

APPENDIX 501a

**POLICIES AND PROCEDURES
FOR PY 2014
CENTER OUTCOME MEASUREMENT SYSTEM
AND
CENTER QUALITY ASSESSMENT**

TABLE OF CONTENTS

I. CENTER REPORT CARD FOR PY 2014

A.	Overview.....	1
B.	PY 2014 Changes in Appendix 501a.....	1
C.	Impact of Level 1 Zero Tolerance (ZT) Separations on the Center Report Card....	5
D.	Direct Center Services Measures	5
	1. High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate	5
	2. Career Technical Training (CTT) Completion Rate.....	6
	3. Combination High School Diploma (HSD) or High School Equivalency (HSE), and Career Technical Training (CTT) Attainment Rate.....	6
	4. Average Literacy Gain.....	7
	5. Average Numeracy Gain.....	9
	6. Career Technical Training Industry-Recognized Credential Attainment Rate	10
E.	Short-Term Career Transition Services Measures	11
	1. Career Technical Training (CTT) Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate.....	12
	2. Former Enrollee Initial Placement Rate.....	13
	3. Graduate Initial Placement Rate	13
	4. Graduate Average Hourly Wage at Placement	14
	5. Graduate Full-Time Job Placement Rate	14
F.	Long-Term Career Transition Services Measures	15
	1. Graduate 6-Month Follow-up Placement Rate	15
	2. Graduate 6-Month Average Weekly Earnings.....	15
	3. Graduate 12-Month Follow-up Placement Rate	16
	4. Graduate 12-Month Average Weekly Earnings.....	16
G.	Performance Goals.....	17
H.	Weights	18
I.	Overall Rating.....	19

II. CENTER QUALITY ASSESSMENT FOR PY 2014

A.	Overview.....	19
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B. Student On-Board Strength (OBS)20

C. Center Quality Rating (QR)20

D. Student Satisfaction Survey (SSS).....20

III. ROLES AND RESPONSIBILITIES

A. National Office.....24

B. Regional Offices24

C. Center Operators25

D. Job Corps Centers25

E. Job Corps Data Center (JCDC).....25

I. CENTER REPORT CARD FOR PY 2014

Prior to reviewing this section, please read the Introduction to Appendix 501. The Introduction provides rationale, policies, and procedural changes that apply to all of the Program Year (PY) 2014 Outcome Measurement System (OMS) Report Cards, as well as Attachments pertaining to this section.

- A. **Overview.** The Center Report Card is one of two systems that assess Job Corps center performance. The Center Report Card measures and accounts for performance across all Job Corps centers. This system collects and evaluates data regarding students' academic and Career Technical Training (CTT) attainments, placements, and continued placement at 6 and 12 months following the initial placement. The performance measures (also known as metrics) are derived from the Workforce Investment Act of 1998 (WIA) and Common Performance Measures requirements, as well as U.S. Department of Labor (DOL) priorities.

The Center Report Card serves as a vehicle for enhancing program performance to maximize student outcomes, reinforce the ideals of continuous improvement, and encourage students' long-term independence and economic self-sufficiency after separation from Job Corps. The Center Report Card is also a key component in the Job Corps procurement system.

- B. **PY 2014 Changes in Appendix 501a.** Provided below is a description of changes to the Center Report Card for PY 2014.

Both PY 2012 and PY 2013 proved to be unusually challenging years for the Job Corps program. Financial constraints and several periods of suspension of new enrollments followed by measured build-up strategies created major challenges for program operations, and resulted in irregular patterns of performance. With this in mind, the PY 2014 OMS Workgroup focused on developing appropriate goals and weights for the Center Report Card.

Over the past several years, the design of goals and weights on the Center Report Card had resulted in an unusually high number of centers attaining overall rating scores at or above 100%. This called into question the credibility of the Center Report Card. For PY 2014, the OMS Workgroup attempted to bring the composition of measures, goals and weights back into alignment. As a result, the Workgroup increased a number of goals more aggressively than before, and adjusted some weights to improve the validity of the system and place increased emphasis on short-term and long-term placement measures.

For PY 2014, development of the center model-based goals for two measures (HSD/HSE Attainment Rate and Combination HSD or HSE and CTT Attainment Rate) has been slightly delayed. The OMS Factor Verification Survey (generally used in establishing the model-based goals for these two measures) was not issued early in 2014 as customary due to the nationwide transition to three new HSE testing options (GED 2014, HiSET and TASC) beginning in January 2014. Therefore, **the PY 2013 model-based goals for the HSD/HSE Attainment Rate measure and the Combination HSD or HSE and CTT Attainment Rate measure are being used as interim goals for the first quarter of PY 2014.** To capture as many of the HSE challenges as possible, the OMS Factor Verification Survey is being redesigned and will be piloted to allow for as much experience and feedback from centers as possible. It is anticipated that PY 2014 model-based goals for these two measures will be issued by October 1, 2014.

After a full year of experience using the three HSE testing options throughout the country, it is expected that the PY 2015 OMS Factor Verification Survey will be further refined to encompass HSE challenges and will, to the extent possible, include additional factors that affect centers' barriers to attainment of new HSE testing options.

For PY 2014, the model-based goals for the remaining five measures continue to be based on student characteristics and local economic factors.

New this year is that within the long-term career transition measures, the 6-Month and 12-Month Follow-Up measures are equally weighted; the placement measures are both weighted at 7.5% and the earnings measures are both weighted at 3.75%.

Once again, all attachments pertaining to the Center Report Card can be found in Appendix 501 Introduction.

