

POLICIES AND PROCEDURES
FOR JOB CORPS' PROGRAM YEAR 2016
PERFORMANCE MANAGEMENT SYSTEM

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INTRODUCTION
FOR PY 2016

**POLICIES AND PROCEDURES FOR JOB CORPS
PY 2016 PERFORMANCE MANAGEMENT SYSTEM**

INTRODUCTION

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POLICIES AND PROCEDURES FOR JOB CORPS’ PY 2016 PERFORMANCE MANAGEMENT SYSTEM

INTRODUCTION

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

- 1) To meet accountability requirements for establishing performance measures (also known as metrics) and reporting student outcomes for the Job Corps system under: the program’s authorizing legislation (previously the Workforce Investment Act of 1998 [WIA] and, beginning in PY 2016, the Workforce Innovation and Opportunity Act [WIOA]), and U.S. Department of Labor (DOL) priorities;
- 2) To assess centers’ and providers’ accomplishments in implementing program priorities and serving students effectively; and
- 3) To have a Federal management tool that focuses on useful and relevant feedback on performance, while holding all centers, OA and CTS providers accountable for continuous program improvement.

Job Corps has an interwoven set of performance metrics that meet multiple reporting requirements. The system is designed to answer four basic questions:

- 1) Are Job Corps students effectively recruited and retained in the program?
- 2) While enrolled in Job Corps, do students achieve fundamental qualifications and credentials that could lead to either a career path with opportunity for advancement and economic stability or higher education?
- 3) Are Job Corps students successfully transitioning into the workforce, enrolling in additional education or training, or entering the military after they leave the program?

- 4) How is each Job Corps contractor (center, OA, and CTS) performing compared to the established annual performance goals and in comparison to other contractors?

In short, Job Corps' performance management system conveys the program's effectiveness in executing the program's mission. Additionally, the system meets the intent of Job Corps' authorizing legislation and other reporting requirements.

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

- | | |
|--|------------|
| ✓ Outreach and Admissions Report Card | OAOMS |
| ✓ Center Report Card | Center OMS |
| ✓ Career Transition Services Report Card | POMS |
| ✓ Career Technical Training Report Card | CTT |

In addition to the above quantitative components of the performance management system, Job Corps uses a Center Quality Assessment process to evaluate center quality, providing a more comprehensive view of the program's performance. This Center Quality Assessment has three components: an On-Board Strength (OBS) rating, a Quality Rating (QR), and a Student Satisfaction Survey (SSS) rating. More information regarding the quality assessment of centers can be found in Appendix 501a.

In PY 2016, pending departmental clearance, Job Corps will implement a new Performance Improvement Plan (PIP) System as an accountability and management tool to assist operators in improving their performance when it has not met the levels expected by the Office of Job Corps. Details on the PIP System can be found in Appendix 501e.

- B. Background.** The annual revision of the performance management system ensures it continues to support the goals and priorities of DOL and the National Office of Job Corps, as well as meet the reporting requirements stipulated under Job Corps' authorizing

legislation. Over the past 15 years Job Corps' performance management system has remained relatively stable, with small, incremental changes made annually to drive students' long-term career success and upward economic mobility.

The implementation of WIOA, which supersedes WIA, requires substantial changes to Job Corps' data collection and reporting systems. Effective July 1, 2016, Job Corps is required to collect and report on the program performance and accountability measures outlined in Sections 116 and 159 of the WIOA legislation, which differ from those established previously under WIA. Job Corps has therefore modified existing structures and developed new tools (separate from the current performance management system) for reporting WIOA program outcomes to Congress, OMB, and other interested parties. This new system will undergo further refinements and adjustments to mature into an effective reporting system for Job Corps.

Job Corps will begin collecting data through the new survey in PY 2016 to meet WIOA reporting requirements. However, national targets will not be set for the WIOA measures until sufficient annual baseline data has been collected and any inconsistencies in the new data collection have been resolved. Until the new WIOA performance system has been fully implemented, stabilized, and targets have been set, Job Corps will continue to use OMS reports for decision making in the areas of contract and option year awards, past effectiveness scores, incentive fees, performance assessments, and PIP graduation evaluations.

Implications of WIOA on PY 2016 OMS

WIOA stipulates that all youth training programs, including Job Corps, use six primary performance measures to evaluate contractors' performance. The six primary measures are as follows:

- (I) The percentage of program participants who are in education or training, or unsubsidized employment during the second quarter after exit from the program (Employment or Education/Training Rate, Quarter 2 after Exit);
- (II) The percentage of program participants who are in education or training, or unsubsidized employment during the fourth quarter after exit from the program (Employment or Education/Training Rate, Quarter 4 after Exit);
- (III) The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program (Median

Earnings, Quarter 2 after Exit);

(IV) The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program (Credential Attainment Rate);

(V) The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment (Measurable Skill Gains Rate); and

(VI) The indicators of effectiveness in serving employers established pursuant to clause (iv) (Effectiveness in Serving Employers Rate).

While there are many similarities between these new WIOA measures and the prior WIA and OMS measures, there are sufficient key differences that required the development of new data collection mechanisms. These include: replacing the 6- and 12-month post-placement follow up surveys of placed graduates with new surveys to re-verify initial placements and capture placement outcomes in quarter 2 and quarter 4 after exit for a broader group of students; adding a new module to Center Information System (CIS) to capture Career Preparation Program (CPP) completion; improving the High School Diploma (HSD) and High School Equivalency (HSE) data entry screens; and expanding the data collected for students entering an Advanced Career Training (ACT) program. Please see Attachment 1 of PRH Appendix 501 Introduction for more details on the WIOA Reporting System, the definitions of the pools and credits for the six primary WIOA measures, and an overview of how the six primary measures differ from the way Job Corps has traditionally reported similar program outcomes under WIA and through OMS.

Where necessary, Job Corps has aligned the PY 2016 OMS Report Cards with the WIOA reporting requirements to ensure that all Job Corps service providers are focused on and driving performance to meet these new measures.

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

For PY 2016, a workgroup was convened comprised of National and Regional Office staff and subject matter experts from centers, center operators (including the U.S. Department of Agriculture, Forest Service), OA/CTS providers and National Training Contractors (NTC). The OMS Workgroup developed recommendations for changes to the OMS Report Cards for the upcoming program year that focus on program priorities and align with the WIOA reporting requirements; these recommendations were submitted to the Job Corps National Director, who then finalized the changes to the system.

For PY 2016, minimal changes were made to the performance goals for the on center and short-term placement measures on the Center, CTS and CTT OMS Report Cards. The long term placement measures, however, were significantly altered in all three reports. Specifically, the 6- and 12-month placement and earnings measures were replaced with new measures of placement and earning results in the second and fourth quarters after exit that more closely align with WIOA. These changes were necessary not only to support the new WIOA placement measures, but also because data to report 6- and 12-month post-placement outcomes will no longer be available as of July 1, 2016. Changes on the OA Report Card are minor and focus on a goal increase for a single measure.

The design of goals and weights on the Center Report Card through PY 2013 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. In PY 2014 and PY 2015, the OMS Workgroup focused on establishing more aggressive goals, where appropriate, and in some cases, adjusting the weight structure to reduce the number of centers at or above 100%, normalizing the distribution of overall performance ratings of centers. Some goals and weights in the OA, CTS, and CTT report cards were also increased for the same purpose. Changes were also made to place more emphasis on student attainment of the primary IRCs and increase student marketability and employability. As intended, these changes have yielded a more normalized distribution of overall performance. For PY 2016, goal increases, while less aggressive, are established with high expectations to ensure a continuing normalized system.

The Office of Job Corps also solicited input from the Job Corps community, via a release of the proposed changes for the PY 2016 system, prior to full implementation on July 1, 2016.

- D. Design of the PY 2016 Performance Management System.** The PY 2016 performance management system incorporates modifications to the previous program year's OMS.

The Office of Job Corps’ intent is to refine aspects of the system to ensure it aligns with new WIOA legislative requirements and DOL, Job Corps and OMB priorities; reflects current labor market conditions; considers any recent programmatic changes that impact centers and OA/CTS providers; and ensures effective delivery of services to students. Modifications to the system include adjustments to some performance goals so that emphasis is more appropriately tied to the level of accountability for achieving positive student outcomes, and a redesign of the long-term placement and earnings measures to support WIOA reporting requirements. The design of the performance management system is as follows:

1. Core Components

The Appendix 501 Introduction provides readers with an overall understanding of the Performance Management System (PMS). It includes an overview of the PMS components and provides background information that applies to multiple report cards, such as basic definitions of student status, Zero Tolerance policies and administrative status issues. The Appendix 501 Introduction also includes additional policies that apply to multiple report cards, such as the grace period for new centers, transfers to Advanced Training (AT) programs, placement upgrades, the Job Training Match (JTM) Crosswalk policy, and, the new second and fourth quarter after exit surveys.

The 501 Introduction includes a copy of each of the new OMS Report Cards for the coming program year and all attachments are included in the Appendix 501 Introduction.

Following the Appendix 501 Introduction are four sections:

Appendix 501a – Center Report Card

Appendix 501b – Outreach and Admissions Report Card

Appendix 501c – Career Transition Services Report Card

Appendix 501d – Career Technical Training Report Card

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

- Performance *measures* are the categories of outcomes under evaluation, such as High School Diploma (HSD) or High School Equivalency (HSE) attainment. Measures reflect the program priorities and objectives important to Job Corps’ mission.

- Performance *goals* are quantitative benchmarks for each measure that are set to establish a desired level of performance. Goals are established to promote high expectations for student and operator/provider performance.
- Relative *weights* are assigned to performance measures to indicate areas of emphasis among responsibilities for serving students. Each weight is expressed as a percentage with the sum of all weights in a Report Card totaling 100%.
- The *rating* is the performance (actual percent of goal achieved) on each measure, expressed as a percentage. The *overall rating* is the aggregate of all individual performance measure ratings expressed as a percentage.

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

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

2. Performance Goals

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

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

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

- (a) **National Goals.** National goals are set and, to maintain internal consistency and equitability, are generally applied to centers, OA, CTS, and CTT providers equally for the same measure. Where performance can reasonably be expected to

be different for the same measure across report cards, different national goals may be established.

- (b) **Model-Based Goals.** Model-based goals are used for specific measures that require adjustments to ensure equity in making comparisons of performance across centers and providers. Model-based goals are statistically adjusted for circumstances that are beyond the operator’s control and help to level the playing field in assessing performance. A model is calculated, based on regression analysis, by estimating the effect of various factors on the achievement of the measure using a regression model. The cumulative effect of these factors provides the percentage by which the national goal should be adjusted (upward or downward) for each center and CTS provider (the OA Report Card has only national goals). The model-based goals for one center can significantly differ from those of other centers in the same state or region, as the goals are calculated using a combination of center-specific and local county economic data.

For PY 2016, the model-based goals for the HSD/HSE Attainment Rate and Combination HSD or HSE and CTT Attainment Rate measures incorporate results of the 2016 OMS Factor Verification Survey. The model-based goals for the learning gains and Graduate Hourly Wage at Initial placement measures continue to be based on student characteristics and local economic factors. Center specific model-based goals are applied to the CTT report card for the average hourly wage measure.

The PY 2016 model-based goals for the HSD/HSE Attainment Rate and Combination HSD/HSE/CTT Attainment Rate measures were developed through a multi-step process. The first step made adjustments for student demographic and ability factors (age, prior education, and reading/math ability based on initial TABE scores) and resulted in a base goal for each center. These are the same factors included in the development of the model-based goals each year.

In the second step, adjustments were made for the impacts of the primary HSE test option -- 2014 GED, HiSET and TASC – on center performance. Statistical models were estimated to account for the overall effects of the differences in these HSE test options on performance. The results indicate that, holding other factors constant, centers that must rely on the new 2014 GED test or the HiSET test experience considerably lower performance than those that must rely on the

TASC. Additionally, centers that use the TASC perform very similar to centers that essentially did no HSE testing and use only available HSD options. The adjustments from this analysis were then scaled based on the extent to which the center relied on HSE testing in calculating its overall performance.

The impacts of these two elements (type of HSE test and reliance on HSE in attaining HSD/HSE overall performance) were combined to create a center-specific HSE adjustment (“HSE Test Adjustment”) to the base goals of both the HSD/HSE attainment rate and HSD/HSE/CTT combination attainment rate measures. For example, centers that offered the more difficult HSE tests (2014 GED and HiSET) received a reduction to their base goal proportional to the center’s reliance on HSE in attaining HSD/HSE overall performance. Centers that offered the easier HSE test (TASC) did not receive an adjustment to their base goal. Centers that did not offer HSE testing also received no HSE test adjustments, as their focus is mainly on offering opportunities to obtain high school diplomas.

For the two new long-term placement average earnings goals (Graduate and Former Enrollee Average Earnings in Quarter 2 and Graduate Average Earnings in Quarter 4), a different process is used to develop center-specific goals for PY 2016, since data from the second and fourth quarter surveys are not available to develop models. For the Graduate and Former Enrollee Average Earnings in Quarter 2 measure, the same percentage adjustment used in PY 2015 for the 6-month weekly earnings measures is applied to the national goal for PY 2016. For example, in PY 2015 Center A had an adjustment of +\$20 for its 6-month average weekly earnings measure. This represented an adjustment of 4.26% over the national goal of \$470; therefore, for PY 2016, Center A’s goal is adjusted by the same 4.26% for the Average Earnings in Quarter 2 after Exit measure. For the Graduate Average Earnings in Quarter 4 after Exit measure, the difference between the national goal and center-specific goal of the Average Earnings in Quarter 2 After Exit measure is applied. For example, the calculated Average Earnings in Quarter 2 after Exit for Center A is \$5,213, which is \$213 above the national goal of \$5,000. Center A’s Average Earnings in Quarter 4 after Exit goal is therefore calculated to be \$213 higher than the national goal of \$5,500 for that measure (i.e., \$5,713). The table below further illustrates this example.

	Average Earnings in Quarter 2 After Exit	Average Earnings in Quarter 4 After Exit
PY 2015 Center A's Percentage Adjustment over National Goal	4.26% (for 6-month weekly earnings)	n/a
PY 2016 Goal Adjustment for Center A	\$213	\$213
PY 2016 National Goal	\$5,000	\$5,500
PY 2016 Center A MBG	\$5,213	\$5,713

For the CTT report card, the center-specific goal adjustments will be applied to the national goals of \$5,300 for the Earnings in Quarter 2 after Exit and \$5,600 for the Earnings in Quarter 4 after Exit measures.

- (1) **PY 2016 Model-Based Goals.** The following measures in the Center, CTS and CTT Report Cards, use model-based goals, as applicable:
- HSD or HSE Attainment Rate
 - Combination HSD or HSE, and Career Technical Training (CTT) Attainment Rate
 - Average Literacy Gain
 - Average Numeracy Gain
 - Graduate Average Hourly Wage at Placement
 - JTM Average Hourly Wage (CTT Report Card only)
 - Graduate and Former Enrollee Average Earnings in Quarter 2
 - Graduate Average Earnings in Quarter 4

Model-based goals for all Center, CTS and CTT measures can be found in Appendix 501 Introduction, Attachments 9, 10, and 11, respectively.

- (2) **Appeal Process for Model-Based Goals.** Model-based goals are developed using the most recent data available. As a result, the goals are meant to accurately represent the factors beyond the control of a center or

CTS provider that impact the achievement of the specific measure. An appeal of a model-based goal may be filed **only if** there are new or extenuating circumstances that cannot be resolved during the program year, and that have not already been factored into the model.

NOTE: For PY 2016, appeals can be filed and will be processed for the HSD/HSE, Combination HSD/HSE and CTT Attainment, Literacy Gain, Numeracy Gain, Graduate Average Hourly Wage, and JTM Average Hourly Wage. If approved, the changes will be applied to both the Center Report Card and the related measures on the CTT Report Card as applicable.

Appeals for model-based goals must include, (a) a written request outlining the justification for the appeal, and, (b) supporting data and/or official documentation supporting the appeal. The Office of Job Corps will review the request and documentation and determine if the appeal will be granted.

Model-Based Goals Appeals are to be submitted to the following address **no later than October 30, 2016:**

U.S. Department of Labor/Office of Job Corps
200 Constitution Avenue, NW, Room N-4507
Washington, DC 20210
Attention: Program Performance Team

Appeals of the model-based goals for the two new long-term placement measures will not be considered for PY 2016. For the Graduate and Former Enrollee Average Earnings in Quarter 2 after Exit and Graduate Average Earnings in Quarter 4 after Exit measures, there is no available historic data on which to base an appeal of the models. Therefore, appeals of the model-based goals for these two measures **will not be processed and granted for PY 2016.**

3. Weights and Overall Rating

Weights are assigned to each measure of the four Report Cards to underscore the relative importance in accountability for achieving student outcomes. Each weight is expressed as a percentage with the sum of all weights in a Report Card totaling 100%. Results across each of the weighted measures are aggregated to create an overall rating. These

ratings are reviewed to assess program effectiveness and play a key role in the procurement process. The overall rating is the aggregate of all individual performance measure ratings expressed as a percentage and are also used to determine the performance ranges for performance-based service contracting. The table provided below is an illustration of how an overall rating is calculated:

SAMPLE OMS REPORT CARD

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

4. Job Corps Students in the Performance Management System

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

- (a) **Definitions of Student Separation Status.** The criteria for graduate, former enrollee, and uncommitted student status, as defined in the Job Corps Policy and Requirements Handbook (PRH), Chapter 4, Section 4.2, apply to the Performance Management System.
- (1) **Graduate** – one who has completed 60 or more calendar days of enrollment and has completed the requirements of CTT, or earned a HSD or HSE, 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 as graduates.
 - (2) **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.
 - (3) **Uncommitted Student** – one who has remained in Job Corps less than 60 calendar days (regardless of achievement), or who has separated for a Level 1 ZT infraction at any time.

- (b) **Zero Tolerance (ZT) for Purposes of Exclusion in OMS Pools.** The Job Corps program has a strict policy of zero tolerance for drugs, alcohol, weapons possession, and violence, and requires that all students sign a commitment to remain drug- and violence-free. Students who violate Job Corps’ ZT Policy are automatically separated from the program and generally not allowed to re-enter the program. Exceptions can be found in the PRH, Chapter 3, Exhibit 3-1.

