



<b>DIRECTIVES:</b> <b>JOB CORPS PROGRAM CHANGE NOTICE NO. 25-05</b>
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**TO:**                    ALL JOB CORPS NATIONAL OFFICE STAFF  
                             ALL JOB CORPS REGIONAL OFFICE STAFF  
                             ALL USDA FOREST SERVICE CENTER DIRECTORS  
                             ALL JOB CORPS CENTER DIRECTORS  
                             ALL JOB CORPS CENTER OPERATORS  
                             ALL JOB CORPS CENTER STAFF  
                             ALL NATIONAL TRAINING AND SUPPORT CONTRACTORS  
                             ALL OUTREACH AND ADMISSIONS CONTRACTORS  
                             ALL CAREER TRANSITION SERVICES CONTRACTORS

**FROM:**                ERIN MCGEE  
                             Administrator  
                             Office of Job Corps

**SUBJECT:**            Policy and Requirements Handbook (PRH) Revision to Appendix  
                             501: Program Year (PY) 2025 Performance Management System

1. Purpose. To transmit the PY 2025 Policy and Requirements Handbook (PRH) Appendix 501 Suite: Introduction, 501a through f and Attachments.
2. Background. Job Corps' Performance Management System, detailed in PRH Appendix 501, evaluates operator performance, provides feedback on performance, supports continuous improvement, fulfills Federal and statutory accountability and reporting obligations, and reflects the Government's priorities and focuses. It also assesses operators' accomplishments and encourages serving students more effectively. These appendices contain the policies governing the five report cards under Job Corps' Outcome Measurement System (OMS): Direct Center Service (DCS) report card for centers, Outreach and Admissions (OA) report card for OA providers, Career Transition Services (CTS) report card for CTS providers, Career Technical Training (CTT) report card for the CTT programs, and Academic Report Card (ARC) for the academic programs. Additionally, it provides the Performance Improvement Plan (PIP) system for centers.

For PY 2025, Job Corps has made only necessary modifications to the OMS that reflect operational actions and policy changes already implemented by the program. These include:

- The new TABE 13/14 test implemented on July 1, 2025 with its lower EFL threshold (from EFL 5 and below to EFL 4 and below) for Mathematics follow-up tests, affecting who enters pools for Numeracy gain measures and lowering the

- goal to EFL 5 for the Numeracy High Average EFL in the Academic Report Card;
- The transition from TABE 11/12 to TABE 13/14 leading to rules and exemptions for students enrolled prior to the transition to test on TABE 13/14;
- The enrollment of CTT One-Way students who are exempted from the HSD/HSE Attainment and learning gain measures pools; and,
- The move to a referral-based system for Former Enrollee transition services that removes them from relevant placement measure pools.

All other measure definitions and goals across all Report Cards remain unchanged. There are no modifications to weights for PY 2025. The PY 2024 model-based goals will also continue to be used for all relevant measures.

3. Explanation of Changes. For PY 2025, Job Corps made minor changes that affect its five OMS Report Cards. The specific changes are detailed below by each Report Card.

### ***DCS Report Card***

For PY 2025, Job Corps made the following changes to the DCS Report Card:

- **HSD/HSE Attainment Rate:** Students who enter Job Corps through a special agreement with a local high school for the purpose of only enrolling in a CTT program while continuing their secondary school coursework at the high school are not included in the pool. These students are identified as “CTT One-Way”.
- **Combination HSD/HSE and CTT Completion Rate:** CTT One-Way students are not included in the pool.
- **Numeracy Gain Rate:** Students whose initial Math TABE 13/14 test places them at Educational Functional Level (EFL) 5 or above are not included in the pool. Under TABE 13/14, the threshold for basic skills deficiency on the Math test shifts from EFL 6 to EFL 5. The threshold is used for determining placement in follow-up academic instruction and for follow-up TABE testing. Students who test EFL 4 or below on the TABE 13/14 Math test will continue to test until they reach the threshold or separate from the program. CTT One-Way students are also not included in the pool.
- **Literacy Gain Rate:** CTT One-Way students are not included in the pool.
- **TABE Testing Policy During Transition from TABE 11/12 to TABE 13/14:** On July 1, 2025, Job Corps transitioned from TABE 11/12 to TABE 13/14. Students who enrolled prior to and were still active on July 1, 2025 and who achieved EFL 5 (for Literacy) or EFL 6 (for Numeracy) on a TABE 11/12 initial or follow-up test will not take the equivalent TABE 13/14 test. All other students who enrolled prior to and who were still active on July 1, 2025 were required to take an initial TABE 13/14 in the area in which they were basic skills deficient, or in the area in which they did not have a valid test. The 21-day window for taking

