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INTRODUCTION

POLICIES AND PROCEDURES FOR JOB CORPS' PY 2004 PERFORMANCE MANAGEMENT SYSTEM

INTRODUCTION

- A. General.** Job Corps utilizes a comprehensive management system to assess program effectiveness in a variety of areas. The purposes of establishing and maintaining such a system are threefold: 1) to meet federal and legislative accountability requirements for the Job Corps system; 2) to assess centers' and agencies' accomplishments in implementing program priorities and serving students effectively; and 3) to have a management tool that provides useful and relevant feedback on performance, while encouraging continuous program improvement.

Job Corps' performance management system is comprised of five outcome measurement systems, as listed below:

- | | |
|------------------------------------------------|--------------|
| ✓ Outreach and Admissions (OA) Report Card | OA OMS-10 |
| ✓ Center Report Card | OMS-10 |
| ✓ Center Quality Report Card | QR, SSS, OBS |
| ✓ Career Transition Services (CTS) Report Card | POMS-10 |
| ✓ Vocational Reporting and Improvement System | VTRC, PIP |

Each outcome measurement system assesses performance in specific areas of responsibility with respect to serving students. Together, these systems provide a comprehensive picture of performance throughout all phases of a student's Job Corps experience. Thus, it is critical that the systems be closely aligned to encourage collaboration in delivering quality services to students, and to provide an accurate reflection of efforts towards meeting clearly defined program goals.

- B. Background.** The Workforce Investment Act (WIA) became law in August 1998, mandating major changes for Job Corps' performance assessment. The WIA included an increased focus on accountability and contained core indicators of performance for Job Corps concerning recruitment, education and placement rates, wages, and long-term outcomes of graduates after initial placement that related to the Government Performance and Results Act (GPRA). Under the President's Management Agenda, GPRA is being replaced by "Common Performance Measures," a performance management system with one core set of definitions, measures, and procedures for certain programs with similar goals. The Common Measures are an integral part of the Employment and Training Administration's (ETA's) performance accountability system, and are incorporated into the current WIA Reauthorization Act. Beginning in PY 2004 Job Corps will be reporting to the Department of Labor (DOL)/ETA, Office of Management and Budget (OMB), and

Congress on the indicators specified by Common Performance Measures, including attainment of a degree or certificate, literacy and numeracy gains, placement in employment or higher education, and efficiency.

Although WIA's focus is on Job Corps graduates and their long-term outcomes, Job Corps is committed to serving every student who enrolls, whether or not they graduate. It is quite simple: **every student counts**. The Career Development Services System (CDSS), Job Corps' comprehensive program strategy and service delivery system, reinforces this commitment by providing students a continuum of quality services.

CDSS is designed to equip all Job Corps students with the necessary credentials, knowledge, and transitional support for successful entry into, and sustained participation in, the workforce or advanced education environment. This system purposefully integrates all aspects of students' Job Corps experience, from the OA process, the Career Preparation Period (CPP), the Career Development Period (CDP), through the Career Transition Period (CTP). Similarly, the outcome measurement systems are integrated to make it easier to understand and identify connections in how all stakeholders contribute to students' experiences in the program.

Job Corps' performance management system is viewed as one of the most solid data collection and accountability systems in ETA. Thus, Job Corps is well positioned to address both the Department's performance accountability expectations, which includes the newly implemented Common Measures, as well as the transition to performance-based service contracting for center and CTS contract procurements.

