

POLICIES AND PROCEDURES
FOR JOB CORPS' PROGRAM YEAR 2011
PERFORMANCE MANAGEMENT SYSTEM

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APPENDIX 501
INTRODUCTION
FOR PY 2011

**POLICIES AND PROCEDURES FOR JOB CORPS
PY 2011 PERFORMANCE MANAGEMENT SYSTEM**

INTRODUCTION

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POLICIES AND PROCEDURES FOR JOB CORPS’ PY 2011 PERFORMANCE MANAGEMENT SYSTEM

INTRODUCTION

A. General. Job Corps has established a comprehensive performance management system to assess program effectiveness across multiple components of services and programs offered to Job Corps students. This detailed system evaluates the performance of Outreach and Admissions (OA) agencies, Job Corps center operators, Career Transition Services (CTS) agencies, and Career Technical Training (CTT) programs, based on the outcomes of program participants. The performance management system serves three primary purposes, as follows:

- 1) to meet accountability requirements for establishing performance measures (also known as metrics) and reporting student outcomes for the Job Corps system per the Workforce Investment Act (WIA) legislation, Common Performance Measures for federal youth programs, and U.S. Department of Labor (DOL) priorities;
- 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 has a vast array of performance metrics that are interwoven to meet multiple reporting requirements. For some, the system can seem complex and overwhelming. However, Job Corps’ performance management system is actually quite simple. The system is designed to answer three basic questions:

- 1) Are Job Corps students effectively recruited and retained in the program?
- 2) What do students achieve while they are enrolled in Job Corps?
- 3) Are Job Corps students successfully transitioning into the workforce, enrolling in additional education, or entering the military after they leave the program?

In short, Job Corps’ performance management system conveys Job Corps’ effectiveness in executing the program’s mission and supporting the Secretary of Labor’s vision of “Good

Jobs for Everyone.” By doing so, this system meets the legislative intent of the WIA and other reporting requirements.

Job Corps’ performance management system is comprised of four Outcome Measurement System (OMS) Report Cards, each of which is designed to reflect results in a specific area of student services, and represent a discrete pool of students. At the same time, the system is designed with intentional overlap of performance metrics across multiple Report Cards to represent a comprehensive picture of performance throughout all phases of students’ Job Corps experience. This overlap encourages collaboration across service providers, as they strive to meet clearly defined program goals. The four Report Cards are as follows:

✓	Outreach and Admissions (OA) Report Card	OAOMS
✓	Center Report Card	OMS
✓	Career Transition Services (CTS) Report Card	POMS
✓	Career Technical Training (CTT) Report Card	CTTRC

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) rating. More information regarding the quality assessment of centers can be found in Appendix 501a.

B. Background. The WIA of 1998, the authorizing legislation for the Job Corps program, dictates an increased focus on accountability and contains core indicators of performance for recruitment, education and placement rates, wages, and long-term outcomes of graduates after initial placement that relate to the Government Performance and Results Act (GPRA).

In PY 2004, Job Corps began the process of reporting student outcomes via four indicators specified by Common Performance Measures (Common Measures) for federal youth programs. Under the Common Measures, Job Corps reports results for placement in employment or higher education; attainment of a degree or certificate, literacy and numeracy gains; and efficiency/cost per participant. Today, Job Corps reports Common Measures per the Employment and Training Administration (ETA)-issued guidelines as approved by the Office of Management and Budget (OMB), which includes reporting outcomes for graduates and former enrollees, and using the cost per new enrollee measure for efficiency purposes. The OMS Report Cards collectively drive the performance to fulfill these requirements.

Overall, the system has changed minimally since the inception of the Career Development Services System (CDSS) in 2001. OMS performance metrics continue to be based on WIA and DOL requirements, complemented by additional areas of emphasis to drive results leading to students' long-term career success and economic stability. In PY 2010, five new metrics were added – credential attainment, combination graduate, former enrollee placement, graduate full-time placement, and graduate rate – to reinforce this commitment.

- C. **Approach.** The customary process for updating and refining the performance management system is to assemble a team of Job Corps professionals (representatives from Job Corps centers and agencies, Regional Offices, and Job Corps senior management) to evaluate the current system and provide input to the National Director for the upcoming program year.

For PY 2011, a workgroup comprised of National and Regional Office staff; subject matter experts; center, OA, and CTS operators; and National Training Contractors (NTC) was convened. The OMS Workgroup recommended several changes to the measures, goals, and weights on the four OMS Report Cards, as well as modifications to related policies. The Office of Job Corps also solicited input from the Job Corps community via a release of the proposed PY 2011 system prior to full implementation on July 1, 2011.

- D. **Design of the PY 2011 Performance Management System.** The PY 2011 performance management system incorporates modifications to the previous program year's OMS. The Office of Job Corps' intent is to refine aspects of the system to ensure it continues to align with legislative requirements and DOL, Job Corps and OMB priorities, reflect current labor market conditions, consider any recent programmatic changes that impact centers and agencies, and ensure effective delivery of services to students. Modifications to the system include changes in the performance metrics, 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. Core Components

Each OMS Report Card consists of four basic components: results-oriented measures, goals, weights, and ratings, including an overall rating, described as follows:

- Performance *measures* are the categories of outcomes under evaluation, such as HSD or GED attainment. Measures reflect the program priorities and objectives important to Job Corps' mission.
- Performance *goals* are quantitative benchmarks for each measure 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. Each weight is expressed as a percentage with the sum of all weights in a Report Card totaling 100%.
- The *rating* is the performance (actual percent of goal achieved) on each measure, expressed as a percentage. The *overall rating* is the aggregate of all individual performance measure ratings expressed as a percentage.

