

**APPENDIX 501**  
**POLICIES AND PROCEDURES FOR JOB CORPS’**  
**PROGRAM YEAR 2016**  
**PERFORMANCE MANAGEMENT SYSTEM**  
**INTRODUCTION**

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**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 Program Year (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
- 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, Office of Management and Budget (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 Performance Improvement Plan (PIP) graduation evaluations.

### **Implications of Workforce Innovation Opportunity Act (WIOA) on PY 2016 OMS**

WIOA stipulates that all youth training programs, including Job Corps, uses 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 one 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 of employment (Measurable Skill Gains Rate)
- (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 Workforce Investment Act (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 Period (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 Industry-Recognized Credentials (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 (ZT) 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 the 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 (ROCA) 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.

	<b>Average Earnings in Quarter 2 After Exit</b>	<b>Average Earnings in Quarter 2 After Exit</b>
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 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%	<b>42.0%</b>
Measure 2	54%	60%	90%	25%	<b>22.5%</b>
Measure 3	90%	95%	95%	35%	<b>33.3%</b>
<b>Formulas:</b> *Actual Performance / Goal = % of Goal Achieved **% of Goal Achieved x Weight = Rating ***Sum of Ratings = Overall Report Card Rating					<b>97.8% Overall Report Card Rating***</b>

**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 (ZT) 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 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 in 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 MSWR early “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 in 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 1) 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 one year to two 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 two full years based upon the Average Length of Stay (ALOS) for all students and graduates, as well as time required for students to populate the long-term placement pools. The two-year grace period is calculated from the start date of the contract, not when the center enrolls its first student. Performance outcome data will still be captured in the CIS as students enter and are separated, but the center will not be held accountable for purposes of OMS, Performance-Based Service Contracting (PBSC), and Automated Past Effectiveness.

### 2. **Policy for Crediting Transfers to Advanced Training (AT) Programs**

Job Corps offers both basic and advanced CTT programs. 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 Advanced Career Training (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
  - ✓ 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 postsecondary 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 postsecondary 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 postsecondary 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 wage rate to record the salary of Job Corps students placed in the military. This rate applies for all students who enter the military during their initial placement (or as a placement upgrade). Standardized weekly earnings rates are also used for students who are enlisted in the military in the second quarter after exit (Quarter 2) and the fourth quarter after exit (Quarter 4).

Beginning January 1, 2017, Job Corps uses a standardized hourly wage rate of \$16.61 for initial placements in the military, a standardized weekly earnings rate of \$692.10 for military placement in the second quarter after exit, and a standardized weekly earnings rate of \$736.75 for military placement in the fourth quarter after exit.

To develop the standardized military hourly wage at initial placement, the estimated gross annual earnings is calculated by summing the gross annual basic pay for E-1 enlistees at entry (<4 months), the annual initial clothing allowance (weighted by the most recent CY student placements across military branch and gender), the annual subsistence allowance, the estimated value of the house services received, plus the tax-value of the latter three benefits. The total adjusted gross amount is divided by 2,080 hours to yield an average wage at initial placement.

The annual gross values for all components, except basic pay, remain the same in calculating the standardized military wage at initial placement and for the second and fourth quarters after exit. In calculating weekly earnings at Quarter 2 after exit, the value for basic pay for E-1 enlistees active for 4 or more months is used (since Quarter 2 falls during months 4, 5 and 6 after exit). For the Quarter 4 after exit weekly earnings calculation, the value for basic pay for E-2 enlistees is used as most enlistees are promoted to E-2 after 6 months of service (since Quarter 4 falls during months 10, 11 and 12 after exit).

Beginning January 2017 the standardized military hourly wage and weekly earnings at Quarter 2 and Quarter 4 after exit used by Job Corps will be adjusted annually to reflect the most current military compensation levels typically updated at the start of the calendar year. The annual adjustments will account for the military base pay percentage increases determined by the House Armed Services Committee as well as increases in the allowances rates. The annual military hourly wage at initial placement and Quarter 2 and Quarter 4 weekly earnings values will be shared with the Job Corps community via a PRH Change Notice or a Program Information Notice at the beginning of each calendar year.