- C. Approach.** Each year, a team of Job Corps professionals (Job Corps representatives from centers, agencies, Regional Offices, and Job Corps senior management) assemble to review the current performance management system to assess whether it accurately reflect performance and program priorities, and to make recommendations for the next program year. In PY 2000, great lengths were taken to overhaul the system to align it with the mission of the CDSS and WIA requirements. During the past four years, performance has been positive, and Job Corps continues to advance as a highly successful training program. This year's changes to the Outcome Measurement System (OMS) further improve upon the existing system by adjusting measures, goals, and weights to emphasize the importance of placement, to address any imbalances in the system, and to ensure that the OMS supports the Common Measures initiative.
- D. Design of PY 2004 Performance Management System.** The PY 2004 performance management system incorporates modifications to the previous program year's OMS. The National Office of Job Corps' intent is to keep the accountability system as stable and consistent as feasible, while refining aspects of the system to ensure that it continues to reflect program priorities and effective

delivery of services to students. Modifications made to the PY 2004 system include changes in the performance indicators, performance goals, and weights, so that emphasis is more appropriately tied to the level of accountability. The design of the performance management system is as follows:

1. **Definitions of Student Separation Status:** The criteria for graduate, former enrollee, and uncommitted dropout status, as defined in PRH Chapter 4, Section 4.2, shall apply to the performance management system.
2. **Core Components:** Job Corps' performance management system, with the exception of the Center Quality Report Card, consists of four basic components: results-oriented measures, goals, weights, and an overall rating. Performance measures, which reflect program goals and objectives important to Job Corps' mission, are measurable and consistent throughout the system. The performance measures assess student progress and Job Corps' effectiveness in accomplishing defined goals and objectives, while allowing for comparative analyses of performance based on the results. Performance goals are quantitative benchmarks that are set to establish a desired level of performance. Relative weights assigned to performance measures indicate areas of emphasis among responsibilities for serving students. The overall rating is the way in which results for the measures are aggregated and evaluated.

The Quality Report Card consists of two basic components: results-oriented measures and goals, as defined above. The performance rating in each Quality Report Card measure stands alone; there is no aggregation of results across measures. The Quality Report Card is a valuable management system that complements the other systems by assessing the quality of the services provided by Job Corps. The Quality Report Card captures information on aspects of center life that are not accounted for in the other management systems. These aspects include Job Corps center capacity utilization, effectiveness of center operations, and student satisfaction with respect to safety.

3. **Performance Goals:** As mentioned above, performance goals are the quantitative benchmarks for the outcome measurement systems, where each outcome measure is scored against a single performance goal. Performance is measured as a percentage of the goal(s) achieved.

There are advantages to setting goals rather than standards. For example, performance *goals* are consistent with continuous improvement concepts. Performance *standards* can shift efforts to attaining minimum benchmarks or "clearing the bar," which is not conducive to continuous program improvement. The goal concept illustrates that high expectations have been defined for the program while recognizing achievement toward those goals. Goals are *future oriented* - where Job Corps wants to go as a program.

Thus, the goals are high, yet attainable, as demonstrated by various centers and agencies this past year. It is expected that performance will improve over time as strategies are directed toward reaching goals.

Example: The goal for 60-day commitment in the Center Report Card is 95%. If a center has a commitment rate of 70%, its rating on that measure would be 74%, meaning that the center has reached 74% of the goal ($70/95 = 73.7$). The rating indicates there is room to grow in achieving the goal.

4. **Weights and Overall Rating:** With the exception of the Quality Report Card, weights are assigned to each measure to reflect areas of emphasis in accountability for achieving positive student outcomes. The overall rating is the way in which results across all of the measures are aggregated to create an overall rating. Overall ratings are also used to determine the performance ranges for performance-based service contracting. The following is an illustration of how an overall rating is calculated:

**SAMPLE MANAGEMENT SYSTEM:
Outreach & Admissions (OA) Report Card**

Measure	Goal	Actual	% of Goal Achieved	Weight	Rating*
Female Arrival Rate	100%	90%	90%	30%	27.0%
Total Arrival Rate	100%	85%	85%	20%	17.0%
30-day Commitment Rate	95%	81%	85%	30%	25.5%
60-day Commitment Rate	90%	73%	81%	20%	16.2%
	*Formulas:				85.7%
	% of goal achieved x weight = rating				Overall OA Rating*
	Sum of Ratings = Overall OA Rating				

5. **Rationale for PY 2004 Specific Changes to the OMS:** Many centers have an overall high performance rating in the current system, which is heavily driven by good performance on the on-center measures, rather than on all measures. A large proportion of centers are achieving and exceeding the goals for the on-center measures, while having an average, or below-average performance on the placement measures. In particular, the vocational completion rate and combination measures have seen the highest increases in performance this past year. There have been no real or substantial improvements in placement or post-placement measures.

