

APPENDIX 501A
POLICIES AND PROCEDURES FOR JOB CORPS’
PROGRAM YEAR (PY) 2025
PERFORMANCE MANAGEMENT SYSTEM
DIRECT CENTER SERVICES OUTCOME MEASUREMENT SYSTEM

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I. DIRECT CENTER SERVICES (DCS) REPORT CARD FOR PY 2025

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) 2025 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. In PY 2018, Job Corps modified its performance measures to incorporate aspects of the Workforce Innovation and Opportunity Act¹ (WIOA) six primary metrics and the U.S. Department of Labor's (DOL's) priorities. In PY 2023, Job Corps further revised this Report Card framework to include only center-related outcomes, removing all placement and earnings metrics.

WIOA requires that all youth training programs, including Job Corps, use the six primary performance measures to evaluate contractors' performance. In PY 2026, Job Corps will produce and incorporate a new, stand-alone, quarterly WIOA Performance Report (WPR) with PY 2026 center-level outcomes against goals for each of the primary six measures, and an overall rating. Beginning in PY 2027, Job Corps will use the WPR to identify the high-performing and low-performing centers, and place centers on a Performance Improvement Plan (PIP). Until this time, OMS reports will continue to be used for performance evaluation and PIP placement purposes.

B. PY 2025 Changes in Appendix 501A

For PY 2025, Job Corps has made no changes to the goals or weight structure of the DCS Report Card, but has incorporated modifications to the pools of some measures to align with recently implemented policy changes regarding CTT One-Way students, the new TABE 13/14 test and the transition from TABE 11/12 to TABE 13/14. The specific changes made for PY 2025 are listed below.

HSD/HSE Attainment Rate: Students who enter Job Corps through a special agreement with a local high school for the purpose of only enrolling in a CTT program while continuing their secondary school coursework at the high school are not included in the pool. These students are identified as "CTT One-Way".

Combination HSD/HSE and CTT Completion Rate: CTT One-Way students are not included in the pool.

Numeracy Gain Rate: Students whose initial Math TABE 13/14 test places them at

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

Educational Functional Level (EFL) 5 or above are not included in the pool. Under TABE 13/14, the threshold for basic skills deficiency on the Math test shifts from EFL 6 to EFL 5. The threshold is used for determining placement in follow-up academic instruction and for follow-up TABE testing. Students who test EFL 4 or below on the TABE 13/14 Math test will continue to test until they reach the threshold or separate from the program. CTT One-Way students are also not included in the pool.

Literacy Gain Rate: CTT One-Way students are not included in the pool.

TABE Testing Policy During Transition from TABE 11/12 to TABE 13/14: On July 1, 2025, Job Corps transitioned from TABE 11/12 to TABE 13/14. Students who enrolled prior to and were still active on July 1, 2025 and who achieved EFL 5 (for Literacy) or EFL 6 (for Numeracy) on a TABE 11/12 initial or follow-up test will not take the equivalent TABE 13/14 test. All other students who enrolled prior to and who were still active on July 1, 2025 were required to take an initial TABE 13/14 in the area in which they were basic skills deficient, or in the area in which they did not have a valid test. The 21-day window for taking an initial TABE test was waived for students who enrolled between May 20 and July 25, 2025; this group of students had until August 15, 2025 to take an initial TABE 13/14 test. Students who enrolled on or after July 26, 2025 were required to take the initial TABE 13/14 tests within the regular 21-calendar-day window. Credit will be given based upon the highest gains achieved from either the TABE 11/12 initial and highest follow up test OR the TABE 13/14 initial and highest follow up test. Credits cannot be given for the combined gains from the TABE 11/12 and TABE 13/14 tests.

No other changes have been made to the PY 2025 DCS measures, goals, and weights. The PY 2024 model-based goals will also continue to be used in PY 2025 for all relevant measures.

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 2025 DCS Report Card.

PY 2025 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	Definition	Goal	Weight
RETENTION (5%)			
90-Day Retention Rate	<p style="text-align: center;"><u>Number of students that stay for 90 days</u></p> Number of students that had the opportunity to be in Job Corps for 90 days during the reporting period	80%	2.0%
180-Day Retention Rate	<p style="text-align: center;"><u>Number of students that stay for 180 days</u></p> 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	85%	3.0%
CREDENTIAL ATTAINMENT (75%)			
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></p> 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	65%	25%
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></p> Number of students who completed their first CTT program during the reporting period plus the number who exited in the reporting period without completing a CTT program	65%	25%
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></p> 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	50%	5%

PY 2025 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	Definition	Goal	Weight
CTT Primary IRC Attainment Rate	<p>Number of CTT students who attained their first approved Primary industry-recognized credential or completed an NTC program in the <u>reporting period</u></p> <p>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%	20%
MEASURABLE SKILL GAINS (20%)			
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>	65%	5%
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 4 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 4 or below on the initial TABE math test and did not attain a gain of 1 EFL or higher on a subsequent follow up test</p>	65%	5%
Off-Center Work-Based Learning Rate	<p>Number of students who participated in their first Meaningful² Off-Center Work-based learning (WBL) <u>during the reporting period</u></p> <p>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>	35%	10%
*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, 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, enrolled students who exit due to Level 1 ZT infractions under code 5.2a within 45 calendar days from enrollment are *not* included in the pools and credits for these measures. Specifically, the pools for the on-center measures do not include:

- 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);
- 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
- Enrolled students who remained in Job Corps less than 45 calendar days from enrollment 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.

