

**APPENDIX 501A
 POLICIES AND PROCEDURES FOR JOB CORPS’
 PROGRAM YEAR (PY) 2023
 PERFORMANCE MANAGEMENT SYSTEM
 CENTER OUTCOME MEASUREMENT SYSTEM**

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I. DIRECT CENTER SERVICES (DCS) REPORT CARD FOR PY 2023

Prior to reviewing this section, please read the Introduction to Appendix 501. The Introduction provides rationale, policies, and procedural changes that apply to all of the Program Year (PY) 2023 Outcome Measurement System (OMS) Report Cards, as well as Attachments pertaining to this section.

A. Overview

The Direct Center Services (DCS) Report Card measures and accounts for performance across all Job Corps centers. Historically, this system has assessed the overall performance of the program, evaluating not only students' attainments while on center, but also their placement and earnings after separation. Since PY 2018, the performance measures have been derived from a combination of the Workforce Innovation and Opportunity Act¹ (WIOA), which authorizes the Job Corps program, and the U.S. Department of Labor's (DOL's) priorities.

For PY 2023 Job Corps has made significant changes to the OMS, including a realignment of the system assessing center accomplishments to more narrowly focus on those outcomes most directly related to the services provided by centers. The new DCS Report Card measures centers' success in retaining students, and students' attainment of credentials and skills. Details on the changes made to the DCS Report Card for PY 2023 can be found in Section B of this Appendix 501a.

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

B. PY 2023 Changes in Appendix 501A

For PY 2023, Job Corps has made substantial changes to its Center OMS. Job Corps has:

- Removed all measures and associated indicators assessing the placement and earnings of graduates and former enrollees after program separation;
- Relabeled the Center Report Card to Direct Center Services (DCS) Report Card;
- Added both a short-term and a long-term retention measure;
- Replaced the composite measure of Credential Attainment Rating with its corresponding indicators;
- Reintroduced a measure of Combination High School Diploma

¹ <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>

- (HSD)/Equivalency (HSE) and Career Technical Training (CTT) Completion;
- Removed the Average Literacy and Average Numeracy Gains indicators;
- Replaced the composite measure of Measurable Skills Rating with its remaining corresponding indicators (Literacy Gain Rate and Numeracy Gain Rate);
- Added a new measure to capture meaningful instances of off-center work-based learning (WBL);
- Increased goals of the HSD/HSE Attainment, Literacy Gain and Numeracy Gain measures to reflect federal performance expectations; and,
- Redistributed weights so that all measures in the DCS Report Card are weighted equally, thereby placing equal importance on the retention, credential and skills attainment measures, and requiring centers to focus equally on achieving all the metrics and goals.

The specific changes to the DCS Report Card are enumerated below.

Reconfigured Center Report Card to Direct Center Services (DCS) Report Card: As part of the larger realignment of the performance accountability system, Job Corps reconfigured the Center OMS to focus on measures of student outcomes achieved on center. This new Report Card is labeled the Direct Center Services (DCS) Report card. All measures related to placement and wage outcomes are removed from this Report Card. Additionally, the Average Literacy Gains and Average Numeracy Gains measures are removed, so that all remaining measures are calculated in real-time and not upon separation from Job Corps. In total, the following measures are removed from the Report Card:

- Average Literacy Gains
- Average Numeracy Gains
- Placement Rate
- Average Hourly Wage at Placement:
- Placement Quality Rating and its two indicators:
 - ✓ Full-Time Quality Placement:
 - ✓ Job-Training Match (JTM) Placement Rate:
- Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit Quarter:
- Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit Quarter
- Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit Quarter
- Graduate and Former Enrollee Employer Retention Rate

Replaced Credential Attainment Rating and Measurable Skill Gains Rating with their corresponding indicators: The composite measure of Credential Attainment Rating is removed, and its three indicators – HSD/HSE Attainment Rate, CTT Completion Rate and Primary Industry Recognized Credential (IRC) Attainment Rate – are reinstated as stand-alone measures. Similarly, the Measurable Skill Gains Rating is

replaced by the two remaining indicators under this composite measure – Literacy Gain Rate and Numeracy Gain Rate.