an initial TABE test was waived for students who enrolled between May 20 and July 25, 2025; this group of students had until August 15, 2025 to take an initial TABE 13/14 test. Students who enrolled on or after July 26, 2025 were required to take the initial TABE 13/14 tests within the regular 21-calendar-day window. Credit will be given based upon the highest gains achieved from either the TABE 11/12 initial and highest follow up test OR the TABE 13/14 initial and highest follow up test. Credits cannot be given for the combined gains from the TABE 11/12 and TABE 13/14 tests.

### ***CTS Report Card***

For PY 2025, Job Corps has modified the definitions of applicable CTS Report Card measures to reflect the January 13, 2025 transition from direct placement service provision to a referral-based system for Former Enrollees. While Former Enrollees were technically removed from the pools of the applicable measures at the time this policy went into effect, the measure descriptions were not changed in PY 2024 as the program year results continued to include Former Enrollees between July 2024 and January 2025. For PY 2025, the seven measures listed below that previously reported outcomes for Graduates and Former Enrollees will now report outcomes only for Graduates:

- Graduate Placement Rate
- Graduate Placement Average Wage
- Graduate Full-Time Quality Placement Rate
- Graduate Placement Rate in Quarter 2 After Exit Quarter
- Graduate Placement Rate in Q4 After Exit Quarter
- Graduate Median Earnings in Quarter 2 After Exit Quarter
- Graduate Employer Retention Rate

### ***Academic Report Card***

For PY 2025, Job Corps made the following changes to the Academic Report Card:

- **HSD/HSE Attainment Rate:** CTT One-Way students are not included in the pool.
- **Average Literacy Gains:** CTT One-Way students are not included in the pool.
- **Literacy Average High EFL:** CTT One-Way students are not included in the pool.
- **Average Numeracy Gains:** Students whose initial Mathematics TABE 13/14 test places them at Educational Functional Level (EFL) 5 or above are not included in the pool. CTT One-Way students are also not included in the pool.
- **Numeracy Average High EFL:** CTT One-Way students are not included in the pool. The goal is lowered to EFL 5 from EFL 6 to reflect the change in the threshold for basic skills deficiency under the TABE 13/14.

- **TABE Testing Policy During Transition from TABE 11/12 to TABE 13/14:**  
On July 1, 2025, Job Corps transitioned from TABE 11/12 to TABE 13/14. Students who enrolled prior to and were still active on July 1, 2025 and who achieved EFL 5 (for Literacy) or EFL 6 (for Numeracy) on a TABE 11/12 initial or follow-up test will not take the equivalent TABE 13/14 test. All other students who enrolled prior to and who were still active on July 1, 2025 were required to take an initial TABE 13/14 in the area in which they were basic skills deficient, or in the area in which they did not have a valid test. The 21-day window for taking an initial TABE test was waived for students who enrolled between May 20 and July 25, 2025; this group of students had until August 15, 2025 to take an initial TABE 13/14 test. Students who enrolled on or after July 26, 2025 were required to take the initial TABE 13/14 tests within the regular 21-calendar-day window. Credit will be given based upon the highest gains achieved from either the TABE 11/12 initial and highest follow up test OR the TABE 13/14 initial and highest follow up test. Credits cannot be given for the combined gains from the TABE 11/12 and TABE 13/14 tests.

4. Action Required. Addressees are to ensure this PRH Change Notice is distributed to all appropriate staff.
5. Effective Date. Retroactive to July 1, 2025.
6. Inquiries. Direct inquiries to Shao Zhang of the Office of Job Corps at zhang.shao@dol.gov.
7. PRH Website Access. This Change Notice and revisions to the PRH can be accessed within seven business days at the PRH website address: <https://prh.jobcorps.gov>.