For the Center and CTT Report Cards, students who exit due to Level 1 ZT infractions within 30/45 days are *not* included in the pools and credits for the “direct center service” measures. Specifically, the pools for the on-center measures do not include students who remained in Job Corps:

- less than 30 days and exit under codes 5.1a or 5.2b;
- less than 30 days and exit under code 5.3c for an infraction that is categorized as alcohol abuse or alcohol possession, consumption or distribution while on center or under center supervision; or,
- less than 45 days and exit under code 5.2a.

NOTE: Students who exit due to Level 1 ZT infractions after 30/45 days, however, are included in all pools for on-center measures, and credit will be given for academic and CTT credentials earned prior to exit.

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

The list of Level 1 ZT infractions can be found in the PRH, Chapter 3, Exhibit 3-1 (Infraction Levels and Appropriate Center Actions).

- (c) **Students Who Are Medical Separations With Reinstatement Rights (MSWR).** Per the PRH, Chapter 6, Section 6.4, R5.a, students who are medically separated with reinstatement rights are allowed an expedited return within 180 days if the medical condition has been resolved.

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

program, or at final separation, if the student resumes participation in the program.

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

- (1) **Student is reinstated back to the Job Corps center before the 180 days ends.** Student outcomes will be reported at the time of final separation.
- (2) **Student did not return to the Job Corps center within the 180 days.** In this case, at the end of the 180 days, the system will automatically “close out” the MSWR. At that time, the system will determine the student’s separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active for CTS providers to enter placement data in CTS. The placement service period will start at the 181st day and the second and fourth quarter after exit survey time frames will be based on the student’s MSWR “close out” date.
- (3) **Student notifies the center before the 180 days end that he or she does not intend to return to the Job Corps center.** In this case, the center will perform “MSWR Early Close-Out” in the Center Information System (CIS). The “close-out” date will be the date the student officially notified the center. At that time, the system will determine the student’s separation status and placement service eligibility status. If the student is eligible for placement services, he or she will be active in the CTS system for CTS providers to enter placement data. The second and fourth quarter after exit survey time frames will be based on the student’s “MSWR Early Close-Out” date.
- (d) **Students Who Are Administrative Separations With Reinstatement Rights (ASWR).** Per the PRH, Chapter 6, Section 6.4, R5.a, administrative separations with reinstatement rights are allowed an expedited return within 12 months.

JCDC will report the student outcomes only at the time of *final* separation. Thus, OMS outcomes for an ASWR student will be recorded either at 12 months after ASWR if the student does not return to the program or at final separation if the student resumes participation in the program.

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

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

5. Format of Performance Reports

Typically, there are two report formats for reporting performance for all Report Cards:

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

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

For PY 2016, however, the rolling 12-month report will be suspended as data for the new long-term placement measures will not exist for the months prior to July 1, 2016. The standard 12-month rolling report will resume once 12 months of data for all OMS measures in PY 2016 are available.

6. Performance Improvement Plan

In PY 2016, as part of Job Corps reform agenda and pending departmental clearance, a new Performance Improvement Plan (PIP) will be implemented. The PIP is required by WIOA as part of DOL’s oversight responsibilities. The new PIP system is a major performance accountability and management tool to assist operators whose performance has not met the performance levels expected by the Office of Job Corps to improve their performance. Please see Appendix 501e for details.

7. Effective Date

Data reporting under the PY 2016 system begins on July 1, 2016. The first reports reflecting PY 2016 outcomes (for the period ending July 31, 2016) are expected to be issued in September 2016.

E. Additional Policies. Provided below are additional policies in effect for PY 2016:

- 1. Grace Period for New Job Corps Centers.** Prior to PY 2007, new centers were granted a one-year grace period during which they were not held accountable to the same degree as more established centers for outcomes and performance results. Effective PY 2007, the grace period for newly opened centers was increased from 1 year to 2 years, primarily to allow sufficient time for students to enroll and progress through all stages of Job Corps services, and to have student data populate in all performance pools. The grace period was extended to 2 full years based upon the average length of stay for all students and graduates, as well as time required for students to populate the long-term placement pools. The 2-year grace period is calculated from the start date of the contract, not when the center enrolls its first student. Performance outcome data will still be captured in the CIS as students enter and are separated, but the center will not be held accountable for purposes of OMS, Performance-Based Service Contracting (PBSC), and Automated Past Effectiveness.
- 2. Policy for Crediting Transfers to Advanced Training (AT) Programs.** Job Corps offers both basic and advanced CTT programs. CTT completers are encouraged to enroll in a Job Corps Advanced Training (AT) program to earn additional and higher level industry-recognized credentials and enhance their employability. The National Office has approved a variety of AT programs at certain Job Corps centers. Students enrolled in AT programs have the opportunity to extend their enrollment up to one full year beyond the current two-year enrollment limitation. All students who are placed in an approved AT program must meet the AT program's specific eligibility criteria. **NOTE: This policy does not apply to College Education Program (CEP, formerly ACT) transfers.**

Job Corps' policy for crediting centers in situations where CTT completers are transferred to AT programs is outlined below. The crediting policy for AT transfers applies to those cases where a student physically transfers to a *different* center to enroll in that center's AT program. This policy has been updated to reflect changes in the long-term placement measures for PY 2016.

 - (a) General.** The crediting policy for AT transfers applies solely to those cases where a student physically transfers to a *different* center to enroll in that center's AT program. The underlying philosophy behind the policy for AT credit is that sending and receiving centers should be held

accountable for the specific outcome measures and accomplishments that are earned while the students are at their respective centers.

Short-term and long-term placement accomplishments are credited to both the sending and the AT centers. The AT centers, however, are not credited for on-center accomplishments achieved at the sending center, nor can they obtain credit for any on-center measures beyond that of CTT completion and credential attainment when the student completes the AT program.

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

NOTE: In situations where a student enters the AT program at the *same* center (that is, the sending center and the AT center are one and the same), the student is not considered an AT transfer, and the policy regarding crediting does not apply. Students who enter an AT program at the same center will be placed in the pools for the on-center measures (HSD or HSE attainment, CTT completion, Combination Attainment, Average Literacy and Numeracy Gains, and Primary Industry-Recognized Credential Attainment) upon separation from Job Corps.

A table summarizing the crediting policy can be found in Appendix 501 Introduction, Attachment 3: PY 2016 Center Report Card Pools and Credits for Graduates Transferred to Advanced Training (AT) Programs.

(b) Sending Centers

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

- The sending center will receive an automatic education placement credit for the Graduate Initial Placement Rate measure. If the student is subsequently placed in a job or education/training program after separating from the AT center, the automatic education placement credit will be replaced by a credit for the student's actual placement.

- The sending center will receive applicable credits for all on-center measures. For PY 2016, this includes:
 - ✓ HSD or HSE Attainment Rate;
 - ✓ Career Technical Training (CTT) Completion Rate;
 - ✓ Combination HSD or HSE, and CTT Attainment Rate;
 - ✓ Average Literacy Gain;
 - ✓ Average Numeracy Gain; and
 - ✓ Primary Industry-Recognized Credential Attainment Rate.
- (2) **Credits at Separation, Initial Placement, and Long Term Placement.** At the time of separation from the AT center:
- The sending center will not receive any credits for on-center measures that are earned while the student is at the AT center.
 - The sending center will receive “flow-back” credits as applicable for the short-term and long-term placement measures. Specifically, if the student is placed in a job after separating from the AT center, the student will be placed in the sending center’s Graduate Average Hourly Wage at Placement pool and Graduate Full-Time Job Placement pool, and will receive credit as applicable. If the placement is a Job Training Match to the student’s training received at the sending center, then the student will also be placed in the sending center’s Job Training Match (JTM)/Post-secondary Credit (PSC) pool and will receive credit as applicable. If a student is placed in post-secondary education/training after separating from the AT center, the student will be placed in the sending center’s JTM/PSC pools and will receive credit.
 - For students who respond to the second quarter after exit survey, the student will be included in the sending center’s pool for the Graduate and Former Enrollee Placement Rate

in Quarter 2 measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the Graduate and Former Enrollee Average Earnings in Quarter 2 measure pool and the sending center will receive credit for the student's earnings as calculated based on the information provided in the survey.

- For students who respond to the fourth quarter after exit survey, the student will be placed in the sending center's pool for the Graduate and Former Enrollee Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the Graduate Average Earnings in Quarter 4 measure pool and the sending center will receive credit for the student's earnings as calculated based on the information provided in the survey.

(c) Receiving AT Centers: Credits at Separation, Initial Placement, and Long Term Placement. At the time of separation from the AT center:

- The student will be entered in the AT center's pool for the CTT Completion Rate and Primary Industry-Recognized Credential Attainment Rate measures. The credit for these measures will only be based on the student's accomplishments while at the AT center. For example, if the student completed his or her CTT program at the sending center, but did not complete the trade at the AT center, the AT center would not receive credit for the CTT Completion Rate measure. Similarly, if the student attained a credential linked to his or her CTT program at the sending center, but did not attain a credential at the AT center, the AT center would not receive credit for the Primary Industry-Recognized Credential Attainment Rate measure. However, from the perspective of the Job Corps program, the student will be regarded as a CTT completer (having completed a CTT program at the sending center) and as noted below, will be included in the JTM/PSC pool if he or she is placed

in a job or post-secondary education/training after separation.

- The student will not be included in the pool for the HSD or HSE Attainment Rate, Combination Attainment Rate, Average Literacy Gain, or Average Numeracy Gain measures at the AT center.
- The AT center will receive credits as applicable for the short-term and long-term placement measures. Specifically, the student will be placed in the AT center’s pool for the Graduate Initial Placement Rate measure, and will receive credit as applicable. If the student is placed in a job or post-secondary education/training, the student will be placed in the JTM/PSC Placement pool for the AT center and the center will receive credit as applicable. If placed in a job, the student will also be placed in the Graduate Average Hourly Wage at Placement pool and the Graduate Full-Time Job Placement Rate pool for the AT center and the center will receive credits as applicable.
- For students who respond to the second quarter after exit survey, the student will be put in the AT center’s pool for the Graduate and Former Enrollee Placement Rate in Quarter 2 measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the Graduate and Former Enrollee Average Earnings in Quarter 2 measure pool and receive credits for the student’s earnings as calculated based on the information provided in the survey.
- For students who respond to the fourth quarter after exit survey, the student will be put in the AT center’s pool for the Graduate and Former Enrollee Placement Rate in Quarter 4 measure, and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the Graduate Average Earnings in Quarter 4 measure pool and receive credit for the student’s earnings as calculated based on the information provided in the survey.

(d) **Multiple AT Transfers: Credit at Transfer, Separation, Initial Placement, and Long Term Placement.** If a student transfers from one center to another center to enroll in an AT program and then subsequently transfers either back to the sending center, or to another center, credit is assigned as follows:

- The center that first transfers a student to an AT program at another center is the only center that will receive an automatic education credit for the graduate initial placement measure. No subsequent center that the student transfers from will receive an automatic placement education credit at the time of the transfer.
- The student will be placed in the CTT completion pool at all subsequent new centers transferred to, regardless of whether a CTT program is completed while at that center. **NOTE:** If the student transfers back to the sending center, the student will not be placed in that center’s CTT completion pool again.
- The first center and all subsequent centers are accountable for post-center measures, regardless of which center the student finally separates from.

3. **Policy for Crediting Career Transition Services (CTS) Providers When CTS-Assigned Students Relocate to a Different Service Area.** CTS providers are responsible for providing placement and transition services to graduates and former enrollees after program separation. Job Corps’ policy for crediting CTS providers in situations where a student moves from one CTS location to another is detailed below, and is also presented in table format in Appendix 501 Introduction, Attachment 6 – Crediting Chart for CTS Providers When Students Relocate to a New Service Area. This policy is aligned with the PRH, Chapter 4, Section 4.3, R5, “Relocations.”

(a) **Former Enrollees.** The policy for CTS provider credit for former enrollees differs from that for graduates since the former enrollee placement window is limited to 90 days. Therefore, regardless of when the transfer from CTS provider to another occurs during the former enrollee’s placement window, credit is applied as follows:

- If the receiving CTS provider does not place the former enrollee while the placement window is active, the initial provider is the provider of record for all applicable PY 2016 CTS Report Card measures. (Former Enrollee Initial Placement Rate, Graduate and Former Enrollee Placement Rate in Quarter 2 after Exit, Graduate and Former Enrollee Average Earnings in Quarter 2 after Exit, and Graduate and Former Enrollee Placement Rate in Quarter 4 after Exit.)
 - If the receiving CTS provider places the former enrollee while the placement window is active, the receiving provider receives credit for all the applicable measures; the initial provider does not receive flow-back credit for the placement.
 - If both the initial and the receiving CTS provider place the former enrollee while the placement window is active, the initial provider receives credit for all the applicable measures and the receiving provider is credited for the applicable short-term and long-term placement measures only if the initial placement is an upgrade, according to the criteria defined in the placement upgrade chart found in Appendix 501 Introduction, Attachment 2: PY 2016 Initial Placements and Allowable Upgrades. In this case, the credit would only be counted once in national totals, but could possibly be counted twice in the regional totals if two different regions were involved in the transfer.
- (b) **Graduates.** For graduates initially assigned to one CTS provider who relocate to a new address covered by a different CTS provider, credit is applied as follows:
- (1) **Graduates — Short-Term Placement Measures:**
- If the initial CTS provider places the relocating graduate prior to the time of transfer, the initial provider is the provider of record for the short-term placement measures (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).

- If the graduate is placed by the initial CTS provider, is transferred with **90 or more calendar days** remaining in the placement services window, and is then placed by the receiving CTS provider, the receiving provider is credited for all applicable short-term placement measures only if that placement is an upgrade, according to the criteria defined in the placement upgrade found in Appendix 501 Introduction, Attachment 2: PY 2016 Initial Placements and Allowable Upgrades. In this case, the credit would only be counted once in national totals, but could possibly be counted twice in the regional totals if two different regions were involved in the transfer.
- If the initial CTS provider does not place the relocating graduate prior to the time of transfer, and there are **90 or more calendar days** remaining in the placement services window, then the receiving provider is accountable for the short-term placement measures (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).
- If neither the initial nor the receiving CTS provider places the relocating graduate, and there were **less than 90 calendar days** remaining in the placement services window at the time of re-assignment, then the initial provider is accountable for the short-term placement measures (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).
- If the initial CTS provider does not place a relocating graduate prior to transfer, and there were **less than 90 calendar days** remaining in the placement services window at the time of re-assignment, and the receiving CTS provider places the graduate during the placement window, then the initial provider is not accountable for the short-term placement measures and the receiving provider

receives the credit for these measures (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).

(2) **Graduates — Long-Term Placement Measures:**

- If the graduate relocates to a new address covered by a different CTS provider **within 90 calendar days** from the date of separation, the receiving provider is then accountable for all Quarter 2 and Quarter 4 placement and earnings measures, unless the student relocates and is transferred again to another provider. In this case, the timing of the transfer would determine which CTS provider is responsible based upon the rules described below.
- If the graduate relocates and the transfer occurs **more than 90 calendar days** from the date of separation, the sending provider is then accountable for all Quarter 2 placement and earnings measures (Graduate and Former Enrollee Placement Rate in Quarter 2 after Exit and Graduate and Former Enrollee Average Earnings in Quarter 2 after Exit).
 - If this transfer occurs in **270 or less calendar days after the date of separation**, and there is no further transfer, the receiving CTS provider is responsible for the Quarter 4 survey results (Graduate and Former Enrollee Placement Rate in Quarter 4 after Exit and Graduate Average Earnings in Quarter 4 after Exit).
 - If this transfer occurs **more than 270 calendar days after the date of separation** the CTS provider responsible for the student at the time of the relocation is accountable for the Quarter 4 survey results (Graduate and Former Enrollee Placement Rate in Quarter 4 after Exit and Graduate Average Earnings in Quarter 4 after Exit).

- (c) **Multiple Transfers.** If the student transfers from one CTS provider area to another multiple times during the student’s active placement service window, the rules described above still apply in the same sequence.

Example: If CTS provider “A” places a student during the placement window, it will receive the credits for the short-term placement measures. If the student then changes CTS providers multiple times (e.g., A→B→C, or, A→B→A) within the approved time frame (more than 90 days remaining in the service window for short-term placement measures, within 90 days or within 270 days from the date of separation for the Quarter 2 and Quarter 4 measures, respectively), the last assigned provider is responsible for all applicable measures. Rules concerning approved time frames and upgrades apply to subsequent CTS providers. If the re-assignment did not occur during the approved time frame, then the previous CTS provider of record for all applicable measures is still responsible.

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

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

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

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

- (b) **Placed Date.** This is the date the student meets the Job Corps definition for placement, and must be at least 7 calendar days after the Reported Date in order to ensure that the placement criteria have been met. For example, if the Reported Date is April 1 then the Placed Date must be on or after April 8.
- (c) **Verified Date.** This is the date that documentation is received verifying the placement (including the hours, duration, and/or wage as appropriate).
- (d) **Approved Date.** This is the date, after all the placement and verification information is entered into the CTS System, that the placement is approved by either a CTS Manager or Coordinator.

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

NOTE: If the placement is not considered valid because the verification is not received and/or the information is not entered into the CTS system within the above-specified time frame, the CTS provider will not receive the initial placement credit for this student. However, if the student responds to the surveys, the CTS provider may receive placement credits for the second and fourth quarter after exit placement and earning measures as appropriate.

5. **Placement Upgrades.** Placement upgrades occurring while the student's initial placement window is active will continue to be credited in PY 2016. As in prior years, placement upgrades that occur during the placement window are credited for the short-term CTS measures (JTM/PSC Placement, Former Enrollee Initial Placement, Graduate Initial Placement, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate). All students (graduates and former enrollees) are eligible for upgrades that occur while their placement windows are active.

Example: A graduate separates from a center and is initially reported placed in a \$7.50 per hour, non-JTM, full-time job. Credit for that student is given for the Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement (at

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

NOTE: For upgraded placements, the **Date Reported** is the first day the student starts the upgraded placement (whether this is the first day at a new, upgraded placement or the first day the position, hours, wages or credits improved in an existing placement). From Date Reported, CTS providers have 90 calendar days to verify and approve the upgraded placement in the CTS system. All subsequent placements that occur after the initial placement, yet during the placement window, should be recorded for informational purposes, regardless of whether the placement is an upgrade. However, only those placements that are upgrades are credited for the short-term CTS measures. A chart outlining the placement upgrade policy can be found in Appendix 501 Introduction, Attachment 2: PY 2016 Initial Placements and Allowable Upgrades. Upgrades are credited to align the systems with the CTT Report Card, emphasize the importance of continuous progress in the workforce, and encourage JTM and PSC placements.

