PROGRAM ASSESSMENT GUIDE

CHAPTER 4:
CAREER TRANSITION PERIOD

July 28, 2014

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PRS Ratings Definitions and Scoring Scale
Exceptional (8/9)
Programs, procedures, and systems are well organized, clearly communicated, and administered to ensure quality delivery of all requirements and achievement of quality indicators. Innovative approaches result in program enhancements and improved outcomes. Through rigorous self-assessments and quality assurance, the operator safeguards program assets and maintains the integrity of program data.
Very Good (6/7)
Programs, procedures, and systems are consistently in place to ensure delivery of requirements and achievement of quality indicators. Some innovative approaches are employed to promote continuous improvement. A viable quality assurance plan ensures integrity and accountability of program assets and data.
Satisfactory (4/5)
Requirements and quality indicators are generally evident in applicable program areas with minor exceptions. A quality assurance plan is in place that demonstrates adequate controls to ensure integrity and accountability of program assets and data.
Marginal (2/3)
Requirements and/or quality indicators are missing or minimally evident in applicable program areas. Quality assurance is minimal resulting in inconsistencies in accountability and integrity of program assets and data.
Unsatisfactory (0/1)
Critical requirements are missing or minimally evident. Quality indicators are not achieved. The program lacks procedures and controls necessary to ensure compliance, quality, and data integrity.

Note: A glossary of acronyms is located at the end of the PAG Preamble.

4.0   OBJECTIVES

To provide eligible Job Corps students with personalized career transition services that lead to long-term employment, earnings growth, career progression, and further education.

To ensure that graduates and former enrollees remain successfully attached to the workforce or further education and training by connecting them with transitional support services within their communities.

4.1   CAREER TRANSITION SERVICES PLAN

PURPOSE

P1.   To ensure the efficient, effective, and coordinated delivery of career transition services to graduates and former enrollees.

REQUIREMENTS

R1.   Career Transition Services Plan

   a.   Centers and Career Transition Services (CTS) providers shall prepare and implement a Career Transition Plan, as part of the overall Career Development Services System (CDSS) Plan. The plan shall be submitted for Regional Office approval in accordance with Chapter 5, Section 5.1, R3.c, Career Development Services System Plan.

   b.   Career transition services reflected in the plan shall be tailored to the individual needs of each graduate and former enrollee.

   c.   At a minimum, the Career Transition Services Plan shall include:

   1.   The rationale for the Career Transition Period (CTP) design and how it will ensure the provision of individualized services to assist each graduate and former enrollee.

   2.   Organization, to include detailed descriptions of:

   (a)   How the career transition function will be staffed.

   (b)   Geographic area(s) to be served and where staff will be located to provide services.

   (c)   How career transition staff will coordinate and team with center career development staff to ensure continuity of service to separating students, including assistance with post-center certification testing or experience requirements to gain industry credentials.

   (d)   How career transition staff will interact with students and other staff during the Career Preparation and Career Development periods.

   (e)   How career transition staff will coordinate efforts with One-Stops, National Training Contractors, and other post-center support providers to meet the post-center needs of graduates and former enrollees, including tracking and documenting student certification attainment.

   (f)   How the Personal Career Development Plan (PCDP) will be used to develop an employment plan/job search strategy and/or postsecondary educational plan, including support services for the student, which must build upon students' demonstrated skills

attainment and, when applicable, students' industry-recognized certification(s) and/or licensure(s).

(g) How career transition staff will inform students that transition payments will be forfeited if they do not cash received checks within 12 months of the date of separation, fail to report non-receipt of checks, or fail to update contact information to ensure proper delivery of transition payments.

(h) How career transition staff will make and document reasonable efforts to locate students when checks are returned or outstanding.

3. Methods, resources, and tools to accomplish the following:

(a) Graduate and former enrollee contact throughout the service period

(b) Assessment of placement and transitional needs

(c) Development of personalized job search skills and strategies

(d) Job development and referral

(e) Identification of and referral to transitional support services

(f) Counseling for job retention

(g) Arranging continuing services for graduates who relocate during the service period

(h) Distributing and safeguarding payments, to include locating students when checks are returned and/or unclaimed to ensure that students receive payments

(i) Informing students that failure to report non-receipt of transition payments or failure to cash a received transition payment check within 12 months of separation will result in forfeiture of the payment, and that students have the obligation to update their contact information with their CTS provider

(j) Identification of and referral to postsecondary educational opportunities and federal funding options, as appropriate

Strategy:

➤ Review plan for required elements. Does it have Regional Office approval? Interview CTS Manager and ask about staffing, caseloads, and how services are provided. Ask for a copy of the organizational chart, caseload summary, and detail reports. Check for consistency with MPO-31/33 report.