PY 2025 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	Definition	Goal	Weight
<b>RETENTION (5%)</b>			
90-Day Retention Rate	<p style="text-align: center;"><u>Number of students that stay for 90 days</u>  Number of students that had the opportunity to be in Job Corps for 90 days during the reporting period</p>	80%	2.0%
180-Day Retention Rate	<p style="text-align: center;"><u>Number of students that stay for 180 days</u>  Number of students that stayed 90 days and had the opportunity to be in Job Corps for 180 days during the reporting period, excluding those who attained an HSD/HSE and/or CTT prior to the 180th day</p>	85%	3.0%
<b>CREDENTIAL ATTAINMENT (75%)</b>			
HSD/HSE Attainment Rate*	<p style="text-align: center;">Number of students who attained either an HSD or HSE  <u>in the reporting period</u>  Of those without an HSD/HSE at entry: the number who attained one while at Job Corps during the reporting period plus the number who exited in the reporting period without attaining an HSD/HSE</p>	65%	25%
Career Technical Training (CTT) Completion Rate	<p style="text-align: center;">Number of students who attained their first CTT program  <u>in the reporting period</u>  Number of students who completed their first CTT program during the reporting period plus the number who exited in the reporting period without completing a CTT program</p>	65%	25%
Combination HSD/HSE and CTT Attainment Rate*	<p style="text-align: center;">Number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent  <u>of these attainments occurring in the reporting period</u>  Of those without an HSD/HSE at entry: the number of students who attained an HSD/HSE AND who completed their first CTT program, with the most recent attainment occurring during the reporting period, PLUS the number of students who exited in the reporting period without attaining both an HSD/HSE and CTT</p>	50%	5%
CTT Primary IRC Attainment Rate	<p style="text-align: center;">Number of CTT students who attained their first approved Primary industry-recognized credential or completed an NTC program in the  <u>reporting period</u>  Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC</p>	90%	20%

PY 2025 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	Definition	Goal	Weight
<b>MEASURABLE SKILL GAINS (20%)</b>			
Literacy Gain Rate*	<p>Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE reading test during <u>the reporting period</u></p> <p>Number of students who a) scored EFL 4 or below on the initial TABE reading test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial reading test during the first 21 calendar days on center during the reporting period PLUS c) students who exited in the reporting period, scored EFL 4 or below on the initial TABE reading test and did not attain a gain of 1 EFL or higher on a subsequent follow up test</p>	65%	5%
Numeracy Gain Rate*	<p>Number of students who made their first gain of 1 EFL or higher on a valid subsequent TABE math test <u>during the reporting period</u></p> <p>Number of students who a) scored EFL 4 or below on the initial TABE math test and attained their first gain of 1 EFL or higher on a subsequent follow up test during the reporting period, PLUS b) students who did not take a valid initial math test during the first 21 calendar days on center in the reporting period, PLUS c) students who exited in the reporting period, scored EFL 4 or below on the initial TABE math test and did not attain a gain of 1 EFL or higher on a subsequent follow up test</p>	65%	5%
Off-Center Work-Based Learning Rate	<p>Number of students who participated in their first Meaningful<sup>1</sup> Off-Center Work-based learning (WBL) <u>during the reporting period</u></p> <p>Number of students enrolled in a CTT program that participated in their first Meaningful Off-Center WBL activity during the reporting period PLUS the number of students enrolled in a CTT program who separated during the reporting period without participating in a meaningful Off-Center WBL activity</p>	35%	10%
*Has Model-based Goal			100%

<sup>1</sup> Meaningful Off-center WBL is defined as one record/instance totaling 40 or more hours that is either off-center Career Technical Skills Training (CTST), Clinical Experience/Practicum, Cooperative Education, or Internship.