Now that we have outlined the core components, below is additional information regarding the goals, weights, and overall rating.

The Center Quality Assessment is composed of three discrete measures – On-Board Strength (OBS), which measures student capacity utilization on Job Corps centers; the Quality Rating (QR), which is issued during Regional Office compliance assessments of OA, center, and CTS contracts; and the Student Satisfaction Survey (SSS), which gauges student satisfaction with respect to safety. Each of these elements is independent of the others and there is no aggregation of results across the measures.

These three measures are valuable management tools that complement the other systems by assessing the quality of services provided by Job Corps and capturing information on aspects of center life that are not reflected in the other management systems.

2. Performance Goals

As stated above, performance goals are the quantitative benchmarks for each of the four Report Cards. Each outcome measure is scored against its performance goal to report a percentage of the goal achieved.

Example: If the goal for HSD or GED Attainment Rate in the Center Report Card is 50%, and a center has a HSD or GED Attainment Rate of 45%, then 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.

Performance goals may be national or model-based, as follows:

- (a) National Goals.** National goals are set and applied to all centers, OA, CTS, and CTT providers equally for the same measure.
- (b) Model-Based Goals.** Model-based goals are used for specific measures that require adjustments that ensure equity in making comparisons of performance across centers and agencies. As such, model-based goals are statistically adjusted for circumstances that are beyond the operator's control. A model helps to ensure

fairness by recognizing that actual performance on a given outcome measure depends not only on management practices, but also in part on the abilities of the students enrolled and the characteristics of the environment in which it operates. Setting individualized goals that adjust for differences in key factors that are beyond the operator’s control helps to “level the playing field” in assessing performance.

A model is calculated, based on regression analysis, by estimating the effect of various factors on the achievement of the measure using a regression model. The cumulative effect of these factors provides the percentage by which the national goal should be adjusted (upward or downward) for each center and CTS agency (the OAOMS and CTTRC have only national goals). Note that the model-based goals for one center can significantly differ from those of other centers in the same state or region, as the goals are calculated using a combination of center-specific and local county economic data.

(1) **PY 2011 Model-Based Goals.** The following measures in the Center and CTS Report Cards use model-based goals:

- HSD or GED Attainment Rate
- Combination High School Diploma or General Educational Development, and Career Technical Training Attainment Rate
- Average Literacy Gain
- Average Numeracy Gain
- Graduate Average Wage at Placement
- Graduate 6-Month Average Weekly Earnings

(2) **Appeal Process for Model-Based Goals.** Model-based goals are developed using the most recent data available. As a result, the goals are meant to accurately represent the factors beyond the control of a center or CTS agency that impact the achievement of the specific measure. An appeal of a model-based goal may be filed if there are new or extenuating circumstances that cannot be resolved during the program year, and that have not already been factored into the model. The appeal must include a written request outlining the justification for the appeal and supporting data and/or official documentation supporting the appeal. For example, if there are significant changes in GED testing requirements in the locality or state in which a center is located that could potentially impact the center’s ability to achieve its goal,

and that were not included in the development of that center’s goal, then the center may send an appeal with official documentation indicating the new requirements and the date these requirements took effect. The Office of Job Corps will review the request and documentation and determine if the appeal will be granted.

The appeal is to be sent to:

U.S. Department of Labor/Office of Job Corps
200 Constitution Avenue, NW
Washington, DC 20210
Attention: Program Performance Team

3. Weights and Overall Rating

Weights are assigned to each measure of each Report Card to underscore the relative importance in accountability for achieving student outcomes. Results across each of the weighted measures are aggregated to create an overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process. Overall ratings are also used to determine the performance ranges for performance-based service contracting. The following table provides an illustration of how an overall rating is calculated:

SAMPLE OMS 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					

4. Job Corps Students in the Performance Management System

Provided below is a description of the pool of students included in and excluded from the performance management system:

- (a) **Zero Tolerance (ZT) for Purposes of Exclusion in OMS Pools.** The Job Corps program has a strict policy of zero tolerance (ZT) for drugs and violence, and

requires that all students sign a commitment to remain drug- and violence-free. Students who violate Job Corps' ZT Policy are automatically separated from the program.

A ZT separation is defined as one who has remained in Job Corps less than 30 days and exits under code 5.1a or 5.2b, or one who has remained in Job Corps less than 45 days and exits under code 5.2a (Level 1 ZT infractions) are excluded from OMS pools. Level 1 ZT infractions generally include offenses that are deemed violent or involve drugs, as detailed below.

Note: Students who exit due to Level 1 ZT infractions within 30/45 days are *not* included in the Center Report Card. Students who exit due to Level 1 ZT infractions after 30/45 days, however, are included in all pools for on-center measures and credit will be given for academic and CTT credentials earned prior to exit.

However, since all students who exit due to Level 1 ZT infractions, regardless of timing (within or after 30/45 days), are not considered former enrollees or graduates, they are ineligible for post-center services, and are therefore *excluded* from all post-center pools in both the Center and CTS Report Cards.

The list of Level 1 ZT infractions can be found in the Job Corps Policy and Requirements Handbook (PRH), Chapter 3, Exhibit 3.1 (Infraction Levels and Appropriate Center Actions).

(b) Definitions of Student Separation Status. The criteria for graduate, former enrollee, and uncommitted student status, as defined in PRH Chapter 4, Section 4.2, apply to the performance management system.

- (1) Graduate** – one who has completed 60 or more calendar days enrollment and has completed the requirements of CTT, or earned a HSD or its equivalent GED or who completes both, while enrolled in Job Corps. Students who have exited for any Level 1 ZT infraction, at any time, do not qualify.
- (2) Former Enrollee** – one who has completed 60 or more calendar days enrollment, has not attained graduate status, and whose exit is for reasons *other than* any Level 1 ZT infraction.
- (3) Uncommitted Student** – one who has remained in Job Corps less than 60 calendar days (regardless of achievement), or who has exited for a Level 1 ZT infraction at any time.

