

**APPENDIX 501
POLICIES AND PROCEDURES FOR JOB CORPS’
PROGRAM YEAR (PY) 2025
PERFORMANCE MANAGEMENT SYSTEM
INTRODUCTION**

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A. General

Job Corps has a comprehensive performance management system to assess program effectiveness across multiple components of services and programs offered to Job Corps students. This system evaluates the effectiveness of Outreach and Admissions (OA) providers, Job Corps Center operators, Career Transition Services (CTS) providers, and Career Technical Training (CTT) and Academic programs in meeting Job Corps' mission. The performance management system serves three primary purposes:

- 1) To meet accountability requirements for establishing performance measures (also known as metrics) and reporting program outcomes for the Job Corps system under the Workforce Innovation and Opportunity Act (WIOA) (<https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>), and U.S. Department of Labor (DOL) priorities.
- 2) To assess program operators' accomplishments in meeting the level of performance expected by the DOL, 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, as well as career and academic programs, accountable for continuous program improvement.

For PY 2025, Job Corps made minimal changes to the Outcome Measurement System (OMS) to reflect recently implemented policy changes regarding the new TABE 13/14 test, the transition from TABE 11/12 to TABE 13/14, the enrollment of CTT One-Way students, and the change in career transition services for Former Enrollees from direct service provision to a referral-based system. More detailed description of these changes can be found in Sections C and E of this Introduction.

The PY 2025 OMS is designed to answer four basic questions:

- 1) Is Job Corps meeting its recruitment goals, effectively converting prospective students into applicants, efficiently completing the application process and enrolling students into the program?
- 2) Is Job Corps retaining students so they achieve fundamental skills and credentials, and working closely with employer partners to provide students with real-world work experiences that could lead to a career path with opportunity for advancement and economic stability?
- 3) Is Job Corps successfully transitioning students into the workforce, apprenticeship, or military, or enrolling them in additional education or training programs, and strategically utilizing employer partnerships to assist in early placement of students?

- 4) Are Job Corps' academic and career training programs effective and productive and do they result in positive placement outcomes for its graduates?

Job Corps establishes OMS Report Cards that separately and collectively address the above questions. Each Report Card is designed to reflect results in a specific area of student services and represents a discrete pool of students. The Report Cards are:

✓	Outreach and Admissions Report Card	OAOMS
✓	Direct Center Services Report Card	DCSOMS
✓	Career Transition Services Report Card	CTSOMS
✓	Career Technical Training Report Card	CTT OMS
✓	Academic Report Card	AOMS

In addition to the above quantitative components of the performance management system, Job Corps uses a Center Quality Assessment process to provide a more comprehensive view of the program's performance. This Center Quality Assessment has three components: an On-Board Strength (OBS) rating, and student input on their perceived safety (Student Safety Assessment [SSA]) and programmatic experiences (Student Experience Assessment [SEA]). More information regarding the quality assessment of centers can be found in Appendix 501a.

In PY 2016 Job Corps implemented the Performance Improvement Plan (PIP) System as an accountability and management tool to assist low-performing operators improve their performance to meet the levels expected by the Office of Job Corps. Details on the PIP System can be found in Appendix 501f.

B. Background

The Workforce Innovation and Opportunity Act¹ (WIOA) requires Job Corps to report on the six primary indicators of performance, common to all WIOA programs, that provide key outcome information. This includes how many students attained employment or were placed in education or training, their median wages, whether they attained credentials, their measurable skills gains during training, and the effectiveness of the program in serving employers. Please see Attachment 1 of Appendix 501 - Attachments 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 reports similar program outcomes through the OMS.

Job Corps utilizes post-separation surveys of students to collect the data necessary to report on five of the six primary WIOA measures. The surveys, implemented in PY 2016, re-verify CTS placements and capture placement outcomes in the second quarter (Quarter 2) and fourth quarter (Quarter 4) after exit quarter for a broad group of students. Quarter 2 is defined as the second calendar quarter after the exit quarter, and Quarter 4 as the fourth calendar quarter after the exit quarter. For example, if the participant's exit date is between January 1st and March 31st, the second quarter after exit would be July 1st

¹ <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>

through September 30th. These definitions match those used by other DOL programs in reporting Quarter 2 and Quarter 4 placement outcomes.