**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 Quarters 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 Quarters 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
- 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 Quarters 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 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
<b>Direct Center Services – 45%</b>					
High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate*	<u>No. of Students who attain either an HSD or HSE</u> No. of Students without an HSD or HSE at entry	65%	65%	15%	15%
Career Technical Training (CTT) Completion Rate	<u>No. of Students who complete a Career Technical Training program</u> 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*	No. of Students who complete a Career Technical Training program and <u>attain either an HSD or HSE</u> No. of Students without an HSD or HSE at entry	55%	55%	5%	5%
Average Literacy Gain*	Sum of Grade Level Equivalent gains attained on the <u>highest valid subsequent TABE reading test</u> No. of Students who score 552 or lower on the initial TABE reading test and Students who do not take a valid initial reading test during the first 21 calendar days on center	3.00 GLE	3.00 GLE	2.5%	2.5%
Average Numeracy Gain*	Sum of Grade Level Equivalent gains attained on the <u>highest valid subsequent TABE math test</u> No. of Students who score 551 or lower on the initial TABE math test and Students who do not take a valid initial math test during the first 21 calendar days on center	3.00 GLE	3.00 GLE	2.5%	2.5%
Career Technical Training (CTT) Primary Industry-Recognized Credential Attainment Rate	No. of Career Technical Training students who attain an approved, <u>primary industry-recognized credential or complete an NTC program</u> No. of Students Assigned to a Career Technical Training program	65%	82%	10%	10%
<b>Short-Term Career Transition Services – 32.5%</b>					
Career Technical Training Completer Job Training Match (JTM)/Post-secondary Credit Placement Rate	No. of Career Technical Training program completers placed in a <u>training- related job, the military, or post-secondary education/training</u> No. 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	<u>No. of Former Enrollees placed in a job, the military, or education/training</u> No. of Former Enrollees whose placement records are due or received	60%	60%	2.5%	2.5%
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, or education/training or <u>who transfer to an Advanced Training program at another center</u> No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	92%	17.5%	17.5%
Graduate Average Hourly Wage at Placement*	<u>Sum of hourly wages of Graduates placed in a job or the military</u> No. of Graduates placed in a job or the military	\$10.50	\$11.00	5%	5%
Graduate Full-Time Job Placement Rate	<u>No. of Graduates placed in a full-time job or the military</u> No. of Graduates placed in a job or the military	75%	75%	2.5%	2.5%
<b>Long-Term Career Transition Services – 22.5%</b>					
Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit	No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/school combination <u>on the Quarter 2 Survey</u> 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	Sum of earnings of Graduates and Former Enrollees who report <u>they are in a job or the military on the Quarter 2 Survey</u> 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 and Former Enrollee Placement Rate in Quarter 4 After Exit	No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/school <u>combination on the Quarter 4 Survey</u> 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	Sum of earnings of Graduates who report they are in a job or the <u>military on the Quarter 4 Survey</u> 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
<b>Quantity/Production – 55%</b>					
Female Arrival Rate	<u>No. of female arrivals</u> Total female contracted quota	100%	<b>100%</b>	27.5%	<b>27.5%</b>
Total Arrival Rate	<u>No. of total arrivals</u> Total contracted quota	100%	<b>100%</b>	27.5%	<b>27.5%</b>
<b>Quality/Commitment – 45%</b>					
Non-Level 1 Zero Tolerance (ZT) Separation Rate	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 <u>code 5.2A within the first 45 calendar days</u> All Student arrivals with the opportunity to stay in the program for at least 45 calendar days	98%	<b>98%</b>	5%	<b>5%</b>
Arrivals With 90-Day Commitment Rate	No. of Students in the pool who stay for <u>90 or more calendar days</u> No. of Student arrivals with the opportunity to stay in the program for at least 90 calendar days	85%	<b>85%</b>	35%	<b>35%</b>
Graduate Rate	<u>No. of Students who separate as Graduates</u> No. of Separated Students	75%	<b>75%</b>	2.5%	<b>2.5%</b>
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, an educational program, or a job/school combination or who transfer to an Advanced Training <u>program at another center</u> No. of Graduates whose initial placement records are due or received or who transfer to an Advanced Training program at another center	90%	<b>92%</b>	2.5%	<b>2.5%</b>
				100%	<b>100%</b>

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

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