Overall weight on long-term placement measures has increased slightly in PY 2004, to focus more attention on achieving placement and wages for

graduates, although there is still sufficient emphasis on the on-center measures, with an overall weight of 30%. The philosophy behind this shift is that attainment of the direct placement and long-term placement measures are synonymous with achieving the on-center measures, as youth that have a GED/High School Diploma (HSD) and/or vocational completion are more likely to be placed and earn higher wages.

- a. **On Center:** Statistics indicate that the Combination GED/HSD/Vocational Attainment measure has helped centers attain an overall high performance rate, as centers are able to compensate for performance in other areas by focusing on the combination GED/HSD/Vocational Attainment measure. This measure is eliminated from the PY 2004 OMS Center Report Card. As both the GED/HSD measure and the Vocational Completion measure are still included in the system, the students' bonus for achieving both measures will be retained and with the addition of learning gains measures, youth will continue to be encouraged to attain both education credentials and vocational completion.

Two learning gains measures (a literacy gain rate and a numeracy gain rate) are added to the PY 2004 OMS Center Report Card. These measures align the OMS with Common Measures, and support Job Corps' High School Diploma Initiative. Two separate measures are established in order to reward center achievement separately for literacy and numeracy gains (and motivate achievement in both) and encourage centers not to focus more on one area than the other when students have tested low in both subjects. Centers are not penalized for achieving just one of the measures if a youth requires improvement in only one area, because the pools do not include youth who test above a certain score on the initial TABE test for either measure. These measures help centers by giving credit for youth who achieve significant gains in literacy and/or numeracy, but have not yet reached the proficiency required to pass the GED or HSD. However, these measures also support the attainment of GEDs and HSDs in the long-term, as they will boost educational achievement for all students who will consequently have a greater likelihood of passing the necessary tests.

- b. **Initial Placement:** The Former Enrollee Placement Rate is replaced with an All Terminee Placement Rate, which focuses on all students eligible for placement services (i.e., graduates and former enrollees) and aligns OMS with the Common Measures initiative. With the previous measure, a single placement in a small pool of former enrollees carried greater weight. Thus, centers with small pools could more easily influence their statistics. Substituting with a measure of all terminees is a better summary indicator of placement. However,

the major emphasis is still on graduate placement and earnings, with a combined weight of 30%. The graduate average wage is increased slightly in PY 2004, to ensure that it continues to be ambitious and to emphasize continuous improvement in this area.

- c. **Long-Term Placement:** Only a small fraction of centers in PY 2003 achieved the 6-month placement rate or the 12-month placement rate. This indicates that the long-term placement goals were overly ambitious and are therefore adjusted to more attainable targets in the PY 2004 OMS. The 12-month placement rate is also reexamined as centers have less control over student outcomes at one or more years after graduation, and external factors are more likely to influence the outcomes of these measures, than for the 6-month placement rates. This accentuates the philosophy that solid placement and earnings achievements at the 6-month mark should translate into better 12-month outcomes. Greater emphasis is placed on the 6-month placement than the 12-month, and the weight on 6-month earnings is decreased slightly to move weight to the 6-month placement indicator. Based on the above reasoning, the 12-month average earnings measure is eliminated to allow more emphasis to be placed on the 6-month placement measures.