Changes in the PY 2014 Center Report Card are as follows:

- 1. Career Technical Training (CTT) Completion Rate:** For PY 2014, the goal for CTT Completion is increased from 65% to 70%. In addition, the weight for this measure is increased from 15% to 17.5%.
- 2. Average Literacy Gain:** For PY 2014, the goal for Average Literacy Gain is increased from 2.75 Grade Level Equivalents (GLEs) to 3.00 GLEs. In addition, the weight for this measure is decreased from 5% to 2.5%. Centers and regions have model-based goals for this measure.
- 3. Average Numeracy Gain:** For PY 2014, the goal for Average Numeracy Gain is increased from 2.75 Grade Level Equivalents (GLEs) to 3.00 GLEs. In addition, the weight for this measure is decreased from 5% to 2.5%. Centers and regions have model-based goals for this measure.
- 4. Career Technical Training (CTT) Industry-Recognized Credential Attainment Rate:** For PY 2014, the goal for Industry-Recognized Credential Attainment is increased

- from 85% to 100%. In addition, the weight for this measure is decreased from 5% to 2.5%.
5. **Former Enrollee Initial Placement Rate:** For PY 2014, the goal for Former Enrollee Initial Placement is increased from 50% to 55%.
 6. **Graduate Initial Placement Rate:** For PY 2014, the weight for Graduate Initial Placement Rate is increased from 15% to 17.5%.
 7. **Graduate Average Hourly Wage at Placement Rate:** For PY 2014, the goal for Graduate Average Hourly Wage at Placement is increased from \$9.70 per hour to \$10.20 per hour. Centers and regions have model-based goals for this measure.
 8. **6-Month Follow-up Placement Rate:** For PY 2014, the weight for 6-Month Follow-up Placement is decreased from 10% to 7.5%.
 9. **6-Month Average Weekly Earnings:** For PY 2014, the goal for 6-Month Average Weekly Earnings is increased from \$425 to \$450. In addition, the weight for this measure is decreased from 5% to 3.75%. Centers and regions have model-based goals for this measure.
 10. **12-Month Follow-up Placement Rate:** For PY 2014, the goal for 12-Month Follow-up Placement is increased from 70% to 75%. In addition, the weight is increased from 2.5% to 7.5%.
 11. **12-Month Average Weekly Earnings:** For PY 2014, the goal for 12-Month Average Weekly Earnings is increased from \$450 to \$475. In addition, the weight for this measure is increased from 2.5% to 3.75%. Centers and regions have model-based goals for this measure.

Provided on the next page is a summary table outlining the PY 2014 Center Report Card.

PY 2014 CENTER REPORT CARD			
Measure	Definition	Goal	Weight
Direct Center Services – 45%			
High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate*	<u>No. of Students who attain either an HSD or /HSE</u> No. of Students without an HSD or HSE at entry	60%	15%
Career Technical Training (CTT) Completion Rate	No. of Students who complete a <u>Career Technical Training program</u> No. of Separated Students	70%	17.5%
Combination High School Diploma (HSD) or High School Equivalency (HSE), and Career Technical Training (CTT) Attainment Rate*	No. of Students who complete a Career Technical Training program <u>and</u> attain either an HSD or HSE No. of Students without an HSD or HSE at entry	50%	5%
Average Literacy Gain*	Sum of Grade Level Equivalent gains attained on <u>the highest valid subsequent TABE reading test</u> No. of Students who score 552 or lower on the initial TABE reading test and Students who do not take a valid initial reading test during the first 21 calendar days on center	3.00 GLE	2.5%
Average Numeracy Gain*	Sum of Grade Level Equivalent gains attained <u>on the highest valid subsequent TABE math test</u> No. of Students who score 551 or lower on the initial TABE math test and Students who do not take a valid initial math test during the first 21 calendar days on center	3.00 GLE	2.5%
Career Technical Training (CTT) 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> No. of Students Assigned to a Career Technical Training program	100%	2.5%
Short-Term Career Transition Services – 32.5%			
Career Technical Training Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate	No. of Career Technical Training program completers placed in a <u>training-related job, the military, or post-secondary education/training</u> No. Career Technical Training program completers placed in a job, the military, or post-secondary education/training	75%	5%
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	55%	2.5%
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, or education/training or <u>who transfer to an 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%	17.5%
Graduate Average Hourly Wage at Placement*	<u>Sum of hourly wages of Graduates placed in a job or the military</u> No. of Graduates placed in a job or the military	\$10.20	5%
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	70%	2.5%
Long-Term Career Transition Services – 22.5%			
Graduate 6-Month Follow-up Placement Rate	No. of Graduates 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 Graduates who complete the 6-Month Follow-up Survey	75%	7.5%
Graduate 6-Month Average Weekly Earnings*	Sum of weekly earnings of Graduates who report they are in a job or <u>the military 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	\$450	3.75%
Graduate 12-Month Follow-up Placement Rate	No. of Graduates 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 Graduates who complete the 12-Month Follow-up Survey	75%	7.5%
Graduate 12-Month Average Weekly Earnings*	Sum of weekly earnings of Graduates who report they are in a job or <u>the military on the 12-Month Follow-up Survey</u> No. of Graduates who report they are in a job or the military on the 12-Month Follow-up Survey	\$475	3.75%
*Model-based goal			100%

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

Students who separate due to Level 1 ZT infractions under code 5.1A or code 5.2B in 30 days or less, or under code 5.2A in 45 days or less, will not be included in the Center Report Card. Students who exit the program due to Level 1 ZT infractions incurred after 30/45 days will be included in all pools for on-center measures and credit will be given for academic and/or CTT credentials earned prior to separation. However, students who exit for Level 1 ZT infractions are considered neither former enrollees nor graduates and are excluded from all post-center pools since they are ineligible for post-center services.