(c) Students Who Are Medical Separations With Reinstatement Rights (MSWR).

Per the PRH, Chapter 6, Section 6.4, R5.a, 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 an MSWR student will be recorded either at 180 days after MSWR, if the student does not return to the program, or at final separation, if the student resumes participation in the program.

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

- (1) Student is reinstated back to the Job Corps center before the 180 days ends. Student outcomes will be reported at the time of separation.
- (2) Student did not return to the Job Corps center within the 180 days. In this case, at the end of the 180 days, the system will automatically “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 services, he or she will be active for CTS providers to enter placement data in CTS. The placement service period will start at the 181st day and the 6- and 12-month follow-up time frames will be based on the date the student initially reported to work or school.
- (3) Student notifies the center before the 180 days end that he or she does not intend to return to the Job Corps center. In this case, the center will perform “MSWR Early Close-Out” in the 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 services, he or she will be active in the 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.

(d) Students Who Are Administrative Separations With Reinstatement Rights (ASWR). Per the PRH, Chapter 6, Section 6.4, R5.a, administrative separations with reinstatement rights (ASWR) are allowed an expedited return within 12 months.

JCDC will report the student outcomes only at the time of *final* separation. Thus, OMS outcomes for an ASWR student will be recorded either at 12 months after ASWR 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:

- (1) Student is reinstated back to the Job Corps center before the 12 months end. Student outcomes will be reported at the time of final separation.
 - (2) Student did not return to the Job Corps center within the 12 months. In this case, at the end of the 12 months, the system will automatically “close out” the ASWR. At that time, the system will determine the student’s separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active for CTS providers to enter placement data in CTS. The placement service period will start at the 366th day, and the 6- and 12-month follow-up time frames will be based on the date the student initially reported to work or school.
 - (3) Student notifies the center before the end of the 12 months that he or she does not intend to return to the Job Corps center. In this case, the center will perform “ASWR Early Close-Out” in CIS. The “close-out” date will be the date the student officially notified the center. At that time, the system will determine the student’s separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active in the CTS system for CTS 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.
- (e) **Deceased Students.** In the event of a student’s death, either during or after enrollment in Job Corps, he or she will be removed from applicable performance data pools. If the death occurs during enrollment and the student is separated as a death separation, the student will be removed from *all* Center, CTS, and CTT Report Card outcome pools. For this situation, the student will also be removed from all OA Report Card outcome pools *with the exception* of the pools of the Total Arrivals and, where appropriate, Female Arrivals measures. In the event of death after separation and during the eligible CTS period, the CTS agency should enter the student’s death into the Career Transition System (CT System), and the student will be removed from all initial placement measure pools and, when appropriate, from

follow-up survey queues. Please note that center and CTS agency staff must adhere to Job Corps policy and federal reporting requirements regarding student deaths.

5. Format of Performance Reports

In PY 2011, there are two report formats for reporting performance for all Report Cards:

- (a) **Rolling 12-Month Report:** The rolling 12-month report covers a 12-month reporting period and “rolls over” each month to a new 12-month period. This report is continuous and *does not* begin anew at the start of a new program year.
- (b) **Program Year (PY) Cumulative Report:** The PY cumulative report begins with data for the first month of the PY and continues to incorporate monthly data as the PY progresses, culminating with 12 months of data by June 30th. This report *does* begin anew at the start of a new program year.

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

6. Effective Date

Data reporting under the PY 2011 system begins on July 1, 2011. The first reports reflecting PY 2011 outcomes (period ending July 31, 2011) are expected to be issued in August 2011.

E. Additional Policies for PY 2011 OMS. Provided below are additional policies in effect for PY 2011:

- 1. **Grace Period for New Job Corps Centers.** Prior to PY 2007, new centers were granted a one-year grace period during which they were not held accountable, to the same degree as more established centers, for outcomes and performance results. Effective PY 2007, the grace period for newly opened centers was increased from one year to two years, primarily to allow sufficient time for students to enroll and progress through all stages of CDSS and to have student data populate in all performance pools. The grace period was extended to two full years based upon average length of stay for all students and for graduates, as well as time required for students to populate the 6- and 12-month follow-up survey pools. The two-year grace period is calculated from the start date of the contract, not when the center enrolls its first student. Performance outcome data will still be captured in the CIS as students enter and are separated, but the center will not be held accountable for

purposes of OMS, Performance-Based Service Contracting (PBSC), and Automated Past Effectiveness.

2. **Policy for Crediting Transfers to Advanced Training (AT) Programs.** Job Corps offers both basic and advanced CTT programs. Graduates are encouraged to enroll in a Job Corps AT program to earn additional industry-recognized credentials and enhance their employability. Job Corps' policy for crediting centers in situations where graduates are transferred to AT programs is outlined below. Tables summarizing the crediting policy are attached to Appendices 501a and 501d. Please note that this policy does not apply to Advanced Career Training (ACT) transfers.

- (a) **General.** The AT Transfer policy applies solely to those cases where a student physically transfers to a *different* center to enroll in its AT program. The underlying philosophy behind the policy for AT credit is that sending and receiving centers should be held accountable for the specific outcome measures and accomplishments that are earned while the students are at their respective centers.

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, however, are not credited for on-center accomplishments achieved at the sending center, nor can they obtain credit for any on-center measures beyond that of CTT completion and credential attainment 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 student's accomplishments.

All students who transfer to an approved AT program must meet the advanced program's eligibility requirements.