➤ How are goals established and how are staff held accountable for meeting these goals? Ask for a copy of a performance plan, if applicable.

➤ Interview CTS Specialists and ask about their roles and responsibilities.

o   Are they familiar with the CTS plan?
o   How do they use the POMS-10, POMS-20, MPO-31/33, and PLE-600M reports?
o   What are their assigned goals both monthly and for the program year?
o   What are their case management practices?

➢ Review Outreach Plan. Check the plan and verify that it is being followed.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

Q1.   Career transition services are delivered in accordance with the Career Transition Services
       Plan.

Strategy:

➢ Pre-onsite: Review annual CTS plan. Was it submitted on time?

➢ Does it include the required elements? How are the activities and strategies used at the
  center supportive of these requirements? See PRH Chapter 4, Section 4.1, R1.

➢ Pre-onsite: Review calendar of activities. Look for participation on boards, meetings with
  other agencies and employers, and community involvement.

➢ Interview the CTS Manager. Are staff held accountable for achieving national and model-
  based goals? How is goal achievement tracked on center?

➢ Interview or call staff at centers for which the service provider has CTS responsibility. How
  do they describe their relationship with the CTS provider? Do CTS and center staff work
  together cooperatively?

➢ Interview CTS Specialists to discuss the process they use for meeting goals. Does the
  Specialist know his or her individual goals? Does the Specialist have access to the monthly
  POMS-10 report to determine performance? What system does the Specialist use to remain
  in contact with separated students throughout the CTS period? How often is contact made?

➤ Interview center staff (e.g., Business and Community Liaison). Does regular communication exist between center staff and the CTS provider? Are CTS Specialists involved in strategy meetings with center staff? Does the CTS Manager/staff receive required documents (Training Achievement Record, PCDP, resume, etc.) in a timely manner?

➤ Interview the CTS Manager. How is communication with Job Corps partners encouraged and documented? How has feedback from centers, the Regional Office, and other Outreach and Admissions/CTS providers been used to make improvements in the placement process?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

Q2. Student transition checks are delivered to students.

Strategy:

➤ Review procedures for delivering transition checks to students. Are records/logs maintained to track the disbursement of checks? Are students required to show identification when checks are picked up in person? Review records of checks returned to the Job Corps Data Center. Check whether procedures are adequate for maintaining current contact information. Review Case Notes for students whose checks were returned. What actions/steps were taken to attempt to deliver transition checks to the student?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 4.1 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		**Q1**	
		Q2	
Average		**Average**	

4.2   ELIGIBILITY FOR SERVICES

PURPOSE

P1.   To establish eligibility criteria for career transition services.

P2.   To establish the duration of the Career Transition Services period.

REQUIREMENTS

R1.   Definitions

     a.   Graduate – one who has completed 60 or more calendar days of enrollment <u>and</u> has completed the requirements of Career Technical Training (CTT), or earned a High School Diploma (HSD) or high school equivalency (HSE) certificate , or who completes both, while enrolled in Job Corps. Students who have exited for any Level 1 Zero Tolerance (ZT) infraction, at any time, do not qualify.

     b.   Former Enrollee **–** one who has completed 60 or more calendar days of enrollment, has not attained graduate status, and whose exit is for reasons *other than* any Level 1 ZT infraction.

     c.   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.

     Note: Level 1 infractions can be found in PRH Chapter 3, Exhibit 3.1, Infraction Levels and Appropriate Center Actions, and in Appendix 501 Introduction.

Strategy:

➢ Interview staff. Do they understand the different definitions? How are services provided within each category of students?

➢ What methods are used to track graduates and former enrollees and the services provided to them?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2.   ***Eligibility for and Duration of the Career Transition Services Period***

     a.   Graduates who separated prior to October 1, 2009, shall receive initial placement services for up to six months following separation, and career transition support services for 12 months following initial placement. Services provided shall not exceed 18 months from separation.

