in PY 2018 have accumulated one full year's data.

- (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:

- (a) **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.
- (b) **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 2019, 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 2019 system begins on July 1, 2019.

## **E. Changes to the Outcome Measurement System Report Cards for PY 2019**

### **Center Report Card:**

For PY 2019, Job Corps has made changes to the Center Report Card. The changes include a shift in the weighting scheme for PY 2019 presented in the PY 2018 Appendix 501, adjustments to the Average Literacy and Average Numeracy Gain indicators to account for transition to the new TABE 11/12 in effect as of July 1, 2019, and the addition of a new, unweighted measure of Employer Retention to further align with the WIOA performance measures.

As indicated in the PY 2018 Appendix 501, Job Corps has shifted weights for the PY 2019 Center Report Card to place greater emphasis on the Quarter 2 and Quarter 4 measures. Weight on the Credential Attainment Rating measure is decreased from 30% to 15% to reduce the overall weight on Direct Center Services from 35% to 20%. Weights for the Quarter 2 and Quarter 4 Placement measures have increased from 13.75% to 20% each in PY 2019. Similarly, the weight for the Quarter 2 Earnings measure has increased from 7.5% and 10% in PY 2019, shifting the weight of the Q2/Q4 Placement Outcomes from 35% in PY 2018 to 50%. These increases support WIOA's emphasis on long-term outcomes and ensure better internal consistency throughout the system so that overall high performance includes high performance on these key metrics.

In addition to changes in the weighting scheme, Job Corps revised the two learning gains indicators to adjust for the transition to the new TABE 11/12 that is in effect as of July 1, 2019. The resulting TABE 11/12 scale scores are only translated to Educational Functioning Levels (EFLs) – not Grade Level Equivalents (GLEs) as available under the TABE 9/10 test. Furthermore, the criteria for determining if a student is “basic skills deficient” based upon initial TABE results has been revised for PY 2019. These two factors required Job Corps to modify the algorithms for calculating the Average Reading Gains and Average Math Gains indicators under the Measurable Skill Gains measure. For PY 2019, gains are calculated using EFLs instead of GLEs, and a national goal of 1 EFL will be used for all centers. Model-based goals will not be calculated for centers for PY 2019 due to the lack of TABE 11/12 test data to develop appropriate models. Models will be calculated for PY 2020 based upon the data collected in PY 2019. The change in the benchmark for determining “basic skills deficient” has also required Job Corps to modify the criteria for inclusion in the OMS learning gains pools. Students who score EFL 4 or below on the initial reading TABE 11/12 test and EFL 5 or below on the initial math TABE 11/12 test will respectively be included in the Average Literacy Gains and Average Numeracy Gains pools. Similarly, students taking the initial TABE Espanol tests beginning in PY 2019 will be in the appropriate learning gains pools if they score at or below EFL 4 on the reading or math tests.

In light of the scale of the modifications to the new learning gain indicators, Job Corps has implemented certain accommodations for crediting students who were on center prior to PY 2019 and who separate from Job Corps on or after July 1, 2019. Specifically:

- Students who took a valid initial TABE 9/10 test or TABE Espanol test prior to July

- 1, 2019 and tested out of the Average Reading Gain and/or Average Math Gain OMS pools based upon the criteria in place at the time of testing (e.g., scored above 552 or 551 respectively on the TABE 9/10 initial reading or math tests, or above 751 or 764 respectively on the TABE Espanol initial reading or math tests), will not be included in the PY 2019 pools for the respective indicators.
- Students whose valid initial TABE 9/10 tests placed them in the OMS learning gain pools (e.g., scored at or below 552 or 551 respectively on the TABE 9/10 initial reading or math tests) but who scored 567 or above on a TABE 9/10 reading test, form M or D, and 566 or above on a TABE 9/10 math test, form M or D prior to July 1, 2019 will be included in the PY 2019 pools for the respective indicators, and will receive a credit for 1 or more EFL gains as applicable.
  - Students who scored at or below 552 or 551 respectively on a valid TABE 9/10 initial reading or math test, but did not achieve scores of 567 or 566 or above on a follow-up TABE 9/10 (form M or D) reading or math test respectively are required to take an initial TABE 11/12 test as of July 1, 2019 as stipulated in Program Instruction Notice (PIN) 18-06, dated June 6, 2019. These students will be included in the PY 2019 OMS learning gains pools unless their initial TABE 11/12 test results are above EFL 4 for reading or EFL 5 for math. EFL gains for these students will be calculated as the higher of either their TABE 9/10 EFL gains (based upon their valid initial and follow up TABE 9/10 tests taken prior to July 1, 2019) or TABE 11/12 EFL gains (based upon their valid initial and follow up TABE 11/12 tests taken on or after July 1, 2019), as long as an initial TABE 11/12 test is taken within the timeframes stipulated in PIN 18-06. If a student does not take the initial TABE 11/12 test, then the student is in the PY 2019 OMS pools but is not credited with any gains. NOTE: TABE 9/10 and TABE 11/12 EFL gains cannot be combined, therefore only the highest EFL gains from either the 9/10 or 11/12 versions will be credited.
  - Students who did not take a valid TABE 9/10 initial reading and/or math test within the allotted 21-days are required to take an initial TABE 11/12 test as of July 1, 2019. These students will be included in the PY 2019 OMS learning gains pools unless their initial TABE 11/12 test results are above EFL 4 for reading or EFL 5 for math. EFL gains will be calculated solely on TABE 11/12 results, as long as an initial TABE 11/12 test is taken within the timeframes stipulated in PIN 18-06.