- **Added Two Retention Measures:** Added a 90-Day Retention Rate measure and a 180-Day Retention Rate Measure to the DCS Report Card to focus on the importance of retaining students in the program and the relationship between longer retention and achievement of credentials and skills. The goals for the 90-Day and 180-Day Retention Rate measures are set at 80 percent and 85 percent respectively.

Reintroduced Combination HSD/HSE and CTT Completion measure: In recognition of the improved career and financial outcomes that result from completing both an academic credential and career technical training, Job Corps is reintroducing the Combination HSD/HSE and CTT Completion measure. The goal for the Combination measure is set at 60 percent.

Added Off-Center Work-Based Learning (WBL) Rate measure: In support of Job Corps 2.0 Pillar 4, Develop Meaningful Partnerships, and in recognition of the importance of real-world, on-site work experiences, Job Corps is adding a measure of Off-Center work-based learning (WBL) that are in meaningful opportunities and meet a minimum duration requirement. Meaningful opportunities are those that are off-center and categorized as Career Technical Skills Training (CTST), Clinical Experience/ Practicum, Cooperative Education, or an Internship. Additionally, the WBL experience must be a minimum of 40 hours in duration within one instance/record with the same employer. As with the other DCS Report Card measures, the Off-Center WBL Rate is calculated in real-time and not upon separation. The goal for this measure is set at 25 percent.

High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate: For PY 2023, Job Corps has increased the goal of the HSD/HSE Attainment measure by 5 percent, from 70% to 75% to set a higher standard for achieving these necessary credentials that are linked to upward career mobility and higher wages.

Literacy Gain Rate: For PY 2023 the goal for this measure is increased from 65 percent to 75 percent, reflecting higher federal expectations on performance.

Numeracy Gain Rate: Similarly, the goal for this measure is also increased to 75 percent for PY 2023 reflecting higher federal expectations on performance.

Weights: The weighting scheme across all measures has been adjusted so that each measure carries an equal weight of 11.1% (with the exception of the CTT Completion Rate measure which is weighted at 11.2% so that the sum of all weights is equal to 100%). This ensures an equal focus across all retention and attainment outcomes.

All policies and related attachments pertaining to the DCS Report Card can be found in Appendix 501 Introduction and Appendix 501 Attachments.

Provided on the next page is a summary table outlining the PY 2023 DCS Report Card.

PY 2023 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	Definition	Goal	Weight
RETENTION (22.2%)			
90-Day Retention Rate	<p style="text-align: center;"><u>Number of students that stay for 90 days</u> Number of students that had the opportunity to be in Job Corps for 90 days during the reporting period</p>	80%	11.1%
180-Day Retention Rate	<p style="text-align: center;"><u>Number of students that stay for 180 days</u> Number of students that stayed 90 days and had the opportunity to be in Job Corps for 180 days during the reporting period, excluding those who attained an HSD/HSE and/or CTT prior to the 180th day</p>	85%	11.1%
CREDENTIAL ATTAINMENT (44.5%)			
HSD/HSE Attainment Rate*	<p style="text-align: center;">Number of students who attained either an HSD or HSE <u>in the reporting period</u> Of those without an HSD/HSE at entry: the number who attained one while at Job Corps during the reporting period plus the number who exited in the reporting period without attaining an HSD/HSE</p>	75%	11.1%
Career Technical Training (CTT) Completion Rate	<p style="text-align: center;">Number of students who attained their first CTT program <u>in the reporting period</u> Number of students who completed their first CTT program during the reporting period plus the number assigned to a CTT who exited in the reporting period without completing a CTT program</p>	75%	11.2%
CTT Primary IRC Attainment Rate	<p style="text-align: center;">Number of CTT students who attained their first approved Primary industry-recognized credential or completed an NTC <u>program in the reporting period</u> Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC</p>	90%	11.1%
Combination HSD/HSE and CTT Attainment Rate*	<p style="text-align: center;">Number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent <u>of these attainments occurring in the reporting period</u> Of those without an HSD/HSE at entry: the number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent attainment occurring during the reporting period, PLUS the number of students who exited in the reporting period without attaining both an HSD/HSE and CTT</p>	60%	11.1%