6. **Filing a Request to Add a Placement Code to the Job Training Match (JTM) Crosswalk.** 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 2016. 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. Please ensure

that requests are filed using the PY 2016 version of the Request Form located in Appendix 501 Introduction, Attachment 5: PY 2016 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk and Request Form.

7. **Minimum Productivity Rule (MPR).** The Minimum Productivity Rule (MPR) was designed to be a measure of efficiency that establishes a benchmark for the number of placements in a program year relative to the investment made in Job Corps' training programs to include facilities, instructors, equipment and other resources on a center for a given number of contracted slots. Over the past several years the MPR, which requires all CTT programs to annually place a minimum of 51% of their contracted training slots, has been included for informational purposes only. **For PY 2016, the MPR has been eliminated from the Performance Management System.** A new system for measuring program efficiency and efficacy will be designed to better reflect the desired outcomes and balance between participant pools and graduate placements.
8. **Military Wage at Placement.** Job Corps uses a standardized hourly military wage rate of \$14.67 to record the salary of Job Corps students entering the military. This rate applies for all students who enter the military during their initial placement (or as a placement upgrade) and/or in the second quarter after exit.

This figure was calculated to reflect the base salary of an E-1 enlistment and the estimated value of several additional non-wage benefits, such as government quarters value, basic subsistence allowance, and clothing allowance. This rate also accounts for the military base pay percentage increases determined by the House Armed Services Committee, as well as increases in the allowances rates.

The quarterly earnings of graduates for the Graduate Average Earnings in the Fourth Quarter measure who report on the second quarter survey that they are in the military, and continue to be enlisted at in the fourth quarter is \$8,479.00.

Beginning in 2017 the standardized military wage rate used by Job Corps will be updated to reflect CY 2017 compensation levels. Thereafter, the standardized wage rate will be updated annually to remain consistent with military pay raises and benefit changes.

NOTE: While students who enlist in the military may be eligible for incentive/special pays, bonuses, retirement, vacation, and education assistance, these additional benefits are not included in the calculation of the standardized

wage rate in order to ensure a degree of uniformity of measurement with the wages recorded for students who are in civilian positions (which do not include any benefits that may be received, such as free or subsidized medical coverage, subsidized transportation, retirement savings contributions, etc.).

- 9. Second and Fourth Quarter after Exit Surveys.** Beginning in PY 2016, Job Corps will report graduate and former enrollee placement in the second and fourth quarters after exit, graduate and former enrollee average earnings in the second quarter after exit, and graduate average earnings in the fourth quarter after exit. Job Corps has redesigned its 6- and 12-month post-placement surveys for initially placed graduates to now capture placement and earnings information in the second and fourth quarters after exit for all students who have demonstrated a commitment to the program (i.e., those who have completed the Career Preparation Period or have been enrolled for 60 or more days). Data from these surveys will be used to calculate placement and earnings credits for the four long-term placement and earnings measures in the OMS. Job Corps will continue to explore alternative means to collect placement and earnings information for Job Corps students, such as the use of state unemployment insurance wage records. Provided below is a description of the survey process and requirements:

- (a) Data Validity.** Job Corps is committed to the highest standards of data validity and integrity for all data collected and used in the performance management systems. In particular, this applies to all information obtained from students through the second and fourth quarter after exit surveys. As with the 6- and 12-month post-placement surveys of initially placed graduates, it is important that all Job Corps staff recognize the policies and procedures that need to be followed when collecting data from human subjects to ensure the validity and integrity of these data. Provided below is background on the information provided to students when the surveys are administered, followed by examples of behaviors that potentially threatens the validity and integrity of the data.

The Office of Job Corps and the survey research contractors are committed to the ethical conduct of the second and fourth quarter after exit survey data collection to protect the rights of participants. This includes providing participants with information about the survey and their rights as participants so that they can make an informed decision about whether to participate. The survey is voluntary, which means that participants

have the right to refuse to participate and must not be subject to coercion or otherwise made to feel that a benefit of the program will be denied to them if they do not participate.

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

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

(c) **Prohibited Activities.** To ensure that participation in Job Corps’ second and fourth quarter after exit surveys remains voluntary and that Job Corps program staff does not engage in any practice that might be construed as coercion, the following practices should be avoided by all Job Corps staff:

- Linking the receipt of any payments, awards, or benefits that Job Corps students are otherwise eligible to receive for their program participation to the conduct or result of the survey is inappropriate. Whether the student completes the surveys and whether answers result in a positive credit for the program, center, or CTS provider, survey results should never be used to give or deny students any payments, awards, or benefits for which they are otherwise eligible.
- Instructing students that they should not participate in the surveys unless they are employed or in school is inappropriate and would lead to invalid measures of program performance.
- Coaching students on their responses, such as providing or suggesting “correct” or “incorrect” answers to questions is inappropriate.

- Listening in on the telephone while the student takes a confidential survey is inappropriate. If former students call the survey line from a counselor's office, the counselor should leave the room so that the participant can answer the survey in private.
- Calling the survey line professing to be the student to complete the survey(s) in place of the student is inappropriate and leads to invalid outcome measures.
- Requesting students whose responses to the survey resulted in zero credit to call the survey line and take the survey over again is inappropriate. Moreover, if a student has already completed the survey, the survey contractor will not administer a second survey. **NOTE:** If a student's survey resulted in no credit and the center or CTS provider believes the student was in a qualified placement, the appropriate step is to file an appeal.
- Withholding known contact information for students who do not currently have a Job Corps-valid job or educational placement is inappropriate and will lead to invalid outcome measures.
- Encouraging students in their survey windows to call the survey contractors instead of waiting to be contacted by the survey contractors is inappropriate. The second and fourth quarter after exit survey system is designed for out-bound calls by contractors to former students in their survey windows to sustain the third-party objectivity and data integrity. Encouraging and organizing student call-ins undermines the integrity of the system.

The Office of Job Corps actively responds to violations of this policy.

Consequences for unethical or fraudulent contact could include:

- Dismissal of the responsible contractor staff;
- Invalidation of any credits received for the second and fourth quarter after exit surveys (as applicable) in the Center, CTS, and CTT Report Cards;
- Administrative movement of the contractor to the bottom of the Report Cards, affecting their performance and incentive bonus, as well as their internal scores for earning future contracts; and/or

- Cancellation of the contract.

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

- (d) **Appeal Process.** Between July 1, 2016 and September 30, 2016, the Office of Job Corps will continue to accept appeals for the 6- and 12-month follow-up placement and earnings outcomes based on surveys completed as of June 30, 2016. From October 1, 2016, Job Corps will only accept and process appeals for the Quarter 2 and Quarter 4 survey outcomes.

For PY 2016, appeals will be accepted for outcomes reported from the Quarter 2 and Quarter 4 surveys for the Graduate and Former Enrollee Placement Rate in Quarter 2 after Exit measure and the Graduate and Former Enrollee Placement Rate in Quarter 4 after Exit measure. Appeals will not be considered for the earnings outcomes reported from the Quarter 2 and Quarter 4 surveys during this program year as the appeals process must be more extensively redesigned to consider the documentation necessary to validate students' earnings over the entire quarter.

Centers are encouraged to submit justification for an appeal, including supporting documentation (i.e., pay stub, written statement from employer or educational entity on letterhead, business card or office stamp from employer or educational entity on a center or CTS verification form, school/training institution transcript, or third party employment verification documentation such as *The Work Number*) **only if** the documentation details the student's placement information in such a way as to meet Job Corps' placement requirements that correspond to the student's applicable survey quarter. The justification and supporting documentation are to be faxed to (202) 693-2767, scanned/e-mailed or mailed to:

U.S. Department of Labor/Office of Job Corps
200 Constitution Avenue, NW, Room N-4507
Washington, DC 20210
Attention: Program Performance Team

Appeals must be submitted and received by close of business (COB), two working days prior to the last working day of the month to be processed

within that month.

The following timetable outlines the PY 2016 dates during which appeals must be received by the National Office, Program Performance Team:

Appeals for	Received from	To COB
July 2016	6/28/16	7/26/16
August 2016	7/27/16	8/26/16
September 2016	8/27/16	9/27/16
October 2016	9/28/16	10/26/16
November 2016	10/27/16	11/25/16
December 2016	11/26/16	12/27/16
January 2017	12/28/16	1/26/17
February 2017	1/27/17	2/23/17
March 2017	2/24/17	3/28/17
April 2017	3/29/17	4/25/17
May 2017	4/26/17	5/25/17
June 2017	5/26/17	6/27/17

The Office of Job Corps will review (according to the timetable above) the appeal and all supporting documentation to determine if the justification supports granting an appeal. Documentation and decisions will be retained for future reference. Notification of outcomes (both approvals and denials) will be e-mailed by the Office of Job Corps to the appealing entity in the month following processing. For example, notifications of the outcomes of appeals processed in July will be e-mailed in August.

- F. Data Integrity.** Job Corps' performance management system is also an integral tool for continuous program improvement and is a key factor for performance-based contracting. To maintain the highest level of data integrity, the Office of Job Corps has established a Data Integrity Audit (DIA) system to ensure the validity and reliability of the information supporting the performance management systems. Using random and targeted samples, DIAs identify and report on specific instances of improperly reported or anomalous data, as well as management practices that could potentially affect data integrity. The Office of Job Corps conducts DIAs on center records pertaining to HSD/HSE attainment, CTT completion, student leave, and CTS providers. All validated errors and discrepancies are corrected, and regional offices impose liquidated damages as appropriate. As a system,

each level of program staff is responsible for the integrity of the data it generates, collects, or records. As a program, the Office of Job Corps continues to conduct rigorous DIAs, and remains vigilant and responsive to all data integrity issues.

- G. Major Changes for PY 2016.** Provided on the following pages are summary tables depicting the major changes for PY 2016 to each of the OMS Report Cards from the previous program year. See Appendices 501a, 501b, 501c, and 501d for specific information on the individual outcome measurement systems, including changes, for PY 2016.

PY 2016 CENTER REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 15	PY 16	PY 15	PY 16
Direct Center Services – 45%					
High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate*	$\frac{\text{No. of Students who attain either an HSD or HSE}}{\text{No. of Students without an HSD or HSE at entry}}$	65%	65%	15%	15%
Career Technical Training Completion Rate	$\frac{\text{No. of Students who complete a Career Technical Training program}}{\text{No. of Separated Students}}$	70%	70%	10%	10%
Combination High School Diploma (HSD) or High School Equivalency (HSE) and Career Technical Training (CTT) Attainment Rate*	$\frac{\text{No. of Students who complete a Career Technical Training program and attain either an HSD or HSE}}{\text{No. of Students without an HSD or HSE at entry}}$	55%	55%	5%	5%
Average Literacy Gain*	$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE reading test}}{\text{No. of Students who score 552 or lower on the initial TABE reading test and Students who do not take a valid initial reading test during the first 21 calendar days on center}}$	3.00 GLE	3.00 GLE	2.5%	2.5%
Average Numeracy Gain*	$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE math test}}{\text{No. of Students who score 551 or lower on the initial TABE math test and Students who do not take a valid initial math test during the first 21 calendar days on center}}$	3.00 GLE	3.00 GLE	2.5%	2.5%
Career Technical Training Primary Industry-Recognized Credential Attainment Rate	$\frac{\text{No. of Career Technical Training students who attain an approved, primary industry-recognized credential or complete an NTC program}}{\text{No. of Students Assigned to a Career Technical Training program}}$	65%	82%	10%	10%
Short-Term Career Transition Services – 32.5%					
Career Technical Training Completer Job Training Match/Post-secondary Credit Placement Rate	$\frac{\text{No. of Career Technical Training program completers placed in a training-related job, the military, or post-secondary education/training}}{\text{No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training}}$	75%	75%	5%	5%
Former Enrollee Initial Placement Rate	$\frac{\text{No. of Former Enrollees placed in a job, the military, or education/training}}{\text{No. of Former Enrollees whose placement records are due or received}}$	60%	60%	2.5%	2.5%
Graduate Initial Placement Rate	$\frac{\text{No. of Graduates placed in a job, the military, or education/training or who transfer to an Advanced Training program at another center}}{\text{No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center}}$	90%	92%	17.5%	17.5%
Graduate Average Hourly Wage at Placement*	$\frac{\text{Sum of hourly wages of Graduates placed in a job or the military}}{\text{No. of Graduates placed in a job or the military}}$	\$10.50	\$11.00	5%	5%
Graduate Full-Time Job Placement Rate	$\frac{\text{No. of Graduates placed in a full-time job or the military}}{\text{No. of Graduates placed in a job or the military}}$	75%	75%	2.5%	2.5%
Long-Term Career Transition Services – 22.5%					
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit	$\frac{\text{No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/school combination on the Quarter 2 Survey}}{\text{No. of Graduates and Former Enrollees who complete the Quarter 2 Survey}}$	80%	85%	7.5%	7.5%
Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit*	$\frac{\text{Sum of earnings of Graduates and Former Enrollees who report they are in a job or the military on the Quarter 2 Survey}}{\text{No. of Graduates and Former Enrollees who report they are in a job or the military on the Quarter 2 Survey}}$	\$470	\$5,000	3.75%	3.75%
Graduate & Former Enrollee Placement Rate in Quarter 4 After Exit*	$\frac{\text{No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/school combination on the Quarter 4 Survey}}{\text{No. of Graduates and Former Enrollees who complete the Quarter 4 Survey}}$	80%	85%	7.5%	7.5%
Graduate Average Earnings in Quarter 4 After Exit*	$\frac{\text{Sum of earnings of Graduates who report they are in a job or the military on the Quarter 4 Survey}}{\text{No. of Graduates who report they are in a job or the military on the Quarter 4 Survey}}$	\$490	\$5,500	3.75%	3.75%
*Model-based goal				100%	100%

PY 2016 OUTREACH AND ADMISSIONS (OA) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 15	PY 16	PY 15	PY 16
Quantity/Production – 55%					
Female Arrival Rate	$\frac{\text{No. of female arrivals}}{\text{Total female contracted quota}}$	100%	100%	27.5%	27.5%
Total Arrival Rate	$\frac{\text{No. of total arrivals}}{\text{Total contracted quota}}$	100%	100%	27.5%	27.5%
Quality/Commitment – 45%					
Non- Level 1 Zero Tolerance (ZT) Separation Rate	$\frac{\text{No. of Students arrivals in the pool who do not separate for a Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c within the first 30 calendar days or under code 5.2A within the first 45 calendar days}}{\text{All Student arrivals with the opportunity to stay in the program for at least 45 calendar days}}$	98%	98%	5%	5%
Arrivals With 90-Day Commitment Rate	$\frac{\text{No. of Students in the pool who stay for 90 or more calendar days}}{\text{No. of Student arrivals with the opportunity to stay in the program for at least 90 calendar days}}$	85%	85%	35%	35%
Graduate Rate	$\frac{\text{No. of Students who separate as Graduates}}{\text{No. of Separated Students}}$	75%	75%	2.5%	2.5%
Graduate Initial Placement Rate	$\frac{\text{No. of Graduates placed in a job, the military, an educational program, or a job/school combination or who transfer to an Advanced Training program at another center}}{\text{No. of Graduates whose initial placement records are due or received or who transfer to an Advanced Training program at another center}}$	90%	92%	2.5%	2.5%
				100%	100%

PY 2016 CAREER TRANSITION SERVICES (CTS) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 15	PY 16	PY 15	PY 16
Short-Term Career Transition Services – 60%					
Career Technical Training Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate	$\frac{\text{No. of Career Technical Training program completers placed in a training-related job, the military or post-secondary education/training}}{\text{No. Career Technical Training program completers placed in a job, the military, or post-secondary education/training}}$	75%	75%	10%	10%
Former Enrollee Initial Placement Rate	$\frac{\text{No. of Former Enrollees placed in a job, the military, an education/training program, or job/school combination}}{\text{No. of Former Enrollees whose placement records are due or received}}$	60%	60%	5%	5%
Graduate Initial Placement Rate	$\frac{\text{No. of Graduates placed in a job, the military, an educational program, or a job/school combination, or who transfer to an Advanced Training program at another center}}{\text{No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center}}$	90%	92%	30%	30%
Graduate Average Hourly Wage at Placement*	$\frac{\text{Sum of hourly wages of Graduates placed in a job or the military}}{\text{No. of Graduates placed in a job or the military}}$	\$10.50	11.00	10%	10%
Graduate Full-Time Job Placement Rate	$\frac{\text{No. of Graduates placed in a full-time job or the military}}{\text{No. of Graduates placed in a job or the military}}$	75%	75%	5%	5%
Long-Term Career Transition Services – 40%					
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit	$\frac{\text{No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/school combination on the Quarter 2 Survey}}{\text{No. of Graduates and Former Enrollees who complete the Quarter 2 Survey}}$	80%	85%	12.5%	12.5%
Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit*	$\frac{\text{Sum of earnings of Graduates and Former Enrollees who report they are in a job or the military on the Quarter 2 Survey}}{\text{No. of Graduates and Former Enrollees who report they are in a job or the military on the Quarter 2 Survey}}$	\$470	\$5,000	7.5%	7.5%
Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit	$\frac{\text{No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/college combination on the Quarter 4 Survey}}{\text{No. of Graduates and Former Enrollees who complete the Quarter 4 Survey}}$	80%	85%	12.5%	12.5%
Graduate Average Earnings in Quarter 4 After Exit*	$\frac{\text{Sum of earnings of Graduates who report they are in a job or the military on the Quarter 4 Survey}}{\text{No. of Graduates who report they are in a job or the military on the Quarter 4 Survey}}$	\$490	\$5,500	7.5%	7.5%
*Model-based goal				100%	100%