<b>PY 2025 OA REPORT CARD</b>			
<b>Measure</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
<b>QUANTITY/PRODUCTION (80%)</b>			
Female Arrival Rate	<u>Number of female arrivals</u> Total female contracted quota	100%	40%
Total Arrival Rate	<u>Number of total arrivals</u> Total contracted quota	100%	40%
<b>CONVERSION (0%)</b>			
Prospect to Submitted Application Conversion Rate	Number of unique prospects that submitted an application within 7 calendar days of <u>initial submission of interest</u> The number of unique prospects whose initial submission of interest occurred 7 calendar days earlier	---	0%
Submitted Application to Interview Conversion Rate	Number of submitted applications that completed an interview within 7 calendar <u>days of application submission</u> The number of prospects whose application submission occurred 7 calendar days earlier	---	0%
Interviewed Applicant to Eligibility Decision Conversion Rate	Number of interviewed applicants that received a final eligibility decision within 21 <u>calendar days of interview date</u> Number of interviewed applicants with an interview date that was 21 calendar days earlier	---	0%
Eligible Applicant to Enrollment Conversion Rate	Number of eligible applicants who enrolled within <u>30 calendar days of acceptance</u> Number of eligible applicants whose acceptance date was 30 calendar days earlier	---	0%
<b>QUALITY/COMMITMENT (20%)</b>			
Non-Level 1 Zero Tolerance (ZT) Separation Rate	Number of student arrivals 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 of enrollment or under code 5.2A <u>within the first 45 calendar days of enrollment</u> Number of student arrivals with the opportunity to stay in the program for at least 45 calendar days after enrollment	98%	20%
			100%

PY 2025 CTS REPORT CARD			
Measure	Definition	Goal	Weight
<b>CTS PLACEMENT OUTCOMES (65%)</b>			
Graduate Placement Rate	Number of graduates placed in a job, the military, an <u>education/training program, or a job/college combination</u> Number of graduates whose placement records are due or received	83%	25%
Graduate Placement Average Wage*	Sum of hourly wages of graduates <u>placed in a job or the military</u> Number of graduates placed in a job or the military	\$18.75	15%
Career Technical Training (CTT) Completer Job Training Match (JTM) Placement Rate	Number of CTT program completers placed <u>in a training-related job or the military</u> Number of CTT program completers placed in a job or the military	75%	15%
Graduate Full-Time Quality Placement Rate	Number of graduates placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time <u>post-secondary training program</u> Number of placed graduates	85%	10%
<b>Q2/Q4 PLACEMENT OUTCOMES (35%)</b>			
Graduate Placement Rate in Quarter 2 After Exit Quarter	Number of graduates who report on the Quarter 2 survey they are in a job, the military, <u>or an education/training program</u> Number of graduates who complete the Quarter 2 survey	80%	15%
Graduate Placement Rate in Q4 After Exit Quarter	Number of graduates who report on the Quarter 4 survey they are in a job, the military, <u>or an education/training program</u> Number of graduates who complete the Quarter 4 survey	80%	15%
Graduate Median Earnings in Quarter 2 After Exit Quarter*	Midpoint of all Quarter 2 earnings reported by graduates who complete the Quarter 2 survey and report they are in a job or the military	\$9,000	5%
Graduate Employer Retention Rate	Number of graduates who were employed by the same employer <u>in Quarter 2 and Quarter 4 after exit quarter</u> Number of graduates who complete the Quarter 4 survey and were employed in Quarter 2 after exit quarter	65%	0%
*Has Model-based Goal			100%