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).

D. Direct Center Services Measures. Provided below is a description of the on-center, or direct center services, performance measures.

- 1. High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate.** This measure occurs during the Career Development Period (CDP) of the Career Development Services System (CDSS). During this time, intensive instruction is provided to assist eligible students in achieving an academic diploma. This measure supports the mission of Job Corps, as the achievement of an academic credential is linked to enhanced employment opportunities.

Pool: All separated students without an HSD or HSE at entry into Job Corps (excluding 30/45 day Level 1 ZTs).

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

Goal: The national goal is 60%; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the abilities of students at entry) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See

Appendix 501 Introduction, Attachment 8: PY 2014 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 15%

Formula:
$$\frac{\text{Number of Students who attain either an HSD or an HSE}}{\text{Number of Students without an HSD or an HSE at entry}}$$

2. **Career Technical Training (CTT) Completion Rate.** The Career Technical Training (CTT) Completion Rate measure also occurs during the CDP of the CDSS. During this time, intensive instruction is provided to assist students in completing a CTT program. This measure is important to ensure placement success, and also supports the mission of Job Corps to provide students with the necessary skills and education to become employable in the 21st century economy.

Pool: All students who separate from the program (excluding 30/45 day Level 1 ZTs).

Measure: The percentage of separated students who have completed a CTT program.

Goal: The national goal is 70%.

Weight: 17.5%

Formula:
$$\frac{\text{Number of Students who complete a Career Technical Training program}}{\text{Number of Separated Students}}$$

3. **Combination High School Diploma (HSD) or High School Equivalency (HSE), and Career Technical Training (CTT) Attainment Rate.** This indicator encourages the completion of both academic and CTT programs as a basis for long-term success in employment, and recognizes the additional effort required of the center and the student to achieve both.

Pool: All separated students without an HSD or an HSE at entry into Job Corps (excluding 30/45 day Level 1 ZTs).

Measure: The percentage of separated students who complete a CTT program **and** attain either an HSD or an HSE while enrolled in Job Corps.

Goal: The national goal is 50%; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the abilities of students at entry) that have been shown to impact

their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Introduction, Attachment 8: PY 2014 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 5%

Formula:
$$\frac{\text{Number of Students who complete a Career Technical Training program and attain either an HSD or an HSE}}{\text{Number of Students without an HSD or an HSE at entry}}$$

- 4. Average Literacy Gain.** This measure occurs during the CDP of the CDSS. This indicator supports programs such as the HSD Initiative and the English Language Learner (ELL) Initiative and will help centers by tracking those youth who have achieved significant gains in literacy, but who have not yet reached the proficiency required to obtain an HSD or pass an HSE. Please note that centers must adhere to policy as stated in PRH Chapter 3, Appendix 301: TABE® Requirements and Instructions.

Pool: All students who exit the program (excluding 30/45 day Level 1 ZTs) who scored less than or equal to a valid Tests of Adult Basic Education (TABE) score of 552 (751 in the TABE Español test, levels E and M)—which corresponds to a Grade Level Equivalent (GLE) of 8.0—on the initial TABE reading test (level E, M, or D) or initial TABE Español reading test (level E or M) and students who did not take an initial reading test during the first 21 calendar days* on center.

Measure: The average of all of the positive GLE gains (negative gains will be counted as a zero gain) made by the students in the pool on the highest valid subsequent TABE reading test (level E, M, or D) or TABE Español reading test (level E or M) taken 30 or more days after the initial TABE reading test.

Goal: The national goal is 3.00 GLE; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control, such as differences in students' academic abilities at entry, that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a

center-specific goal. See Appendix 501 Introduction, Attachment 8: PY 2014 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 2.5%

Formula:
$$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE reading test}}{\text{Number of Students who score 552 or lower on the initial TABE reading test and Students who do not take a valid initial reading test during the first 21 calendar days* on center}}$$

Note: For crediting purposes, initial TABE tests must be administered within the first 21 calendar days* on center.

*See PRH Chapter 3, Appendix 301: TABE® Requirements for exceptions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

NOTE: Summer and winter breaks and time separated under medical separation with reinstatement rights (MSWR) and administrative separations with reinstatement rights (ASWR) do not count toward the 21 calendar day count. If a student does not attain a valid test score (as defined in Appendix 301), the initial reading TABE test must be retaken within the 21-day period and only the valid test score will count as the initial test score. Individuals who take their initial test on their 22nd day on center (or later) are treated as not having an initial test, are included in the pool along with those who do not take a test, and cannot obtain a literacy gain. For crediting of learning gains, a follow-up test must be administered 30 or more days after the initial TABE test, in accordance with testing guidelines (PRH, Appendix 301).

GLEs range from 0.0 to 12.9 and each GLE is linked to a specific scale score. A gain is made when a student attains a higher GLE on a follow-up TABE test than the GLE of their initial TABE test; credit is given for the difference between the GLE of the highest follow-up TABE test score and the GLE of the initial TABE test. For example, moving from a GLE of 7.2 on the initial TABE test to a GLE of 8.5 on the highest subsequent TABE test equals a 1.3 credit for that student. If the student's highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including

zero gains) by the number of students in the pool.

