

POLICIES AND PROCEDURES
FOR JOB CORPS' PROGRAM YEAR 2005
PERFORMANCE MANAGEMENT SYSTEM

Appendix 501

Appendix 501a

Center Outcome Measurement System

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APPENDIX 501
INTRODUCTION

POLICIES AND PROCEDURES FOR JOB CORPS’ PY 2005 PERFORMANCE MANAGEMENT SYSTEM

INTRODUCTION

Please note, Appendix 501 – Introduction has been restructured into the following format. More detailed discussion of the measures, goals, and weights for each report card can be found in the Appendix for the specific Report Card.

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POLICIES AND PROCEDURES FOR JOB CORPS' PY 2005 PERFORMANCE MANAGEMENT SYSTEM

INTRODUCTION

- A. General.** Job Corps utilizes a comprehensive performance 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 four outcome measurement systems, results of which are shown in the following report cards:

✓	Outreach and Admissions (OA) Report Card	OA OMS-10
✓	Center Report Card	OMS-10
✓	Career Transition Services (CTS) Report Card	POMS-10
✓	Vocational Training Report Card	VTRC

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 students' 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.

To add to the quantitative components of the performance management system, there is an additional element that evaluates center quality, providing a more comprehensive view of the program's performance. This Center Quality Assessment is composed of three factors, an On-Board Strength (OBS) rating, a Quality Rating (QR), and a Student Satisfaction Survey (SSS). More information regarding the quality assessment of centers can be found in Appendix 501a.

- 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 2001 Management Agenda, a performance management system with one core set of definitions, measures, and procedures is to be implemented across Federal

programs with similar goals. These “Common Measures” are an integral part of the Employment and Training Administration’s (ETA’s) performance accountability system, and are incorporated into the FY 2006 Budget submission. The Office of Management and Budget (OMB) also assessed the ambitiousness of Job Corps goals for the key Common Measures performance indicators as a part of the Program Assessment Rating Tool (PART) review. As of PY 2004, Job Corps began the process of moving towards reporting to the Department of Labor (DOL)/ETA, OMB, and Congress on the four indicators specified by Common Measures, including placement in employment or higher education, attainment of a degree or certificate, literacy and numeracy gains, and efficiency/cost per participant.

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 knowledge, credentials, 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, through the Career Preparation Period (CPP), the Career Development Period (CDP), and 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 DOL’s performance accountability expectations – which includes the newly implemented Common Measures – and 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 reflects performance and program priorities, and to provide input to the National Director for the next program year. In PY 2000, great effort was made to overhaul the system to align it with the mission of the CDSS and the requirements of WIA. This year’s changes further improve upon the system by adjusting measures, goals, and weights to address any imbalances, to emphasize the importance of both academics and training-related placements to students’ long-term success, and to support the Common Measures initiative.

D. Design of PY 2005 Performance Management System. The PY 2005

performance management system incorporates modifications to the previous program year's Outcome Measurement Systems (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 include changes in the performance indicators, performance goals, and weights so that emphasis is more appropriately tied to the level of accountability for achieving positive student outcomes. 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.

Definitions:

- (a) Graduate – one who has completed the requirements of vocational training or earned a High School diploma (HSD) or its equivalent (General Education Development [GED]) while enrolled in Job Corps, or who completes both, and has completed 60 or more days enrollment. Students who have separated for “Level One” Zero Tolerance (ZT) infractions do not qualify.
 - (b) Former Enrollee – one who has completed 60 or more days, has not attained graduate status, and whose separation is for reasons other than a ZT “Level One” infraction.
 - (c) Uncommitted Student – one who has remained in Job Corps less than 60 days (regardless of achievement), or who has separated for a ZT “Level One” infraction, per Exhibit 3.1 (Infraction Levels and Appropriate Center Actions).
2. **Core Components.** Job Corps' outcome measurement systems each consist of four basic components: results-oriented measures, goals, weights, and an overall rating.
 - Performance *measures* reflect the program priorities and objectives important to Job Corps' mission and are measurable and consistent throughout the system.
 - Performance *goals* are quantitative benchmarks that are set to establish a desired level of performance.
 - Relative *weights* are assigned to performance measures to 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 Center Quality Assessment is composed of three discrete measures, OBS, QR, and SSS. Each of these elements is independent of the others, and there is no aggregation of results across each of the measures. These three measures are valuable management tools that complement the other systems by assessing the quality of the services provided by Job Corps and capturing information on aspects of center life that are not accounted for in the other management systems. These aspects include Job Corps center capacity utilization (OBS), assessment of center operations (QR), and student satisfaction with respect to safety (SSS).