Note: 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 following 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 (HSD or GED attainment, CTT completion, Combination Attainment, Credential Attainment, Average Literacy Gains, and Average Numeracy Gains) upon separation from Job

Corps. Additionally, the Minimum Productivity Rule (MPR) for the CTTRC will not be adversely impacted when the student enters the AT program at the same center. Please note, however, the MPR continues to be temporarily suspended for PY 2010.

(b) Sending Centers:

(1) Credits for Transferring Graduates to AT Programs. At the time of the transfer:

- The sending center will receive an education placement credit for the Graduate Initial Placement Rate measure. (This education placement will in turn be replaced by applicable placement credits if the student is subsequently placed in a job after separating from the AT center.)
- The sending center will receive applicable credits for all on-center measures. For PY 2011, this includes:
 - ✓ High School Diploma (HSD) or General Educational Development (GED) Attainment Rate;
 - ✓ Career Technical Training (CTT) Completion Rate;
 - ✓ Combination High School Diploma or General Educational Development, and Career Technical Training Attainment Rate;
 - ✓ Average Literacy Gain;
 - ✓ Average Numeracy Gain; and
 - ✓ Industry-Recognized Credential Attainment Rate.

(2) Credits at Separation, Placement, and Post-Placement. At the time of separation from the AT center:

- The sending center will not receive any credits for on-center measures that are earned while the student is at the AT center.
- 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 Average Hourly Wage at Placement and

will receive credit as applicable. If the placement is a Job-Training Match to the student's training received at the sending center, then the student will also be placed in the sending center's Job-Training Match (JTM)/Post-secondary Credit (PSC) pool and will receive credit as applicable. If a student is placed in post-secondary education/training after terminating from the AT center, the student will be placed in the sending center's JTM/PSC pools and will receive credit as applicable.

- 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 Average Weekly Earnings measure pool and the sending center will receive credit for the student's earnings as calculated based on the information provided in the survey.
- For students who respond to the 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.

(c) **AT Centers: Credits at Separation, Placement, and Post-Placement.** At the time of separation from the AT center:

- The student will be put in the AT center's pool for the CTT Completion Rate and Credential Attainment Rate measures. The credit for these measures will only be based on the student's accomplishments while at the AT center. For example, if the student completed his or her CTT program at the sending center, but did not complete the trade at the AT center, the AT center would not receive credit for the CTT Completion Rate measure. (Similarly, if the student attained a credential linked to his or her CTT program at the sending center, but did not attain a credential at the AT center, the AT

center would not receive credit for the Industry-Recognized Credential Attainment Rate measure). However, from the perspective of the Job Corps program, the student will be regarded as a CTT completer (having completed a CTT program at the sending center) and as noted below, will be included in the JTM/PSC pool if he or she is placed in a job or post-secondary education/training after separation.

- The student will not be included in the pool for the HSD/GED Attainment Rate, Combination Attainment Rate, Average Literacy Gain, or Average Numeracy Gain measures at the AT center.
- 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 Graduate Initial Placement Rate measure, and will receive credit as applicable. If the student is placed in a job or post-secondary education/training, the student will be placed in the JTM/PSC Placement pool for the AT center and the center will receive credits as applicable. If placed in a job, the student will also be placed in the Graduate Average Hourly Wage at Placement pool and the Graduate Full-Time Job Placement Rate pool for the AT center and the center will receive credits as applicable.
- For students who respond to the 6-month follow-up 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.
- For students who respond to the 12-month follow-up 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.

(d) 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:

- 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.
- The student will be placed in the CTT completion pool at all subsequent new centers transferred to, regardless of whether a CTT program 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 CTT completion pool again.
- The first center and all subsequent centers are accountable for post-center measures, regardless of which center the student finally separates from.

3. Policy for Crediting Career Transition Services (CTS) Agencies When CTS-Assigned Students Relocate to a Different Service Area. CTS agencies are responsible for providing placement and transition services to graduates and former enrollees after program separation. Job Corps’ policy for crediting CTS agencies in situations where a student moves from one CTS location to another is detailed below, and is also presented in table format in Appendix 501c, Attachment 3 – Crediting Chart for CTS Agencies When Students Relocate to a New Service Area. This policy is aligned with PRH Chapter 4, Section 4.3, R5, “Relocations.”

(a) Former Enrollees. The policy for CTS agency credit for former enrollees differs from that for graduates since the former enrollee placement window is limited to only three months. For former enrollees, credit is applied as follows:

- If the receiving CTS agency does not place the former enrollee while the placement window is active, the initial provider is the agency of record for all applicable PY 2011 CTS Report Card measures.
- If the receiving CTS agency places the former enrollee while the placement window is active, the receiving agency receives credit for

the applicable measures; the initial agency does not receive flow-back credit for the placement.

- If both the initial and the receiving CTS agency place the former enrollee while the placement window is active, the initial agency receives credit for the applicable measures and the receiving agency is credited only if that placement is an upgrade, according to the criteria defined in the placement upgrade chart attached to Appendices 501a, 501c, and 501d. (In this case, the credit would only be counted once in national totals, but could possibly be counted twice in the regional totals if two different regions were involved in the transfer.)

(b) Graduates. For graduates initially assigned to one CTS agency who relocate to a new address covered by a different CTS provider, credit is applied as follows:

(1) Graduates — Short-Term Placement Measures:

- If the initial CTS agency places the relocating graduate prior to the time of transfer, the initial provider is the agency of record for the short-term placement measures (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).
- If the graduate is placed by the initial CTS agency, is transferred with **60 or more calendar days** remaining in the placement services window, and is then placed by the receiving CTS provider, the receiving agency is credited only if that placement is an upgrade, according to the criteria defined in the placement upgrade chart attached to Appendices 501a, 501c, and 501d. (In this case, the credit would only be counted once in national totals, but could possibly be counted twice in the regional totals if two different regions were involved in the transfer.)
- If the initial CTS agency does not place the relocating graduate prior to the time of transfer, and there are **60 or more calendar days** remaining in the placement services

window, then the receiving agency is accountable for the short-term placement measures (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).