PY2016 CAREER TECHNICAL TRAINING (CTT) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 15	PY 16	PY 15	PY 16
CTT Program Completion Rate	$\frac{\text{No. of Students who complete a Career Technical Training program}}{\text{No. of Separated Students assigned to a Career Technical Training program}}$	80%	80%	10%	10%
CTT Industry-Recognized Credential I Attainment Rate	$\frac{\text{No. of Career Technical Training Students who attain an approved primary industry-recognized credential or complete an NTC program}}{\text{No. of Students Assigned to a Career Technical Training program}}$	65%	82%	7.5%	7.5%
CTT Industry Recognized Credential II Attainment Rate	$\frac{\text{No. of Career Technical Training Students who attain an approved secondary industry recognized credential or second primary industry-recognized credential}}{\text{No. of Students Assigned to a Career Technical Training program}}$	80%	90%	2.5%	2.5%
CTT Completer Placement Rate	$\frac{\text{No. of Career Technical Training completers placed in a job, the military, or education/training, or who transfer to an approved Advanced Training program at another center}}{\text{No. of Career Technical Training completers whose placement records are due or received or who transfer to an Advanced Training program at another center}}$	92%	92%	20%	20%
CTT Completer Average Hourly Wage at Placement*	$\frac{\text{Sum of hourly wages of Career Technical Training completers placed in a job or the military}}{\text{No. of Career Training Completters placed in a job or the military}}$	\$10.60	\$11.20	5%	5%
CTT Completer Full-Time Job Placement Rate	$\frac{\text{No. of Career Technical Training completers placed in a full-time job or the military}}{\text{No. of Career Technical Training completers placed in a job or the military}}$	75%	75%	5%	5%
CTT Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate	$\frac{\text{No. of Career Technical Training completers placed in a training-related job, the military, or post-secondary education/training}}{\text{No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training}}$	75%	75%	10%	10%
CTT Completer Job Training Match (JTM) Average Wage*	$\frac{\text{Sum of Hourly Wages of Career Technical Training completers placed in a training-related job or the military}}{\text{No. of Career Technical Training program completers placed in a training-related job or the military}}$	\$11.00	\$11.60	5%	5%
CTT Completer Placement Rate in Quarter 2 After Exit	$\frac{\text{No. of Career Technical Training completers who report they are in a job, the military, or education/training program, or a job/school combination on the Quarter 2 Survey}}{\text{No. of Career Technical Training completers who complete the Quarter 2 Survey}}$	80%	88%	12.5%	12.5%
CTT Completer Average Earnings in Quarter 2 After Exit*	$\frac{\text{Sum of earnings of Career Technical Training completers who report they are in a job or the military on the Quarter 2 Survey}}{\text{No. of Career Technical Training completers who report they are in a job or the military on the Quarter 2 Survey}}$	\$475	\$5,300	5%	5%
CTT Completer Placement Rate in Quarter 4 After Exit	$\frac{\text{No. of Career Technical Training completers who report they are in a job, the military, or education/training program, or job/school combination on the Quarter 4 Survey}}{\text{No. of Career Technical Training completers who complete the Quarter 4 Survey}}$	80%	88%	12.5%	12.5%
CTT Completer Average Earnings in Quarter 4 After Exit*	$\frac{\text{Sum of earnings of Career Technical Training completers who report they are in a job or the military on the Quarter 4 Survey}}{\text{No. of Career Technical Training completers who report they are in a job or the military on the Quarter 4 Survey}}$	\$495	\$5,600	5%	5%
*Model-based goal (center level)				100%	100%

APPENDIX 501 - Attachments

POLICIES AND PROCEDURES
FOR PY 2016
OUTCOME MEASUREMENT SYSTEM

APPENDIX 501 - Attachments

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Attachment 1

PY 2016 WIOA Performance Reporting System

Following guidance from the Office of Management and Budget (OMB) and the Employment and Training Administration (ETA) of DOL, Job Corps has established a new WIOA Reporting System, independent of the Performance Management System and the OMS Report Cards.

While Job Corps will begin collecting data through this new reporting system in PY 2016, national targets will not be set for the WIOA measures until sufficient annual baseline data has been collected and any inconsistencies in the new data collection have been resolved. Until the new WIOA performance system has been fully implemented, stabilized, and targets have been set, Job Corps will continue to use OMS reports for decision making in the areas of contract and option year awards, past effectiveness scores, incentive fees, performance assessments, and PIP graduation evaluations.

Under Job Corps' WIOA Reporting System, a new WIOA Program Performance Report (PPR) will be developed to begin reporting Job Corps' outcomes under the six primary WIOA measures on the national level for PY 2016. The PPR will be designed in the same format as for other adult and youth programs administered by DOL/ETA, the U.S. Department of Education (DoED), and the U.S. Department of Health and Human Services (HHS), to enable performance comparison across these programs. During PY 2016, Job Corps will also develop WIOA Performance Management Reports (PMRs) to report on the six primary measures and the additional measures identified in the legislation to evaluate OA and CTS services at the national level (and eventually the regional and center/provider levels).

In accordance with proposed regulations for implementing WIOA as indicated in the DOL and ED joint Notice of Proposed Rulemaking (NPRM) and the DOL-specific NPRM, Job Corps has developed the following specifications for the six primary measures.

WIOA PRIMARY PERFORMANCE MEASURES			
Measure	Pool	Credit	Formula
Measure 1: Employment or Education/Training Rate (Quarter 2 After Exit)	All JC participants who demonstrated a commitment to the program (completed CPP or remained in program at least 60 days) and exited	Number of participants who exited who were employed and/or in an education/training program during the second quarter after exit	$\frac{\text{Number employed or in education/training during the second quarter after exit}}{\text{Number of committed participants who exited}}$
Measure 2: Employment or	All JC participants who demonstrated a commitment to	Number of participants who exited who were employed	Number employed or in education/training during

WIOA PRIMARY PERFORMANCE MEASURES			
Measure	Pool	Credit	Formula
Education/Training Rate (Quarter 4 After Exit)	the program (completed CPP or remained in program at least 60 days) and exited	and/or in an education/training program during the fourth quarter after exit	the fourth quarter after exit Number of committed participants who exited
Measure 3: Median Earnings (Quarter 2 After Exit)	All JC participants who demonstrated a commitment to the program (completed CPP or remained in program at least 60 days) and exited, and were employed in the second quarter after exit	Quarterly earnings for each participant is calculated as the sum of gross (before taxes) dollars earned on all jobs worked during the second quarter after exit, where earnings include wages, overtime pay, bonuses, commissions and tips	Median earnings in the second quarter after exit is the midpoint value of quarterly total earnings between the highest and lowest amounts earned among participants who exited and who were employed in the second quarter after exit
Measure 4: Credential Attainment Rate	<p>The credential attainment measure includes two cohorts of participants.</p> <p>Cohort 1 Pool: The number of participants without a high school diploma or equivalent at entry, who exited having demonstrated a commitment to the program (completed CPP or remained in program at least 60 days), and were in a secondary education program (at or above the 9th grade level) while in Job Corps. Participants in a secondary education program (at or above the 9th grade level) will be considered to be all participants without an HSD/HSE at enrollment who enrolled in an HSD/HSE program while in Job Corps.</p> <p>Cohort 2 Pool: The number of participants who exited having demonstrated a commitment to the program (completed CPP or remained in program at least 60 days) and were in a postsecondary education or training program while in Job Corps. Participants in a postsecondary education or training program while in Job Corps will be considered to be those who enrolled with an HSD/HSE and who:</p> <ol style="list-style-type: none"> (1) Entered a CTT program; (2) Entered an AT program; <p>or</p> <p>Entered a College Education Program (CEP, formerly ACT) program.</p>	<p>The credential attainment measure includes the credentials for two cohorts of participants.</p> <p>Cohort 1 Credentials: The number of committed participants who exited who obtained a secondary school diploma or its equivalent during the program or within one year after exit <u>AND</u> who were also employed or enrolled in an education or training program leading to a postsecondary credential within one year after exit.</p> <p>Cohort 2 Credentials: The number of participants who exited who obtained a recognized postsecondary credential during the program or within one year after exit.</p> <p>A participant with an HSD/HSE at entry who enrolled in a postsecondary education or training program while in Job Corps will have earned a recognized postsecondary credential if, while enrolled in Job Corps (or within 1 year after exit), he/she:</p> <ol style="list-style-type: none"> (1) Completed a CTT program; (2) Completed an AT program; (3) Completed a CEP; or (4) Obtained a primary training-related industry recognized credential 	<p>Cohort 1 Credentials + Cohort 2 Credentials</p> <hr/> <p>Cohort 1 Pool + Cohort 2 Pool</p> <p>Below is the more detailed formula:</p> <p>Number without an HSD/HSE at entry who were in a secondary education program (\geq 9th grade) while in Job Corps and obtained an HSD/HSE during the program or within one year after exit <u>AND</u> who were also employed or enrolled in an education/training program leading to a postsecondary credential within one year after exit, PLUS the number with an HSD/HSE at entry, who were in a postsecondary education/training program while in Job Corps and obtained a postsecondary credential (i.e., completed CTT, completed AT, completed CEP, or obtained a primary training-related IRC) during the program or within one year after exit.</p> <hr/> <p>Number of committed participants without an HSD/HSE at entry who exited and were in a secondary education program while in Job Corps, PLUS the number of committed participants with an HSD/HSE at entry who</p>

WIOA PRIMARY PERFORMANCE MEASURES			
Measure	Pool	Credit	Formula
		(IRC).	exited and were in a postsecondary education/training program while in Job Corps
Measure 5: Measurable Skill Gains Rate	<p>The pool for this measure is based on participants served and is not restricted to exiters.</p> <p>The participants served pool includes:</p> <p>(1) All participants who demonstrated a commitment to Job Corps and exited during the program year; and</p> <p>(2) All students who completed CPP or enrolled in the program at least 60 days prior to the end of the program year and did not exit.</p>	<p>A participant will be considered to have obtained a measurable skill gain if during the program year he/she obtained one (or more) of the following types of skill gains:</p> <p>(1) Obtained at least 1 EFL gain on the TABE reading and/or math test;</p> <p>(2) Obtained an HSD/HSE;</p> <p>(3) Completed a CTT program;</p> <p>(4) Completed an AT program;</p> <p>(5) Obtained a primary training-related industry recognized credential;</p> <p>(6) Completed at least 12 credits in a CEP; or</p> <p>(7) Completed an approved industry foundations course.</p>	<p>Number who obtained one (or more) of the following during the program year: at least 1 EFL gain, an HSD/HSE, a CTT, an AT, or a training-related primary IRC</p> <hr/> <p>Number of committed participants served during the program year</p>
Measure 6: Effectiveness in Serving Employers Rate	All JC participants who demonstrated a commitment to the program (completed CPP or remained in program at least 60 days) and exited and were employed in quarter 2 after exit	The number of committed participants who worked for the same employer in both quarter 2 and in quarter 4 after exit.	<p>Number employed by the same employer in quarter 2 and quarter 4 after exit</p> <hr/> <p>Number of committed participants who exited and were employed in quarter 2 after exit</p>

Although the broad description of several of the primary WIOA measures above may appear very similar to performance measures that Job Corps has used over the years, the definitions of the primary WIOA measures actually differ significantly on key elements.

- 1. Broader Student Pools.** Job Corps has reported placement results for two groups of students – former enrollees and graduates – with all long-term placement-related measures focused on graduates. Under WIOA, specifically Measures 1-3, the pools for the placement measures include the broader group of students who demonstrate a commitment to the program (i.e., complete CPP or stay 60 or more days in Job Corps), as well as graduates and former enrollees.
- 2. Timing of Long-term Placement Outcomes.** Job Corps has reported placements, for initially placed graduates, at the sixth month and twelfth month

after their initial placement. For a placement to be considered, the student must have been in a job/military or in education/training during the week prior to the week the survey is conducted, and earnings are reported for that one-week period. In contrast, WIOA requires that placement results be reported, for all committed students, for the second and fourth quarters after exit. WIOA also credits a placement that occurs at any point during the quarter, and reports the earnings obtained during the entire quarter.

- 3. Calculation of Long-Term Earnings.** WIOA requires reporting of median earnings over the quarter, whereas Job Corps has historically reported average earnings over the week prior to the survey.
- 4. Attainment of Multiple Accomplishments.** Job Corps has traditionally reported the attainment of various credentials and skill gains as separate measures. In contrast, WIOA Measures 4 and 5 consider the attainment of student accomplishments (e.g., learning gains, attainment of HSD/HSE, CTT, primary IRCs) collectively and credit a student's attainment of any one of these.
- 5. Credential/Skill Attainments Pool.** Job Corps has always reported student accomplishments for a cohort of separated students. In contrast, the pool for the WIOA Measure 5, Measurable Skill Gains, is composed of students served that includes both active/enrolled and separated students (i.e., all students who are in the program at the beginning of the reporting period and all students who enroll during the reporting period). Credit is then given for any skill gain(s) obtained during the program year by these active/enrolled and separated students.

Since credit is given for attainments made by students while they are active/enrolled, it is important that these accomplishments be reported in real-time as they occur. Delays in reporting when students enter or complete CTT programs or complete other accomplishments in a timely manner will result in underreporting and will negatively impact Job Corps' performance on this measure.
- 6. Effectiveness in Serving Employers.** WIOA added a measure of effectiveness in serving employers. Following guidance from ETA, Job Corps interprets this measure as working for the same employer in the second and fourth quarters after exit.

Job Corps has redesigned the existing post-placement survey system to collect employment/education/training placement data and earnings at quarter 2 and quarter 4 after exit to report on

five of the six primary WIOA performance measures:

- Measure 1: Employment or Education/Training Rate (Quarter 2 After Exit)
- Measure 2: Employment or Education/Training Rate (Quarter 4 After Exit)
- Measure 3: Median Earnings (Quarter 2 After Exit)
- Measure 4: Credential Attainment Rate
- Measure 6: Effectiveness in Serving Employers Rate

In addition, for the PY 2016 OMS, Job Corps has replaced the 6- and 12-month follow up placement measures in the Center, CTS, and CTT report cards with new long-term placement measures that align with Measures 1 through 3 under WIOA. Therefore, the results from the Quarter 2 and Quarter 4 surveys will also be used for reporting on these new OMS long-term placement measures.

The following list highlights the key changes between the prior 6-month and 12-month follow-up surveys and the new Quarter 2 and Quarter 4 surveys that are administered as of July 1, 2016:

1. The 13-week initial placement verification module is no longer administered. Instead, the new Quarter 2 and Quarter 4 survey modules include questions, as applicable, to verify any initial placement reported by the CTS provider.
2. Instead of primarily surveying initially-placed graduates, the new surveys will include all students who have completed the CPP or stayed over 60 calendar days in Job Corps, and exited. This includes graduates, former enrollees, and some students that stayed over 60 days and separated for Level 1 Zero Tolerance (ZT) infraction.

Attachment 2

PY 2016 INITIAL PLACEMENT AND ALLOWABLE UPGRADES	
INITIAL PLACEMENT CATEGORY	ALLOWABLE UPGRADES
A. Full-time JTM Job Placement	<ul style="list-style-type: none"> • Full-time JTM with wage increase
B. Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC)	<ul style="list-style-type: none"> • Full-time JTM Job Placement
C. Full-time Non-JTM Job Placement	<ul style="list-style-type: none"> • Full-time JTM with same or higher wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job with wage increase
D. Part-time JTM Job Placement	<ul style="list-style-type: none"> • Full-time JTM Job Placement with same or higher wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Part-time JTM Job with higher wage
E. Part-time Job/College Combination (PSC)	<ul style="list-style-type: none"> • Full-time JTM Job Placement • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Part-time JTM Job Placement
F. Part-time Non-JTM Job Placement	<ul style="list-style-type: none"> • Full-time JTM with same or higher wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement with same or higher wage • Part-time JTM Job with same or higher wage • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job with wage increase
G. High School, Other Training Program, OJT/Subsidized Employment	<ul style="list-style-type: none"> • Full-time JTM Job Placement • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement • Part-time JTM Job Placement • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job Placement

Attachment 3

PY 2016 Center Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs						
Event	Measure(s)	Sending Center		AT Center		
		Pool	Credit	Pool	Credit	
Student Transferred to AT Center	HSD/HSE, CTT Completion, Combo Attainment, Industry-Recognized Credential Attainment, Literacy & Numeracy Gains	As applicable	As applicable	n/a	n/a	
	Graduate Placement	1	1	n/a	n/a	
	JTM/PSC Placement	0	0	n/a	n/a	
	Full-Time Job Placement	0	0	n/a	n/a	
	Graduate Average Hourly Wage	0	0	n/a	n/a	
Graduate Separates from AT Center	CTT Completion	n/a	n/a	1	1/0	
	Credential Attainment					
Graduate Placed or Placement Window Closes	Placed in Job/ Military	Graduate Placement	n/a	n/a	1	1/0
		JTM/PSC Placement	1	1/0	1	1/0
		Full-Time Job Placement	1	1/0	1	1/0
		Graduate Average Hourly Wage	n/a	add wage to total	1	add wage to total
	Placed in School	Graduate Placement	n/a	n/a	1	1
		JTM/PSC Placement	As applicable	As applicable	As applicable	As applicable
	Placed in combination of School & Job	Graduate Placement	n/a	n/a	1	1
		JTM/PSC Placement	As applicable	As applicable	As applicable	As applicable
	Not Placed	Graduate Placement	n/a	n/a	1	0
	Second and Fourth Quarter After Exit Surveys	If survey completed	Graduate and Former Enrollee Placement in Quarter 2/Quarter 4	1	1/0	1
If survey completed and student is working in a job or the military		Graduate and Former Enrollee Average Earnings in Quarter 2/ Graduate Average Earnings in Quarter 4	n/a	add earnings to total	n/a	add earnings to total

Note: This does not apply to CEP (formerly ACT) transfers

Attachment 4

PY 2016 Instructions for Filing an Appeal of Second or Fourth Quarter After Exit Survey Data

GENERAL INSTRUCTIONS

1. Use this form to file an appeal for Q2 and Q4 survey placement outcomes only.
2. The appeal must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, CTT-20, or CTS OMS-20.
3. Job Corps centers, CTS providers, and National Training Contractors (NTCs) may file an appeal.
4. Appeals **must** be submitted with supporting documentation.
Note: Do not include the student's Social Security Number on any documentation.
5. Submit the appeal with documentation via fax at (202) 693-2767, scan/e-mail, or mail to:

U.S. Department of Labor/Office of Job Corps
200 Constitution Avenue, NW, Room N-4507
Washington, DC 20210
Attention: Program Performance Team

6. See the timetable in Appendix 501 Introduction, 9(d) Appeal Process for dates during which appeals must be received by the National Office in order to be processed for each month in PY 2016.

INSTRUCTIONS FOR COMPLETING THE APPEAL FORM

Check Box for Appeal

1. Check the appropriate box(es) to indicate the survey (Quarter 2 or Quarter 4) of the appeal you are filing for the placement outcome.
2. For PY 2016, you may file an appeal for a job, education or training placement only.