               Graduates who separated on or after October 1, 2009, shall receive initial placement services for up to nine months following separation, and career transition support services for 12 months following initial placement. Services provided shall not exceed 21 months from separation.

     b.   Former enrollees shall be provided with initial placement services for a period of up to three months following separation.

     c.   Uncommitted students are not eligible for career transition services. Centers shall provide uncommitted students with a referral to a One-Stop center or other service provider.

     d.   Graduates shall be eligible for transition payments for up to 12 months from the date of separation. Students shall be informed that transition payments will be forfeited if they do not cash received checks within 12 months of the date of separation, fail to report non-receipt of checks, or fail to update contact information to ensure proper delivery of transition payments. Forfeited transition payments may be eligible for reissuance beyond 12 months from the date of separation, at the discretion of the Regional Director. Transition payments, however, may not be reissued beyond 24 months from the date of separation.

Strategy:

➢ Review a 10% sample of graduate placement files. Does the documentation sufficiently validate that the contract is providing quality placement services? Are students' employability and transition needs assessed? Does the student have a PCDP? Is the plan used to create an action plan to remediate job skills, meet transitional needs, or facilitate quality placements?

➢ Review files to check that placement services are being provided within the required time frame.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

QUALITY INDICATOR(S)

Q1. Graduates receive initial placement services and career transition services.

Strategy:

➢ Interview the CTS Manager. Has a monitoring/accountability system been developed to regularly assess services? How frequently are self-assessments conducted? By whom? Has a uniform system been established to report graduate placement transactions? Are systems in place to provide quality career transition services to assigned students?

➢ Interview or call graduates to verify that services are being provided. What support services did they receive? Are the services timely, appropriate, and effective? Are folders processed in a timely fashion? Describe problems arising from delays or changes in termination status.

➢ Interview the CTS Manager. Are solid referral relationships established with high schools, alternative education programs, higher education programs, and apprenticeship programs, when applicable? Which educational institutions are used most frequently to place graduates?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

Q2. Former enrollees receive initial placement services and career transition services.

Strategy:

➢ Interview CTS Manager. Has a uniform system been established to report former enrollee placement transactions? Are systems in place to provide post-center placement services to assigned students?

➢ Interview or call eligible students to verify that services are being provided. What support services did they receive? Are the services timely, appropriate, and effective?

➢ Interview the CTS Manager. Are solid referral relationships established with high schools, alternative education programs, higher education programs, and technical/vocational schools? Which educational institutions are used most frequently to place former enrollees?

➢ Determine if former enrollees are referred to One-Stop services. If so, when?

➢ How are staff held accountable to ensure students are provided appropriate career transition services?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 4.2 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		**Q1**	
R2		**Q2**	
Average		**Average**	

4.3 CAREER TRANSITION SERVICES FOR GRADUATES

PURPOSE

P1. To identify and match graduates with placement opportunities in jobs, the military, or further education and training for which they qualify.

P2. To provide graduates with ongoing support to ensure continued employment, education, or industry certification/licensure, and career progression.

P3. To assist graduates in identifying and obtaining support services within the communities in which they work and live.

REQUIREMENTS

R1. Contact

Career Transition Services providers shall:

a. Make direct contact with graduating students prior to separation to assess their needs in accordance with Chapter 3, Section 3.21, Career Transition Readiness (if a projected graduate separates as a former enrollee, see Section 4.4 below, Career Transition Services for Former Enrollees).

b. Maintain direct contact with all assigned graduates at least every 30 days throughout the service period to reassess their needs.

c. Provide or arrange for the following services:

1. Job placement assistance

2. Assistance that promotes job retention

3. Additional placement service for those whose initial placement ended during the service period

4. Assistance with career advancement and certification and/or licensure attainment, where applicable

5. Other transitional support services (housing, transportation, etc.) as appropriate

Strategy:

➢ Review the CIS Projected Separation Report for a list of students scheduled to separate within the next 60 days. Are students being contacted prior to separation? Is the CTS provider receiving the report in a timely manner from the center(s) it serves?

➢ How are students being contacted after separation? How often?

➢ Review PCDP Case Notes to determine if needs are identified.

➢ Review caseloads. Are they equally distributed so that counselors have enough time to contact their students?

➢ When are transition checks given to students? Are they safeguarded prior to issuance? Where are they kept? Are they signed for by the students? How are undelivered checks handled?

➢ What accountability methods are used to track graduate caseloads? How does the manager track performance and hold staff accountable?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2.   *Needs Assessment*

Career Transition Services providers shall:

a.   Provide each graduate, as needed, with an assessment of and assistance in updating resumes, improving interviewing skills, developing self-advocacy skills (for students with disabilities), and developing additional job search strategies throughout the Career Transition Services period.

b.   Continue to collaborate with each graduate throughout the Career Transition Services period to assess his or her transition needs to ensure progress toward career goals, including certification or licensure, as outlined in the student's Personal Career Development Plan (PCDP).