For PY 2019 Job Corps is introducing a new measure of Employer Retention for informational purposes only. This measure aligns with Measure 6 of the WIOA performance measures that reports on the proportion of students in a job during Quarter 2 after the exit quarter that are still with the same employer in Quarter 4 after the exit quarter. Based upon analysis of available data, a goal of 60% has been set for this measure for PY 2019.

### **CTS, CTT and OA Report Cards**

For PY 2019, Job Corps made no changes to the measures, goals and weights of the CTS, CTT and OA Report Cards.

**F. Additional Policies**

Provided below are additional policies in effect for PY 2019:

**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. The underlying philosophy behind the policy for AT credit is that sending and receiving centers should be held accountable for the specific outcome measures and accomplishments that are earned while the students are at their respective centers.

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 completes the AT program: 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) upon separation from Job Corps.

A table summarizing the crediting policy can be found in Appendix 501 Introduction, Attachment 3: PY 2019 Center Report Card Pools and Credits for Graduates Transferred to Advanced Training (AT) Programs.

**(b) Sending Centers:**

**(1) Credits for Transferring Students to AT Programs:** 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 receive applicable credits for all direct center services measures based upon the student's attainment while at that center. For PY 2019, this includes:
  - ✓ Credential Attainment Rating measure:
    - HSD or HSE Attainment Rate
    - CTT Completion Rate
    - Primary IRC Attainment Rate
  - ✓ Measurable Skills Gains Rating measure:
    - Average Literacy Gain
    - Average Numeracy Gain

**(2) Credits at Separation, CTS Placement, and Quarter 2 and Quarter 4 Placement:** At the time of separation from the AT center:

- The sending center will not receive any credits for direct center services measures that are earned while the student is at 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 at Separation, CTS Placement, and Quarter 2 and Quarter 4 Placement:** 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) 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.
- If the student transfers from one CTS contractor to another, the Date Reported cannot be earlier than the transfer date; therefore, if the student is placed prior to the transfer date, the Date Reported must be recorded as the date of transfer.

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 2019. 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 \$7.50 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 \$7.50 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 \$8.00; 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 \$8.00 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 Introduction, Attachment 2: PY 2019 Initial Placements and Allowable Upgrades. 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 2019. 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 2019 version of the Request Form located in Appendix 501 Introduction, Attachment 6: PY 2019 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 2019, 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.

Job Corps originally implemented the post-separation surveys using a program-specific definition of the time period constituting the second quarter after exit and the fourth quarter after exit. Under this definition, Quarter 2 is the second three-month period and Quarter 4 the fourth three-month period immediately following the student's exit date. Beginning PY 2018, Job Corps adopted the definition used by other DOL programs to define Quarter 2 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 date of exit is between January 1<sup>st</sup> and March 31<sup>st</sup>, the second quarter after exit would be July 1<sup>st</sup> through September 30<sup>th</sup>.

The transition from the previous to these new reporting timeframes was implemented in May and June 2018 as stated in JCDC Notice 17-207. As of July 1, 2018, all post-separation surveys use the new reporting timeframes.