6. Changes in PY 2004 Affecting Multiple Accountability Systems: Provided below are changes that affect two or more outcome measurement systems. Specific changes to individual systems are contained in each system's section, which follows this Introduction:

- a. **Former Enrollee Placement Rate.** This measure is replaced with an All Terminee Placement Rate in the Center and CTS Report Cards. The national goal has been set at 85%, with a weight of 10%, in both the Center and CTS Report Cards. (*Center and CTS Report Cards*)
- b. **Graduate Average Wage at Initial Placement.** The national goal for this measure is increased to \$8.25. For the Center and CTS Report Cards, models will continue to be used to set individualized center and CTS agency goals, adjusting for factors beyond their control that affect performance. (*Center and CTS Report Cards*)
- c. **Graduate 6-Month Follow-up Placement Rate.** The national goal for this measure is adjusted to 70%, and the weight is set at 20% in both the Center and CTS Report Cards. (*Center and CTS Report Cards*)
- d. **Graduate 6-Month Average Weekly Earnings.** The national goal for this measure is increased from \$355 to \$368. Consistent with the philosophy of setting performance goals, this goal was raised because

the majority of centers and CTS agencies were achieving PY 2003 goals. However, the increase is modest to account for economic conditions that can impact results. This will continue to be a model-based goal for centers and agencies. (*Center, CTS and Vocational Training Report Cards*)

- e. **Graduate 12-Month Follow-Up Placement Rate.** The national goal for this measure is set at 70% in both the Center and CTS Report Cards. Please refer to the individual sections, as weights are tailored to fit the individual system. (*Center and CTS Report Cards*)
 - f. **Graduate 12-Month Average Weekly Earnings.** This measure is eliminated from the Center and CTS Report Cards, and will not carry any weight in the Vocational Training Report Card, in order to focus the systems on earlier post-placement outcomes. It is anticipated that solid post-placement outcomes at 6-months will continue to translate into successful 12-month earnings outcomes. (*Center, CTS and Vocational Training Report Cards*)
7. **Comparison between Initial Wage and Earnings Measures:** Currently, the outcome measurement systems report the average hourly wage of graduates initially, and then report long-term compensation in the form of average weekly earnings.
 8. **Military Wage at Initial Placement:** The National Office uses a standardized military wage rate of \$11.14 to record the salary of Job Corps students entering the military. This figure reflected the basic salary of an E-1 enlistment and the estimated value of several additional non-wage benefits, such as government quarters value, basic allowance, and clothing allowance. The wages reported for students placed in civilian positions do not include any benefits that they may be receiving from their employer, such as free or subsidized medical coverage, subsidized transportation, retirement savings contributions, stock options, and so forth. It is possible for a Job Corps student who enters the military to have a higher base pay than that used to calculate the \$11.14 rate; however, since the current standardized military rate that Job Corps uses includes the value of benefits received, and similar benefits are not accounted for in the civilians' salaries, it is the policy to not increase the recorded military wage at this time.
 9. **Learning Gains Measures:** Two learning gains measures (a literacy gain rate and a numeracy gain rate) are added to the OMS Center Report Card. As specified in PRH, Appendix 301, Tests of Adult Basic Education (TABE) Requirements and Instructions for TABE 7/8, all students must be given the reading and math subtests of the TABE 7/8 within the first 14 days on center. Follow-up testing of students must take place no sooner than 30 days after the last TABE test was administered.

Youth who score 552 or below on the reading TABE test (level E, M, or D) and 551 or below on the math TABE test (level E, M, or D) are included in the pools for the literacy and numeracy measures, respectively. Also included in the pools are those students who have not taken a valid initial TABE test (e.g., within the first 14 days on center). (Please note, TABE cut off scores for academic programming purposes are set forth under PRH, Appendix 301; TABE cut off scores established in PRH, Appendix 501 apply to credit for learning gains.) Scale scores are units of a single, equal-interval scale that is applied across all levels of TABE 7/8. These scores are expressed as numbers that range from 0—999. TABE policies set forth in both Appendix 301 (academic programming) and Appendix 501 (credit for learning gains) must be followed simultaneously.