Strategy:

➢ Review Case Notes to check what services are being provided and how often.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R3.   *Placement Services*

Career Transition Services providers shall:

a.   Use labor market information and other resources to work with each graduate to develop placement strategies tailored to meet his or her individual needs and career goals.

b.   Identify certification testing opportunities and collaborate with the graduate to ensure progress toward certification(s) and/or licensure(s).

c.   Provide graduates assistance in obtaining additional educational and training opportunities and federal funding, as appropriate, to meet certification and/or licensure requirements.

d.   Identify job leads and/or educational and training opportunities for which the graduate qualifies, and which meet the placement definition as specified in Exhibit 4-1 (Placement Definitions).

e.   Emphasize training that leads to better paying jobs (e.g., apprenticeships) and/or jobs with college tuition reimbursement programs.

f.   Develop job leads through the use of Internet sources and direct contact with employers, local Workforce Investment Boards, Youth Councils, One-Stop centers, unions, disability-related organizations (e.g., Vocational Rehabilitation, etc.), and apprenticeship programs.

g.   Provide direct referrals to suitable job openings and/or educational and training opportunities for graduates in need of placement services.

Strategy:

➢ Check to see if there is a resource book for job development or any other method established to create referral leads to jobs, educational opportunities, etc. Does the center/contractor have an electronic method for tracking job development efforts and job leads?

➢ How does the CTS office use employer and community involvement in this process? Is feedback sought from referral sources?

➢ Review the number of valid placements for success rate (POMS-10, POMS-20, MPO-31/33).

➢ Review six- and 12-month follow-up records and statistical results. Do they reflect that graduates retain their jobs and are successful in employment?

➢ Check to see if there is a resource book for transitional support services. How is contact established with support service organizations? Is there a process to follow up on referrals provided to students?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R4.   *Transitional Support*

Career Transition Services providers shall:

a.   In each locale to which graduates return upon separation, identify resources and provide direct referral of graduates to community employment and/or social services that provide assistance with the following, at a minimum:

1.   Housing

2.   Transportation

3.   Child care

4.   Health care, including substance abuse support

5.   Work clothing and tools

6.   Food and nutrition

7.   Financial planning

8.   Counseling/mentoring

9.   Job retention

10.   Legal services

b.   Provide ongoing counseling and transitional support to resolve job-related issues and to support job retention throughout the Career Transition Services period.

c.   Provide ongoing transitional support assistance to graduates for continued employment.

Strategy:

➤ Review Case Notes, interview staff, and interview students to determine how transitional support services are provided.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R5.   Relocations

a.   This section outlines the procedure for transferring cases of graduates who are assigned to their initial CTS provider and then relocate to a new address covered by a different CTS provider. This may include one or more relocations within the graduate's Career Transition Services period.

Note: The policy for crediting CTS agencies when CTS-assigned students relocate to a different service area is detailed in Appendix 501 Introduction 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 section *does not* apply to students who, at the time of separation, move to a location other than their home of record.

For the purposes of this section, current CTS providers will be referred to as the "sending CTS provider" and new CTS providers will be referred to as the "receiving CTS provider."

b.   Below is the procedure for transferring a case once a graduate has relocated. Although contact between CTS providers in preparation for a graduate's relocation is encouraged, a transfer will not be official until there is receipt of confirmation that a graduate has physically relocated.

1.   For relocations within regional boundaries, CTS providers will follow regional guidelines (see Appendix 501).

2.   For relocations between regions, the sending CTS provider will transfer the case to the receiving CTS provider in the geographic area to which the graduate has relocated. Sending and receiving CTS providers will follow the process below:

(a)   The sending and receiving CTS providers will contact one another to coordinate the transfer. This contact will be documented in the Career Transition System (CTS) Case Notes (additional

information about CTS can be found in Section 4.5, R1, Recordkeeping).

(b)   The sending or receiving CTS provider, whichever first confirms that the relocation has taken place, will submit a transfer request in the Career Transition System. The contact information of the receiving and sending CTS provider and the updated contact information of the graduate will be included in the comments section of the electronic transfer request in CTS. **The official date of the transfer is the date on which this electronic request form is submitted.** Upon submission, the CTS provider will document the date in CTS case notes.