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 2019, 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:

<b>Q2</b>	<b>Exit Quarter</b>	<b>Q2 Survey Reference Quarter</b>	<b>Q2 Survey Quarter Start of 8-Week Survey Window</b>
	10/2018 – 12/2018	4/2019 – 6/2019	7/2019 – 9/2019
	1/2019 – 3/2019	7/2019 – 9/2019	10/2019 – 12/2019
	4/2019 – 6/2019	10/2019 – 12/2019	1/2020 – 3/2020
	7/2019 – 9/2019	1/2020 – 3/2020	4/2020 – 6/2020
<b>Q4</b>	<b>Exit Quarter</b>	<b>Q4 Survey Reference Quarter</b>	<b>Q4 Survey Quarter Start of 8-Week Survey Window</b>
	4/2018 – 6/2018	4/2019 – 6/2019	7/2019 – 9/2019
	7/2018 – 9/2018	7/2019 – 9/2019	10/2019 – 12/2019
	10/2018 – 12/2018	10/2019 – 12/2019	1/2020 – 3/2020
	1/2019 – 3/2019	1/2020 – 3/2020	4/2020 – 6/2020

**Documentation:** Appeals submitted for a placement must include a completed PY 2019 Job Corps Appeal Form for Quarter 2 or Quarter 4 Placement Outcomes using the template and instructions provided in Appendix 501-Introduction, 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 2019 Job Corps Appeal Form for Quarter 2 Earnings Outcomes using the template and instructions provided in Appendix 501-Introduction, 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 Introduction, 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](mailto: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 2019 dates during which appeals must be received by the National Office, Program Performance Team:

Appeals for	Received from	To COB
July 2019	6/26/19	7/29/19
August 2019	7/30/19	8/28/19
September 2019	8/29/19	9/26/19
October 2019	9/27/19	10/29/19
November 2019	10/30/19	11/27/19
December 2019	11/28/19	12/27/19
January 2020	12/28/19	1/29/20
February 2020	1/30/20	2/26/20
March 2020	2/27/20	3/27/20
April 2020	3/28/20	4/28/20
May 2020	4/29/20	5/27/20
June 2020	5/28/20	6/26/20

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 results. All validated errors and discrepancies are corrected, and Regional Offices impose liquidated damages as appropriate. As a system, each level of program staff is responsible for the integrity of the data it generates, collects, or records. As a program, the Office of Job Corps continues to conduct rigorous DIAs and remains vigilant and responsive to all data integrity issues.

**H. PY 2019 OMS Report Cards**

Provided on the following pages are summary tables depicting the PY 2018 OMS Report Cards followed by the PY 2019 OMS Report Cards (and the supplemental report cards for calculating the composite measures). New measures/indicators and changes in goals and weights for PY 2019 compared to PY 2018, 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 2019.

<b>PY 2018 CENTER REPORT CARD</b>			
<b>Measure</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
<b>DIRECT CENTER SERVICES (35%)</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%	30%
Measurable Skills Gains Rating*	Rating based on average performance of two indicators relative to goals: Average Literacy Gains and Average Numeracy Gains	100%	5%
<b>CTS PLACEMENT OUTCOMES (30%)</b>			
Placement Rate	No. 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> No. 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> No. 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%
<b>Q2/Q4 PLACEMENT OUTCOMES (35%)</b>			
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter	No. 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> No. of graduates and former enrollees who complete the Quarter 2 survey	80%	13.75%
Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter	No. 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> No. of graduates and former enrollees who complete the Quarter 4 survey	80%	13.75%
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> No. 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	7.5%
*Model-based Goal			100%

<b>PY 2018 SUPPLEMENTAL CENTER REPORT CARD</b>			
<b>Indicator</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
<b>CREDENTIAL ATTAINMENT RATING</b>			
HSD/HSE Attainment Rate*	<u>No. of students who attain either an HSD or HSE</u> No. of separated students without an HSD or HSE at entry	65%	40%
Career Technical Training (CTT) Completion Rate	<u>No. of students who complete a CTT program</u> No. of separated students	70%	30%
CTT Primary IRC Attainment Rate	No. of CTT students who attain an approved Primary <u>industry-recognized credential or complete an NTC program</u> No. of separated students assigned to a CTT program	90%	30%
*Model-based Goal			100%
<b>MEASURABLE SKILLS GAINS RATING</b>			
Average Literacy Gains*	Sum of Grade Level Equivalent gains attained on the highest valid <u>subsequent TABE reading test</u> No. of students who score 552 or lower 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	3.00 GLE	50%
Average Numeracy Gains*	Sum of Grade Level Equivalent gains attained on the highest valid <u>subsequent TABE math test</u> No. of students who score 551 or lower 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	3.00 GLE	50%
*Model-based Goal			100%
<b>PLACEMENT QUALITY RATING</b>			
Career Technical Training (CTT) Completer Job Training Match (JTM) Rate	No. of CTT completers placed <u>in a training-related job or the military</u> No. CTT completers placed in a job or the military	65%	35%
Full-Time Quality Placement Rate	No. 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> No. of initially placed graduates and former enrollees	75%	65%
*Model-based Goal			100%