Under WIOA, Job Corps must also collect and report annually on the program performance and accountability measures outlined in Sections 116 and 159 of the authorizing law. The Job Corps WIOA Annual Report, with outcomes by center, CTS provider, OA provider and nationally, are made available to Congress and the Office of Management and Budget (OMB).

WIOA requires that all youth training programs, including Job Corps, use the six primary performance measures to evaluate operators' performance. While Job Corps began collecting data for reporting on the WIOA measures in PY 2016, measure definitions and data sources for reporting outcomes have changed over the past several years. In PY 2026, Job Corps will produce and incorporate a new, stand-alone, quarterly WIOA Performance Report (WPR) with PY 2026 center-level outcomes against goals for each of the primary six measures, and an overall rating. Beginning in PY 2027, Job Corps will transition to using the WPR to identify the high-performing and low-performing centers, and place centers on a Performance Improvement Plan (PIP) as required by the law. Until that time, OMS reports will continue to be used for performance evaluation purposes.

C. **Approach and History**

The Office of Job Corps annually reviews and revises its performance management system to ensure it continues to support program goals and DOL priorities and meet Job Corps' federal reporting requirements. Over the years, Job Corps revised its performance management system to reflect programmatic changes, account for current labor market conditions, and ensure effective delivery of services to students, while keeping the system relatively stable.

Job Corps' OMS has historically served the program in focusing on key metrics, improving performance on measured outcomes, and meeting program management requirements. Over PY 2018 and PY 2019, Job Corps implemented a major revision to its OMS to further align with WIOA reporting requirements and strengthen focus on driving students' long-term career outcomes and upward economic mobility. (Please see Attachment 1 of Appendix 501 - Attachments for more information on the primary measures required under WIOA.) With the emergence of the novel coronavirus (COVID-19) in early 2020 Job Corps and DOL leadership decided to enact no changes to the OMS for PY 2020 and PY 2021. As such, the PY 2019 policy remained in effect for these two program years.

In PY 2022, Job Corps and the DOL leadership implemented revisions to the OMS that considered prior year performance outcomes and reflected departmental and programmatic priorities. This included transitioning from crediting students' on-center attainments at time of exit to crediting them "real-time" while they are still active in the program; increasing goals and adjusting weights of certain measures/indicators in the Report Cards; adding two new indicators of learning gains to the Measurable Skill Gains

Rating measure; removing the Quality Rating (QR) from the Center Quality Assessment; and replacing the Student Satisfaction Survey (SSS) with two new surveys to measure students' experiences while in the program (Student Experience Assessment [SEA]) and their perception of safety and security (Student Safety Assessment [SSA]).

In PY 2023, Job Corps and the DOL leadership made significant changes to modernize and improve the OMS as required under the Job Corps 2.0 framework and strategic plan. Key changes included: streamlining Report Cards for centers, CTS and OA providers to focus on those outcomes most directly related to the service area they assess; adding a new Academic Report Card to evaluate the effectiveness of academic programs at the center level and identify poor performing programs as part of a Continuous Improvement Plan process; adding new measures to align with the modernized recruitment process, focus on student retention, credential and skill attainment, support the increased emphasis on employer partnerships, and focus on smooth and direct transitions to quality placements for graduates; increasing goals to reflect federal expectations on performance; realigning weights for Center and CTS to place equal emphasis across all weighted measures; and modifying some measure definitions to more closely align with WIOA metrics.

In PY 2024, Job Corps implemented a small number of refinements to the OMS that included changes to some measure goals and weights, redefining and adding to the conversion measures in the OA Report Card, removing the Graduate Placement Prior to Program Exit Rate measure from the CTS Report Card, and correcting a typographical error in the pool of the Career Technical Training (CTT) Completion Rate measure in the DCS Report Card.

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, the transition from TABE 11/12 to TABE 13/14, the enrollment of CTT One-Way students, and the move to a referral-based system for Former Enrollee transition services. More detail regarding these changes is below.