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 reported as a percentage of the goal(s) achieved.

Example: The goal for GED/HSD Attainment Rate in the Center Report Card is 50%. If a center has a GED/HSD Attainment Rate of 45%, its rating on that measure would be 90%, meaning that the center has reached 90% of the goal ($45/50 = 90$). The rating indicates there is room to grow in achieving the goal.

4. **Weights and Overall Rating.** Weights are assigned to each OMS report card 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 REPORT CARD:

Measure	Goal	Actual Performance	% of Goal Achieved	Weight	Rating*
Measure 1	75%	79%	105%	40%	42.0%
Measure 2	60%	54%	90%	25%	22.5%
Measure 3	95%	90%	95%	35%	33.3%
*Formulas:					97.8%
% of goal achieved x weight = rating					Overall Report Card Rating*
Sum of Ratings = Overall Report Card Rating					

5. **Format of Performance Reports.** In PY 2005, the format for reporting performance for all measures 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.
6. **Effective Date.** Data reporting under the PY 2005 system begins on July 1, 2005. The first reports reflecting PY 2005 outcomes (period ending July 31, 2005) are expected to be issued in August 2005.

E. **Current Policies that Remain Unchanged in PY 2005:** Provided below are policies that remain unchanged in PY 2005:

1. **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 of Job Corps 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:

- (a) It is inappropriate to link the receipt of any payments, awards or benefits that Job Corps students are otherwise eligible to receive for their program participation, to the conduct or result of the survey. Whether the student completes the survey, and whether answers result in a positive credit for the program, center or CTS agency, should never be used to give or deny students any payments, awards or benefits for which they are otherwise eligible.
- (b) Instructing 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.
- (c) Coaching students on their responses, such as telling students what to say to have a qualified job placement or educational placement is inappropriate.
- (d) 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.
- (e) 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 over 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 CTS agency believes the student was in a qualified placement, the appropriate step is to file an appeal.
- (f) 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.

The National Office of Job Corps actively responds to violations of this policy. Consequences for unethical or fraudulent contact would include:

- Dismissal of the responsible contractor staff;
- Invalidation of any credits received for the 6-month and/or 12-month follow-up surveys (as applicable) in the Center, CTS and Vocational Training Report Cards;
- Administrative movement of the contractor to the bottom of the Report Cards, affecting their performance and incentive bonus as well as their internal scores for earning future contracts; and/or
- Cancellation of the contract.

Please be advised that these or similar repercussions may be imposed when such behavior is identified.

(Center, CTS, and Vocational Training Report Cards)

2. **Appeal Process.** Appeals may be made to the National Office of Job Corps related to the model-based goals developed for centers, CTS contractors, and National Training Contractors (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:

- (a) 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 gains, numeracy gains, 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.

(Center, CTS, and Vocational Training Report Card)

- (b) Appeal Process for 6- and 12-Month Survey Results. The National Office of Job Corps has developed an appeals procedure for the 6- and 12-month follow-up 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 within 90 days of the month in which the student's record first appears on the reports for individual student outcomes (OMS-20, VES-20, or CTS-20).

The appeals process requires that an appeal form be completed 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 of Job Corps will review the appeal form and supporting documentation, and reach a decision on whether or not to grant credit for the 6- and/or 12-month follow-up 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. Please ensure that appeals are filed using the PY 2005 version of the Appeals form located in Appendices 501a, 501c, and 501d.

(Center, CTS and Vocational Training Report Cards)

- 3. Students who are Medical Separations with Reinstatement Rights (MSWRs).** As per the PRH, Chapter 6-4, Section R5, students who are medically separated with reinstatement rights (MSWR) are allowed an expedited return within 180 days if the medical condition has been resolved.

The Job Corps Data Center (JCDC) will report the student outcomes only at the time of final separation. Thus, OMS outcomes for a MSWR student will be recorded either at 180 days after MSWR if the student does not return to the program, or at final separation if the student resumes participation in the program.

The following summarizes how specific circumstances are recorded on the OMS:

- (a) Student is reinstated back to the Job Corps center before the 180 days ends. In this case, there will be no issue.
- (b) Student did not return to the Job Corps center within the 180 days. In

this case, at the end of the 180 days, the system will automatically "close-out" the MSWR. At that time, the system will determine the student's separation status and placement services eligibility status. If the student is eligible for placement service, he/she will be active in CTS for CTS providers to enter placement data. The placement service period will start at the 181st day, and the 6- and 12-month follow-up clock will be based on the date the student initially reported to work or school.