Note: Upon receipt of a transfer, the receiving CTS provider will have 14 calendar days to confirm receipt of the case or file a rejection with their Regional Office. With seven calendar days remaining, the receiving CTS provider will receive a reminder notification to act on the transfer request. After the 14-day window closes, transfer requests will automatically be assigned to the receiving CTS provider. The date of the transfer remains the date that the transfer request was submitted electronically.

(c)   The sending and receiving CTS providers will meet with the graduate either via phone or face-to-face, to introduce the receiving CTS provider to the graduate. All efforts will be documented in CTS case notes.

(d)   The sending and receiving CTS providers will verify that the student has moved by making contact with the student at the new phone number and verifying the student's updated contact information. Any additional contact information will be documented in CTS Case Notes.

(e)   The sending CTS provider will ship the case file to the receiving CTS provider through a traceable method (e.g., Federal Express, United Parcel Service, and U.S. Postal Service Express Mail) with expected delivery to be the next business day. Date of post and receipt will be documented in CTS Case Notes.

(f)   The sending and receiving CTS providers should report problems with the transfer of cases to their respective Regional Offices.

c.   To align with the crediting CTS agencies where CTS-assigned students relocate to a different service area (see Chapter 5, Appendix 501 Introduction and Appendix 501c, Attachment 3), rejection of a case transfer by CTS providers will follow the procedures and rationale below:

1.   **Transfer of cases occurring with less than 60 days remaining in the placement window *cannot* be rejected**. This is due to the fact that the OMS Crediting Policy does not hold the receiving CTS provider accountable for short-term placement measures. If the student is not placed by either provider, the sending CTS provider will be held

accountable. If the receiving CTS provider *does* place the student, it will receive credit for the placement and is responsible for six- and 12-month placement measures.

2. **Transfers of cases with 60 or more days remaining in the placement window may be rejected** if the receiving CTS provider's Regional Office approves the rejection as satisfying one of the conditions below:

   (a) The receiving CTS provider is unable to contact the relocated graduate despite reasonable, documented attempts to do so.

   (b) The graduate is found to have not relocated to the CTS provider's service area.

If the Regional Office finds that the rejection does not satisfy one of these conditions, the rejection will not be approved and the transfer will be deemed valid. For OMS crediting purposes, the official date of the transfer will remain the date that the transfer request was submitted electronically, despite the time it may have taken to adjudicate the rejection in the Regional Office.

Per the OMS Crediting Policy, for transfer of cases with 60 or more days remaining in the placement window, the receiving CTS provider will be held accountable for placement of the graduate. In cases where the graduate is placed by the sending CTS provider before the transfer, the sending CTS provider will receive credit for the placement and the receiving CTS provider may receive credit for any upgrades. The receiving CTS provider is responsible for six- and 12-month placement measures.

Strategy:

➤ Review the Standard Operating Procedure (SOP). What is office practice for transferring cases of graduates who relocate?

➤ Pull a 10% sample of cases to determine if any students assigned to the CTS agency were located outside the contract service delivery area.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

Q1.   All graduates have access to career transition services.

Strategy:

➢ Interview graduates to gauge their satisfaction with the career transition services they have been provided. Has the CTS Specialist been helpful? How? Is the CTS Specialist assisting students in fulfilling their individual employment plan? Has the graduate taken advantage of opportunities provided by the CTS Specialist? If necessary, has the CTS Specialist arranged for employability remediation? Community referrals?

➢ Call a sample of graduates, both placed and not yet placed, to determine support services received and what services are being provided to them.

➢ Review the job bank. Is it adequate to provide employment referrals to graduates in need of placement services?

➢ Interview or call the Center Director at centers for which the contractor has CTS responsibility. How is employer feedback relayed to staff? How often?

➢ Interview the CTS Specialist. How often does the CTS Specialist contact employers by phone/in person?

➢ Interview each CTS Specialist. What referral sources, resources, and services do they access the most? How are community resources developed? Has a current list of community resources (containing contact name, services offered, and phone number) been established? How are CTS Specialists kept updated regarding community resources? How are community resources kept updated regarding student needs and the Job Corps program? Have community resources accessed CTS Specialists for assistance? Has assistance been effective? How do the center and CTS provider work together to ensure quality career transition? How are employer partnerships established in the community? Is the CTS provider involved in Center Industry Council meetings as a resource for employment opportunities for graduates? How are employer contacts updated as a resource tool for employment opportunities? Does the CTS provider conduct new employer workshops in the community to market Job Corps? How successful are the workshops in establishing new employment opportunities?