PY 2023 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	Definition	Goal	Weight
MEASURABLE SKILL GAINS (33.3%)			
Literacy Gain Rate*	<p>Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE reading test during <u>the reporting period</u></p> <p>Number of students who a) scored EFL 4 or below on the initial TABE reading test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial reading test during the first 21 calendar days on center during the reporting period PLUS c) students who exited in the reporting period, scored EFL 4 or below on the initial TABE reading test and did not attain a gain of 1 EFL or higher on a subsequent follow up test</p>	75%	11.1%
Numeracy Gain Rate*	<p>Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE math test <u>during the reporting period</u></p> <p>Number of students who a) scored EFL 5 or below on the initial TABE math test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial math test during the first 21 calendar days on center in the reporting period, PLUS c) students who exited in the reporting period, scored EFL 5 or below on the initial TABE math test and did not attain a gain of 1 EFL or higher on a subsequent follow up test</p>	75%	11.1%
Off-Center Work-Based Learning Rate	<p style="color: red;">Number of students who participated in their first Meaningful² Off-Center Work-based learning (WBL) <u>during the reporting period</u></p> <p style="color: red;">Number of students enrolled in a CTT program that participated in their first Meaningful Off-Center WBL activity during the reporting period PLUS the number of students enrolled in a CTT program who separated during the reporting period without participating in a meaningful Off-Center WBL activity</p>	25%	11.1%
*Has Model-based Goal			100%

² Meaningful Off-center WBL is defined as one record/instance totaling 40 or more hours that is either off-center Career Technical Skills Training (CTST), Clinical Experience/Practicum, Cooperative Education, or Internship.

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

For the DCS Report Card, both traditionally and virtually enrolled students who exit due to Level 1 ZT infractions under codes 5.1a, 5.2b and 5.3c (alcohol) within 30 calendar days from enrollment are *not* included in the pools and credits for all measures.

Additionally, traditionally enrolled students who exit due to Level 1 ZT infractions under code 5.2a within 45 calendar days from enrollment and virtually enrolled students who exit due to Level 1 ZT infractions under code 5.2a within 45 calendar days from arrival to center are *not* included in the pools and credits for these measures. Specifically, the pools for the on-center measures do not include:

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

Students who exit the program due to Level 1 ZT infractions incurred after the 30/45 day timeframes noted above will be included in all pools for all measures, and credit will be given as applicable.

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

D. **Retention Measures**

Measures of student retention support the relationship between the enrollment of committed students and students' length of stay at centers, which correlates to quality achievements and placements.

1. **90-Day Retention Rate:** This measure includes all students who enter Job Corps – both through traditional and virtual enrollment.

Pool: Number of students who had the opportunity to be in Job Corps for 90 calendar days during the reporting period (excluding 30/45 day Level

1 ZTs).

Measure: The percentage of students in the pool who stay in the program for 90 or more calendar days.

Goal: The national goal is 80%.

Weight: 11.1%

Formula: Number of students who stay in Job Corps
for 90 or more calendar days
Number of students with the opportunity to be in
Job Corps for 90 calendar days during the reporting period

2. 180-Day Retention Rate: This measure reinforces the need to retain students in the program for sufficient time to successfully complete their training.

Longer lengths of stay in the program are highly correlated to the attainment of credentials and skills. The pool excludes those who attain an HSD/HSE and/or CTT prior to the 180th day, in recognition that some students are able to complete training within a shorter period, and do not need to remain the full 180 days to benefit from the program.

Pool: Number of students who stayed at least 90 calendar days and had the opportunity to be in Job Corps for 180 calendar days during the reporting period (excluding 30/45 day Level 1 ZTs), excluding those who attained an HSD/HSE and/or CTT prior to the 180th day.

Measure: The percentage of students in the pool who stay in the program for 180 or more calendar days.

Goal: The national goal is 85%.

Weight: 11.1%

Formula: Number of students who stay in Job Corps
for 180 or more calendar days
Number of students who stayed at least 90 calendar days with the
opportunity to be in Job Corps for 180 calendar days during the
reporting period, excluding those who attained an HSD/HSE and/or
CTT prior to the 180th day

E. Credential Attainment Measures

1. High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate: This measure supports WIOA's mission for Job Corps to prepare students for successful careers in in-demand industry sectors, occupations, or the Armed

Forces, that will result in economic self-sufficiency and opportunities for career advancement or enrollment in post-secondary education, including apprenticeship programs.