TABE 13/14 Tests: Under TABE 13/14, the threshold for basic skills deficiency on the Math test shifts from Educational Functional Level (EFL) 6 to EFL 5 (i.e., follow-up testing now applies to TABE Math level EFL 4 and below). 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. This change affects the following measures in the Direct Center Services (DCS) and Academic Report Cards (ARC):

- a. Numeracy Gain Rate (DCS Report Card):** With TABE 13/14, follow-up TABE testing now applies to students whose initial TABE Math level is EFL 4 or below. Students whose initial Math TABE 13/14 test places them at EFL 5 or above are not included in the pool for the Numeracy Gain Rate measure.

- b. Average Numeracy Gains (ARC):** Similarly, only students whose initial TABE 13/14 Math level is EFL 4 or below are included in the pool for the Average Numeracy Gains measure.
- c. Numeracy Average High EFL (ARC):** The goal is lowered from EFL 6 to 5 to reflect the new definition of basic skills deficiency under 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.

Removal of CTT One-Way Students From HSD/HSE and Literacy and Numeracy Measure Pools: Students enrolled in Job Corps through special agreements with local high schools, solely for CTT programs while continuing secondary coursework in their original high schools, are identified as “CTT One-Way”. These CTT One-Way students are excluded from the High School Diploma/High School Equivalency (HSD/HSE) measure pools and the literacy and numeracy measure pools. This impacts the following measures in the DCS Report Card and ARC:

- a. HSD/HSE Attainment Rate (DCS and Academic Report Cards) and Combination HSD/HSE and CTT Completion Rate (DCS Report Card):** CTT One-Way students are excluded from the pools of these measures despite their status as not having an HSD or HSE at entry into Job Corps.
- b. Literacy Gain Rate and Numeracy Gain Rate (DCS Report Card):** All CTT One-Way students are excluded from the pools of these measures.
- c. Average Literacy Gains, Average Numeracy Gains, Literacy Average High EFL and Numeracy Average High EFL (ARC):** Similarly, CTT One-Way students are excluded from the pools of these measures.

Removal of Former Enrollees from Placement Pools: For PY 2025, the seven measures that previously reported outcomes for Graduates and Former Enrollees in the CTS Report Card will now report only Graduate outcome. Former Enrollees are no longer included in

any placement pools within the Career Transition Services (CTS) Report Card since Job Corps no longer provides placement services to this subgroup since January 2025 (PIN 24-07).

Measures, Weights, and Goals: 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.

D. Design of the PY 2025 Performance Management System

The design of the performance management system for PY 2025 is as follows:

1. Core Components

The Appendix 501 Introduction provides readers with an overall understanding of the performance management system. It includes an overview of the 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 post-separation surveys.

The Appendix 501 Introduction includes the five OMS Report Cards for the program year, the PIP, and all attachments.

Following the Appendix 501 Introduction are six sections:

- ✓ Appendix 501a – Direct Center Services (DCS) Report Card
- ✓ Appendix 501b – Outreach and Admissions (OA) Report Card
- ✓ Appendix 501c – Career Transition Services (CTS) Report Card
- ✓ Appendix 501d – Career Technical Training (CTT) Report Card
- ✓ Appendix 501e – Academic Report Card (ARC)
- ✓ Appendix 501f – Performance Improvement Plan (PIP) System

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* (also known as metrics) are the categories of outcomes under evaluation that reflect the program priorities and objectives important to Job Corps' mission and align or support legislative reporting requirements.
 - Job Corps has used both stand-alone performance measures that are based upon a single indicator and composite measures that are derived from the weighted performance of multiple indicators. For PY 2025,

Job Corps uses only stand-alone measures.

- Performance *goals* are quantitative targets for each measure that are set to establish an expected 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 weighted aggregate of all individual performance measure ratings expressed as a percentage.

In addition to the OMS Report Cards, the Performance Management System contains a qualitative component to provide a more comprehensive review of performance. This qualitative component – the Center Quality Assessment – is composed of three discrete measures: On-Board Strength (OBS), which measures student capacity utilization on Job Corps centers; results from the Student Experience Assessment (SEA) which captures students’ experiences and overall satisfaction with the Job Corps program; and the Student Satisfaction Assessment (SSA), which gauges students’ perception of center safety and security. Each of these elements is independent of the others and there is no aggregation of results across the measures.