Student Information

1. Enter the student's Job Corps-assigned student identification number.
2. Print the student's last name, followed by middle initial, and first name.
3. Print the name of the center from which the student separated.
4. Record the month, day, and year that the student exited the program.
- 5-6. You must determine the start and end dates of the quarter for which you are filing an appeal from data stored in CIS for the student whose data you are appealing. The second quarter after exit is the period that begins 93 days through 184 days after the date of

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Attachment 4: PY 2016 Job Corps Appeal Form for Quarter 2 and Quarter 4 Survey Placement Outcomes

separation. The fourth quarter after exit is the period that begins 277 days through 368 days after the date of separation. Query the information by entering the student's identification number. Record the start and end date in the appropriate boxes in #5 and #6.

Note: If no survey record appears in CIS, then an appeal cannot be filed.

Use the table below to determine which sections to complete for different types of placements:

Type of Placement:	If Appealing:	Then Complete:
One part-time or full-time job	Same	Section A
School or training placement	Same	Section B

Section A: Employment

If you are appealing data on employment status, complete Section A.

1. Print the employer's name.
2. Enter the total number of hours that the student worked during a one week period. The student must have worked the minimum number of hours required to meet Job Corps' placement definition during a 7-day consecutive period at any time in the applicable quarter for the job(s) to qualify for credit. That is, for full-time employment, the student must have worked 32 hours in one or more unsubsidized job(s), or 40 hours in the armed forces, or be in a paid, registered apprenticeship job during a 7-day consecutive period at any time in the quarter. For part-time employment the student must have worked 20 or more hours but less than 32 hours in one or more unsubsidized job(s) during a 7-day consecutive period at any time in the quarter. Additionally, the job placement must meet any other criteria stipulated in the PRH, Chapter 4, Exhibit 4-1.
3. Check the appropriate box to indicate the student's earnings unit (i.e., if the student was paid hourly, weekly, monthly, or daily) as indicated on the student's pay stub.
4. Enter the dollar amount of earnings on the line that corresponds with the earnings unit selected as indicated on the student's pay stub. **Note:** The student must have earned at least federal minimum wage for this to qualify as a valid Job Corps Job Placement.
5. If the student earned other payments from this job during 7-day consecutive period identified in item 2 above (e.g., bonus, tips, commission, etc.), enter the dollar amount on the appropriate line of item 4.

You must attach written documentation of employment information. Pay information must: (1) at a minimum, include the complete 7-day consecutive period (identified in item 2 above) that occurs within the applicable quarter; and (2) show that the student worked a minimum of 20 hours during the 7-day consecutive period. For example: The quarter is from January 1 to April 1. The student is paid by the week and the pay stub covers February 6th to February 12th when the student worked 22 hours. The overlap in dates and the documentation of the minimum required hours will serve as valid documentation. **Written documentation may include: a pay stub, written statement on letterhead, or a business card/official stamp affixed to an employer verification form.** Documentation through a third party verifier such as *The Work Number* detailing the student's employment information (such as employment verification, hours and payment) in such a way as to meet Job Corps' placement requirements is also accepted for verification. The employer verification form should be completed and signed by the employer

and submitted to the National Office as part of the appeal package. **Please see the PRH, Chapter 4, Exhibit 4-2 for further information regarding documentation requirements.**

Section B: Education

If you are appealing data on education status, complete Section B.

1. Print the name of the school or training institution.
2. Check the appropriate box to indicate the type of school, college, or training program the student attends. The student must have attended school/training for the minimum number of hours required, or be enrolled for the minimum number of credits, to meet Job Corps' educational placement definition during a 7-day consecutive period at any time in the applicable quarter for the school/training to qualify for credit. Additionally, the educational placement must meet any other criteria stipulated in the PRH, Chapter 4, Exhibit 4-1.
3. Enter information on attendance/enrollment in this column. If the student:
 - a. is enrolled in high school, enter the grade level and the number of hours the student attended during a 7-day consecutive period at any time in the applicable quarter. The student must be enrolled in 9th grade or higher to qualify.
 - b. was enrolled in a post-secondary CTT or technical school, enter the number of hours the student attended during a 7-day consecutive period at any time in the applicable quarter.
 - c. was enrolled in college, record the number of course credit hours the student was registered to take for the period that includes the dates of a 7-day consecutive period at any time in the applicable quarter.
 - d. was enrolled in an on-the-job training program or was working in a subsidized job, enter the number of hours the student worked during a 7-day consecutive period at any time in the applicable quarter.
 - e. was enrolled in an "other" program (e.g., a program to obtain an HSE, etc.), enter the number of hours the student attended during a 7-day consecutive period at any time in the applicable quarter.
4. If other training was completed during the survey week, please specify the type of program and training.

You must attach written documentation from the school or training program or college (on official letterhead or with an official stamp) documenting that the student was enrolled/attending during the 7-day consecutive period at any time in the applicable quarter. Please see the PRH, Chapter 4, Exhibit 4-2 for further information regarding documentation requirements.

Information of Person Completing the Form

1. Print your name where indicated.
2. Record the name of the center or placement provider where you work and the appropriate six-digit identification code for your center/provider.
3. Record the telephone number at which you may be reached.
4. Record the e-mail address at which you may be reached.

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Attachment 4: PY 2016 Job Corps Appeal Form for Quarter 2 and Quarter 4 Survey Placement Outcomes

5. Sign your name where indicated.
6. Print the date you submitted the form.

U.S. Department of Labor

PY 2016 JOB CORPS APPEAL FORM QUARTER 2 AND QUARTER 4 SURVEY PLACEMENT OUTCOMES

Student Information: (Please Print)		Check Box for Appeal:			
1. Student Identification Number		Q2 Placement		Q4 Placement	
2. Last Name		MI		First Name	
3. Center Attended		4. Date of Separation:	Month	Day	Year

Query CIS to Get the Correct Start and End Dates for the Appropriate Quarter (Quarter 2 or Quarter 4 after Exit) and Enter Dates Below

5. Start Date of Quarter:	Month	Day	Year	6. End Date of Quarter:	Month	Day	Year

Complete Section A or Section B Below:

Section A: Complete this section if appeal is for employment during the quarter. Attach a pay stub which shows start and end dates for (minimally) a one week period that occurred at any time during the appropriate quarter after exit.

1. Employer's Name:	
2. Total Hours: (worked during any one week period in the quarter)	
3. Earnings* Unit: (check one)	4. Dollar Amount: (enter earnings for unit selected)
<input type="checkbox"/> Hourly	\$
<input type="checkbox"/> Weekly	\$
<input type="checkbox"/> Monthly	\$
<input type="checkbox"/> Daily	\$
5. Other weekly payments (e.g., bonuses, tips, commissions, etc.)	\$

* Earnings per hour must equal or exceed the Federal Minimum Wage to qualify as a valid placement.

Section B: Complete this section if the appeal is for education data. Attach a letter from the institution stating student was enrolled/attended for the minimum hours required for a valid Job Corps placement for, minimally, a one week period at any point during the quarter.

1. Enter Name of School/Training Institution:	
2. Type of School/Training Program (check one):	3. Enter Information on School/Training Below:
<input type="checkbox"/> High School	Grade: Hours attended in one week:
<input type="checkbox"/> Post-secondary CTT/Technical School	No. of hours attended in one week:
<input type="checkbox"/> College	No. of credit hours enrolled in:
<input type="checkbox"/> On-the-job Training or Subsidized Employment	No. of hours attended in one week:
<input type="checkbox"/> Other Training	No. of hours attended in one week:
4. If Other Training, specify type:	

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Provider Name/Code (six-digit ID Code):
3. Your Telephone: ()	4. Your e-mail address:

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Attachment 4: PY 2016 Job Corps Appeal Form for Quarter 2 and Quarter 4 Survey Placement Outcomes

5. Signature:	6. Date form submitted:
National Office Use Only: <input type="checkbox"/> Approved	Reviewed by: _____ Date: _____
<input type="checkbox"/> Not Approved	Reason for Denial:

Attachment 5

PY 2016 Instructions for Filing a Request to Add a Placement Code to the Job Training Match (JTM) Crosswalk

GENERAL INSTRUCTIONS

1. This form is to be used to request that a Placement Code be added to the Job Training Match (JTM) Crosswalk. This form should be submitted only if the current JTM Crosswalk does not already contain an appropriate placement job code that: (a) is the most appropriate O*NET-SOC code to describe a specific placement outcome, and (b) is directly related to one of the new 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.
2. The request must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, CTT-20, or CTS OMS-20.
3. Job Corps centers, CTS providers, and National Training Contractors (NTCs) may file a request.
4. Submit the appeal with documentation to:

U.S. Department of Labor/Office of Job Corps
 200 Constitution Avenue, NW, Room N-4507
 Washington, DC 20210
 Attention: Career Technical Training Team

INSTRUCTIONS FOR COMPLETING THE REQUEST FORM

Student Information

1. Enter the student's Job Corps Student Identification Number in the box.
2. Print the student's last name, followed by middle initial, and first name.
3. Print the name of the center from which the student separated.
4. Record the month, day, and year that the student reported to work.

Proposed Job Training Match Codes

1. Enter the proposed official placement code, as found in O*NET-SOC, Example: 31-1011.00
2. Enter the proposed official job title as found in O*NET-SOC, Example: Home Health Aides
3. Enter the proposed Training Program Area(s) (TPAs) that should receive a JTM credit whenever a

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Attachment 4: PY 2016 Job Corps Appeal Form for Quarter 2 and Quarter 4 Survey Placement Outcomes

student placement outcome is assigned the proposed placement code, Example: BRICK & CMENT. (Do not list a TAR code or title here.)

4. Provide rationale for the proposed placement code/title addition to the JTM Crosswalk. Appropriate JTM placement codes/titles must correspond to the training received by the student.

Information about You (Bottom of Form)

- 1-2. Print your name and sign the form in the appropriate boxes.
3. Record the name of the center or placement provider where you work and the six-digit identification code for your center/provider.
4. Record the telephone number at which you may be reached.
5. Record the e-mail address at which you may be reached.
6. Enter the date you are submitting the appeal form.

**NATIONAL OFFICE OF JOB CORPS
 PY 2016 FORM TO REQUEST ADDITION OF A PLACEMENT CODE TO THE
 JOB TRAINING MATCH CROSSWALK**

Student Information: (Please Print)				
1. Student ID #				
2. Last Name		First Name		MI
3. Center Attended	4. Date Reported to Initial Placement:	Month	Day	Year

Proposed Job Training Match Code	
1. O*NET-SOC Job Code	2. O*NET-SOC Job Title
3. Training Program Area(s)	
4. Rationale for JTM Placement:	

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Signature:
3. Provider/Center Name and Six-Digit ID Code:	4. Your Telephone: ()
<i>National Office Use Only:</i>	5. Your E-mail Address:
Reviewed by:	6. Date Form Submitted:
Date:	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

Attachment 6

Crediting Chart for CTS Providers When Students Relocate to a New Service Area

Job Corps policy for crediting CTS providers in situations where a student moves from one CTS location to another is outlined below in table format. This policy is aligned with PRH, Chapter 4, Section 4.3, R5, “Relocations.”

STUDENT CATEGORY	TIME OF TRANSFER	WHICH CTS PROVIDER GETS CREDIT?	
	<i>Any time during the 90-day placement window¹</i>	<i>Initial CTS Provider</i>	<i>Receiving CTS Provider</i>
Former Enrollees	If not placed by receiving CTS provider (regardless if placed by initial CTS)...	Initial CTS provider is responsible for the Former Enrollee Initial Placement, Graduate and Former Enrollee Placement in Quarter 2 After Exit, Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit, and, Graduate and Former Enrollee Placement in Quarter 4 After Exit measures.	
	If placed by receiving CTS provider within the placement window...		Receiving CTS provider is responsible for the Former Enrollee Initial Placement, Graduate and Former Enrollee Placement in Quarter 2 After Exit, Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit, and, Graduate and Former Enrollee Placement in Quarter 4 After Exit measures.
	If placed by initial CTS provider and then placed by receiving CTS provider within the placement window...	Initial CTS provider is responsible for the Former Enrollee Initial Placement, Graduate and Former Enrollee Placement in Quarter 2 After Exit, Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit, and, Graduate and Former Enrollee Placement in Quarter 4 After Exit measures.	Receiving CTS provider gets credit for the Former Enrollee Initial Placement, Graduate and Former Enrollee Placement in Quarter 2 After Exit, Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit, and, Graduate and Former Enrollee Placement in Quarter 4 After Exit measures <u>only</u> if the placement is an upgrade.

STUDENT CATEGORY	TIME OF TRANSFER		WHICH CTS PROVIDER GETS CREDIT?	
	<i>With <u>90 or more</u> calendar days left in placement window</i>	<i>With <u>less than 90</u> calendar days left in placement window</i>	Credits for Short-Term Placement Measures	
			<i>Initial CTS Provider</i>	<i>Receiving CTS Provider</i>
Graduates	If placed by initial CTS provider before transfer...		Initial CTS provider is responsible for the short-term placement measures*.	
	If placed by initial CTS provider, then transfers and is placed by new CTS provider within the placement window...		Initial CTS provider is responsible for the short-term placement measures*.	Receiving CTS provider gets credit for all short-term placement measures* <u>only</u> if the placement is an upgrade.
	If not placed by initial CTS provider...			Receiving CTS provider is responsible for the short-term placement measures*.
		If not placed by either CTS provider...	Initial CTS provider is responsible for the short-term placement measures*.	
		If not placed by the initial CTS provider, but is placed by the receiving CTS provider, within the placement window...		Receiving CTS provider gets credit for the short-term placement measures*.

¹**Placement Window:** The Placement Window for graduates is 12 months.

***Short-term placement measures** include: Former Enrollee Initial Placement Rate; JTM/PSC Placement Rate; Graduate Initial Placement Rate; Graduate Average Wage at Placement; and Full-Time Job Placement.

STUDENT CATEGORY	TIME OF TRANSFER		WHICH CTS PROVIDER GETS CREDIT?	
	<i>Within Allowable Time Frame</i>	<i>After Allowable Time Frame</i>	Credits for Long-Term Placement Measures	
			<i>Initial CTS Provider</i>	<i>Receiving CTS Provider</i>
Graduates – for Quarter 2 Survey Results** and Quarter 4 Survey Results***	If the student is transferred within 90 days from their date of separation...			Receiving CTS provider is responsible for the Quarter 2 long-term placement and earnings measures (and the Quarter 4 placement and earnings measures if there is no further transfer).
		If the student is transferred after 90 calendar days, but within 270 calendar days, from their date of separation...	Initial CTS provider is responsible for the Quarter 2 long-term placement and earnings measures.	Receiving CTS provider is responsible for the Quarter 4 long-term placement and earning measures if there is no further transfer.
		If the student is transferred after 270 calendar days, from their date of separation...	Initial CTS provider is responsible for the Quarter 2 and Quarter 4 long-term placement and earnings measures.	

****Quarter 2 Survey Results** include: “Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit” and “Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit”.

*****Quarter 4 Survey Results** include: “Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit” and “Graduate Average Earnings in Quarter 4 After Exit”.

Attachment 7

PY 2016 CTT Continuous Improvement Plan (CTT-CIP)

CTT-CIP Documentation for Low Performing CTT Offerings:

In acknowledgement of standardized language in the Policy and Procedures Handbook (PRH) regarding the performance improvement process, the current documentation process is inconsistent across Job Corps' regions and centers. As a result, the Office of Job Corps has created a standardized template which can be easily completed, regularly monitored and fairly evaluated. By using SharePoint regional sites as the repository for the plans, the Office of Job Corps can be included, along with the region, in the oversight of the CTT Continuous Improvement Plans (CTT-CIPs).

Included here is a model for CTT-CIPs that the PRH states are required for CTT programs with a "D" grade. The key components are an annual "SMART" goal for the program (see definition below), as well as quarterly benchmarks identified by the center and monitored by the Regional and National offices. A completed sample model is included for your review and feedback.

Proposed Model for a CTT Continuous Improvement Plan (CTT-CIP)

Root-Cause Analysis – to be completed by the operator's center staff, and reviewed and approved by Regional Office staff.

The primary aim of Root-Cause Analysis (RCA) is to identify what behaviors, actions, inactions, or conditions exist and need to be changed to improve a program's performance. To be effective, RCA must be performed systematically, usually as part of an investigation, with conclusions and root causes that are endorsed by documented evidence. A team effort is required. There may be more than one root cause for an event or a problem. The challenge is demonstrating the persistence, and sustaining the effort required to determine them. When reviewing the center's RCA submission, it is important for the Project Manager to be ask questions, look beyond the superficial, and dig deeper to uncover the underlying cause(s).

Root causes that are identified depend on the way in which the problem or event is defined. It is important to be as detailed as possible when defining a root cause. How does the identified cause impact desired outcomes? The purpose of identifying all a problem's solutions is to prevent recurrence at the lowest cost, in the simplest way. If there are alternatives that are equally effective, then the simplest or lowest cost approach is preferred.

To be effective, the analysis should establish a sequence of events or a timeline to understand the relationships between contributing

factors, root cause(s) and the desired outcomes. RCA can help transform a reactive culture (that reacts to problems) into a forward-looking culture that solves problems before they occur or escalate. More importantly, it reduces the frequency of problems occurring over time within the environment where the RCA process is used.

Once the root causes for the program’s low performance are identified, the center should generate a SMART goal. A simple example of conducting a root cause analysis can be found at: <http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/>.