5. **Average Numeracy Gain.** As with the literacy gain measure, this measure occurs during CDP of the CDSS. This indicator supports programs such as the HSD Initiative and the ELL Initiative and will help centers by tracking those youth who have achieved significant gains in numeracy, but who have not yet reached the proficiency required to obtain an HSD or pass an HSE. Please note that centers must adhere to policy as stated in PRH Chapter 3, Appendix 301: TABE® Requirements and Instructions.

Pool: All students (excluding 30/45 day Level 1 ZTs) who scored less than or equal to a valid TABE score of 551 (764 in the TABE Español test, levels E and M) — which corresponds to a Grade Level Equivalent (GLE) of 8.0 — on the initial TABE math test (level E, M, or D) or initial TABE Español math test (level E or M) and students who did not take an initial math test during the first 21 calendar days* on center.

Measure: The average of all of the positive GLE gains (negative gains will be counted as a zero gain) made by the students in the pool on the highest valid subsequent TABE math test (level E, M, or D) or TABE Español math test (level E or M) taken 30 or more days after the initial TABE math test.

Goal: The national goal is 3.00 GLE; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control, such as differences in students' academic abilities at entry, that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Introduction, Attachment 8: PY 2014 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 2.5%

Formula:
$$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE math test}}{\text{Number of Students who score 551 or lower on the initial TABE math test and Students who do not take a valid initial math test during the first 21 calendar days* on center}}$$

Note: For crediting purposes, initial TABE tests must be administered

within the first 21 calendar days* on center.

*See PRH Chapter 3, Appendix 301: TABE® Requirements for exceptions. Exceptions include a specific sub-group of Limited English Proficient (LEP) students.

NOTE: Summer and winter breaks and time separated under MSWR and ASWR do not count toward the 21 calendar day count.

If a student does not attain a valid test score (as defined in Appendix 301), the initial reading TABE test must be retaken within the 21-day period and only the valid test score will count as the initial test score. Individuals who take their initial test on their 22nd day on center (or later) are treated as not having an initial test, are included in the pool along with those who do not take a test, and cannot obtain a literacy gain. For crediting of learning gains, a follow-up test must be administered 30 or more days after the initial TABE test, in accordance with testing guidelines (PRH, Appendix 301).

GLEs range from 0.0 to 12.9 and each GLE is linked to a specific scale score. A gain is made when a student attains a higher GLE on a follow-up TABE test than the GLE of their initial TABE test; credit is given for the difference between the GLE of the highest follow-up TABE test score and the GLE of the initial TABE test. For example, moving from a GLE of 7.2 on the initial TABE test to a GLE of 8.5 on the highest subsequent TABE test equals a 1.3 credit for that student. If the student's highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

- 6. Career Technical Training Industry-Recognized Credential Attainment Rate.** This measure also occurs during the CDP of the CDSS. With the alignment of training programs with industry-based standards, Job Corps has begun placing increased emphasis on providing students with opportunities to receive industry-recognized credentials that will lead to better employment opportunities. The measure supports the mission of Job Corps to provide students with the necessary skills and education to become employable in the 21st century economy, and also aligns the OMS with a new national reporting mandate that requires Job Corps to report on the number of credentials attained by its students.

<u>Pool:</u>	All students who are assigned to a CTT program (excluding 30/45 day Level 1 ZTs).
<u>Measure:</u>	The percentage of separated students who have attained an approved industry-recognized credential that is linked to their CTT program or students who have completed a training program offered by a National Training Contractor (NTC).
<u>Goal:</u>	The national goal is 100%.
<u>Weight:</u>	2.5%
<u>Formula:</u>	Number of Career Technical Training Students who attain an approved industry-recognized credential or <u>Students who complete an NTC program</u> Number of Students Assigned to a Career Technical Training program

E. **Short-Term Career Transition Services Measures.** Provided below is a description of the post-center, short-term career transition services performance measures. The following criteria apply to these measures:

- The federal minimum wage requirement applies for all states (except for Puerto Rico, U.S. Virgin Islands, and U.S. Territories) to all the short-term CTS measures;
- Initial placement upgrades that occur during the placement window for former enrollees and graduates will be credited and may change the statistical status associated with a particular student. See Appendix 501 Introduction, Attachment 1: PY 2013 Initial Placements and Allowable Upgrades, for a chart outlining the upgrade hierarchy;
- An automatic education placement credit is given to the sending center for students who transfer to an approved Advanced Training (AT) program at another center. See Appendix 501 Introduction, Appendix 2: PY 2014 Center Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs. This does not apply to Advanced Career Training (ACT) transfers; and
- Valid placements that are deemed “non-credited” by the Job Corps Data Center (JCDC) due to errors in meeting the requirement for the verification and reporting timelines specified in the PRH, Chapter 4, Section 4.5, R2 and R3, shall be included in the Center Report Card regional and national totals only. However, all entities may receive credit for the 6- and 12-month outcomes of these graduates, provided they participate in the applicable follow-up surveys. These

graduates will also receive career transition services since their placements are valid, making them eligible for the full array of services afforded their separation status.

1. **Career Technical Training (CTT) Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate.** In PY 2005, a Job Training Match (JTM) Placement rate measure, crediting CTT completers initially placed in training-related jobs or the military, was added to the Center Report Card. The measure was intended to lead to improved student long-term outcomes and career success by encouraging student placement in the trades for which they have been trained. In PY 2007, to further align with the program's emphasis on education, the measure was expanded to also credit CTT completers that enter a post-secondary education or post-secondary training as Post-secondary Credit (PSC). In 2010, 2011, 2012 and 2013, the Office of Job Corps issued revised versions of the JTM Crosswalk to refine alignment with O*NET-SOC, the industry-recognized national occupational database.