- (c) Student notifies the center before the 180 days ends that he/she does not intend to return to the Job Corps center. (This may occur if the student found a job or simply wants the transition allowance money to be released.) In this case, the center will perform "MSWR Early Close-Out" in Center Information System (CIS). The "close-out" date will be the date the student officially notified the center. At that time, the system will determine the student's separation status and placement service eligibility status. If the student is eligible for placement service, he/she will be active in CTS system for CTS providers to enter placement data. The 6- and 12-month follow-up time frames will still be based on the placement date reported if the student is employed, or enrolled in an education program.

(OA, Center, CTS and Vocational Training Report Cards)

- 4. 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 Center, CTS, and Vocational Training Report Card outcome pools. In the event of death after separation and during the eligible CTS period, the student will be removed from CTS, and Report Card placement pools. These students will also be removed from follow-up survey queues. Regional Office approval is required in order for 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 Training Report Cards)

- 5. Military Wage at Placement.** The National Office of Job Corps uses a standardized hourly military wage rate of \$11.14 to record the salary of Job Corps students entering the military. This figure reflects 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 per hour 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.

(Center, CTS, and Vocational Training Report Cards)

F. Major Changes to Policies and Measures in PY 2005. Provided below are the major changes that affect the outcome measurement systems. Specific changes to individual systems are contained in each system's section, which follows this Introduction.

- 1. Graduate Placement Window.** Effective in PY 2005, the window for graduate placement has been reduced from 12 months to 6 months for all graduates who separate from Job Corps as of July 1, 2005 or later. Graduates will continue to receive career transition services for 12 months after their initial placement as mandated by WIA. Therefore, the maximum length of time a graduate will receive services is 18 months. This modification in the service timeframe will reduce CTS providers' caseloads and accelerate the basis for follow-up services. As the majority of students (approximately 75%) are placed in the first 6 months of their placement window, it is anticipated that this change will not adversely impact the graduate population, and may instead increase efforts for earlier placements.
(Center, CTS, and Vocational Training Report Cards)

Note: Graduates who have separated from the program prior to July 1, 2005 will continue to receive up to 12 months of placement services, and 12 months of transition services, for a maximum service period of 24 months. The service period for former enrollees remains unchanged (up to 3 months).
(Center, CTS, and Vocational Training Report Cards)

- 2. Placement Upgrades.** Effective PY 2005, placement upgrades that occur during the placement window are credited for the short-term career transition services measures (Job Training Match [JTM] Placement, Post-Enrollment Placement, Graduate Placement, and Graduate Placement Wage). All students (graduates and former enrollees) whose placement window is active as of July 1, 2005 are eligible for upgrades that occur as of that date. (Note: a placement upgrade is only credited if the upgrade occurs July 1, 2005 or later, and the student's placement window is active.)

Following is an example of how this policy will be effected:

A graduate separates from a center on June 2, 2005, and is initially reported placed in a \$7.50 per hour non-JTM job on June 11, 2005. Credit for that student is given for the Post-Enrollment Placement Rate, Graduate Placement Rate, and Graduate Placement Wage (at \$7.50 per hour) in the Center Report Card. On July 11, 2005 (during the placement window) the graduate obtains another full-time position that is a JTM and has an hourly

wage of \$8.00; a placement record for this job may be submitted since the wage increase occurred after June 30, 2005. Upon submission, the higher wage and job information replaces the lower, thereby “upgrading” the result for the student. That is, credit for the Post-Enrollment Placement Rate, Graduate Placement Rate, and Graduate Placement Wage is replaced by the \$8.00 per hour job, and credit is now also given for the JTM Placement Rate. (If the graduate had received the wage increase prior to July 1, 2005, no upgrade would be credited for the Graduate Placement Wage measure.)

Note: All subsequent placements that occur after the initial placement during the placement window should be recorded in CDSS for informational purposes, regardless of whether the placement is an upgrade. However, only those placements that are upgrades are credited for the short-term CTS measures.

A chart outlining the placement upgrade hierarchy is attached to Appendices 501a, 501b, and 501d. Upgrades are credited to align the systems with the VTRC, emphasize the importance of continuous progress in the workforce, and encourage JTM placements.