- If neither the initial nor the receiving CTS agency places the relocating graduate, and there were **less than 60 calendar days** remaining in the placement services window at the time of re-assignment, then the initial agency is accountable for the short-term placement measures (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).
- If the initial CTS agency does not place a relocating graduate prior to transfer, and there were **less than 60 calendar days** remaining in the placement services window at the time of re-assignment, and the receiving CTS provider places the graduate during the placement window, then the initial agency is not accountable for the short-term placement measures and the receiving agency receives the credit for these measures (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).

(2) Graduates — Long-Term Placement Measures:

- If the graduate relocates to a new address covered by a different CTS provider with **60 or more calendar days** remaining in their placement window, the receiving agency is then accountable for all 6- and 12-month follow-up placement and earnings measures, unless the student relocates and is transferred again to another agency. In this case, the rules described for the short-term placement measures would apply.
- If the student relocates and is transferred **within 16 weeks** from the date the student initially reported to work or school, the receiving CTS agency is credited for the 6-month survey

results (Graduate 6-Month Follow-up Placement Rate and Graduate 6-Month Average Weekly Earnings). If there is no further transfer, the receiving CTS agency is also responsible for the Graduate 12-Month Follow-up Placement Rate measure.

- If the student relocates and is transferred **after 16 weeks** from the date the student initially reported to work or school, the CTS agency responsible for the student at the time of the relocation is accountable for the 6-month survey results (Graduate 6-Month Follow-up Placement Rate and Graduate 6-Month Average Weekly Earnings). If there is no further transfer, the receiving CTS agency is responsible for the Graduate 12-Month Follow-up Placement Rate measure.
 - If the student relocates and is transferred **within 42 weeks** from the date the student initially reported to work or school, the receiving CTS agency is credited for the 12-month follow-up survey results (Graduate 12-Month Follow-up Placement Rate).
 - If the student relocates and is transferred **after 42 weeks** from the date the student initially reported to work or school, the CTS agency responsible for the student at the time of the relocation is accountable for the 12-month follow-up survey results (Graduate 12-Month Follow-up Placement Rate).
- (c) **Multiple Transfers.** If the student transfers from one CTS provider area to another multiple times during the student’s active placement window, the rules described above still apply in the same sequence.

Example: If CTS agency “A” places a student during the placement window, it will receive the credits for the short-term placement measures. If the student then changes CTS providers multiple times (e.g., A→B→C, or, A→B→A) within the approved time frame (more than 60 days remaining in the service window for short-term placement measures, within 16 weeks or within 42 weeks from the date the student initially reported to work or school for the 6-month and 12-month measures, respectively), the last assigned agency is responsible for all applicable measures. Rules concerning

approved time frames and upgrades apply to subsequent CTS agencies. If the re-assignment did not occur during the approved time frame, then the previous CTS agency of record for all applicable measures is still responsible.

4. Timelines for Reporting Placement Data. Per the PRH Chapter 4, Section 4.5, the timelines surrounding reporting, verifying, and entering placement data are as follows:

- (a) **Reported Date:** This is the date the student first enters a placement during their initial placement window, regardless of whether they meet Job Corps' placement definition, and regardless of when the CTS provider first learns of the student's placement. The Reported Date must occur within the placement service window time frame.

Exceptions to the Reported Date policy are currently allowed in the following circumstances:

- If the student enters a placement prior to their separation date, the Reported Date must be recorded as the date following the separation date.
- If the student transfers from one CTS provider to another, the Reported Date cannot be earlier than the transfer date; therefore, if the student is placed prior to the transfer date, the Reported Date must be recorded as the date of transfer.

- (b) **Placed Date:** This is the date the student meets the Job Corps definition for placement, and must be at least seven calendar days after the Reported Date in order to ensure that the placement criteria have been met.
- (c) **Verified Date:** This is the date that documentation is received verifying the placement (including the hours, duration, and/or wage as appropriate).
- (d) **Approved Date:** This is the date, after all the placement and verification information is entered into the CT System, that the placement is approved by either a CTS Manager or Coordinator.

Note: In order to be considered a valid placement, the placement verification must be received and reported to the JCDC via the CT System within 90 days of Placed Date. The Placed Date, Verified Date, and Approved Date are not required to be in the Active Service window. However, the time from the Placed Date to the Approved Date must be 90 days or less.

Note: If the placement is not considered valid because the verification is not received and/or the information is not entered into the CT System within the above-specified time frame, the CTS provider will not receive the initial placement credit for this student. However, if the student is a graduate, and responds to the follow-up surveys, the CTS agency may receive 6-month and 12-month placement credits.

5. **Placement Upgrades.** Placement upgrades occurring while the student’s initial placement window is active will continue to be credited in PY 2011. As in prior years, placement upgrades that occur during the placement window are credited for the short-term CTS measures (JTM/PSC Placement, Former Enrollee Initial Placement, Graduate Initial Placement, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate). All students (graduates and former enrollees) are eligible for upgrades that occur while their placement window is active.