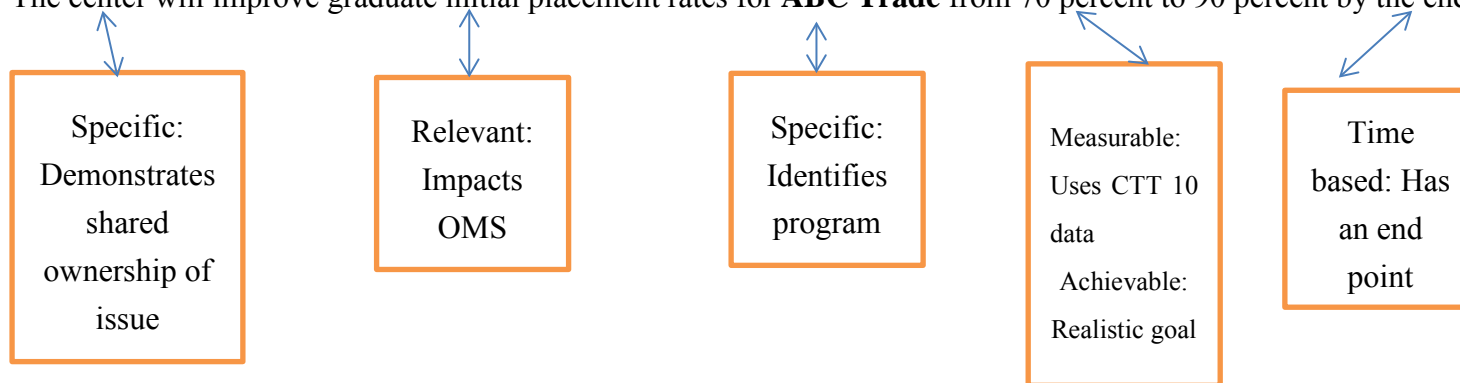
A SMART goal should meet the following criteria:

SMART

- S - is specific, and also stretching, systematic, synergistic, significant and shifting.
- M - means measurable, but also recommend meaningful, memorable, motivating.
- A - is an achievable goal but A also needs to stand for action plans, accountability, acumen and agreed-upon.
- R - means relevant, but it also stands for realistic, reasonable, resonating, results-oriented, rewarding, responsible, reliable, rooted in facts and remarkable.
- T - means time-based and it also represents timely, tangible and thoughtful.

For Example:

The center will improve graduate initial placement rates for **ABC Trade** from 70 percent to 90 percent by the end of PY 2014.



Directions for review and management of goals:

1. Center completes shaded areas of the CTT-CIP template, and indicates acceptance by typing its name in the appropriate boxes.
2. Center uploads template to regional SharePoint site in “Performance” folder in the shared documents section of the site.
3. Centers send an e-mail to Regional Director, Division Chief, Program Manager, and Tracy Bradshaw-Morris confirming the template has been uploaded.
4. Region reviews the document and works with the center until the plan is approved. Once approved, the Regional Director and Program Manager will type their names into the approval section, and save the updated document in the same location by overwriting prior center version with the new version that includes the region’s approval.
5. Region sends e-mail to center and Tracy Bradshaw-Morris confirming the region has approved the plan.
6. At the end of each quarter, center updates the template with the prior quarter’s results and the prior version of the form as outlined above, and sends an e-mail notifying the Regional and National offices that the template has been updated and the updated version has been saved to the SharePoint site.

Sample CTT-CIP Form Completed:

Center name:	ABC Job Corps	Past performance ratings:		
CTT Program name:	ABC Trade	PY14	PY15	PY16 to date
Baseline CTT-10 data:	70 percent graduate initial placement based on CTT-10 report card 6/30/2016 not meeting 90 percent goal and main contributing factor to Overall “D” Rating			
Root cause: Why is the program struggling? http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/ .	<p>Why are students not being placed?</p> <p>Why are students entering the trade, yet struggle to be successful?</p> <p>Why are students not getting proper guidance about the trade?</p> <p>Why do instructors lack capacity to modify instruction for students attracted to the trade?</p> <p>Why do students struggle to read and complete applications correctly?</p>			
Annual SMART Goal:	The center will improve graduate placement rates for ABC Trade from 70 percent to 90 percent by the end of PY 2016. Annual Overall Rating to increase from a “D” to “C” or higher.			
	Quarterly SMART goals:	Quarterly results: (completed after each quarter)		
Quarter 1 Benchmark: Sept. 30	By the end of the quarter, all dorms will increase the amount of time students practice completing online applications by 10 percent, with emphasis on supporting ABC Trade students.	Results: 80 percent of the students were able to meet this goal.		
		Comments: Issues with computers in Aspen Dorm prevented 100 percent of the students to get this practice.		

Quarter 2 Benchmark: Dec.31	By the end of the quarter, all students in academics will read three articles on their desired trade and be able to articulate what the workers do on the job. ABC Trade students will receive remedial support from Reading teachers.	Results: 100 percent of the students met this goal.
		Comments: Academic team excited about the TABE increases, and has expanded remediation to XYZ Trade students.
Quarter 3 Benchmark: March 31	By the end of the quarter, each Monday meeting will feature a 10- minute talk by a different tradesperson corresponding to the trades taught on center, specifically ABC Trade .	Results: 8 out of 10 Monday meetings had speakers.
		Comments: Two of the speakers were no shows. Four of the speakers returned to develop WBL agreements with the center.
Quarter 4 Benchmark: June 30	By the end of the quarter, all of the students at 75 percent complete or greater will meet with a mentor for an hour weekly to discuss transition and placement goal plans. Emphasis will be put on supporting ABC Trade student's goals.	Results: 60 percent of the students were able to meet with a mentor on a weekly basis.
		Comments: A lack of mentors resulted in the BCL to develop different partnerships with the Chamber of Commerce and recently 25 new mentors completed training.
Year-end Results	Based on the 6/30/2016 CTT-10 report card the centers ABC Trade initial placement rate was 92 percent and is exceeding the DOL goal.	
Year-end Comments	Overall rating improved from "D" to high "C". Trade results show marked improvement and solid effort made by Instructor and support from center staff.	

The goals have been reviewed and approved

	Name	Date
Instructor:		
CTT Manager or designee		
Center Director:		
NTC (if applicable):		
Project Manager:		
Regional Director:		

COR Comments

Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	

CTT Continuous Improvement Plan (CTT-CIP) Form for low performing CTT offerings

Center name:		Past Performance Ratings		
CTT Program name:		PY 14	PY 15	PY 16 to date
Baseline CTT-10 data:				
Root cause: Why is the program struggling? http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/ .				
Annual SMART Goal:				
	Quarterly SMART goals:	Quarterly (completed after each quarter)		
First Quarter Benchmark: Sept. 30		Results:		
		Comments:		
Second Quarter Benchmark: Dec. 31		Results:		
		Comments:		
Third Quarter Benchmark: March 31		Results:		
		Comments:		
Fourth Quarter Benchmark: June 30		Results:		
		Comments:		
Year end Results				

Year-end Comments	
-------------------	--

The goals have been reviewed and approved

	Name	Date
Instructor:		
CTT Manager or designee		
Center Director:		
NTC (if applicable):		
Project Manager:		
Regional Director:		

COR Comments

Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	

Directions for review and management of goals:

1. Center completes shaded areas of the CTT-CIP template and signify acceptance by typing their names in the appropriate boxes.
2. Center uploads template to regional SharePoint site in “Performance” folder in the shared documents section of the site.
3. Centers send an email to regional director, division chief, program manager and Tracy Bradshaw-Morris confirming the template has been uploaded.
4. Region reviews the document and works with the center till the plan is approved. Once approved, the Regional Director and Program Manager will type their names to the approval section and save the updated document in the same location by overwriting prior center version with the new version that includes the region’s approval.
5. Region sends email to center and Tracy Bradshaw-Morris confirming the plan has been approved by the region.
6. At the end of each quarter, center updates the template with the prior quarter’s results and the prior version of the form as outlined above, sending an email notifying the regional and national offices that the template has been updated and the updated version has be saved to the SharePoint site.

VI. Support for This Appeal

Operator/Provider Official: Name _____ Title _____ Date _____

NTC Official (if applicable): Name _____ Title _____ Date _____

Regional Use Only

V. Final Decisions

- Neither CTT-PIP nor Probation**
- CTT-PIP Only, no Probation**
- CTT-PIP and Probation**
- Recommend Closure or Training Slot Reduction**

Attachment 9

PY 2016 Center Report Card Goals for HSD/HSE Rate, Combination HSD/HSE/CTT Rate, Average Literacy Gain, Average Numeracy Gain, Graduate Average Wage, Graduate and Former Enrollee Average Earnings in Quarter 2, and Graduate Average Earnings in Quarter 4

Center		HSD/HSE	HSD/HSE/ CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate and Former Enrollee Average Earnings in Quarter 2	Graduate Average Earnings in Quarter 4
	National Goals	65.0	55.0	3.00	3.00	\$11.00	\$5,000	\$5,500
10100	Grafton	63.2	53.5	3.00	3.03	\$11.50	\$5,128	\$5,628
10200	Northlands	64.5	54.1	2.98	3.02	\$11.79	\$5,351	\$5,851
10300	Penobscot	65.5	54.6	2.97	3.07	\$11.04	\$5,021	\$5,521
10400	Westover	65.3	55.3	3.03	2.99	\$11.52	\$5,149	\$5,649
10500	New Haven	64.5	54.8	2.93	3.04	\$11.45	\$5,043	\$5,543
10600	Loring	65.1	54.7	3.15	2.97	\$11.43	\$5,202	\$5,702
10700	Shriver	67.4	56.5	3.06	3.06	\$11.74	\$5,309	\$5,809
10800	Exeter	64.2	54.2	3.00	3.02	\$11.21	\$5,000	\$5,500
10900	Hartford	63.8	54.2	2.90	3.00	\$11.82	\$5,202	\$5,702
11000	New Hampshire	64.8	54.7	3.00	3.02	\$11.50	\$5,160	\$5,660
20100	Arecibo	68.5	58.7	7.91	7.30	\$9.28	\$3,957	\$4,457
20200	Barranquitas	69.7	59.7	7.98	7.14	\$8.68	\$3,936	\$4,436
20300	Cassadaga	64.8	55.3	2.92	3.01	\$11.19	\$5,021	\$5,521
20400	Delaware Valley	61.6	52.4	2.98	2.95	\$11.08	\$4,968	\$5,468
20500	Edison	63.5	53.8	2.92	2.99	\$11.34	\$5,043	\$5,543
20700	Glenmont	66.6	56.1	3.03	2.98	\$11.25	\$4,979	\$5,479
20800	Iroquois	62.9	53.8	3.00	2.95	\$11.42	\$5,128	\$5,628

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Center		HSD/HSE	HSD/HSE/ CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate and Former Enrollee Average Earnings in Quarter 2	Graduate Average Earnings in Quarter 4
20900	Oneonta	65.3	55.4	2.95	2.99	\$11.61	\$5,277	\$5,777
21000	Ramey	68.3	58.5	8.01	7.43	\$8.83	\$4,043	\$4,543
21100	South Bronx	68.3	58.5	3.09	3.03	\$11.41	\$5,043	\$5,543
30100	Blue Ridge	67.0	57.0	2.99	3.16	\$10.72	\$4,713	\$5,213
30200	Charleston	65.9	55.9	2.92	3.05	\$10.91	\$4,926	\$5,426
30400	Flatwoods	67.4	56.6	3.08	3.03	\$12.02	\$5,660	\$6,160
30500	Harpers Ferry	66.3	56.1	3.01	3.04	\$11.29	\$5,128	\$5,628
30600	Keystone	61.1	52.1	2.93	2.99	\$10.89	\$4,872	\$5,372
30700	Old Dominion	66.9	56.6	3.04	3.08	\$11.18	\$5,096	\$5,596
30800	Philadelphia	67.3	57.1	2.93	3.08	\$10.98	\$4,787	\$5,287
30900	Pittsburgh	64.2	54.2	2.99	3.06	\$11.09	\$4,957	\$5,457
31000	Potomac	64.5	55.2	2.98	3.03	\$11.33	\$4,989	\$5,489
31100	Red Rock	63.7	53.4	3.06	2.96	\$10.72	\$4,926	\$5,426
31200	Woodland	62.1	52.6	2.99	2.97	\$11.01	\$4,809	\$5,309
31300	Woodstock	65.5	55.3	3.10	3.01	\$11.30	\$5,117	\$5,617
31500	Carl D. Perkins	66.2	55.7	3.02	3.05	\$10.72	\$4,894	\$5,394
31600	Earle C. Clements	64.8	55.2	2.98	2.99	\$10.99	\$5,170	\$5,670
31700	Frenchburg	62.7	53.6	3.03	2.99	\$10.79	\$4,926	\$5,426
31800	Great Onyx	65.5	55.2	3.00	3.00	\$11.02	\$5,223	\$5,723
31900	Pine Knot	66.5	55.9	3.02	3.01	\$11.18	\$5,202	\$5,702
32000	Whitney M. Young	65.4	55.2	3.17	2.97	\$10.75	\$4,851	\$5,351
32100	Muhlenberg	66.0	55.9	2.91	3.05	\$11.04	\$5,191	\$5,691
32200	Wilmington	66.1	56.0	2.95	2.98	\$10.94	\$4,819	\$5,319
40100	Atlanta	64.8	55.3	2.91	2.98	\$10.37	\$4,628	\$5,128

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Attachment 9: PY 2016 Center Model-Based Goals and National Worksheets

Center		HSD/HSE	HSD/HSE/ CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate and Former Enrollee Average Earnings in Quarter 2	Graduate Average Earnings in Quarter 4
40200	Bamberg	61.8	52.7	3.05	2.95	\$10.91	\$5,160	\$5,660
40300	Finch-Henry	60.9	52.5	2.93	2.94	\$10.12	\$4,883	\$5,383
40400	Brunswick	64.8	55.0	3.10	2.95	\$10.47	\$4,755	\$5,255
40800	Gainesville	66.4	56.6	2.92	3.02	\$10.54	\$4,819	\$5,319
41000	Gulfport	62.5	53.8	2.96	2.97	\$9.93	\$4,532	\$5,032
41100	Jacksonville	66.6	56.9	2.91	3.04	\$10.86	\$4,894	\$5,394
41200	Jacobs Creek	62.3	53.0	3.02	2.99	\$11.18	\$5,223	\$5,723
41300	Kittrell	63.8	53.7	3.04	3.00	\$10.49	\$4,649	\$5,149
41500	Lyndon Johnson	61.7	52.4	2.93	2.98	\$10.80	\$5,074	\$5,574
41600	Miami	67.4	57.4	2.97	3.00	\$10.47	\$4,745	\$5,245
41700	Mississippi	61.5	52.6	3.00	2.94	\$10.35	\$4,660	\$5,160
41800	Oconaluftee	65.5	55.0	3.11	2.96	\$10.92	\$5,096	\$5,596
42000	Schenck	65.9	55.0	3.00	3.03	\$11.23	\$5,340	\$5,840
42100	Turner	61.1	52.0	2.88	2.97	\$10.65	\$4,968	\$5,468
42400	Gadsden	63.8	54.4	2.92	3.02	\$10.35	\$4,681	\$5,181
42500	BL Hooks/Memphis	61.7	52.8	2.91	2.99	\$10.74	\$4,968	\$5,468
42600	Montgomery	65.2	55.6	2.94	3.00	\$10.46	\$4,840	\$5,340
42800	Pinellas County	66.1	56.2	3.01	3.05	\$10.84	\$4,957	\$5,457
50100	Atterbury	67.1	56.4	2.94	2.99	\$10.76	\$4,957	\$5,457
50200	Blackwell	58.7	49.4	2.92	2.97	\$11.58	\$5,383	\$5,883
50300	Cincinnati	66.4	56.0	2.96	3.00	\$10.90	\$4,883	\$5,383
50400	Cleveland	64.2	54.7	2.90	2.98	\$10.66	\$4,745	\$5,245
50500	Dayton	64.8	54.6	2.96	2.97	\$10.61	\$4,830	\$5,330
50600	Detroit	62.7	53.4	2.95	2.96	\$10.38	\$4,745	\$5,245

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Attachment 9: PY 2016 Center Model-Based Goals and National Worksheets

Center		HSD/HSE	HSD/HSE/ CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate and Former Enrollee Average Earnings in Quarter 2	Graduate Average Earnings in Quarter 4
50700	Golconda	61.5	52.0	3.01	2.95	\$11.82	\$5,521	\$6,021
50800	Gerald R. Ford	61.6	52.4	2.94	2.95	\$10.25	\$4,660	\$5,160
50900	Hubert H. Humphrey	63.8	54.3	3.07	3.00	\$11.06	\$4,840	\$5,340
51000	Joliet	60.7	51.6	2.87	2.97	\$11.08	\$4,957	\$5,457
51100	Flint/Genesee	65.8	55.8	2.95	2.99	\$10.52	\$4,713	\$5,213
51200	Paul Simon Chicago	63.8	54.1	2.86	3.01	\$11.44	\$5,160	\$5,660
51300	Milwaukee	58.8	50.4	2.91	2.94	\$11.12	\$5,319	\$5,819
51400	Ottumwa	67.0	56.1	3.06	3.09	\$11.28	\$5,245	\$5,745
60100	Albuquerque	65.1	54.9	3.04	3.00	\$10.95	\$5,074	\$5,574
60200	Cass	62.4	52.4	2.96	3.00	\$11.40	\$5,330	\$5,830
60300	David Carrasco	58.8	49.8	3.10	2.89	\$9.96	\$4,628	\$5,128
60400	Gary	63.5	53.8	3.01	3.00	\$11.29	\$5,117	\$5,617
60500	Guthrie	65.1	54.7	2.94	3.02	\$10.79	\$5,043	\$5,543
60600	Laredo	54.6	47.4	3.25	2.83	\$9.09	\$4,202	\$4,702
60700	Little Rock	64.2	54.5	3.00	3.02	\$10.46	\$4,723	\$5,223
60800	North Texas	63.9	54.1	3.03	2.99	\$10.90	\$4,926	\$5,426
60900	New Orleans	66.9	56.6	3.12	2.95	\$10.57	\$4,681	\$5,181
61100	Roswell	63.7	53.7	2.96	2.99	\$10.17	\$4,713	\$5,213
61200	Shreveport	60.1	51.4	2.90	2.91	\$10.02	\$4,649	\$5,149
61300	Talking Leaves	69.1	56.6	3.19	2.92	\$9.96	\$4,617	\$5,117
61500	Tulsa	64.7	54.9	3.09	2.98	\$10.76	\$4,851	\$5,351
61600	Carville	62.6	52.9	3.08	2.90	\$10.82	\$5,096	\$5,596
61700	Wind River	63.3	53.5	3.04	2.96	\$10.55	\$4,830	\$5,330
70100	Denison	65.8	55.6	3.11	3.02	\$10.98	\$4,979	\$5,479

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Attachment 9: PY 2016 Center Model-Based Goals and National Worksheets