Pool: Of those without an HSD/HSE at entry, the number who attained one during the reporting period plus the number who exited in the reporting period without attaining an HSD/HSE (excluding 30/45 day Level 1 ZTs).

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

Goal: The national goal is 75%; for PY 2023, centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as students' test scores at entry) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Attachments, Attachment 12: PY 2023 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 11.1%

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

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

Pool: Number of students who completed their first CTT program during the reporting period plus the number assigned to a CTT who exited in the reporting period without completing a CTT program (excluding 30/45 day Level 1 ZTs).

Measure: The percentage of students who have completed a CTT program in the reporting period while enrolled in Job Corps. **NOTE:** For purposes of

the DCS Report Card, credit is granted for the achievement of the first CTT program only, even if a student completed another CTT program during enrollment.

Goal: The national goal is 75%.

Weight: 11.2%

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

- 3. Combination HSD/HSE and CTT Completion Rate:** This measure encourages the completion of both academic and CTT programs as a basis for career and financial success in employment, and recognizes the additional effort required of the center and the student to achieve both.

Pool: Of those without an HSD/HSE at entry: the number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent attainment occurring during the reporting period, PLUS the number of students who exited in the reporting period without attaining both an HSD/HSE and CTT

Measure: The percentage of students who attained an HSD or HSE in the reporting period while enrolled in Job Corps AND who completed their first CTT program, with the most recent of these attainments occurring in the reporting period **NOTE:** For purposes of the DCS Report Card, credit is granted for the achievement of one academic credential only, even if a student earned both an HSD and an HSE during enrollment.

Goal: The national goal is 60%; for PY 2023, centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as students' test scores at entry) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Attachments, Attachment 12: PY 2023 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 11.1%

Formula: Number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent of these attainments occurring in the reporting period

Of those without an HSD/HSE at entry: the number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent attainment occurring during the reporting period, PLUS the number of students who exited in the reporting period without attaining both an HSD/HSE and CTT

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

Pool: Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC (excluding 30/45 day Level 1 ZTs).

Measure: The percentage of students who have attained an approved primary IRC or students who have completed a training program offered by a National Training Contractor (NTC) in the reporting period while enrolled in Job Corps. **NOTE:** For purposes of the DCS Report Card, credit is granted for the achievement of the first primary IRC attained or NTC program completed, even if a student attained another primary IRC during enrollment.

Goal: The national goal is 90%.

Weight: 11.1%

Formula: Number of CTT students who attained their first approved Primary IRC or completed an NTC program in the reporting period
 Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting

period without completing a Primary IRC

F. Measurable Skill Gains Measures

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

Pool: Number of students (excluding 30/45 day Level 1 ZTs) who a) scored EFL 4 or below on a valid initial* TABE reading test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español³ reading test (level E or M) and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial reading test during the first 21 calendar days* on center during the reporting period PLUS c) students who exited in the reporting period, scored EFL 4 or below on a valid initial TABE reading test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español reading test (level E or M), and did not attain a gain of 1 EFL or higher on a subsequent follow up test.

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

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

Measure: The percentage of students who attained their first EFL gain in the reporting period on a valid subsequent TABE reading test (level E, M, D, or A) or TABE Español reading test (level E or M), taken after the student has received instruction in the content area, while enrolled in Job Corps. **NOTE:** For purposes of the DCS Report Card, credit is

³ The TABE Español, which is the most recent Spanish version of the test, is the 7/8 edition released in 1995 and has different score ranges aligned with the EFLs as compared to the TABE 11/12 which is the 2017 English edition.

granted for the achievement of the first EFL gain only, even if a student attains additional EFL gains during enrollment.

Goal: 75% (100% on the TABE Español). For PY 2023, centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as students' test scores at entry) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Attachments, Attachment 12: PY 2023 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 11.1%

Formula: Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE reading test during the reporting period
 Number of students who a) scored EFL 4 or below on the initial TABE reading test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS
 b) students who did not take a valid initial reading test during the first 21 calendar days on center during the reporting period PLUS
 c) students who exited in the reporting period, scored EFL 4 or below on the initial TABE reading test and did not attain a gain of 1 EFL or higher on a subsequent follow up test

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

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

Pool: Number of students (excluding 30/45 day Level 1 ZTs) who a) scored EFL 5 or below on a valid initial* TABE math test (level E, M, D, or

A) or EFL 4 on a valid initial TABE Español⁴ math test (level E or M) and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial math test during the first 21 calendar days* on center during the reporting period PLUS c) students who exited in the reporting period, scored EFL 5 or below on a valid initial TABE math test (level E, M, D, or A) or EFL 4 on a valid initial TABE Español math test (level E or M), and did not attain a gain of 1 EFL or higher on a subsequent follow up test.