Example: A graduate separates from a center and is initially reported placed in a \$7.50 per hour, non-JTM, full-time job. Credit for that student is given for the Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement (at \$7.50 per hour), and Graduate Full-Time Job Placement Rate in the Center Report Card. During the placement window, the graduate obtains another full-time position that is a JTM and has an hourly wage of \$8.00; a placement record for this job should be submitted since the wage increase occurred. Upon submission, the higher wage and job information replaces the lower, thereby “upgrading” the result for the student. That is, credit for the Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement and Graduate Full-Time Job Placement Rate is replaced by the \$8.00 per hour job, and credit is now also given for the JTM/PSC Placement Rate.

Note: All subsequent placements that occur after the initial placement, yet 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, 501c, and 501d. Upgrades are credited to align the systems with the CTTRC, emphasize the importance of continuous progress in the workforce, and encourage JTM and PSC placements.

6. Filing a Request to Add a Job Code to the Job-Training Match (JTM)

Crosswalk. The process created in PY 2007 for requesting the addition of a job title to the JTM Crosswalk will continue to be available for PY 2011. A request should be submitted only if the current JTM Crosswalk does not contain an appropriate job code that is directly related to one of the new Training Achievement Records (TARs), released in PY 2006 or thereafter. If the request is approved, the new job code will be added to the placement portion of the JTM Crosswalk, and JTM placement credit will be given as appropriate to those students who complete the identified TAR and are placed in a position that is properly assigned the identified job code. Please ensure that requests are filed using the PY 2011 version of the Request Form located in Appendices 501a, 501c, and 501d.

7. Minimum Productivity Rule (MPR). The Minimum Productivity Rule (MPR) is a measure of efficiency that attempts to ensure a reasonably high rate of placements is produced relative to the investment made in space, instructors, equipment and other resources on a center for a given number of contracted slots. The MPR requires all CTT programs to place (CTT completers only) a minimum of 51% of their contracted training slots every program year.

While the MPR is a useful indicator of efficiency for each CTT program, the MPR has been suspended since PY 2007 to allow time for centers to transition to using new, more rigorous guidelines and completion requirements for their CTT programs that align them with nationally recognized industry standards and credential requirements. The MPR will continue to be suspended for PY 2011 as the Office of Job Corps completes analysis of the impact of these new requirements. It is anticipated the MPR will be restored in PY 2012.

8. Military Wage at Placement. Job Corps uses a standardized hourly military wage rate of \$14.67 to record the salary of Job Corps students entering the military. This figure was calculated to reflect the base salary of an E-1 enlistment and the estimated value of several additional non-wage benefits, such as government quarters value, basic subsistence allowance, and clothing allowance.

This rate also accounts for the military base pay percentage increases determined by the House Armed Services Committee, as well as increases in the allowances rates. Correspondingly, the average weekly earnings rate for students who are initially placed in the military and continue to be enlisted at 6 months after initial placement

is \$650.00¹. These rates are effective for all students who enter an initial placement (based upon date reported), have a placement upgrade, or who complete the 6-month follow-up survey as of November 2, 2009, or later.

Note: While students who enlist in the military may be eligible for incentive/special pays, bonuses, retirement, vacation, and education assistance, these additional benefits are not included in the calculation of the standardized wage rate in order to ensure a degree of uniformity of measurement with the wages recorded for students who are in civilian positions (which do not include any benefits that may be received, such as free or subsidized medical coverage, subsidized transportation, retirement savings contributions, etc.

9. **6-Month and 12-Month Follow-up Survey.** Job Corps reports graduate placement and earnings outcomes at 6 and 12 months after initial placement, and collects this data via a survey issued to initially placed graduates. Over the past several years, Job Corps worked with the OMB and ETA to explore alternative means to collect this information, including the use of state wage records. Provided below is a description of the survey process and requirements:

- (a) **Data Validity.** Job Corps is committed to the highest standards of data validity and integrity for all data collected and used in the performance management systems. In particular, this applies to all information obtained from students through the 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. Provided below is background on the information provided to students when the surveys are administered, 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 Office of Job Corps and the survey research contractors are committed to the ethical

¹ This is a correction from the amount listed in the PY 2010 Appendix 501- Introduction. \$668.40, which was listed last year, was actually the 12-month follow-up rate. Despite this error, JCDC correctly calculated the 6-month average weekly earnings as \$650.00 in PY 2010.

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 to them if they do not participate.

(b) Survey Protocol. Before beginning the questionnaire, survey staff read each participant a statement of “informed consent” that includes the following guidelines and principles:

- Their participation in the survey is voluntary;
- They have the right to refuse to participate in the survey or to refuse to answer any questions they do not wish to answer;
- Their refusal to participate in the survey will not impact any benefit they are eligible to receive as participants in the Job Corps program; and
- The information they provide will be confidential and will only be used by Job Corps for purposes of program evaluation.

(c) Prohibited Activities. To ensure that participation in Job Corps’ follow-up survey 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:

- 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, survey results should never be used to give or deny students any payments, awards, or benefits for which they are otherwise eligible.
- Instructing students that they should not participate in the survey unless they are employed or in school is inappropriate and would lead to invalid measures of program performance.
- Coaching students on their responses, such as by providing or

suggesting “correct” or “incorrect” answers to questions is inappropriate.

- Listening in on the telephone while the student takes a confidential survey is inappropriate. If former students call the survey line from a counselor’s office, the counselor should leave the room so that the participant can answer the survey in private.
- Requesting students whose responses to the survey resulted in zero credit to call the survey line and take the survey over again is inappropriate. Moreover, if a student has already completed the survey, the Survey Contractor will not administer a second survey.
Note: If a student’s survey resulted in no credit and the center or CTS agency believes the student was in a qualified placement, the appropriate step is to file an appeal.
- Withholding known contact information for students who do not currently have a Job Corps-valid job or educational placement is inappropriate and will lead to invalid outcome measures.