PY 2025 CTT REPORT CARD			
Measure	Definition	Goal	Weight
<b>Direct Center Services (30%)</b>			
Career Technical Training (CTT) Program Completion Rate	Number of students who attained their first CTT program <u>in the reporting period</u> Number of students who completed their first CTT program during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing it	75%	15%
CTT Industry-Recognized Credential (IRC) I Attainment Rate	Number of CTT students who attained their first approved Primary IRC or completed an NTC program in the reporting <u>period</u> Number of students assigned to a CTT program who completed their first Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Primary IRC	90%	10%
CTT Industry-Recognized Credential (IRC) II Attainment Rate	Number of CTT students who attained their first approved Secondary IRC or their second approved Primary IRC in the <u>reporting period</u> Number of students assigned to a CTT program who completed their first Secondary IRC/second Primary IRC during the reporting period plus the number assigned to a CTT program who exited in the reporting period without completing a Secondary IRC or a second Primary IRC	92%	5%
<b>CTS Placement Outcomes (40%)</b>			
CTT Completer Placement Rate	Number of CTT completers placed in a job, the military, an education/training program, or who transferred <u>to an approved Advanced Training program at another center</u> Number of CTT completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center	95%	10%
CTT Completer Average Hourly Wage at Placement*	Sum of hourly wages of CTT completers placed in a job or the <u>military</u> Number of CTT completers placed in a job or the military	\$19.50	5%
CTT Completer Full-Time Quality Placement Rate	Number of CTT completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or a full-time post-secondary <u>training program</u> Number of initially placed CTT completers	90%	10%
CTT Completer Job Training Match (JTM) Placement Rate	Number of CTT completers placed in a <u>training-related job or the military</u> Number of CTT completers placed in a job or the military	80%	10%
CTT Completer Job Training Match (JTM) Average Hourly Wage*	Sum of hourly wages of CTT completers <u>placed in a training-related job or the military</u> Number of CTT completers placed in a training-related job or the military	\$20.25	5%

<b>PY 2025 CTT REPORT CARD</b>			
<b>Measure</b>	<b>Definition</b>	<b>Goal</b>	<b>Weight</b>
<b>Q2/Q4 Placement Outcomes (30%)</b>			
CTT Completer Placement Rate in Quarter 2 After Exit Quarter	Number of CTT completers who report on the Quarter 2 survey they are in a job, the military, <u>an education/training program, or a job/college combination</u> Number of CTT completers who complete the Quarter 2 survey	85%	12.5%
CTT Completer Placement Rate in Q4 After Exit Quarter	Number of CTT completers who report on the Quarter 4 survey they are in a job, the military, <u>an education/training program, or a job/college combination</u> Number of CTT completers who complete the Quarter 4 survey	85%	12.5%
CTT Completer Median Earnings in Quarter 2 After Exit Quarter*	Midpoint of all Quarter 2 earnings reported by CTT completers who complete the Quarter 2 survey and report they are in a job or the military	\$9,400	5%
*Has Model-based Goal (center level)			100%

PY 2025 ACADEMIC REPORT CARD (ARC)			
Indicator	Definition	Goal	Weight
<b>CREDENTIAL ATTAINMENT (25%)</b>			
Average Days to Attain an HSD/HSE	<u>Total days from enrollment to HSD/HSE attainment</u> Number of separated students who attain either an HSD or HSE	---	0%
HSD/HSE Attainment Rate*	<u>Number of students who attain either an HSD or HSE</u> Number of separated students without an HSD or HSE at entry	65%	25%
<b>MEASURABLE SKILLS GAINS (25%)</b>			
Average Literacy EFL Gains*	Sum of Educational Functioning Level gains attained on the <u>highest valid subsequent TABE reading test</u> Number of students who score Educational Functioning Level 4 or below 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	0.7 EFL	12.5%
Average High Literacy	<u>Sum of High Reading EFLs</u> No. of students who score EFL 4 or below 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	5	0%
Average Numeracy EFL Gains*	Sum of Educational Functioning Level gains attained on the <u>highest valid subsequent TABE math test</u> Number of students who score Educational Functioning Level 4 or below 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	0.7 EFL	12.5%
Average High Numeracy	<u>Sum of High Math EFLs</u> No. of students who score EFL 4 or below 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	5	0%
<b>CTS PLACEMENT (50%)</b>			
HSD/HSE Completer Placement Rate	Number of HSD/HSE completers placed in a job, the military, an education/training program, or who transferred <u>to an approved Advanced Training program at another center</u> Number of HSD/HSE completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center	95%	25%
HSD/HSE Completer Average Hourly Wage at Placement*	Sum of hourly wages of HSD/HSE completers <u>placed in a job or the military</u> Number of HSD/HSE completers placed in a job or the military	\$18.80	10%
HSD/HSE Completer Full-Time Quality Placement Rate	Number of HSD/HSE completers placed in an apprenticeship program, a full-time job, the military, full-time college, full-time job/college combination or <u>a full-time post-secondary training program</u> Number of initially placed HSD/HSE completers	90%	15%
*Model-based Goal (center level)			100%