➢ Interview each CTS Specialist. What systems are in place for obtaining employer feedback? How is employer feedback relayed to center staff? How often? How is it used?

➢ How often are centers contacted on the phone or in person to obtain information about the center? Who is visited during center visits?

➢ Are students contacted prior to separation from the center?

➢ Interview each CTS Specialist. What job development strategies are used to support the placement needs of students at a livable wage and with a job training match?

➢ Interview a sampling of community resources. Are they familiar with the Job Corps program? What services are offered? Are they the same services CTS staff are aware of? Are they satisfied with the relationship they have with the CTS staff?

➢ Interview the CTS Manager. What systems are in place to ensure that job development occurs on a regular basis? Do CTS Specialists have job development goals? How often is the job bank updated? How often are employers in the job bank contacted? How are specific employers targeted for inclusion in the job bank? What trade poses the most difficulty for finding a job training match for a student? Are employers who hire employees with those career technical skills targeted?

➢ Interview CTS staff to determine how systems are coordinated and if they feel empowered to implement innovative practices.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

Q2.   Graduates progress toward career goals as outlined in their Personal Career Development Plan (PCDP).

Strategy:

➢ Pre-onsite: Review the POMS-10 report. Is the CTS provider's performance meeting or exceeding the report card goals? Review a sample of ETA-678 forms. Are students placed in quality jobs that are aligned with their CTT area?

➢ Interview CTS Specialists. How is job readiness assessed? Is contact maintained with the student during center enrollment? Does the Specialist have a list of potential employers/referral sources? Are referrals to support services/community resources provided during the transition from separation to placement? How does the CTS Specialist conduct job development? Does the Specialist routinely coordinate with Career Technical Training instructors to identify placement opportunities and provide placement support? Can the Specialist provide documentation or examples of these efforts?

➢ Interview the CTS Manager. How does he or she incorporate employability concepts throughout the CTS process? How is local labor market information used? How are

workplace expectations discussed with students? How is remediation discussed? How are individual employment plans developed?

➢ Review graduate placement files for use of labor market information.

➢ Interview recent graduates by telephone. Did they reach their PCDP goals? Did Job Corps help them do so? How, or why not? Were they offered an opportunity for a job placement match? Are they now working in a job related to the training they received in Job Corps?

➢ Review placement records for quality placement. Do jobs represent opportunities for wage progression and a defined career path? Are there health and retirement benefits? Chances for further education and training through the employer?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

Q3.   Graduates are able to retain employment and function independently.

Strategy:

➢ Interview National Training Contractors, CTS Specialists, and CTT instructors. Determine if graduate placements are being tracked. What percentage of graduates are not in the same job they obtained at graduation? For those who have changed employment or do not still hold their initial job and are unemployed, contact employers or review records to determine the cause. Were transition needs unmet? Was placement quality an issue? Wage?

➢ Interview graduates. Are they functioning well on the job and at home? If not, what needs do they have?

➢ Review graduate CTS contact records. Do case management notes indicate support and assistance to help graduates achieve independence? Are outcomes and needs detailed in the notes for follow-up? Have on-center CTS staff referred graduates appropriately to off-center CTS Specialists? In a timely manner?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

Q4.   Staff can describe the procedure for transferring cases between CTS providers once a graduate has relocated.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 4.3 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		**Q1**	
R2		**Q2**	
R3		**Q3**	
R4		**Q4**	
R5			
Average		**Average**	

4.4   CAREER TRANSITION SERVICES FOR FORMER ENROLLEES

PURPOSE

P1.   To assist former enrollees in securing initial placement in jobs, the military, or further education and training.

P2.   To assist former enrollees in identifying and obtaining support services within the communities in which they live and work.

REQUIREMENTS

R1.   Contact

Career Transition Services providers shall contact all assigned former enrollees at least every 30 days during the service period to reassess needs.

Strategy:

➢ Review the process of assignment of former enrollees. How is contact made?

➢ How are former enrollees being contacted after separation? How often?

➢ Review caseloads. Are they equally distributed so that counselors have enough time to contact their students?