The 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 CTT Report Cards;
- Administrative movement of the contractor to the bottom of the Report Cards, affecting their performance and incentive bonus, as well as their internal scores for earning future contracts; and/or
- Cancellation of the contract.

Note: These or similar repercussions may be imposed when such behavior is identified.

- (d) **Appeal Process.** The 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, CTT-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 a center or CTS verification form, school/training institution transcript, or The Work Number *only if* the documentation details the student's employment information in such a way as to meet Job Corps' placement requirements) that corresponds to the student's applicable survey week. The appeal form and the documentation are to be sent to:

U.S. Department of Labor/ Office of Job Corps
200 Constitution Avenue, NW
Washington, DC 20210
Attention: Program Performance Team

The 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 then be incorporated in subsequent performance reports. Please ensure that appeals are filed using the PY 2011 version of the Appeals Form located in Appendices 501a, 501c, and 501d.

- F. Data Integrity.** Job Corps' performance management system is comprehensive and complex, and has received high praise from both OMB and other employment and training programs. It is the basis not only for Job Corps' national performance reporting, but also for continuous program improvement and performance-based contracting. In order to maintain the highest level of data reliability and validity in our collection and reporting processes, the Office of Job Corps will continue to focus on data integrity issues related to the performance management system. As a *system*, each level of staff is responsible for the integrity of the data they generate, collect, or record. All OA providers, center operators, academic/CTT providers, and CTS contractors should continually strive to provide complete information, proper documentation, and accurate data input into the CIS. Regional Offices

will continue to conduct rigorous on-site data integrity audits using targeted samples, and the Office of Job Corps will remain vigilant and responsive to all data integrity issues.

- G. Major Changes for PY 2011.** Provided on the following pages are summary tables depicting the major changes that affect the PY 2011 performance management system. See Appendices 501a, 501b, 501c, and 501d for specific information on the individual outcome measurement systems, including changes, for PY 2011.

PY 2011 CENTER REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 10	PY 11	PY 10	PY 11
Direct Center Services – 50%					
High School Diploma (HSD) or General Educational Development (GED) Attainment Rate*	$\frac{\text{No. of Students who attain either a HSD or GED}}{\text{No. of Students without a HSD or GED at entry}}$	50%	55%	15%	15%
Career Technical Training Completion Rate	$\frac{\text{No. of Students who complete a Career Technical Training program}}{\text{No. of Separated Students}}$	55%	60%	15%	15%
Combination High School Diploma (HSD) or General Educational Development (GED), and Career Technical Training (CTT) Attainment Rate*	$\frac{\text{No. of Students who complete a Career Technical Training program and attain either a HSD or GED}}{\text{No. of Students without a HSD or GED at entry}}$	40%	45%	5%	5%
Average Literacy Gain*	$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE reading test}}{\text{No. of Students who score 552 or lower on the initial TABE reading test or who do not take a valid initial reading test during the first 21 days on center}}$	2.5 GLE	2.5 GLE	5%	5%
Average Numeracy Gain*	$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE math test}}{\text{No. of Students who score 551 or lower on the initial TABE math test or who do not take a valid initial math test during the first 21 days on center}}$	2.5 GLE	2.5 GLE	5%	5%
Career Technical Training Industry-Recognized Credential Attainment Rate	$\frac{\text{No. of Career Technical Training Students who attain an approved industry-recognized credential or complete an NTC program}}{\text{No. of Students Assigned to a Career Technical Training program}}$	50%	50%	0%	5%
Short-Term Career Transition Services – 32.5%					
Career Technical Training Completer Job-Training Match/Post-secondary Credit Placement Rate	$\frac{\text{No. of Career Technical Training program completers placed in a training-related job, the military, or post-secondary education/training}}{\text{No. Career Technical Training program completers placed in a job, the military, or post-secondary education/training}}$	70%	75%	5%	5%
Former Enrollee Initial Placement Rate	$\frac{\text{No. of Former Enrollees placed in a job, the military, or education/training}}{\text{No. of Former Enrollees whose placement records are due or received}}$	50%	50%	5%	5%
Graduate Initial Placement Rate	$\frac{\text{No. of Graduates placed in a job, the military, or education/training or who transfer to an Advanced Training program at another center}}{\text{No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center}}$	90%	90%	20%	15%
Graduate Average Hourly Wage at Placement*	$\frac{\text{Sum of hourly wages of Graduates placed in a job or the military}}{\text{No. of Graduates placed in a job or the military}}$	\$9.15	\$9.50	7.5%	7.5%
Graduate Full-Time Job Placement Rate	$\frac{\text{No. of Graduates placed in a full-time job or the military}}{\text{No. of Graduates placed in a job or the military}}$	80%	80%	0%	0%
Long-Term Career Transition Services – 17.5%					
Graduate 6-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates who report they are in a job, the military, or education/training on the 6-Month Follow-up Survey}}{\text{No. of initially placed Graduates who complete the 6-Month Follow-up Survey}}$	70%	70%	10%	10%
Graduate 6-Month Average Weekly Earnings*	$\frac{\text{Sum of weekly earnings of Graduates who report they are in a job, the military, or education/training on the 6-Month Follow-up Survey}}{\text{No. of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey}}$	\$425	\$425	5%	5%
Graduate 12-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates who report they are in a job, the military, or education/training on the 12-Month Follow-up Survey}}{\text{No. of initially placed Graduates who complete the 12-Month Follow-up Survey}}$	70%	70%	2.5%	2.5%
*Model-based goal				100%	100%