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: 2%

Formula:

$$\frac{\text{Number of students who stay in Job Corps for 90 or more calendar days}}{\text{Number of students with the opportunity to be in Job Corps for 90 calendar days during the reporting period}}$$

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: 3%

Formula:

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

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 and excluding CTT One-Way enrolled students).

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 65%; for PY 2025, 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 11: PY 2025 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 25%

Formula:

Number of students who attained either an HSD or HSE while at
Job Corps in the reporting period

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 who exited in the reporting period without completing a CTT program (excluding 30/45 day Level 1 ZTs and excluding CTT One-Way enrolled students).

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 65%.

Weight: 25%

Formula:

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

- 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 (excluding 30/45 day Level 1 ZTs and excluding CTT One-Way enrolled students): 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 50%; for PY 2025, 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 11: PY 2025 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 5%

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. In 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 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 more than one.

Goal: The national goal is 90%.

Weight: 20%

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 and excluding CTT One-Way enrolled students) 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: 65% (90% on the TABE Español); for PY 2025, 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 11: PY 2025 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 5%

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

Note 1: 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.

Note 2: Students who achieved EFL 5 or above on a TABE 11/12 Reading initial or follow-up test prior to July 1, 2025 will not take the TABE 13/14 Reading test in PY 2025. All other students who enrolled prior to and who were still active on July 1, 2025 were required to take an initial TABE 13/14 Reading test. The 21-day window for taking an initial TABE test was waived for students who enrolled between May 20 and July 25, 2025; this group of students had until August 15, 2025

to take an initial TABE 13/14 Reading test. Students who enrolled on or after July 26, 2025 were required to take the initial TABE 13/14 tests within the regular 21-calendar-day window. Credit will be given based upon the highest gains achieved from either the TABE 11/12 initial and highest follow up test OR the TABE 13/14 initial and highest follow up test. Credits cannot be given for the combined gains from the TABE 11/12 and TABE 13/14 tests.

- 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 and excluding CTT One-Way enrolled students) who a) scored EFL 4 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 4 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

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.

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: 65% (90% on the TABE Español); for PY 2025, 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 11: PY 2025 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 5%

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 4 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 4 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 1: 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.

Note 2: Students who achieved EFL 6 on a TABE 11/12 Mathematics initial or follow-up test prior to July 1, 2025 will not take the TABE 13/14 Mathematics initial test in PY 2025. All other students who enrolled

prior to and who were still active on July 1, 2025 were required to take an initial TABE 13/14 Mathematics test. The 21-day window for taking an initial TABE test was waived for students who enrolled between May 20 and July 25, 2025; this group of students had until August 15, 2025 to take an initial TABE 13/14 Mathematics test. Students who enrolled on or after July 26, 2025 were required to take the initial TABE 13/14 test within the regular 21-calendar-day window. Credit will be given based upon the highest gains achieved from either the TABE 11/12 initial and highest follow up test OR the TABE 13/14 initial and highest follow up test. Credits cannot be given for the combined gains from the TABE 11/12 and TABE 13/14 tests.

3. **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 35%.

Weight: 10%

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. For PY 2025, there are no changes to the national performance goals for the DCS Report Card measures from PY 2024.

For PY 2025 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 2025 the following measures have *model-based* goals:

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

The PY 2024 model-based goals will continue to be used for PY 2025. Model-based goals for all DCS measures can be found in Appendix 501- Attachments, Attachment 11: PY 2025 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 remains unchanged for PY 2025.

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 identify potential performance concerns.

II. CENTER QUALITY ASSESSMENT FOR PY 2025

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] when implemented)

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 174 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 174 questions). The survey takes students less than 15 minutes, on average, to complete. The SEA is administered 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 49 base questions. There are additional potential follow-up questions based on students' responses to the base questions. The survey takes approximately 15 minutes, on average, to complete. The timeline for launching the SSA and the sample structure will be released at a later date.

Both the SSA and the SEA are completed confidentially. 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. Response rate reports are posted during the survey window. The 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 as outlined in Appendix 501 Attachments, Attachments 8 and 9.

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 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.