These three qualitative elements 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 targets for each measure within the five Report Cards. Each outcome measure is scored against its performance goal to report a percentage of the goal achieved.

Example: If the goal for the Career Technical Training (CTT) Completion Rate in the DCS Report Card is 75%, and a center has a CTT Completion Rate of 60%, then its *rating* on that measure would be 80.0%, meaning that the center has reached 80.0% of the goal ($60/75 = 80.0$). 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 generally applied equally for the same measure to all entities (e.g., centers, OA, CTS) included in that Report Card to maintain internal consistency. Where performance can

reasonably be expected to be different for the same measure across report cards (e.g., due to differences in the version of tests available to measure learning gains), 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 lead to a more equitable assessment of performance. A model is calculated, based on multivariate regression analysis, by estimating the effect of various factors on the achievement of the measure. The cumulative effect of these factors provides the amount by which the national goal is adjusted (upward or downward) for each center, CTS provider, CTT and Academic program (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.

The PY 2024 model-based goals will also continue to be used for all relevant measures for PY 2025. Models were created for the HSD/HSE Attainment, Combination HSD/HSE and CTT Completion, Literacy Gain and Numeracy Gain measures in the DCS Report Card; the Average Literacy and Average Numeracy Gain measures in the ARC; the Average Hourly Wage at Placement in the CTS, CTT and Academic Report Cards, and Median Earnings at Quarter 2 measures in the CTS and CTT Report Cards.

All model-based goals are based on student characteristics (e.g., age and high school diploma or equivalent at enrollment, initial reading and math functional level at enrollment) found to be significant in the models. The Average Hourly Wage model also includes local economic factors.

For PY 2025, the PY 2024 models estimated for the Median Earnings in Quarter 2 measure based upon data from the Quarter 2 survey will continue to be used.

Center-specific model-based goals are applied to the average hourly wage measure in the CTT and Academic Report Cards and the median earnings measure in Quarter 2 after exit quarter for the CTT Report Card.

PY 2025 Model-Based Goals. The PY 2024 model-based goals are used for PY 2025. Model-based goals for all applicable Center, CTS, CTT and Academic measures can be found in Appendix 501 - Attachments, Attachments 11, 12, 13, and 14 respectively. The table below shows the measures using model-based goals by Report Card:

DCS Report Card	CTS Report Card	CTT Report Card	ARC
HSD/HSE Attainment Rate	Graduate Placement Average Wage	CTT Completer Average Hourly Wage at Placement	HSD/HSE Attainment Rate
Combination HSD/HSE and CTT Attainment Rate	Graduate Median Earnings in Quarter 2	CTT Completer JTM Average Hourly Wage	Average Literacy Gain
Literacy Gain Rate		CTT Completer Median Earnings in Quarter 2	Average Numeracy Gain
Numeracy Gain Rate			HSD/HSE Completer Average Hourly Wage at Placement

3. Weights, Performance Ratings and Overall Rating

Weights are assigned to each measure of the five Report Cards to underscore their 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%. A weighted performance rating for a measure is the actual percent of goal achieved (the performance rating calculated by dividing actual performance by the goal) multiplied by the measure weight.

Weighted performance ratings are summed to create an overall rating for a Report Card. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process. Overall ratings are also used to determine the performance ranges for performance-based service contracting. The table below illustrates how the overall rating is calculated.

SAMPLE OMS REPORT CARD

Measure	Actual Performance	Measure Goal	Performance Rating ¹	Measure Weight	Weighted Performance Rating ²
Measure 1	79%	75%	105.3%	40%	42.1%
Measure 2	54%	60%	90.0%	25%	22.5%
Measure 3	90%	100%	90.0%	35%	31.5%
Overall Report Card Rating³					96.1%
<p>To calculate the Overall Report Card Rating:</p> <ol style="list-style-type: none"> 1. Calculate the performance rating of each measure by <u>dividing the actual performance</u> on the measure by <u>the measure goal</u> (actual performance/Goal). 2. Calculate the weighted performance of each measure by <u>multiplying the performance rating</u> by the <u>measure's weight</u> (Performance Rating x Weight). 3. <u>Sum the weighted performance ratings</u> of all the measures to produce the Overall Report Card Rating. 					