➢ What methods are used to track former enrollee caseloads? How are staff held accountable for maintaining appropriate contact with former enrollees?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2.   Placement Services

Career Transition Services providers shall (in accordance with Chapter 4, Section 4.2, Eligibility for Services):

a.   Use labor market information and other resources to work with each former enrollee to develop placement strategies tailored to meet his or her individual needs and career goals.

b.   Identify certification testing opportunities and collaborate with the former enrollee to support progress toward certification and/or licensure attainment.

c.   Provide assistance to former enrollees in obtaining additional education and training opportunities and federal funding, as appropriate, to meet certification and/or licensure requirements.

d.   Identify job leads and/or educational and training opportunities for which the former enrollee qualifies, and which meet the placement definition as specified in Exhibit 4-1 (Placement Definitions).

e.   Develop job leads and provide referrals through use of Internet sources and direct contact with employers, local Workforce Investment Boards, Youth Councils, One-Stop Career Centers, unions, and apprenticeship programs.

Strategy:

➢ What services are provided and how long?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

Q1.   Former enrollees have access to initial placement assistance and career transition services.

Strategy:

➢ Call a sample of separated former enrollees, both placed and not yet placed, to determine support services received and what services are being provided to them.

➢ Interview former enrollees to gauge their satisfaction with career transition services that have been provided. Has the CTS Specialist been helpful? How?

➢ Ask former enrollees if a One-Stop referral was made and if it was successful in assisting them in finding employment.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

Q2. Former enrollees are able to retain employment and function independently.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

PRH 4.4 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		**Q1**	
R2		**Q2**	
Average		**Average**	

4.5   DOCUMENTATION, REPORTING, AND VERIFICATION

PURPOSE

P1.   To ensure accurate documentation of placements.

P2.   To establish a uniform system for reporting placement transactions and provision of transitional support services.

REQUIREMENTS

R1.   Recordkeeping

Centers and other designated Career Transition Services providers shall:

a.   Track and document placement status, including updating student contact information, referrals, employment data, career progress, and attainment of certification(s) and/or licensure(s), using the Career Transition System (CTS), the approved Web-based application designed to record and track student placement information, manage student transition checks, and transfer students.

b.   Release confidential graduate/former enrollee information only in accordance with procedures specified in Chapter 6, Appendix 601 (Student Rights to Privacy and Disclosure of Information).

c.   Update information regarding outstanding transition payments. Notify students of the responsibility to cash the received check within 12 months of the date of separation or risk forfeiture of the payment.

d.   Upon receipt of an undeliverable or returned check, make reasonable attempts to contact the graduate to obtain updated contact information necessary to reissue the check.

Strategy:

➢ How does staff track their cases? Do they check for adherence to students' PCDP? How is confidentiality maintained? Where are records kept and who has access to these records? Ask for a copy of Records SOPs. Are records maintained according to national and SOP guidelines? Check records for required documents.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R2.   *Reporting*

Centers and other designated Career Transition Services providers shall:

a.   For graduates that separated before October 1, 2009, report all graduate placements that meet the criteria specified in Exhibit 4-1 (Placement Definitions) and which occur within six months of separation from the Job Corps program. Once a graduate is placed within six months of separation, tracking and updating of placement status in CTS shall continue for 12 months following initial placement.

For graduates that separated on or after October 1, 2009, report all graduate placements that meet the criteria specified in Exhibit 4-1 (Placement Definitions) and which occur within nine months of separation from the Job Corps program. Once a graduate is placed within nine months of separation, tracking and updating of placement status in CTS shall continue for 12 months following initial placement.

b.   Report all certification and licensure attainment of graduates, in addition to job placement.

c.   Report all former enrollee placements in CTS that meet the criteria specified in Exhibit 4-1 (Placement Definitions) and which occur within three months of separation from the Job Corps program.

d.   Report placement data according to the following timelines (as specified in Appendix 501 Introduction):

1.   **Date Reported –** the date the student <u>first</u> 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.

Exceptions to the "date reported" policy are currently allowed in the following circumstances:

(a)   If the student enters a placement prior to their separation date, the "date reported" must be recorded as the date following the separation date.

(b)   If the student transfers from one CTS provider to another, the "date reported" cannot be earlier than the transfer date; therefore, if the student is placed prior to the transfer date, the "date reported" must be recorded as the date of transfer.

2.   **Date Placed –** the date the student meets the Job Corps definition for placement, and must be <u>at least seven calendar days</u> after the date reported in order to ensure that the placement criteria have been met.

3.   **Date Verified –** the date that documentation is received verifying the placement (including the hours, duration, and/or wage as appropriate). **Note:** In order to be considered a valid placement, the placement verification must

be received and reported to the Job Corps Data Center via the CTS system within 90 days of date placed.

Note: If the placement is not considered valid because the verification is not received and the information entered into CTS 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 six-month and 12-month placement credits.

e. Use Appendix 401, Job Corps Job Training Match (JTM) Crosswalk, to determine job training match placements.