Pool: All CTT completers placed in a job or the military, or who enter post-secondary education or post-secondary training.

Measure: The percentage of CTT completers in the pool who are initially placed or have a placement upgrade, in a training-related job, the military, post-secondary education, or post-secondary training.

Goal: The national goal is 75%.

Weight: 5%

Formula:
$$\frac{\text{Number of Career Technical Training program completers placed in a training-related job, the military, post-secondary education, or post-secondary training}}{\text{Number of Career Technical Training program completers placed in a job, the military, post-secondary education, or post-secondary training}}$$

The process created in PY 2007 for requesting the addition of an O*NET-SOC placement code to the JTM Crosswalk will continue to be available for PY 2014. A request should be submitted only if the current JTM Crosswalk does not already contain a specific placement code that: (a) is the most appropriate O*NET-SOC code to describe a placement outcome, and (b) is directly related to one of the Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position

that is properly assigned the identified placement code. See Appendix 501 Introduction, Attachment 4: PY 2014 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk and Request Form, for the request form and instructions.

- 2. Former Enrollee Initial Placement Rate.** Any student who remains on center for 60 or more days should have acquired the basic skills that allow for an effective job search. It is, therefore, important to measure the placement success of students who stay 60 days or longer, yet do not graduate, as well as students who graduate from the program.

Pool: All former enrollees whose initial placement records are due or received¹.

Measure: The percentage of former enrollees in the pool who are placed in a job, the military, an educational program, or a job/school combination according to the Job Corps placement definition in the PRH, Chapter 4, Exhibit 4-1.

Goal: The national goal is 55%.

Weight: 2.5%

Formula:
$$\frac{\text{Number of Former Enrollees placed in a job, the military, an educational program, or a job/school combination}}{\text{Number of Former Enrollees whose initial placement records are due or received}}$$

- 3. Graduate Initial Placement Rate.** The Graduate Initial Placement Rate, which must be reported under WIA, also serves as a strong indicator of the program's success in preparing Job Corps graduates for engagement and retention in the workforce.

Pool: All graduates whose initial placement records are due or received, or who transfer to an approved AT program at another center during the period.

Measure: The percentage of graduates in the pool who are placed in a job, the military, an educational program, or a job/school combination according to the Job Corps placement definition in the PRH, Chapter 4, Exhibit 4-1, or who transfer to an approved AT program at another center.

¹ In this usage, the term "due or received" refers to the sum of the number of former enrollees or graduates for whom placement information was reported, i.e., "received," plus the number of former enrollees or graduates for whom placement information was not reported and for whom the placement window expired, i.e., "due."

Goal: The national goal is 90%.

Weight: 17.5%

Formula:
$$\frac{\text{Number of Graduates placed in a job, the military, an educational program, or a job/school combination or who transfer to an approved Advanced Training program at another center}}{\text{Number of Graduates whose initial placement records are due or received or who transfer to an approved Advanced Training program at another center}}$$

- 4. Graduate Average Hourly Wage at Placement Rate.** The Graduate Average Hourly Wage at Placement is a measurement required under WIA. Centers are held accountable for their ability to secure jobs that will place graduates on the path to economic self-sufficiency.

Pool: All graduates placed in a job or the military according to the Job Corps placement definition in the PRH, Chapter 4, Exhibit 4-1.

Measure: The average hourly wage of graduates in the pool associated with their initial or upgrade placement in a job or the military.

Goal: The national goal is \$10.20; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Introduction, Attachment 8: PY 2014 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 5%

Formula:
$$\frac{\text{Sum of hourly wages of Graduates placed in a job or military}}{\text{Number of Graduates placed in a job or military}}$$

- 5. Graduate Full-Time Job Placement Rate.** The status of job placements as part-time and full-time is required to be reported under WIA. This measure also serves to reinforce the importance of ensuring graduates are placed in gainful employment with long-term attachment to the workforce and a defined career path.

Pool: All graduates placed in a job or the military according to the Job Corps placement definition in the PRH, Chapter 4, Exhibit 4-1.

<u>Measure:</u>	The percentage of graduates in the pool who are placed in a full-time job or the military.
<u>Goal:</u>	The national goal is 70%.
<u>Weight:</u>	2.5%
<u>Formula:</u>	$\frac{\text{Number of Graduates placed in a full-time job or military}}{\text{Number of Graduates placed in a job or military}}$

F. Long-Term Career Transition Services Measures. Provided below is a description of the post-center, long-term career transition services performance measures.

- 1. Graduate 6-Month Follow-up Placement Rate.** This measure is required under WIA and is a program priority for the system. All phases of CDSS work toward the goal of helping graduates achieve long-term success as a result of their participation in Job Corps.

Pool: All graduates initially placed in a job, the military, an educational program, or a job/school combination who complete the 6-month follow-up survey.

Measure: The percentage of graduates in the pool who report in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in the PRH, Chapter 4, Exhibit 4-1) during the week prior to the survey.

Goal: The national goal is 75%.

Weight: 7.5%

Formula:
$$\frac{\text{Number of initially placed Graduates who report they are in a job, the military, an education/training program, or a job/school combination on the 6-Month Follow-up Survey}}{\text{Number of initially placed Graduates who complete the 6-Month Follow-up Survey}}$$

- 2. Graduate 6-Month Average Weekly Earnings.** This measure is required under WIA and serves as a barometer to measure graduates' long-term success.