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

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

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

Goal: 75% (100% on the TABE Español). For PY 2023, centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as students' test scores at entry) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Attachments, Attachment 12: PY 2023 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

⁴ The *TABE Español*, which is the most recent Spanish version of the test, *is the 7/8 edition released in 1995 and* has different score ranges aligned with the EFLs as compared to the TABE 11/12 which is the 2017 English edition.

Weight: 11.1%

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

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

5. **Off-Center Work-Based Learning (WBL) Rate:** This measure emphasizes the importance of strong employer partnerships that can be leveraged to provide on-site job experiences to students that complement the training and soft skills attained through the Job Corps program.

Pool: Number of students enrolled in a CTT program that participated in their first Meaningful* Off-Center Work-based learning (WBL) activity during the reporting period PLUS the number of students enrolled in a CTT program who separated during the reporting period without participating in a meaningful Off-Center WBL activity (excluding 30/45 day Level 1 ZTs).

*Meaningful off-center WBL is defined as one record/instance totaling 40 or more hours that is either off-center Career Technical Skills Training (CTST), Clinical Experience/Practicum, Cooperative Education, or Internship.

Measure: The percentage of students who participated in their first Meaningful Off-Center WBL during the reporting period

Goal: The national goal is 25%.

Weight: 11.1%

Formula:
$$\frac{\text{Number of students who participated in their first Meaningful Off-Center Work-based learning (WBL) during the reporting period}}{\text{Number of students enrolled in a CTT program that participated in their first Meaningful Off-Center WBL activity during the reporting period PLUS the number of students enrolled in a CTT program who separated during the reporting period without participating in a meaningful Off-Center WBL activity}}$$

G. Performance Goals

Performance goals serve as the quantitative benchmarks to assess performance. A single performance goal is established for each measure, and performance is measured as a percentage of the goal(s) achieved. Goals are set to reflect federal government performance expectations.

For PY 2023 the following measures have *national* goals:

- 90-Day Retention Rate
- 180-Day Retention Rate
- Career Technical Training (CTT) Completion Rate
- CTT Primary Industry-Recognized Credential (IRC) Attainment Rate
- Off-Center Work-Based Learning (WBL) Rate

For PY 2023 the following measures have *model-based* goals:

- Literacy Gain Rate
- Numeracy Gain Rate
- HSD or HSE Attainment Rate
- Combination HSD/HSE and CTT Completion Rate

Model-based goals for all DCS measures can be found in Appendix 501- Attachments, Attachment 12: PY 2023 Center Model-Based Goals and Worksheets. Details regarding model-based goals can be found in Chapter 5, Appendix 501, Introduction, D.2.(b).

H. Weights

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

The weighting scheme of the DCS Report Card has been altered for PY 2023. All measures are equally weighted to emphasize that retaining students in the program, and their attainment of credentials and skills necessary to succeed in their experiences after separation are of the same importance.

I. Overall Rating

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

II. CENTER QUALITY ASSESSMENT FOR PY 2023

A. Overview

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

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

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

B. Student On-Board Strength (OBS)

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

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

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

The SEA is a student satisfaction survey that assesses students' opinions about their Job Corps experience. The survey includes 15 modules addressing multiple areas of service such as admissions, career technical training, and residential living. The SEA is an online survey with 175 questions. The survey modules are tailored to each student based on their experience in the program. Students only complete modules relevant to their current experience (no student answers all 175 questions). The survey takes students 15 minutes, on average, to complete. The SEA is administered quarterly to all students who have been enrolled in the program for two weeks or more. Students returning from a 30-day MSWR or ASWR period within one week of the survey may also be included in the pool.