Strategy:

➢ Who is responsible for entering data into the ETA Placement Form 678? Are results tracked and/or monitored? If so, by whom and how?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

R3. *Verification*

Centers or other designated Career Transition Services providers shall:

a. Verify and document 100% of initial placements; these placements will also be verified by a third-party source at 13 weeks.

b. Obtain placement verification documentation as specified in Exhibit 4-2 (Placement Verification and Documentation Requirements). Placements shall be considered to be verified when such documentation is obtained.

c. Ensure that verification is obtained and placement reported in CTS within 90 days after placement requirements have been met.

d. Maintain documentation of all placement verification for three years.

e. Verify certification and licensure attainment by requesting certificates, diplomas, or registry data.

Strategy:

➢ How is employment/placement verified? Who is responsible for the verification? How long are records maintained in the office? Do dates and wages match what was reported in the 678?

➢ Review a 10% random sample of verified placements and supporting documentation. See the data integrity portion of the PAG (Appendix C-2: Data Integrity Audit Guide) for additional details.

➢ Review the contractor's quality assurance plan. Does the process for entering and approving placement data match what is in the plan?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

QUALITY INDICATOR(S)

Q1.   Placements reported are valid.

Strategy:

➢ Pre-onsite: Review Regional Office tracking for questionable placements. Have most been determined to be valid? If not, how many were determined to be invalid?

➢ Pre-onsite: Review MPO-31/33 reports to review the proportion of separated students that have not been placed.

➢ Interview or call a sample of employers to determine that placements are valid.

➢ Review placement files for documentation, including verification and tracking system for post-placement services and follow-up. Review records and logs to determine appropriateness and timeliness of contact with students.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

PRH 4.5- Summary Rating

Requirement	Rating	Quality Indicator	Rating
R1		**Q1**	
R2			
R3			
Average		**Average**	

Sample Consolidated Rating Matrix

As noted in the PAG Preamble, Regional Offices have flexibility in weighting the scores of Outreach and Admissions, Center, and CTS assessments based on a variety of factors. The Career Transition Period is inherently a post-center CTS responsibility, and the sample matrix provided is exclusively for CTS use. Regions have the flexibility to eliminate factors or add factors to their matrix.

Regional Directors and/or Division Chiefs should develop the matrix prior to the assessment so that the Review Team understands what areas need to be reviewed and how the ratings are to be established.

Below is a sample matrix for use on Job Corps CTS assessments.

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SAMPLE CTS CONTRACT MATRIX

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Career Transition Period Job Corps Center	Unsatisfactory 0	1	Marginal 2	3	Satisfactory 4	5	Very Good 6	7	Exceptional 8	9
Program Compliance Rating	Rating Based Upon PRH Requirements									
4.1 Career Transition Plan										
4.2 Eligibility for Services										
4.3 Career Transition Services for Graduates										
R1. Contact										
R2. Needs Assessment										
R2. Placement Services										
R4. Transitional Support										
R5. Relocations										
4.4 Career Transition Services for Former Enrollees										
4.5 Documentation, Reporting, and Verification Process										
Average Compliance Rating										
Program Quality Rating	Rating Based Upon PRH Quality Indicators									
4.1 Career Transition Plan										
4.2 Eligibility for Services										
4.3 Career Transition Services for Graduates										
4.4 Career Transition Services for Former Enrollees										
4.5 Documentation, Reporting, and Verification										
Average Quality Rating										

The matrix above places additional weight on PRH Section 4.3, Graduate Services. Regions have the flexibility to add specific requirements or quality indicators that they would like to emphasize as part of the assessment process. This matrix provides an example of how to adjust weights through emphasis on programmatic requirements.

SAMPLE CENTER CTR MATRIX

Career Transition Readiness Job Corps Center	Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
	0	1	2	3	4	5	6	7	8	9
Program Compliance Rating	Rating Based Upon PRH Requirements									
4.1 Career Transition Plan										
4.2 Eligibility for Services										
4.3 Career Transition Services for Graduates										
4.4 Career Transition Services for Enrollees										
4.5 Documentation, Reporting, and Verification										
Average Compliance Rating										
Program Quality Rating	Rating Based Upon PRH Quality Indicators									
4.1 Career Transition Plan										
4.2 Eligibility for Services										
4.3 Career Transition Services for Graduates										
4.4 Career Transition Services for Enrollees										
4.5 Documentation, Reporting, and Verification										
Average Quality Rating										