Pool: All initially placed graduates who complete the 6-month follow-up survey and report in the survey they are in a job or in the military (that meets the Job Corps placement definition in the PRH, Chapter 4, Exhibit 4-1).

Measure: The average weekly earnings of placed graduates in the pool.

Goal: The national goal is \$450; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Introduction, Attachment 8: PY 2014 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 3.75%

Formula:
$$\frac{\text{Sum of weekly earnings of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey}}{\text{Number of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey}}$$

- 3. Graduate 12-Month Follow-up Placement Rate.** This measure is required under WIA and continues to gauge graduates' long-term progress in their attachment to the workforce or advanced education environment.

Pool: All graduates initially placed in a job, the military, an educational program, or a job/school combination who complete the 12-month follow-up survey.

Measure: The percentage of graduates in the pool who report in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in the PRH, Chapter 4, Exhibit 4-1) during the week prior to the survey.

Goal: The national goal is 75%.

Weight: 7.5%

Formula:
$$\frac{\text{Number of Graduates who report they are in a job, the military, an education/training program, or a job/college combination on the 12-Month Follow-up Survey}}{\text{Number of initially placed Graduates who complete the 12-Month Follow-up Survey}}$$

- 4. Graduate 12-Month Average Weekly Earnings.** This measure is required under WIA and serves as a barometer to measure graduates' long-term success.

Pool: All initially placed graduates who complete the 12-month follow-up survey and report in the survey they are in a job or in the

military (that meets the Job Corps placement definition in the PRH, Chapter 4, Exhibit 4-1).

Measure: The average weekly earnings of placed graduates in the pool.

Goal: The national goal is \$475; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Appendix 501 Introduction, Attachment 8: PY 2014 Center Model-Based Goals and Worksheets, for a template of the factors utilized in the models and for specific goals.

Weight: 3.75%

Formula:
$$\frac{\text{Sum of weekly earnings of Graduates who report they are in a job or the military on the 12-Month Follow-up Survey}}{\text{Number of Graduates who report they are in a job or the military on the 12-Month Follow-up Survey}}$$

G. Performance Goals. Performance goals serve as the quantitative benchmarks to assess performance. A single performance goal is established for each measure, and performance is measured as a percentage of the goal(s) achieved. Thorough analyses of historical data, where available, have been conducted to assist in establishing reasonable and attainable goals for the system.

The following measures have *national* goals:

- Career Technical Training (CTT) Completion Rate;
- CTT Industry-Recognized Credential Attainment Rate;
- CTT Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate;
- Former Enrollee Initial Placement Rate;
- Graduate Initial Placement Rate;
- Graduate Full-Time Job Placement Rate;
- Graduate 6-Month Follow-up Placement Rate; and
- Graduate 12-Month Follow-up Placement Rate.

The following measures have *model-based* goals:

- HSD or HSE Attainment Rate;
- Combination HSD or HSE, and CTT Attainment Rate;
- Average Literacy Gain;
- Average Numeracy Gain;
- Graduate Average Hourly Wage at Placement;
- Graduate 6-Month Average Weekly Earnings; and
- Graduate 12-Month Average Weekly Earnings.

NOTE: For PY 2014, development of the center model-based goals for two measures (HSD/HSE Attainment Rate and Combination HSD or HSE and CTT Attainment Rate) has been slightly delayed. The OMS Factor Verification Survey (generally used in establishing the model-based goals for these two measures) was not issued as customary in 2014 due to the nationwide transition to three new HSE testing options (GED 2014, HiSET and TASC) beginning in January 2014. Therefore, **the PY 2013 model-based goals for the HSD/HSE Attainment Rate measure and the Combination HSD or HSE and CTT Attainment Rate measure are being used as interim goals for the first quarter of PY 2014.** To capture as many of the HSE challenges as possible, the OMS Factor Verification Survey is being redesigned and will be piloted to allow for as much experience and feedback from centers as possible. It is anticipated that PY 2014 model-based goals for these two measures will be issued by October 1, 2014.

After a full year of experience using the three HSE testing options throughout the country, it is expected that the PY 2015 OMS Factor Verification Survey will be further refined to encompass HSE challenges and will, to the extent possible, include additional factors that affect centers' barriers to attainment of new HSE testing options.

For PY 2014, the model-based goals for the remaining five measures continue to be based on student characteristics and local economic factors.

Model-based goals for all Center measures can be found in Appendix 501 – Introduction, Attachment 8: PY 2014 Center Model-Based Goals and Worksheets. Details regarding model-based goals can be found in the PRH, Chapter 5, Appendix 501, Introduction, D.2.(b).

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

For PY 2014, the weighting structure of the Center Report Card has been adjusted to reduce the weight for Direct Center measures from 50% to 45%. Additional weight is

shifted equally to Short-Term and Long-Term Career Transition measures; the weight for short-term measures is increased from 30% to 32.5% and the weight for long-term measures is increased from 20% to 22.5%. Within the long-term measures, weight is equally distributed between the 6-month placement and weekly earnings and the 12-month placement and weekly earnings. This is to emphasize that 12-month placement measures are considered equally as important as the 6-month placement measures. This emphasis of balanced weight is also reflected in the CTS and CTT long-term (6- and 12-month) measures.

- I. **Overall Rating.** Results across each of the weighted measures are aggregated to create an overall rating. Center performance is weighted among the individual measures to obtain 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.