Center		HSD/HSE	HSD/HSE/ CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate and Former Enrollee Average Earnings in Quarter 2	Graduate Average Earnings in Quarter 4
70200	Excelsior Springs	62.2	52.5	2.86	3.02	\$10.88	\$5,011	\$5,511
70300	Mingo	59.6	50.3	2.91	2.97	\$11.09	\$5,149	\$5,649
70400	Pine Ridge	62.5	53.3	3.03	2.98	\$11.44	\$5,383	\$5,883
70500	St Louis	62.9	53.5	3.00	2.98	\$10.99	\$5,064	\$5,564
70600	Flint Hills	65.6	55.1	3.05	3.02	\$10.85	\$4,989	\$5,489
80100	Anaconda	62.9	52.5	3.02	3.02	\$11.51	\$5,457	\$5,957
80200	Boxelder	63.0	53.2	3.02	2.98	\$11.42	\$5,149	\$5,649
80300	Clearfield	65.7	55.2	3.03	3.02	\$11.24	\$5,245	\$5,745
80400	Collbran	63.9	53.1	2.99	2.98	\$11.30	\$5,234	\$5,734
80500	Kicking Horse	61.1	51.2	2.98	3.02	\$10.70	\$4,872	\$5,372
80600	Trapper Creek	62.6	52.1	3.14	3.02	\$11.47	\$5,128	\$5,628
80700	Weber Basin	63.9	53.8	3.03	2.99	\$11.08	\$5,266	\$5,766
80800	Quentin Burdick	63.4	53.4	3.04	2.96	\$11.05	\$5,223	\$5,723
90100	Hawaii	64.3	54.5	3.11	3.05	\$10.83	\$4,862	\$5,362
90200	Inland Empire	66.7	56.5	2.99	3.07	\$11.35	\$5,000	\$5,500
90300	Los Angeles	65.4	55.5	3.08	3.07	\$11.56	\$5,096	\$5,596
90400	Phoenix	62.0	52.7	3.03	2.98	\$10.65	\$4,862	\$5,362
90500	Sacramento	65.8	55.7	3.06	3.01	\$11.78	\$5,245	\$5,745
90600	San Diego	68.3	57.9	3.08	3.07	\$11.72	\$5,181	\$5,681
90700	San Jose	64.1	54.1	3.03	3.03	\$11.83	\$5,298	\$5,798
90800	Sierra Nevada	67.5	56.9	3.05	3.00	\$10.70	\$4,915	\$5,415
90900	Treasure Island	67.5	56.3	3.13	3.02	\$11.58	\$4,979	\$5,479
91000	Fred G. Acosta	65.8	55.8	3.17	2.99	\$10.63	\$4,830	\$5,330
91100	Long Beach	67.3	57.1	3.08	3.05	\$11.44	\$5,085	\$5,585

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Center		HSD/HSE	HSD/HSE/ CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate and Former Enrollee Average Earnings in Quarter 2	Graduate Average Earnings in Quarter 4
100100	Angell	64.7	54.2	2.98	2.98	\$11.89	\$5,479	\$5,979
100300	Columbia Basin	66.1	54.8	3.03	3.04	\$11.61	\$5,266	\$5,766
100400	Curlew	65.1	53.8	3.01	3.01	\$12.22	\$5,628	\$6,128
100500	Fort Simcoe	67.5	55.9	3.06	3.00	\$11.94	\$5,500	\$6,000
100600	Centennial	64.0	53.2	2.94	3.04	\$11.35	\$5,223	\$5,723
100700	Springdale	66.4	55.7	3.00	3.08	\$11.34	\$4,883	\$5,383
100800	Timber Lake	67.2	55.7	3.08	3.02	\$12.07	\$5,489	\$5,989
100900	Tongue Point	66.3	55.1	3.00	3.07	\$12.13	\$5,447	\$5,947
101000	Wolf Creek	64.9	53.5	2.99	3.04	\$11.93	\$5,457	\$5,957
101100	Alaska	68.6	57.7	3.13	3.07	\$11.95	\$5,362	\$5,862
1	Boston Region	65.2	55.4	3.91	3.67	\$11.14	\$4,968	\$5,468
2	Philadelphia Region	64.9	55.0	3.00	3.02	\$11.02	\$5,011	\$5,511
3	Atlanta Region	63.5	54.1	2.96	2.98	\$10.58	\$4,862	\$5,362
4	Dallas Region	63.5	53.5	3.03	2.98	\$10.88	\$5,011	\$5,511
5	Chicago Region	63.5	53.7	2.96	2.99	\$10.93	\$4,989	\$5,489
6	San Francisco Region	66.0	55.4	3.05	3.03	\$11.47	\$5,149	\$5,649

**Center Model
PY 2016 HSD/HSE Attainment Rate Model Worksheet
National Total***

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Age 16 at Enrollment	13.7	13.7	0.0	-0.0839	0.0000
% Age 17 at Enrollment	19.9	19.9	0.0	-0.0767	0.0000
% Age 18 at Enrollment	22.0	22.0	0.0	-0.0466	0.0000
% Completed Grade 8 or Below at Enrollment	19.7	19.7	0.0	-0.2216	0.0000
% Completed Grade 9 at Enrollment	25.5	25.5	0.0	-0.1826	0.0000
% Completed Grade 10 at Enrollment	26.7	26.7	0.0	-0.1510	0.0000
% Completed Grade 11 at Enrollment	25.1	25.1	0.0	-0.1034	0.0000
Initial TABE					
% Initial Reading TABE Grade Level < 5	23.7	23.7	0.0	-0.1529	0.0000
% Initial Reading TABE Grade Level 5-6	32.8	32.8	0.0	-0.1248	0.0000
% Initial Reading TABE Grade Level 7-8	19.6	19.6	0.0	-0.0858	0.0000
% Initial Reading TABE Grade Level 9-10	16.5	16.5	0.0	-0.0480	0.0000
% Initial Math TABE Grade Level < 3	4.6	4.6	0.0	-0.2299	0.0000
% Initial Math TABE Grade Level 3-4	30.1	30.1	0.0	-0.1444	0.0000
% Initial Math TABE Grade Level 5-6	35.3	35.3	0.0	-0.1068	0.0000
% Initial Math TABE Grade Level 7-8	18.0	18.0	0.0	-0.0574	0.0000
				Subtotal	0.0
				HSE Test Adjustment	0.0
				National Goal	65.0%
				Model Adjusted Goal	65.0%

*Excluding centers in Puerto Rico

**Center Model
 PY 2016 HSD/HSE Attainment Rate Model Worksheet
 Puerto Rican Centers**

Local Adjustment Factors	(1) Center Average	(2) Puerto Rican Center Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 8 or Below at Enrollment	25.8	25.8	0.0	-0.1064	0.0000
% Completed Grade 9 at Enrollment	44.4	44.4	0.0	-0.0938	
Initial TABE Español					
% Initial Math TABE Grade Level < 5	66.9	66.9	0.0	-0.0962	0.0000
				Subtotal	0.0
				Supplemental Adjustment	0.0
				National Goal	65.0%
				Model Adjusted Goal	65.0%

**Center Model
 PY 2016 Combination HSD/HSE/CTT Attainment Rate Model Worksheet
 National Total***

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Age 16 or 17 at Enrollment	33.6	33.6	0.0	-0.0786	0.0000
% Age 18 at Enrollment	22.0	22.0	0.0	-0.0524	0.0000
% Completed Grade 8 or Below at Enrollment	19.7	19.7	0.0	-0.2099	0.0000
% Completed Grade 9 at Enrollment	25.5	25.5	0.0	-0.1820	0.0000
% Completed Grade 10 at Enrollment	26.7	26.7	0.0	-0.1555	0.0000
% Completed Grade 11 at Enrollment	25.1	25.1	0.0	-0.1124	0.0000
Initial TABE					
% Initial Reading TABE Grade Level < 5	23.7	23.7	0.0	-0.0931	0.0000
% Initial Reading TABE Grade Level 5-6	32.8	32.8	0.0	-0.0785	0.0000
% Initial Reading TABE Grade Level 7-8	19.6	19.6	0.0	-0.0500	0.0000
% Initial Reading TABE Grade Level 9-10	16.5	16.5	0.0	-0.0245	0.0000
% Initial Math TABE Grade Level < 3	4.6	4.6	0.0	-0.1605	0.0000
% Initial Math TABE Grade Level 3-4	30.1	30.1	0.0	-0.0784	0.0000
% Initial Math TABE Grade Level 5-6	35.3	35.3	0.0	-0.0536	0.0000
% Initial Math TABE Grade Level 7-8	18.0	18.0	0.0	-0.0303	0.0000
				Subtotal	0.0
				HSE Test Adjustment	0.0
				National Goal	55.0%
				Model Adjusted Goal	55.0%

*Excluding centers in Puerto Rico

**Center Model
 PY 2016 Combination HSD/HSE/CTT Attainment Rate Model Worksheet
 Puerto Rican Centers**

Local Adjustment Factors	(1) Center Average	(2) Puerto Rican Center Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 9 or Below at Enrollment	70.2	70.2	0.0	-0.0693	0.0000
Initial TABE Español					
% Initial Math TABE Grade Level < 5	66.9	66.9	0.0	-0.0878	0.0000
				Subtotal	0.0
				Supplemental Adjustment	0.0
				National Goal	55.0%
				Model Adjusted Goal	55.0%

**Center Model
PY 2016 Average Literacy Gain Model Worksheet
National Total***

Local Adjustment Factors	(1) Center Average	(2) National Average*	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 8 or Below at Enrollment	15.4	15.4	0.0	-0.0032	0.0000
% Completed Grade 9 at Enrollment	18.6	18.6	0.0	-0.0015	0.0000
% Completed Grade 10-11 at Enrollment	35.1	35.1	0.0	-0.0011	0.0000
% Initial Reading TABE Grade Level < 2	3.6	3.6	0.0	0.0157	0.0000
% Initial Reading TABE Grade Level 2-3	15.7	15.7	0.0	0.0105	0.0000
% Initial Reading TABE Grade Level 4	14.3	14.3	0.0	0.0059	0.0000
% Initial Reading TABE Grade Level 5-6	49.9	49.9	0.0	0.0046	0.0000
% Initial Math TABE Grade Level < 3	6.1	6.1	0.0	-0.0155	0.0000
% Initial Math TABE Grade Level 3-4	38.4	38.4	0.0	-0.0105	0.0000
% Initial Math TABE Grade Level 5-6	37.0	37.0	0.0	-0.0067	0.0000
% Initial Math TABE Grade Level 7-8	13.5	13.5	0.0	-0.0037	0.0000
				Subtotal	0.00
				National Goal	3.00
				Model Adjusted Goal	3.00

*Excluding centers in Puerto Rico

**Center Model
 PY 2016 Average Literacy Gain Model Worksheet
 Centers in Puerto Rico**

Local Adjustment Factors	(1) Center Average	(2) Average for Centers in Puerto Rico	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Initial Reading TABE Grade Level < 2	11.3	11.3	0.0	0.0457	0.0000
% Initial Reading TABE Grade Level 2-3	57.7	57.7	0.0	0.0433	0.0000
% Initial Reading TABE Grade Level 4	10.9	10.9	0.0	0.0320	0.0000
% Initial Reading TABE Grade Level 5-6	15.8	15.8	0.0	0.0212	0.0000
				Subtotal	0.00
				Supplemental TABE Adjustment	0.00
				National Goal	3.00
				Model Adjusted Goal	3.00

**Center Model
PY 2016 Average Numeracy Gain Model Worksheet
National Total***

Local Adjustment Factors	(1) Center Average	(2) National Average*	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 8 or Below at Enrollment	14.4	14.4	0.0	-0.0035	0.0000
% Completed Grade 9 at Enrollment	17.6	17.6	0.0	-0.0028	0.0000
% Completed Grade 10 at Enrollment	17.7	17.7	0.0	-0.0023	0.0000
% Completed Grade 11 at Enrollment	17.1	17.1	0.0	-0.0019	0.0000
% Initial Math TABE Grade Level < 3	5.0	5.0	0.0	0.0027	0.0000
% Initial Math TABE Grade Level 3-4	33.7	33.7	0.0	0.0019	0.0000
% Initial Math TABE Grade Level 5-6	43.5	43.5	0.0	0.0021	0.0000
% Initial Reading TABE Grade Level < 5	25.3	25.3	0.0	-0.0064	0.0000
% Initial Reading TABE Grade Level 5-6	35.0	35.0	0.0	-0.0057	0.0000
% Initial Reading TABE Grade Level 7-8	19.9	19.9	0.0	-0.0047	0.0000
% Initial Reading TABE Grade Level 9-10	14.7	14.7	0.0	-0.0028	0.0000
				Subtotal	0.00
				National Goal	3.00
				Model Adjusted Goal	3.00

*Excluding centers in Puerto Rico

**Center Model
 PY 2016 Average Numeracy Gain Model Worksheet
 Centers in Puerto Rico**

Local Adjustment Factors	(1) Center Average	(2) Average for Centers in Puerto Rico	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Initial Math TABE Grade Level < 3	13.3	13.3	0.0	0.0285	0.0000
% Initial Math TABE Grade Level 3-4	50.3	50.3	0.0	0.0222	0.0000
% Initial Math TABE Grade Level 5-6	29.2	29.2	0.0	0.0113	0.0000
				Subtotal	0.00
				Supplemental TABE Adjustment	0.00
				National Goal	3.00
				Model Adjusted Goal	3.00

**Center Model
PY 2016 Graduate Average Wage Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	19.6	19.6	0.0	0.1202	0.0000
% High School Diploma or GED at Enrollment	47.1	47.1	0.0	0.0032	0.0000
% Initial Reading TABE Grade Level 8-9	22.2	22.2	0.0	0.0014	0.0000
% Initial Reading TABE Grade Level 10-11	15.3	15.3	0.0	0.0022	0.0000
% Initial Reading TABE Grade Level 12	10.8	10.8	0.0	0.0029	0.0000
% Initial Math TABE Grade Level 6-7	26.1	26.1	0.0	0.0027	0.0000
% Initial Math TABE Grade Level 8-9	14.0	14.0	0.0	0.0046	0.0000
% Initial Math TABE Grade Level 10-11	9.0	9.0	0.0	0.0061	0.0000
% Initial Math TABE Grade Level 12	8.1	8.1	0.0	0.0083	0.0000
% Training in Advanced Manufacturing	6.9	6.9	0.0	0.0141	0.0000
% Training in Construction	24.9	24.9	0.0	0.0046	0.0000
% Training in Finance and Business	10.4	10.4	0.0	-0.0088	0.0000
% Training in Health Care	29.6	29.6	0.0	-0.0058	0.0000
% Training in Hospitality	9.9	9.9	0.0	-0.0103	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.0064	0.0000
% Training in Retail Sales and Services	0.7	0.7	0.0	-0.0068	0.0000
% Training in Transportation	4.0	4.0	0.0	0.0096	0.0000
% Training in Other Industry	12.5	12.5	0.0	-0.0031	0.0000
Average Wage in All Industries in County (\$1,000's)	49.1	49.1	0.0	0.0298	0.0000
% Placed in Job in State With High Minimum Wage	25.0	25.0	0.0	0.0079	0.0000
Average Percent of Families in Poverty in County	12.3	12.3	0.0	-0.0597	0.0000
				Subtotal	0.00
				National Goal	\$11.00
				Model Adjusted Goal	\$11.00

Attachment 10

**PY 2016 CTS Provider Goals for Graduate Average Wage,
Graduate and Former Enrollee Average Earnings in Quarter 2, and
Graduate Average Earnings in Quarter 4**

CTS Provider			Graduate Average Wage	Graduate and Former Enrollee Average Earnings in Quarter 2	Graduate Average Earnings in Quarter 4
National Goals			\$11.00	\$5,000	\$5,500
01	CTCSNH	NEW HAVE OA	\$11.50	\$5,074	\$5,574
01	CTETHA	HARTFORD JCC	\$11.95	\$5,191	\$5,691
01	ENCHPI	NEW ENGLAND	\$11.59	\$5,223	\$5,723
01	MAAAFD	FT DEVENS JC	\$11.85	\$5,340	\$5,840
01	MAAAGR	GRAFTON OA J	\$11.56	\$5,117	\$5,617
01	MAAETO	WESTOVER JCC	\$11.79	\$5,170	\$5,670
01	MECSLO	LORING	\$11.42	\$5,181	\$5,681
01	MECSPE	PENOBSCOT OA	\$10.95	\$5,011	\$5,511
01	NJRCED	EDISON JCC	\$11.39	\$4,957	\$5,457
01	NYAADV	D VALLEY CTS	\$11.31	\$4,904	\$5,404
01	NYAAGL	GLENMONT OAC	\$11.44	\$4,989	\$5,489
01	NYCHNJ	NW/NJ CHP	\$11.47	\$5,117	\$5,617
01	NYETIR	IROQUOIS ETR	\$11.69	\$5,234	\$5,734
01	NYETON	ONEONTA JCC	\$11.47	\$5,170	\$5,670
01	NYGACA	CASSADAGA JC	\$11.16	\$5,011	\$5,511
01	NYJPBR	BROOKLYN OA&	\$11.55	\$5,106	\$5,606
01	PRJPPR	RSCARE PR/VI	\$9.41	\$4,234	\$4,734
01	RIAAEX	EXETER OA JC	\$11.24	\$5,011	\$5,511
01	VTCHNO	NORTHLANDS	\$11.84	\$5,394	\$5,894
02	DCCHPO	POTOMAC JCC	\$11.70	\$5,128	\$5,628
02	DEMTWI	WILMINGTON	\$10.94	\$4,862	\$5,362
02	KYINTG	KENTUCKY OAC	\$10.92	\$4,989	\$5,489
02	MDAAWS	WOODSTOCK JC	\$11.29	\$5,021	\$5,521
02	PAAARR	RED ROCK	\$10.87	\$4,936	\$5,436
02	PAJPPH	PHILA JCC	\$10.91	\$4,745	\$5,245
02	PAOMPB	PITTS OMG	\$11.01	\$4,968	\$5,468
02	VAIN00	VI INSGTS	\$11.20	\$5,138	\$5,638
02	WVHYCH	CHARLESTON	\$10.97	\$4,989	\$5,489
03	ALAB00	ALABAMA ABC	\$10.58	\$4,851	\$5,351
03	FLCSJC	FLORIDA CSI	\$10.72	\$4,851	\$5,351