<b>PY 2019 CENTER REPORT CARD</b>			
<b>Measure</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
<b>DIRECT CENTER SERVICES (20%)</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%	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%
<b>CTS PLACEMENT OUTCOMES (30%)</b>			
Placement Rate	No. 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> No. 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> No. 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 three 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%
<b>Q2/Q4 PLACEMENT OUTCOMES (50%)</b>			
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter	No. 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> No. of graduates and former enrollees who complete the Quarter 2 survey	80%	20%
Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter	No. 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> No. 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> No. 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	No. of graduates and former enrollees who were employed by the same <u>employer in Quarter 2 and Quarter 4 after exit quarter</u> No. of graduates and former enrollees who complete the Quarter 4 survey and were employed in Quarter 2 after exit quarter	60%	0%
*Model-based Goal			100%

PY 2019 SUPPLEMENTAL CENTER REPORT CARD			
Indicator	Definition	Goal	Weight
<b>CREDENTIAL ATTAINMENT RATING</b>			
HSD/HSE Attainment Rate*	<u>No. of students who attain either an HSD or HSE</u> No. of separated students without an HSD or HSE at entry	65%	40%
Career Technical Training (CTT) Completion Rate	<u>No. of students who complete a CTT program</u> No. of separated students	70%	30%
CTT Primary IRC Attainment Rate	No. of CTT students who attain an approved Primary <u>industry-recognized credential or complete an NTC program</u> No. of separated students assigned to a CTT program	90%	30%
*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> No. 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> No. 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%
<b>PLACEMENT QUALITY RATING</b>			
Career Technical Training (CTT) Completer Job Training Match (JTM) Rate	No. of CTT completers placed <u>in a training-related job or the military</u> No. CTT completers placed in a job or the military	65%	35%
Full-Time Quality Placement Rate	No. 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> No. of initially placed graduates and former enrollees	75%	65%
			100%

<b>PY 2018 OA REPORT CARD</b>			
<b>Measure</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
<b>QUANTITY/PRODUCTION (60%)</b>			
Female Arrival Rate	<u>No. of female arrivals</u> Total female contracted quota	100%	30%
Total Arrival Rate	<u>No. of total arrivals</u> Total contracted quota	100%	30%
<b>QUALITY/COMMITMENT (40%)</b>			
Non-Level 1 Zero Tolerance (ZT) Separation Rate	No. 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> No. 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	No. of students in the pool who stay for <u>90 or more calendar days</u> No. of student arrivals with the opportunity to stay in the program for at least 90 calendar days	85%	30%
Graduate Rate	<u>No. of students who separate as graduates</u> No. of separated students	65%	5%
			100%

<b>PY 2019 OA REPORT CARD</b>			
<b>Measure</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
<b>QUANTITY/PRODUCTION (60%)</b>			
Female Arrival Rate	<u>No. of female arrivals</u> Total female contracted quota	100%	30%
Total Arrival Rate	<u>No. of total arrivals</u> Total contracted quota	100%	30%
<b>QUALITY/COMMITMENT (40%)</b>			
Non-Level 1 Zero Tolerance (ZT) Separation Rate	No. 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> No. 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	No. of students in the pool who stay for <u>90 or more calendar days</u> No. of student arrivals with the opportunity to stay in the program for at least 90 calendar days	85%	30%
Graduate Rate	<u>No. of students who separate as graduates</u> No. of separated students	65%	5%
			100%

<b>PY 2018 CTS REPORT CARD</b>			
<b>Measure</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
<b>CTS PLACEMENT OUTCOMES (50%)</b>			
Placement Rate	No. of graduates and former enrollees placed in a job, the military, <u>an education/training program, or a job/college combination</u> No. 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> No. 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%
<b>Q2/Q4 PLACEMENT OUTCOMES (50%)</b>			
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter	No. 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> No. of graduates and former enrollees who complete the Quarter 2 survey	80%	20%
Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter	No. 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> No. 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> No. of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military	\$5,500	10%
*Model-based Goal			100%

<b>PY 2018 SUPPLEMENTAL CTS REPORT CARD</b>			
<b>Indicator</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
<b>PLACEMENT QUALITY RATING</b>			
Career Technical Training (CTT) Completer Job Training Match (JTM) Rate	No. of CTT program completers placed <u>in a training-related job or the military</u> No. CTT program completers placed in a job or the military	65%	35%
Full-Time Quality Placement Rate	No. 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> No. of placed graduates and former enrollees	75%	65%
			100%