In order to receive credit for these two measures, youth in the pools must increase by one or more educational functioning levels. The TABE score ranges correspond to Adult Basic Education (ABE) levels ranging from 1 to 6, credit is received only when youth attain a follow-up TABE test score that places them into a higher ABE level than their initial score did, regardless of the number of points by which their score increased. Statistical models have been developed to set individualized center goals for these measures that account for differences in students' academic abilities at entry. During PY 2004, the Center Report Card will record learning gains data for students who enter the program as of July 1, 2004 or later. Once the initial 12 months of data have been collected, the learning gains measures will be reported using a rolling 12-month format. Please refer to Appendix 501a, Section I for the specific guidelines for the literacy and numeracy measures.

10. **Vocational Reporting and Improvement System**: The evaluation system for vocational training programs was substantially redesigned for PY 2003 to further emphasize the importance of achieving long-term labor market attachment and sustainable earnings for graduates. The new system, entitled the Vocational Reporting and Improvement System (VRIS), enables the Job Corps community to more effectively monitor and continuously improve all vocational training programs. It is composed of a Vocational Training Report Card (VTRC), Performance Improvement Plans, and program incentives and sanctions. Major highlights of this system, which are detailed in Appendix 501d, include the following:
 - a. The VRIS is a single system affecting all vocational programs, both center and National Training Contractor (NTC)-operated. All programs are assessed using the same indicators, weights, goals, and rating system.
 - b. The VRIS includes a Minimum Productivity Rule, which requires each vocational program to place (vocational completers only) a minimum

of 51% of its contracted training slots every program year. This Rule is a prerequisite that must be achieved before further analysis of the six core indicators is conducted.

- c. The VTRC's six core indicators, and their weights, are as follows:

Vocational Completion Rate	10%
Initial Graduate Placement Rate	20%
Job Training Match (JTM) Placement Rate	20%
6-Month Follow-up Placement Rate	20%
6-Month Follow-up Average Weekly Earnings*	20%
12-Month Follow-up Placement Rate	<u>10%</u>
	100%

*The model-based goals for the 6-Month Average Weekly Earnings are the same as those established for the Center Report Card.

In an effort to drive long-term success in the labor market for graduates, Initial Wage, JTM Wage, and 12-Month Average Weekly Earnings, have not been assigned a weight, while the weight assigned to the 6-month follow-up measures have been increased.

- d. The rating formula has been simplified by capping the score for each of the six core indicators and the total score at 100%. Programs will be rated on the following scale:

A	Exceptional performance	90 - 100%
B	Above average performance	80 - 89%
C	Average performance	70 - 79%
D	Unsatisfactory performance	0 - 69% (includes programs that fail to meet the Minimum Productivity Rule)

- e. Vocational programs with sustained performance at the 'A' level will be recognized by the National Office, based on recommendations from the Regional Office.
- f. The Regional Office may place programs (including NTC programs) on Probation that perform at the 'D' level, following a Regional Office-administered Appeals Process. The Regional Office will also require all 'D' level programs, and designated 'C' level programs to have a Performance Improvement Plan.

- g. Programs performing at the 'D' level at the conclusion of the probation year may be recommended for closure/slot reduction following a National Office-administered appeals process. The National Director of Job Corps makes all final decisions regarding program closures/slot reductions.

11. **Current Policies Affecting Multiple Accountability Systems that Remain Unchanged in PY 2004:** Provided below are policies pertaining to two or more measurement systems that remain unchanged in PY 2004:

- a. **6-Month and 12-Month Follow-Up Survey Data Validity.** Job Corps is committed to the highest standards of data validity and integrity for all data used in the performance management systems. In particular, this applies to all of the information obtained from students through the 6- and 12-month post-placement surveys. To ensure the validity and integrity of these data, it is important that all Job Corps staff recognize the policies and procedures that need to be followed when collecting data from human subjects. Some background on the information provided to students when the surveys are administered is provided below, followed by examples of behaviors that potentially threaten the validity and integrity of the data.