CTS Provider			Graduate Average Wage	Graduate and Former Enrollee Average Earnings in Quarter 2	Graduate Average Earnings in Quarter 4
03	FLOMPC	PINELLAS OMG	\$10.97	\$4,926	\$5,426
03	GACHP0	GEORGIA CHP	\$10.57	\$4,798	\$5,298
03	MSJP00	MS JP OACTS	\$10.12	\$4,681	\$5,181
03	MSJPBA	FINCH-HENRY	\$10.13	\$4,745	\$5,245
03	NCWE00	NC OA/CTS	\$10.85	\$4,979	\$5,479
03	SCAEBAB	BAMBERG	\$10.81	\$5,074	\$5,574
03	TNCP00	TN OACTS CHP	\$10.82	\$5,032	\$5,532
04	ARWE00	ARKANSAS WEN	\$10.70	\$4,915	\$5,415
04	CESINT	N TX CESI	\$10.92	\$4,947	\$5,447
04	COCHWY	CO/WY CHP	\$11.24	\$5,234	\$5,734
04	LADSCV	CARVILLE JCC	\$10.86	\$5,181	\$5,681
04	LAMNSP	SHREVEPORT	\$10.09	\$4,596	\$5,096
04	LAOMNO	NEW ORLEANS	\$10.69	\$4,713	\$5,213
04	NDJPBU	BURDICK OA&P	\$11.15	\$5,255	\$5,755
04	NMDJAB	ALBUQUERQUE	\$10.64	\$4,904	\$5,404
04	OKJPOC	GUTHRIE JCC	\$10.65	\$4,947	\$5,447
04	OKJPTL	TALKING LEAV	\$9.92	\$4,521	\$5,021
04	OKRCTU	TULSA JCC	\$10.51	\$4,734	\$5,234
04	SDDS00	S. DAKOTA	\$11.49	\$5,245	\$5,745
04	TXJPCR	DL CARRASCO	\$9.92	\$4,500	\$5,000
04	TXJPLA	LAREDO JCC	\$8.94	\$4,096	\$4,596
04	TXMTGY	MTC GARY JCC	\$11.06	\$5,011	\$5,511
04	UTMTMT	UT/MT OA/CTS	\$11.07	\$5,191	\$5,691
05	ILDSCH	IL/WI DESI	\$11.37	\$5,160	\$5,660
05	INABC0	IN ABC OA/CT	\$10.78	\$4,957	\$5,457
05	IOWMTC	IOWA OACTS	\$11.14	\$5,160	\$5,660
05	KSJPFH	FLINT HILLS	\$10.80	\$4,947	\$5,447
05	MIOM00	MICHIGAN OA	\$10.51	\$4,787	\$5,287
05	MNMTHH	HHJCC OACTS	\$11.32	\$4,979	\$5,479
05	MOAASL	ST. LOUIS	\$10.98	\$5,106	\$5,606
05	MODS00	MO DESI OA/C	\$10.68	\$5,085	\$5,585
05	MOMIKC	EXCL SPRINGS	\$10.99	\$5,000	\$5,500
05	NECH35	NE OACTS CHP	\$11.24	\$5,287	\$5,787
05	OHDS00	OHIO DESI	\$10.82	\$4,819	\$5,319
06	AKCEAK	ALASKA JCC	\$11.89	\$5,372	\$5,872
06	AZEMPX	PHOENIX CTS	\$10.73	\$4,840	\$5,340

CTS Provider			Graduate Average Wage	Graduate and Former Enrollee Average Earnings in Quarter 2	Graduate Average Earnings in Quarter 4
06	AZJPFA	FRED ACOSTA	\$10.63	\$4,798	\$5,298
06	CAAATI	TREASURE ISL	\$11.72	\$5,085	\$5,585
06	CAJPIE	INL. EMPIRE	\$11.42	\$5,021	\$5,521
06	CAJPLA	LA JCC	\$11.63	\$5,181	\$5,681
06	CAJPSD	S. DIEGO JCC	\$11.81	\$5,245	\$5,745
06	CAJPSJ	SAN JOSE JCC	\$11.75	\$5,287	\$5,787
06	CAMJSM	SACRAMENTO	\$11.84	\$5,255	\$5,755
06	CAOMLB	LONG BEACH	\$11.63	\$5,234	\$5,734
06	HIJPHI	HAWAII JCC	\$10.93	\$4,915	\$5,415
06	NVJPSN	SN NEV JCC	\$10.69	\$4,915	\$5,415
06	NWDESI	NW DESI OA/C	\$11.75	\$5,340	\$5,840
01	Boston Region		\$11.24	\$4,984	\$5,484
02	Philadelphia Region		\$11.09	\$4,995	\$5,495
03	Atlanta Region		\$10.63	\$4,878	\$5,378
04	Dallas Region		\$10.75	\$4,943	\$5,443
05	Chicago Region		\$10.98	\$5,004	\$5,504
06	San Francisco Region		\$11.48	\$5,184	\$5,684

**CTS Provider Model
PY 2016 Graduate Wage Model Worksheet
National Total**

Local Adjustment Factors	(1) Agency Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Separation	20.5	20.5	0.0	0.1661	0.0000
% High School Diploma or GED at Separation	97.4	97.4	0.0	0.0043	0.0000
% Vocational Completion at Separation	95.3	95.3	0.0	0.0060	0.0000
% Reading TABE Grade Level 8-9 at Separation	31.7	31.7	0.0	0.0010	0.0000
% Reading TABE Grade Level 10-11 at Separation	30.1	30.1	0.0	0.0031	0.0000
% Reading TABE Grade Level 12 at Separation	22.4	22.4	0.0	0.0032	0.0000
% Math TABE Grade Level 8-9 at Separation	26.5	26.5	0.0	0.0023	0.0000
% Math TABE Grade Level 10-11 at Separation	26.0	26.0	0.0	0.0048	0.0000
% Math TABE Grade Level 12 at Separation	22.8	22.8	0.0	0.0064	0.0000
% Training in Advanced Manufacturing	6.9	6.9	0.0	0.0146	0.0000
% Training in Construction	24.9	24.9	0.0	0.0043	0.0000
% Training in Finance and Business	10.4	10.4	0.0	-0.0088	0.0000
% Training in Health Care	29.6	29.6	0.0	-0.0054	0.0000
% Training in Hospitality	9.9	9.9	0.0	-0.0102	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.0068	0.0000
% Training in Retail Sales and Services	0.7	0.7	0.0	-0.0078	0.0000
% Training in Transportation	4.0	4.0	0.0	0.0094	0.0000
% Training in Other Industry	12.5	12.5	0.0	-0.0029	0.0000
Average Wage in All Industries in County (\$1,000's)	49.1	49.1	0.0	0.0294	0.0000
% Placed in Job in State With High Minimum Wage	25.0	25.0	0.0	0.0076	0.0000
Average Percent of Families in Poverty in County	12.3	12.3	0.0	-0.0660	0.0000
				Subtotal	0.00
				National Goal	\$11.00
				Model Adjusted Goal	\$11.00

Attachment 11

**PY 2016 CTT Report Card Goals for CTT Average Hourly Wage,
CTT Completer JTM Average Hourly Wage, CTT Completer Average Earnings in
Quarter 2, and CTT Completer Average Earnings in Quarter 4**

Center		CTT Completer Average Hourly Wage	CTT Completer JTM Average Hourly Wage	CTT Completer Average Earnings in Quarter 2	CTT Completer Average Earnings in Quarter 4
	National Goals	\$11.20	\$11.60	\$5,300	\$5,600
10100	Grafton	\$11.70	\$12.10	\$5,428	\$5,728
10200	Northlands	\$11.99	\$12.39	\$5,651	\$5,951
10300	Penobscot	\$11.24	\$11.64	\$5,321	\$5,621
10400	Westover	\$11.72	\$12.12	\$5,449	\$5,749
10500	New Haven	\$11.65	\$12.05	\$5,343	\$5,643
10600	Loring	\$11.63	\$12.03	\$5,502	\$5,802
10700	Shriver	\$11.94	\$12.34	\$5,609	\$5,909
10800	Exeter	\$11.41	\$11.81	\$5,300	\$5,600
10900	Hartford	\$12.02	\$12.42	\$5,502	\$5,802
11000	New Hampshire	\$11.70	\$12.10	\$5,460	\$5,760
20100	Arecibo	\$9.48	\$9.88	\$4,257	\$4,557
20200	Barranquitas	\$8.88	\$9.28	\$4,236	\$4,536
20300	Cassadaga	\$11.39	\$11.79	\$5,321	\$5,621
20400	Delaware Valley	\$11.28	\$11.68	\$5,268	\$5,568
20500	Edison	\$11.54	\$11.94	\$5,343	\$5,643
20700	Glenmont	\$11.45	\$11.85	\$5,279	\$5,579
20800	Iroquois	\$11.62	\$12.02	\$5,428	\$5,728
20900	Oneonta	\$11.81	\$12.21	\$5,577	\$5,877
21000	Ramey	\$9.03	\$9.43	\$4,343	\$4,643
21100	South Bronx	\$11.61	\$12.01	\$5,343	\$5,643
30100	Blue Ridge	\$10.92	\$11.32	\$5,013	\$5,313
30200	Charleston	\$11.11	\$11.51	\$5,226	\$5,526
30400	Flatwoods	\$12.22	\$12.62	\$5,960	\$6,260
30500	Harpers Ferry	\$11.49	\$11.89	\$5,428	\$5,728
30600	Keystone	\$11.09	\$11.49	\$5,172	\$5,472
30700	Old Dominion	\$11.38	\$11.78	\$5,396	\$5,696
30800	Philadelphia	\$11.18	\$11.58	\$5,087	\$5,387
30900	Pittsburgh	\$11.29	\$11.69	\$5,257	\$5,557
31000	Potomac	\$11.53	\$11.93	\$5,289	\$5,589
31100	Red Rock	\$10.92	\$11.32	\$5,226	\$5,526
31200	Woodland	\$11.21	\$11.61	\$5,109	\$5,409

	Center	CTT Completer Average Hourly Wage	CTT Completer JTM Average Hourly Wage	CTT Completer Average Earnings in Quarter 2	CTT Completer Average Earnings in Quarter 4
31300	Woodstock	\$11.50	\$11.90	\$5,417	\$5,717
31500	Carl D. Perkins	\$10.92	\$11.32	\$5,194	\$5,494
31600	Earle C. Clements	\$11.19	\$11.59	\$5,470	\$5,770
31700	Frenchburg	\$10.99	\$11.39	\$5,226	\$5,526
31800	Great Onyx	\$11.22	\$11.62	\$5,523	\$5,823
31900	Pine Knot	\$11.38	\$11.78	\$5,502	\$5,802
32000	Whitney M. Young	\$10.95	\$11.35	\$5,151	\$5,451
32100	Muhlenberg	\$11.24	\$11.64	\$5,491	\$5,791
32200	Wilmington	\$11.14	\$11.54	\$5,119	\$5,419
40100	Atlanta	\$10.57	\$10.97	\$4,928	\$5,228
40200	Bamberg	\$11.11	\$11.51	\$5,460	\$5,760
40300	Finch-Henry	\$10.32	\$10.72	\$5,183	\$5,483
40400	Brunswick	\$10.67	\$11.07	\$5,055	\$5,355
40800	Gainesville	\$10.74	\$11.14	\$5,119	\$5,419
41000	Gulfport	\$10.13	\$10.53	\$4,832	\$5,132
41100	Jacksonville	\$11.06	\$11.46	\$5,194	\$5,494
41200	Jacobs Creek	\$11.38	\$11.78	\$5,523	\$5,823
41300	Kittrell	\$10.69	\$11.09	\$4,949	\$5,249
41500	Lyndon Johnson	\$11.00	\$11.40	\$5,374	\$5,674
41600	Miami	\$10.67	\$11.07	\$5,045	\$5,345
41700	Mississippi	\$10.55	\$10.95	\$4,960	\$5,260
41800	Oconaluftee	\$11.12	\$11.52	\$5,396	\$5,696
42000	Schenck	\$11.43	\$11.83	\$5,640	\$5,940
42100	Turner	\$10.85	\$11.25	\$5,268	\$5,568
42400	Gadsden	\$10.55	\$10.95	\$4,981	\$5,281
42500	BL Hooks/Memphis	\$10.94	\$11.34	\$5,268	\$5,568
42600	Montgomery	\$10.66	\$11.06	\$5,140	\$5,440
42800	Pinellas County	\$11.04	\$11.44	\$5,257	\$5,557
50100	Atterbury	\$10.96	\$11.36	\$5,257	\$5,557
50200	Blackwell	\$11.78	\$12.18	\$5,683	\$5,983
50300	Cincinnati	\$11.10	\$11.50	\$5,183	\$5,483
50400	Cleveland	\$10.86	\$11.26	\$5,045	\$5,345
50500	Dayton	\$10.81	\$11.21	\$5,130	\$5,430
50600	Detroit	\$10.58	\$10.98	\$5,045	\$5,345
50700	Golconda	\$12.02	\$12.42	\$5,821	\$6,121
50800	Gerald R. Ford	\$10.45	\$10.85	\$4,960	\$5,260
50900	Hubert H. Humphrey	\$11.26	\$11.66	\$5,140	\$5,440
51000	Joliet	\$11.28	\$11.68	\$5,257	\$5,557

December 21, 2016

	Center	CTT Completer Average Hourly Wage	CTT Completer JTM Average Hourly Wage	CTT Completer Average Earnings in Quarter 2	CTT Completer Average Earnings in Quarter 4
51100	Flint/Genesee	\$10.72	\$11.12	\$5,013	\$5,313
51200	Paul Simon Chicago	\$11.64	\$12.04	\$5,460	\$5,760
51300	Milwaukee	\$11.32	\$11.72	\$5,619	\$5,919
51400	Ottumwa	\$11.48	\$11.88	\$5,545	\$5,845
60100	Albuquerque	\$11.15	\$11.55	\$5,374	\$5,674
60200	Cass	\$11.60	\$12.00	\$5,630	\$5,930
60300	David Carrasco	\$10.16	\$10.56	\$4,928	\$5,228
60400	Gary	\$11.49	\$11.89	\$5,417	\$5,717
60500	Guthrie	\$10.99	\$11.39	\$5,343	\$5,643
60600	Laredo	\$9.29	\$9.69	\$4,502	\$4,802
60700	Little Rock	\$10.66	\$11.06	\$5,023	\$5,323
60800	North Texas	\$11.10	\$11.50	\$5,226	\$5,526
60900	New Orleans	\$10.77	\$11.17	\$4,981	\$5,281
61100	Roswell	\$10.37	\$10.77	\$5,013	\$5,313
61200	Shreveport	\$10.22	\$10.62	\$4,949	\$5,249
61300	Talking Leaves	\$10.16	\$10.56	\$4,917	\$5,217
61500	Tulsa	\$10.96	\$11.36	\$5,151	\$5,451
61600	Carville	\$11.02	\$11.42	\$5,396	\$5,696
61700	Wind River	\$10.75	\$11.15	\$5,130	\$5,430
70100	Denison	\$11.18	\$11.58	\$5,279	\$5,579
70200	Excelsior Springs	\$11.08	\$11.48	\$5,311	\$5,611
70300	Mingo	\$11.29	\$11.69	\$5,449	\$5,749
70400	Pine Ridge	\$11.64	\$12.04	\$5,683	\$5,983
70500	St Louis	\$11.19	\$11.59	\$5,364	\$5,664
70600	Flint Hills	\$11.05	\$11.45	\$5,289	\$5,589
80100	Anaconda	\$11.71	\$12.11	\$5,757	\$6,057
80200	Boxelder	\$11.62	\$12.02	\$5,449	\$5,749
80300	Clearfield	\$11.44	\$11.84	\$5,545	\$5,845
80400	Collbran	\$11.50	\$11.90	\$5,534	\$5,834
80500	Kicking Horse	\$10.90	\$11.30	\$5,172	\$5,472
80600	Trapper Creek	\$11.67	\$12.07	\$5,428	\$5,728
80700	Weber Basin	\$11.28	\$11.68	\$5,566	\$5,866
80800	Quentin Burdick	\$11.25	\$11.65	\$5,523	\$5,823
90100	Hawaii	\$11.03	\$11.43	\$5,162	\$5,462
90200	Inland Empire	\$11.55	\$11.95	\$5,300	\$5,600
90300	Los Angeles	\$11.76	\$12.16	\$5,396	\$5,696
90400	Phoenix	\$10.85	\$11.25	\$5,162	\$5,462
90500	Sacramento	\$11.98	\$12.38	\$5,545	\$5,845

December 21, 2016

Center		CTT Completer Average Hourly Wage	CTT Completer JTM Average Hourly Wage	CTT Completer Average Earnings in Quarter 2	CTT Completer Average Earnings in Quarter 4
90600	San Diego	\$11.92	\$12.32	\$5,481	\$5,781
90700	San Jose	\$12.03	\$12.43	\$5,598	\$5,898
90800	Sierra Nevada	\$10.90	\$11.30	\$5,215	\$5,515
90900	Treasure Island	\$11.78	\$12.18	\$5,279	\$5,579
91000	Fred G. Acosta	\$10.83	\$11.23	\$5,130	\$5,430
91100	Long Beach	\$11.64	\$12.04	\$5,385	\$5,685
100100	Angell	\$12.09	\$12.49	\$5,779	\$6,079
100300	Columbia Basin	\$11.81	\$12.21	\$5,566	\$5,866
100400	Curlew	\$12.42	\$12.82	\$5,928	\$6,228
100500	Fort Simcoe	\$12.14	\$12.54	\$5,800	\$6,100
100600	Centennial	\$11.55	\$11.95	\$5,523	\$5,823
100700	Springdale	\$11.54	\$11.94	\$5,183	\$5,483
100800	Timber Lake	\$12.27	\$12.67	\$5,789	\$6,089
100900	Tongue Point	\$12.33	\$12.73	\$5,747	\$6,047
101000	Wolf Creek	\$12.13	\$12.53	\$5,757	\$6,057
101100	Alaska	\$12.15	\$12.55	\$5,662	\$5,962
1	Boston Region Total	\$11.34	\$11.74	\$5,268	\$5,568
2	Philadelphia Region Total	\$11.22	\$11.62	\$5,311	\$5,611
3	Atlanta Region Total	\$10.78	\$11.18	\$5,162	\$5,462
4	Dallas Region Total	\$11.08	\$11.48	\$5,311	\$5,611
5	Chicago Region Total	\$11.13	\$11.53	\$5,289	\$5,589
6	San Francisco Region Total	\$11.67	\$12.07	\$5,449	\$5,749