<b>PY 2019 CTS REPORT CARD</b>			
<b>Measure</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
<b>CTS PLACEMENT OUTCOMES (50%)</b>			
Placement Rate	No. of graduates and former enrollees placed in a job, the military, <u>an education/training program, or a job/college combination</u> No. 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> No. 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%
<b>Q2/Q4 PLACEMENT OUTCOMES (50%)</b>			
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter	No. 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> No. of graduates and former enrollees who complete the Quarter 2 survey	80%	20%
Graduate and Former Enrollee Placement Rate in Q4 After Exit Quarter	No. 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> No. 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> No. of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military	\$5,500	10%
*Model-based Goal			100%

<b>PY 2019 SUPPLEMENTAL CTS REPORT CARD</b>			
<b>Indicator</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
<b>PLACEMENT QUALITY RATING</b>			
Career Technical Training (CTT) Completer Job Training Match (JTM) Rate	No. of CTT program completers placed <u>in a training-related job or the military</u> No. of CTT program completers placed in a job or the military	65%	35%
Full-Time Quality Placement Rate	No. 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> No. of placed graduates and former enrollees	75%	65%
			100%

<b>PY 2018 CTT REPORT CARD</b>			
<b>Measure</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
<b>DIRECT CENTER SERVICES (20%)</b>			
Career Technical Training (CTT) Program Completion Rate	<u>No. of students who complete a CTT program</u> No. of separated students assigned to a CTT program	80%	10%
CTT Industry-Recognized Credential (IRC) I Attainment Rate	No. of CTT students who attain an approved <u>Primary IRC or complete an NTC program</u> No. of separated students assigned to a CTT program	90%	7.5%
CTT Industry-Recognized Credential (IRC) II Attainment Rate	No. of CTT students who attain an approved <u>Secondary IRC or an approved second Primary IRC</u> No. of separated students assigned to a CTT program	90%	2.5%
<b>CTS PLACEMENT OUTCOMES (40%)</b>			
CTT Completer Placement Rate	No. of CTT completers placed in a job, the military, an education/training program, a job/college combination, or who transferred to an approved Advanced Training program at another <u>center</u> No. 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> No. of CTT completers placed in a job or the military	\$12.25	5%
CTT Completer Full-Time Quality Placement Rate	No. of CTT completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination <u>or a full-time post-secondary training program</u> No. of initially placed CTT completers	75%	10%
CTT Completer Job Training Match (JTM) Placement Rate	<u>No. of CTT completers placed in a training-related job or the military</u> No. 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> No. of CTT completers placed in a training-related job or the military	\$12.85	5%
<b>Q2/Q4 PLACEMENT OUTCOMES (40%)</b>			
CTT Completer Placement Rate in Quarter 2 After Exit Quarter	No. of CTT completers who report on the Quarter 2 survey they are in a job, <u>the military, or an education/training program</u> No. of CTT completers who complete the Quarter 2 survey	83%	15%
CTT Completer Placement Rate in Q4 After Exit Quarter	No. of CTT completers who report on the Quarter 4 survey they are in a job, <u>the military, or an education/training program</u> No. 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> No. 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%
*Model-based Goal (center level)			100%

<b>PY 2019 CTT REPORT CARD</b>			
<b>Measure</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
<b>Direct Center Services (20%)</b>			
Career Technical Training (CTT) Program Completion Rate	<u>No. of students who complete a CTT program</u> No. of separated students assigned to a CTT program	80%	10%
CTT Industry-Recognized Credential (IRC) I Attainment Rate	No. of CTT students who attain <u>an approved Primary IRC or complete an NTC program</u> No. of separated students assigned to a CTT program	90%	7.5%
CTT Industry-Recognized Credential (IRC) II Attainment Rate	No. of CTT students who attain an approved <u>Secondary IRC or an approved second Primary IRC</u> No. of separated students assigned to a CTT program	90%	2.5%
<b>CTS Placement Outcomes (40%)</b>			
CTT Completer Placement Rate	No. of CTT completers placed in a job, the military, an education/training program, or who transferred <u>to an approved Advanced Training program at another center</u> No. 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> No. of CTT completers placed in a job or the military	\$12.25	5%
CTT Completer Full-Time Quality Placement Rate	No. 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> No. of initially placed CTT completers	75%	10%
CTT Completer Job Training Match (JTM) Placement Rate	<u>No. of CTT completers placed in a training-related job or the military</u> No. 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> No. of CTT completers placed in a training-related job or the military	\$12.85	5%
<b>Q2/Q4 Placement Outcomes (40%)</b>			
CTT Completer Placement Rate in Quarter 2 After Exit Quarter	No. 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> No. of CTT completers who complete the Quarter 2 survey	83%	15%
CTT Completer Placement Rate in Q4 After Exit Quarter	No. 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> No. 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> No. 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%
*Model-based Goal (center level)			100%