II. CENTER QUALITY ASSESSMENT FOR PY 2014

- A. **Overview.** The Center Quality Assessment, which reviews the quality of the program and services offered at all Job Corps centers, is the second component that is used for evaluating center performance. Job Corps is committed to providing more than a statistical accounting of the Job Corps program. Quality makes the difference and adds an important dimension to students' well-being and the statistics that report their outcomes. To capture an accurate reflection of center quality, focus is placed on the following three areas of life on a center:
- The center's ability to operate at full capacity (On-Board Strength [OBS]);
 - The center quality rating (Quality Rating [QR]) based on an on-site review by a team of federal representatives; and
 - Students' perception of safety (Student Satisfaction Survey [SSS]).

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

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

C. Center Quality Rating (QR). The Quality/Compliance Rating system consists of an on-site center assessment by a Regional Office team, usually conducted as part of the center review. It is a quality and compliance evaluation of center operations.

The quality/compliance evaluation of a center operation is based on the six functional areas outlined in the PRH:

- Outreach and Admissions
- Career Preparation
- Career Development
- Career Transition
- Management
- Administrative Support

There are quality indicators (QIs) and strategies for assessing the quality in each area of the PRH. The center is given a score of 0 to 9 on each element. Each element is weighted according to relative importance and weighted scores for each element are aggregated for an overall quality rating. This is not a cumulative score. Each time a quality/compliance review is conducted, the new score replaces the previous one. An overall score of 4.0 or above is considered satisfactory.

In addition to assessing the above functional areas, the National Office of Job Corps requires mandatory audits of student records concurrent with annual center quality assessments to validate performance data (see Job Corps Information Notice 04-14 and Attachment 04-14a, dated December 10, 2004). The mandatory audits are a direct response to data integrity concerns identified in audits of Job Corps centers by the Office of Inspector General (OIG).

D. Student Satisfaction Survey (SSS). The SSS elicits students' perceptions on a broad range of services and center activities, and focuses on students' experiences during the last month. The SSS is administered to all students enrolled in Job Corps, including new arrivals, and is available in both English and Spanish. Beginning in August 2008, per Job

Corps Program Instruction Notice 08-06, the frequency of SSS administration was reduced from *quarterly* to *semi-annually*, and is now administered in September and March.

A national survey protocol has been established to assist centers in effective administration of the survey. Confidentiality is guaranteed to survey participants and the survey protocol takes steps to protect anonymity. **It is vital for the survey to be distributed to all students, including those who may arrive on the center on the day of the survey administration.** The response, “don’t know/does not apply” provides an option for students who may be new to the center and do not have an opinion about one or more of the questions.

It is critical that centers ensure the survey protocol is followed explicitly. Every 6 months, staff must carefully read the instructions and materials to ensure their familiarity with the protocol for that semi-annual survey. Only the instructions and materials provided with the surveys should be used for that particular administration because the protocol is occasionally revised. The procedures outlined in the protocol have been tested on many centers and are known to enhance the validity of the survey data. No other surveys or forms are to be administered concurrently with the national SSS and no interpretation of the survey questions or answer categories, other than what is provided in the protocol, are to be provided to the students. Centers are also encouraged to collect feedback from students and may use their own forms; however, this cannot occur in conjunction with the SSS and should be accomplished at some other time during the program year.

Prohibited “Coaching” Activities. The National Office is committed to ensuring the integrity of the semi-annual SSS results. In an attempt to provide greater clarification, the National Office has developed the following guidelines for centers in regard to “coaching.” Copies of this guidance are included with the survey package sent semi-annually to centers.

It is inappropriate for anyone at the center (staff or students) to attempt to bias student responses before, during, or after the survey in any way. This does not preclude utilizing the results of the survey in discussions with students regarding center improvement.

More specifically, the following activities are strictly prohibited:

- Coaching students to answer the survey in a particular way by providing or suggesting “correct” or “incorrect” answers to questions;

- Paraphrasing questions and/or providing interpretations to questions (e.g., encouraging students to answer certain items positively or to refrain from answering certain items negatively);
- Coaching student proctors to interpret questions to students in a way that biases responses toward positive outcomes for the center;
- Promising or implying that rewards (such as new equipment, services, privileges, etc.) would be granted or secured for center-wide positive survey results;
- Conducting meetings, pep rallies, and/or group activities that include discussions, presentations, or guidelines regarding survey questions or possible answers; and/or
- Suggesting that negative responses or a lack of response to the survey will result in negative consequences for the student or the center (e.g., the center will be closed).

Although a high response rate is desirable, centers are reminded that the survey is voluntary, and that students have the right to decline the survey, or to skip over questions they choose not to answer, without fear of repercussions from the center.

The survey includes 12 questions on personal safety issues that are used to calculate the center's performance on student safety. When assessing center quality, the results from the 12 questions related to the student's perception of safety are used for calculating the center's performance. The 12 safety questions are presented on the following page.

The national goal for the Student Safety measure is 90%. In constructing the safety measure, students who respond positively to at least six items (i.e., six out of 12) are assumed to be reporting feeling "safe." If a student does not respond to all 12 items, a safety indicator will be calculated if at least seven of the 12 items have a valid response. These are the responses that constitute the "valid response rate" used in data analysis. If a student does not respond to at least seven of the 12 items, that student's responses will not be included in the center's overall calculations of student safety. The scoring of the safety items is calculated as follows:

- A score of "1" indicates feeling safe on the given item, where a score of "0" indicates feeling unsafe.
- A total score for each student is then calculated as the sum of the scores across all of the items answered.
- This total score is divided by the total number of items, out of 12 possible, to which the student responded.
- This score must be greater than or equal to 50% to indicate that the student

reported feeling safe. As indicated above, students who do not answer at least seven items will be excluded from this calculation.