All research conducted with human subjects must abide by guidelines ensuring that the rights of participants are protected. The National Office and the survey research contractors are committed to the ethical conduct of the follow-up survey data collection. This includes providing participants with information about the survey and their rights as participants so that they can make an informed decision about whether to participate. The survey is voluntary, which means that participants have the right to refuse to participate, and must not be subject to coercion or otherwise made to feel that a benefit of the program will be denied them if they do not participate.

Before beginning the questionnaire, survey staff read each participant a statement of "informed consent" that includes the following guidelines and principles:

- Their participation in the survey is voluntary.
- They have the right to refuse to participate in the survey or to refuse to answer any questions they do not wish to answer.
- Their refusal to participate in the survey will not impact any benefit they are eligible to receive as participants in the Job Corps program.

- The information they provide will be confidential and will only be used by Job Corps for purposes of program evaluation.

To ensure that Job Corps follow-up survey participation remains voluntary and that Job Corps program staff do not engage in any practice that might be construed as coercion, the following practices should be avoided when Job Corps staff discuss the survey with former students:

- (1) Linking receipt of any payments, awards or benefits that Job Corps students, otherwise eligible, receive for their program participation, to the conduct or the result of the survey is inappropriate. Whether the student completes the survey and regardless of whether their answers result in a positive credit for the program or agency, should never be used to give or deny students any payments, awards or benefits for which they are otherwise eligible.
- (2) Informing students that they should not participate in the survey unless they are employed or in school is inappropriate and would lead to invalid measures of program performance.
- (3) Coaching students as to how they are to respond, such as telling students what to say to have a qualified job placement or educational placement is inappropriate.
- (4) Listening in on the phone while the student takes a confidential survey is inappropriate. If former students call the survey line from a counselor's office, the counselor should leave the room so that the participant can answer the survey in private.
- (5) Initiating contact with students whose responses to the survey result in no credit to ask them to call the survey line and take the survey again is inappropriate. Moreover, if a student has already completed the survey, the survey contractor will not administer a second survey. If a student's survey resulted in no credit and the center or agency believes the student was in a qualified placement, the appropriate step is to file an appeal.
- (6) Withholding known contact information for students who do not currently have a Job Corps valid job or school placement is inappropriate and leads to invalid outcome measures. (*Center, CTS, and Vocational Training Report Card*)

- b. Appeal Process.** Appeals may be made to the Office of Job Corps related to the model-based goals developed for centers, CTS

contractors, and NTCs, and/or for the purpose of questioning the outcome for a student processed through the 6- and 12-month post-placement follow-up system. Provided below is a description of the process for both types of appeals:

- (1) Appeal Process for Model-Based Goals. Model-based goals are developed using the most recent data available. As a result, the goals should accurately represent the factors that impact achievement of goals. If, however, major changes occur in the factors that influence the GED/HSD literacy gain rate, numeracy gain rate, wage and/or earnings models, then, occasionally, the models may require recalculation.

Model-based goals may be appealed if new or extenuating circumstances exist that are beyond the control of the center or CTS agency and are unable to be resolved during the year.

Data or supporting documentation related to the appeal must be submitted to the National Office of Job Corps, Attention: Program Accountability Unit. Entities that submit documentation for appealing a model-based goal will be notified of the decision within 45 days from the date the full documentation is received.

- (2) Appeal Process for 6- and 12-Month Survey Results. The National Office has developed an appeals procedure for the 6- and 12-month placement and earnings measures. Appeals of these outcomes can be made by the center from which the student separated, the CTS agency to which the student was assigned, or the NTC contractor responsible for post-program services. The appeal must be filed by the last day of the month following the month in which the student's record first appears on the reports for individual student outcomes.