The SSA elicits students' perceptions on safety and security including center climate, drug/alcohol use, violence/bullying, and sexual violence. The SSA is an online survey with 54 base questions. There are an additional 33 potential follow-up questions based on students' responses to the base questions. The survey takes less than 15 minutes, on average, to complete. Once the pilot is launched in PY 2023, the SSA will be initially administered quarterly to a sample of students based on centers' On-Board Strength (OBS). Students who have been enrolled in the program for two weeks or more are eligible for inclusion in the sample. Students returning from a 30-day MSWR or ASWR period within one week of the survey may also be included in the sample pool.

Both the SSA and the SEA are completed anonymously. Students can complete the surveys online using a computer or any mobile device. Students selected to participate in either the SSA or the SEA receive an email to their Job Corps email address with a survey link and a PIN number. Students click on the survey link and enter their PIN number on the survey launch page to begin the survey. Reminders are sent to the students throughout the nine-day survey window to their Job Corps email and, when possible, to personal email addresses, or via text. Technical assistance is available to students and staff by completing a "Contact Us" form on the JC Student Surveys website, <https://jcstudentsurveys.com>. Students receive a 'Thank You' email after survey completion. Daily response rate reports are posted during the survey window. The daily response rate reports, promotional materials, frequently asked questions, and training documents can be found on the JC Student Surveys website.

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

- Ensure students have computer log-in information and passwords.
- Ensure students can access all available student-ready computers including Chromebook laptops.
- Ensure students know how to access their Job Corps email. This includes knowing the steps to access their email, steps for accessing email on their mobile devices and on the Chromebook laptops and knowing their passwords.
- Encourage students to regularly check their Job Corps emails.
- Ensure students' personal email addresses and cellphone numbers are correct in the Center Information System (CIS).
- Ensure there are functioning computers with internet access and/or Wi-Fi available for students to use during non-training hours.

- During the survey period, ensure the students have access to their Job Corps or personal email using center computers or Wi-Fi during non-training time (after hours or during breaks and lunch) to complete their survey.
- Ensure students understand that the surveys are questionnaires, not tests. There are no right or wrong answers.
- Inform students that the surveys have an audio function, and they should have headsets with them if they want to have the questions and answers read to them.
- Encourage non-residential students in off-center training or work-based learning to check their Job Corps and/or personal email and complete the surveys.
- Ensure individual students have time to complete the surveys on their own, including allowing non-residential students to use center computers after training.

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

The SSA and the SEA have individual administration schedules, response rate targets, and rating systems. These are outlined in Appendix 501 Attachments, Attachments 9 and 10.

III. ROLES AND RESPONSIBILITIES

A. National Office

The National Office is responsible for:

- Establishing national policy for the center OMS each program year.
- Providing model-based goals for designated performance measures and administering the appeals process of the adjusted goals.
- Administering the National Office appeals process of Quarter 2 and Quarter 4 outcomes reported from the post-separation survey.
- Monitoring the Job Corps Data Center (JCDC) issuance of the DCS Report Card and reports on each of the Center Quality Assessment metrics.
- Tracking and verifying performance of Job Corps centers.
- Communicating with Regional Offices to implement program or policy changes.
- Providing information, technical assistance and training to the Regional Offices and Job Corps community as needed.
- Developing and supporting a standardized audit methodology for Regional Office staff.
- Establishing an administrative low rating to centers for lack of credible data.

- Reviewing the development, implementation, and monitoring of center PIPs.
- Issuing performance goals for new centers at the beginning of the second program year of their contract, or as otherwise specified by the National Director of Job Corps.

B. Regional Offices

Regional Offices are responsible for:

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

C. Center Operators

Center operators, including the USDA, Forest Service, are responsible for:

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

D. Job Corps Centers

Job Corps Centers are responsible for:

- Sharing the information in this Appendix 501a with all applicable staff.

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

E. Job Corps Data Center (JCDC)

JCDC is responsible for:

- Ensuring that the DCS Report Card, Center Quality Assessment components, and other reports are issued in accordance with the target release dates.
- Coordinating specifications of the DCS Report Card and the reports for the Center Quality Assessment components (OBS, SEA, and SSA) with National Office staff.
- Ensuring that data generated in the reports accurately reflect the policy and programming design.
- Providing Help Desk services regarding Job Corps center data, reporting and oversight of CIS, and training and services to the regions on CIS.