The SSS yields useful information regarding the quality of services provided to students, which is utilized at national, regional, and center levels. Insufficient response rates can compromise the quality of the data collected. In order to gain the most accurate picture of how students evaluate their Job Corps experience, *it is in the program's best interest to see that every student has the opportunity to provide feedback.*

STUDENT SATISFACTION SURVEY – SAFETY ITEMS		
Safety Item	Condition for “Safe” Indicator (1)	Condition for “Unsafe” Indicator (0)
A student would be terminated if he/she was found with a weapon - like a knife, club, or sharp object - on center.	Very True Mostly True	Partly true and partly false Mostly false Very false
The zero tolerance policy was applied equally to all students.	Very True Mostly True	Partly true and partly false Mostly false Very false
I could talk to my residential advisor (RA) if I was threatened by another student.	Very True Mostly True	Partly true and partly false Mostly false Very false
I could talk to my counselor if I was threatened by another student.	Very True Mostly True	Partly true and partly false Mostly false Very false
I thought about leaving Job Corps because of a personal safety concern.	Mostly False Very False	Very True Mostly True Partly true and partly false
I thought about going to a different Job Corps center because I felt threatened by other students.	Mostly False Very False	Very True Mostly True Partly true and partly false
How often did you hear a student threaten another student on center?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily
How often did other students pick on you even after you asked them to stop?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily
How often did other students say things to you to make you feel like you are not important?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily
How often did you see a physical fight between students on center?	Never or Not in the Last Month	Once or Twice
How often were you in a physical fight with a student on center?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily
How often did you carry a weapon - like a knife, club, or a sharp object - with you on	Never or Not in the Last Month	Once or Twice

center?		About once a week A few times a week About daily
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III. ROLES AND RESPONSIBILITIES

A. **National Office.** The Office of Job Corps is responsible for establishing national policy for the Job Corps center performance measurement system; providing center-specific HSD/HSE Attainment, Combination Attainment, Average Literacy and Numeracy Gains, Graduate Hourly Average Wage, Graduate 6-Month Weekly Earnings and Graduate 12-Month Average Weekly Earnings goals; monitoring the JCDC issuance of the Center Report Card and Center Quality Assessment indicators; tracking performance of Job Corps centers; distributing information; providing training to Regional Office staff of standardized audit methodology and providing technical assistance or other training as needed; establishing an administrative low rating to centers for lack of credible data; and issuing performance goals for new centers at the beginning of the second program year of their contract, or as otherwise specified by the National Director of Job Corps.

B. **Regional Offices.** Regional Offices are responsible for determining that proposals, contracts, and Civilian Conservation Center (CCC) plans are consistent with program year performance goals and requirements; monitoring performance against Center Report Card goals and through the Center Quality Assessment; and considering performance in both the Center Report Card and Center Quality Assessment components (OBS, QR, and SSS) in procurement and contract administration activities.

Regional Offices use center performance pursuant to the Center Report Card and Center Quality Assessment to make contract recommendations. Adjustments are occasionally necessary for extenuating circumstances and/or unique factors that influence performance. Center operators who fail to meet performance goals will have an opportunity to submit information to the Regional Director or agency, as appropriate, to substantiate reasons for the performance shortfall. The Regional Office, in turn, must transmit that explanation as part of the Contractor Performance Assessment System. Regional Directors will evaluate information submitted by the center operator, coupled with an assessment of the operator's compliance with all other terms and conditions of the contract or agreement. Other factors such as OIG audits and special review findings will also be taken into account in procurement-related decisions.

C. Center Operators. Center operators, including the U.S. Department of Agriculture, Forest Service, are responsible for implementing performance goals with their respective centers; providing staff training; monitoring performance; recommending corrective action as required; submitting corrective action plans to Job Corps Regional Offices when appropriate; and implementing corrective action plans as directed.

D. Job Corps Centers. Centers are responsible for accurate data reporting to JCDC and for monitoring progress against goals on an ongoing basis. Center Directors should share the information in this appendix with all applicable staff. Centers are responsible for correct and timely data entry into the Center Information System (CIS).

Integrity of data is essential to the reputation of the Job Corps program. Every effort should be made to verify information and correct errors made on a student's record **prior** to a student's separation and processing of transitional allowance. All data elements are subject to scrutiny because of their significance to center performance.

Finally, because of the importance of the 6- and 12-month post-placement measures, centers should make every effort to update the contact information for all students by the time they separate. In particular, they should update the alternate contact information fields in CTS or CIS to help survey staff contact the student after placement to conduct the follow-up interviews. Complete and accurate alternate contact information for family members or friends (at a different address) is essential to obtaining solid survey completion rates.

E. Job Corps Data Center (JCDC). JCDC is responsible for ensuring that the Center Report Card, Center Quality Assessment components, and other reports are issued in accordance with the target release dates. JCDC coordinates specifications of the Center Report Card and the reports for the Center Quality Assessment components (OBS, SSS, and QR) with National Office staff and ensures that the data generated in the reports accurately reflect the policy and programming design. JCDC provides: Help Desk services regarding Job Corps center data, reporting and oversight of CIS, Help Desk services to the National Office of Job Corps and Regional Offices regarding Job Corps center data and reporting, and training and services to the regions on CIS.