The appeals process requires that an appeal form be completed (see attachments in the Center, CTS, and Vocational Reporting and Improvement System sections) along with supporting documentation (i.e., pay stub, written statement on letterhead, business card or office stamp on center or CTS verification form, or school/training institution transcript) that corresponds to the student's applicable survey week. The appeal form and the documentation are to be sent to the National Office of Job Corps, Attention: Program Accountability Unit.

The National Office will review the appeal form and supporting documentation, and reach a decision on whether or not to

grant credit for the 6- and 12-month placement and earnings measures. The decision will be recorded and forwarded to the appealing entity within 30 days of receipt. Outcomes of this appeal will be incorporated in subsequent performance reports. *(Center, CTS and Vocational Training Report Cards)*

- c. **Students who are Medical Separations with Reinstatement Rights (MSWRs).** Students who leave a center in MSWR status will not automatically be assigned career transition services with a CTS agency. Students who do not return to the center within the 6-month MSWR period will be assigned CTS services during the final close-out separation process according to their separation status (graduate, former enrollee, or uncommitted dropout). The CTS/CDSS application will not accept placement data for students in MSWR status until they are separated by the center. These students will subsequently enter the applicable placement and earnings pools for the Report Cards, either when they are placed or when their service (“due or received”) period expires. *(Center, CTS and Vocational Training Report Cards)*

- d. **Deceased Students.** In the event of a student’s death either during or after enrollment in Job Corps, he/she will be removed from applicable performance data pools. In the event of death during enrollment, the student will be removed from all Report Card center outcome pools in which their passing would have a negative impact. In the event of death after separation and during the eligible CTS period, the student will be removed from CTS, CDSS, and Report Card placement pools. These students will also be removed from follow-up survey queues. Regional Office approval is required in order for the Job Corps Data Center (JCDC) to process these removals. The region must notify the Data Center within 3 months of the student’s death. *(OA, Center, CTS and Vocational Report Cards)*

- e. **Placement Upgrades.** In PY 2004, the follow-up survey responses will continue to be used to capture improvements in placement status since initial placement. The rationale is that long-term measures are in place to accurately capture the progressive improvements that Job Corps graduates make as they advance through their careers.

Upgrades in Job Training Match (JTM) are not captured in the follow-up surveys, primarily due to the intricate coding system (O*NET) uses to identify JTMs and its impact on the surveys. *(Center, CTS and Vocational Training Report Cards)*

- E. **Format of Performance Reports.** In PY 2004, the format for reporting performance will continue to be a rolling, 12-month format. Rolling reports cover a 12-month reporting period and “roll over” each month to a new, 12-month period.

The reports do not begin anew at the start of a new program year. Features of this system are as follows:

- New centers will begin with one-month of data and will build up to a rolling report by the 13th month.
- Centers with new contractors will report data over the entire 12-month period.

The exceptions to the rolling report format are the literacy and numeracy gains measures in the Center Report Card. Data for these two measures will be recorded for students who enter the program as of July 1, 2004 or later. Once the initial 12 months of data have been collected, the learning gains measures will be reported using a rolling, 12-month format.

- F. National Data Integrity Group (DIG).** As stated previously, Job Corps' performance management system is considered to be extremely effective in terms of data validity, integrity, and collection. In keeping with Job Corps' mission to continuously improve program effectiveness, the National Office will continue to use the Data Integrity Group (DIG) to complement the responsibilities of the National Office Program Accountability Unit. This team of data analysts is charged with tracking and scrutinizing performance at a detailed level to ensure that the high standards of the performance management system continue to be met.
- G. Effective Date.** Data collection under the PY 2004 system begins on July 1, 2004. The first report reflecting PY 2004 outcomes is expected to be issued in August 2004.

Following are Appendices 501a, 501b, 501c, and 501d, which provide specific information on the individual outcome measurement systems for PY 2004.