(Center, CTS, and Vocational Training Report Cards)

3. **Vocational Completer Job Training Match Placement Rate.** The Vocational Completer Job Training Match Placement Rate has been added to the Center and CTS Report Cards. This measure will not be weighted in PY 2005 in either report card to allow adequate time to implement associated policies, and to establish valid baseline data. The JTM Placement Rate measure will align these report cards with the VTRC, and should lead to improved student long-term outcomes and career success by encouraging student placement in the vocations for which they have studied. Note that in order to be considered a JTM Placement, the students must first successfully complete the vocational training. Upgrades that occur during the placement window are credited for this measure. A national goal of 65% has been established for the JTM Placement Rate.

(Center, CTS and Vocational Training Report Cards)

4. **60-Day Commitment Rate.** The 60-Day Commitment Rate is eliminated from both the Center Report Card and the OA Report Card. Statistics indicate that this measure is not a strong predictor of center performance and the decision was made to shift the weight to other measures that have more of an impact on the systems.

(OA and Center Report Cards)

5. **Learning Gains Measures.** Two learning gains measures (a literacy gain rate and a numeracy gain rate) were added to the Center Report Card in PY 2004. These measures were reported for informational purposes only, and were not weighted in order to allow centers the time to implement the policies associated with the learning gains measures, and let them track their

progress in meeting their goals. This led to the accumulation of reliable baseline data for these measures, and ensured that the goals for PY 2005 were calculated using valid data. The learning gains measures are weighted at 5% each in PY 2005. Models will continue to be used to set individualized center goals that account for differences in students' academic abilities at entry.

To align with the academic policy specified in PRH, Appendix 301, Tests of Adult Basic Education (TABE) Requirements and Instructions for TABE 7/8 (effective July 1, 2005), the initial testing period for the TABE has been extended in PY 2005 from 14 days to 21 calendar days, to be effective July 1, 2005. This timeframe will be applied to new enrollees as of July 1, 2005, and retroactively to students who have separated from the program as of August 1, 2004 and will be included in the first PY 2005 rolling 12-month Center Report Card. Specifically, all students (including those with a GED or HSD at entry) must be given the reading and math subtests of the TABE 7/8 within the first **21** calendar days on center. If a student does not attain a valid test score (as defined in Appendix 301) the TABE test must be retaken within the 21-day period, and only the valid test score will count as the initial test score. Follow-up testing to determine learning gains must take place no sooner than **30** days after the last TABE test was administered.

The 21 calendar-day timeframe for initial testing will allow sufficient time for centers with larger student populations to test students and to retest those with invalid initial test scores. This timeframe also allows adequate time for limited English proficient students to become familiar with testing procedures and acclimate themselves to center life prior to testing.

Youth who score 552 or below on the initial 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. Students who have a GED or HSD at entry who score below these benchmarks are also included in the pools and must attain a learning gain in order to obtain a credit. Furthermore, students who have not taken an initial TABE test within the specified timeframe (e.g., the first 21 calendar days on center) are included in the pools.

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, and 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.

(Center Report Card)

6. Graduate Average Wage at Placement. The definition of Graduate

Average Wage at Placement has expanded from crediting only initial placement wages to also allowing credit for wages of approved placement upgrades that occur as of July 1, 2005 during the graduate's placement window. The goal for the Graduate Average Wage at Placement is increased to \$8.45 per hour since wage upgrades are now credited. Additionally, the increase ensures that the measure continues to be ambitious emphasizing continuous improvement in this area, as a large proportion of centers and CTS agencies were achieving their PY 2004 goals. 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)*

7. **Graduate 6-Month Follow-Up Average Weekly Earnings.** The national goal for this measure is increased from \$368 to \$380 per week. Consistent with the philosophy of setting performance goals, this goal was raised because the majority of centers and CTS agencies were achieving the PY 2004 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)*

8. **Policy for Crediting Transfers to Advanced Training Programs.** Job Corps policy for crediting centers in situations where graduates are transferred to Advanced Training (AT) programs is outlined below. Tables summarizing the crediting policy are attached to Appendices 501a and 501d.

All students who transfer to an approved AT program must meet the advanced program's eligibility requirements. The following policy applies solely to those cases where a student physically transfers to a different center to enroll in its AT program. In situations where a student enters the AT program at the same center (that is, the sending center and AT center are one and the same), the student is not considered an AT transfer, and the below policy regarding crediting is not in effect.

Students that enter an AT program at the same center, will be placed in the pools for the on-center measures (GED/HSD attainment, vocational completion, literacy gains, and numeracy gains) upon separation from Job Corps. Additionally, the Minimum Productivity Rule for the Vocational Reporting and Improvement System (VRIS) will not be adversely impacted when the student enters the AT program at the same center.