PY 2011 OA REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 10	PY 11	PY 10	PY 11
Quantity/Production – 45%					
Female Arrivals	No. of female arrivals Total female contracted quota	100%	100%	25%	25%
Total Arrivals	No. of total arrivals Total contracted quota	100%	100%	20%	20%
Quality/Commitment – 55%					
Arrivals With Level 1 Zero Tolerance (ZT) Non-Separation Rate	No. of Students in the pool who do not separate for a Level 1 ZT infraction under codes 5.1A or 5.2B within the first 30 calendar days or under code 5.2A within the first 45 calendar days All Student arrivals with the opportunity to stay in the program for at least 45 calendar days	98%	98%	25%	25%
Arrivals With 90-Day Commitment Rate	No. of Students in the pool who stay for 90+ calendar days <hr/> No. of Student arrivals with the opportunity to stay for at least 90 calendar days	85%	85%	25%	25%
Graduate Rate	<u>No. of Students who separate as Graduates</u> No. of Separated Students	60%	65%	2.5%	2.5%
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, or education/training or who transfer to an <u>Advanced Training program at another center</u> No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	90%	2.5%	2.5%
				100%	100%

PY 2011 CAREER TRANSITION SERVICES REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 10	PY 11	PY 10	PY 11
Short-Term Career Transition Services – 60%					
Career Technical Training Completer Job-Training Match/Post-secondary Credit Placement Rate	No. of Career Technical Training program completers placed in a training-related job, the <u>military or post-secondary education/training</u> No. Career Technical Training program completers placed in a job, the military, or post-secondary education/training	70%	75%	10%	10%
Former Enrollee Initial Placement Rate	No. of Former Enrollees placed in a job, <u>the military, or education/training</u> No. of Former Enrollees whose placement records are due or received	50%	50%	10%	10%
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, or education/training, or who transfer to an <u>Advanced Training program at another center</u> No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	90%	25%	25%
Graduate Average Hourly Wage at Placement*	Sum of hourly wages of Graduates <u>placed in a job or the military</u> No. of Graduates placed in a job or the military	\$9.15	\$9.50	15%	15%
Graduate Full-Time Job Placement Rate	<u>No. of Graduates placed in a full-time job or the military</u> No. of Graduates placed in a job or the military	80%	80%	0%	0%
Long-Term Career Transition Services – 40%					
Graduate 6-Month Follow-up Placement Rate	No. of Graduates who report they are in a job, the military, or education/training <u>on the 6-Month Follow-up Survey</u> No. of initially placed Graduates who complete the 6-Month Follow-Up Survey	70%	70%	20%	20%
Graduate 6-Month Average Weekly Earnings*	Sum of Weekly Earnings of Graduates who report they are in a job or the military <u>on the 6-Month Follow-up Survey</u> No. of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey	\$425	\$425	15%	15%
Graduate 12-Month Follow-up Placement Rate	No. of Graduates who report they are in a job, the military, or education/training <u>on the 12-Month Follow-up Survey</u> No. of initially placed Graduates who complete the 12-Month Follow-up Survey	70%	70%	5%	5%
*Model-based goal				100%	100%

PY 2011 CTT REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 10	PY 11	PY 10	PY 11
Career Technical Training Program Completion Rate	$\frac{\text{No. of Students who complete a Career Technical Training program}}{\text{No. of Separated Students assigned to a Career Technical Training program}}$	70%	75%	15%	15%
Career Technical Training Industry-Recognized Credential Attainment Rate	No. of Career Technical Training Students who attain an approved <u>industry-recognized credential or complete an NTC program</u> <i>No. of Students Assigned to a Career Technical Training program</i>	50%	50%	0%	5%
Career Technical Training Completer Placement Rate	No. of Career Technical Training completers placed in a job, the military, or education/training, or who transfer to an <u>Advanced Training program at another center</u> No. of Career Technical Training completers whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	90%	20%	20%
Career Technical Training Completer Average Hourly Wage at Placement	$\frac{\text{Sum of hourly wages of Career Technical Training completers placed in a job or the military}}{\text{No. of Career Training Completters placed in a job or the military}}$	\$9.15	\$9.50	10%	10%
Career Technical Training Completer Full-Time Job Placement Rate	$\frac{\text{No. of Career Technical Training completers placed in a full-time job or the military}}{\text{No. of Career Technical Training completers placed in a job or the military}}$	80%	80%	0%	0%
Career Technical Training Completer Job-Training Match/Post-secondary Credit Placement Rate	No. of Career Technical Training completers placed in a training-related job, the military, or <u>post-secondary education/training</u> No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training	70%	75%	15%	10%
Career Technical Training Completer Job-Training Match Average Wage	$\frac{\text{Sum of Hourly Wages of Career Technical Training completers placed in a Training-Related Job or the Military}}{\text{No. of Career Technical Training program completers placed in a training-related job or the military}}$	\$9.70	\$10.00	5%	5%
Career Technical Training Completer 6-Month Follow-up Placement Rate	No. of initially placed Career Technical Training completers who report they are in a job, the military, or <u>education/training on the 6-Month Follow-up Survey</u> No. of initially placed Career Technical Training completers who complete the 6-Month Follow-up Survey	70%	70%	15%	15%
Career Technical Training Completer 6-Month Follow-up Average Weekly Earnings	$\frac{\text{Sum of weekly earnings of initially placed Career Technical Training completers who report they are in a job or the military on the 6-Month Follow-up Survey}}{\text{No. of Career Technical Training completers who report they are in a job or the military on the 6-Month Follow-up Survey}}$	\$425	\$425	15%	15%
Career Technical Training Completer 12-Month Follow-up Placement Rate	No. of initially placed Career Technical Training completers who report they are in a job, the military, or <u>education/training on the 12-Month Follow-up Survey</u> No. of initially placed Career Technical Training completers who complete the 12-Month Follow-up Survey	70%	70%	5%	5%
				100%	100%