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

Placement and post-placement accomplishments are credited to both the sending and the AT centers as incentives to encourage centers to transfer students to AT programs. The AT centers are not credited for in-program accomplishments achieved at the sending center, nor can they obtain credit for any in-program measures beyond that of vocational completion when the student completes the AT program.

In those cases where both the sending center and the AT center are credited for the same measure, the Regional total and National total count the credit only once. In other words, the Regional and National totals do not double count credits for one youth's accomplishments.

Sending Centers: Credits for Transferring Graduates to Advanced Training Programs

At the time of the transfer:

- (a) The sending center will receive an education placement credit for both the Post-Enrollment Placement Rate measure and the Graduate Placement Rate measure. (These education placements will in turn be replaced by applicable placement credits if the student is subsequently placed in a job after separating from the AT center.)
- (b) The sending center will receive applicable credits for all in-program measures. For PY 2005, this includes:
 - the GED/HSD Attainment Rate;
 - the Vocational Completion Rate;
 - the Literacy Gain Rate; and
 - the Numeracy Gain Rate.

Sending Centers: Credits at Separation, Placement and Post-Placement

At the time of separation from the AT center:

- (a) The sending center will not receive any credits for in-program measures that are earned while the student is at the AT center.
- (b) The sending center will receive "flow back" credits as applicable for the placement and post-placement measures. Specifically, if the student is placed in a job after terminating from the AT center, the student will be placed in the sending center's graduate wage rate and JTM pools and will receive credits as applicable.
- (c) In addition, for students who respond to the 6-month survey, the student will be put in the sending center's pool for the 6-Month Follow-

Up Placement Rate measure, and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the 6-month weekly earnings measure pool and receive credits for the student's earnings as calculated based on the information provided in the survey.

- (d) For students who respond to the 12-month survey, the student will be placed in the sending center's pool for the 12-Month Follow-Up Placement Rate measure, and will receive credit as applicable for that measure based on the answers to the survey questions.

AT Center: Credits at Separation, Placement and Post-Placement

At the time of separation from the AT center:

- (a) The student will be put in the AT center's pool for the Vocational Completion Rate measure. The credit for this measure will be based on the student's accomplishments while at the AT center only. That is, if the student completed his/her vocation at the sending center, but did not complete the trade at the AT center, the AT center would not receive credit for the Vocational Completion Rate measure. However, from the perspective of the Job Corps program, the student will be regarded as a vocational completer (having completed a vocation at the sending center) and as noted below will be put in the JTM pool if they are placed in a job after separation.
- (b) The student will not be put in the pool for the GED/HSD Attainment Rate, Literacy Gain Rate, or the Numeracy Gain Rate at the AT center.
- (c) The AT center will receive credits as applicable for the placement and post-placement measures. Specifically, the student will be placed in the AT center's pools for the Post-Enrollment Placement Rate measure, the Graduate Placement Rate measure, and will receive credit as applicable. If the student is placed in a job, the student will be placed in the graduate wage and JTM Placement pools for the AT center and the center will receive credits as applicable.
- (d) In addition, for students who respond to the 6-month survey, the student will be put in the AT center's pool for the 6-Month Follow-Up Placement Rate measure, and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the 6-month weekly earnings measure pool and receive credits for the student's earnings as calculated based on the information provided in

the survey.

- (e) For students who respond to the 12-month survey, the student will be put in the AT center's pool for the 12-Month Follow-Up Placement Rate measure, and will receive credit as applicable for that measure based on the answers to the survey questions.

Multiple AT Transfers: Credit at Transfer, Separation, Placement and Post-Placement

If a student transfers from one center to another center to enroll in an AT program, and then subsequently transfers either back to the sending center, or to another center, credit is assigned as follows:

- (a) The center that first transfers a student to an AT program at another center is the only center that will receive an automatic education credit for the placement measure. No subsequent center that the student transfers from will receive an automatic placement education credit at the time of the transfer.
- (b) The student will be placed in the vocational completion pool at all subsequent new centers transferred to, regardless of whether a vocation is completed while at that center. Note: If the student transfers back to the sending center, the student will not be placed in that center's vocational completion pool again.
- (c) The first center and all subsequent centers are accountable for post-center measures, regardless from which center the student finally separates. (*Center and Vocational Training Report Cards*)

- G. National Data Integrity Group (DIG).** 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 of Job Corps 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.

Following are Appendices 501a, 501b, 501c, and 501d, which provide specific information on the individual outcome measurement systems for PY 2005.