4. Job Corps Students in the Outcome Measurement Systems

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 4.1, 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 2-1.

For the Center, CTT and Academic Report Cards, enrolled students who exit due to Level 1 ZT infractions under codes 5.1a, 5.2b and 5.3c (alcohol) within 30 calendar days from enrollment are *not* included in the pools and credits for the on-center measures. Additionally, enrolled students who exit due to Level 1 ZT infractions under code 5.2a within 45 calendar days from enrollment are *not* included in the pools and credits for these measures. Specifically, the pools for the on-center measures do not include:

- Enrolled students who remained in Job Corps less than 30 calendar days from enrollment and exit under codes 5.1a (Possession of a weapon on center or under center supervision, Assault, Threat of Assault, Threat to Safety, Sexual Assault, Arrest for a felony or violent misdemeanor on or off center, Illegal Activity, Robbery or

- extortion, Arson, Cruelty to animals, Inciting a disturbance or creating disorder) or 5.2b Drugs (Possession or distribution of drugs on center or under center supervision);
- Enrolled students who remained in Job Corps less than 30 calendar days from enrollment and exit under code 5.3c (Alcohol: Possession, consumption, or distribution while on center or under center supervision); and
 - Enrolled students who remained in Job Corps less than 45 calendar days from enrollment and exit under code 5.2a (Drugs: Use of drugs as evidenced by a positive drug test).

Students who exit due to Level 1 ZT infractions after the 30/45 day timeframes noted above, however, are included in all pools of the on-center measures, and credit will be given for attainments earned while at Job Corps.

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 the CTS, CTT and Academic Report Cards.

The list of Level 1 ZT infractions can be found in the PRH, Chapter 2, Exhibit 2-1 (Infraction Levels and Appropriate Center Actions).

- (c) **Students Who Are Medical Separations with Reinstatement Rights (MSWR).** Per the PRH, Chapter 6, Section 6.2, R6.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 as they are attained or at the time of *final* separation. Final separation occurs at one of the following points: (1) 180 days after MSWR if the student does not return to the program, (2) at the time of resignation, if the student notifies the center, they will not be returning from MSWR, or (3) 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 continues in the program and separates at a later date. Outcomes will be reported in the OMS based upon the attainment date recorded in CIS or at the time of final separation if no attainment is made.

- (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 separate the student under the “MSWR Final Closeout” (MSFC) status using the 180th day as the date of MSFC separation. 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, they will be active for CTS providers to enter placement data in the CTS system. The placement service period will start at the 181st day and the Quarter 2 and Quarter 4 survey timeframes will be based on the student’s MSFC date.
- (3) **Student notifies the center before the 180 days end that they do not intend to return to the Job Corps center:** In this case, the center will perform MSFC in the Center Information System (CIS). The MSFC 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, they will be active in the CTS system for CTS providers to enter placement data. The Quarter 2 and Quarter 4 survey timeframes will be based on the student’s MSFC date.
- (d) **Students Who Are Administrative Separations with Reinstatement Rights (ASWR):** Per the PRH, Chapter 6, Section 6.2, R6.a, administrative separations with reinstatement rights are allowed an expedited return within 12 months if the separation reason was center closure or a call to active military duty; if the separation reason was inability to participate effectively in distance learning during virtual operating status, ASWR students are allowed an expedited return within 45 calendar days of center notification that it has resumed in person operations. ASWR students who separated for this reason may be immediately reinstated into the program to begin distance learning if the student’s circumstances subsequently change such that they are now able to participate or may resume in person training at the center.

Job Corps reports student outcomes for ASWR students either at the time of attainment or at *final* separation from the program if no attainment is made. Final separation occurs at one of the following points: (1) 12 months after ASWR, or 45 calendar days after receiving notification from the center that has resumed on-center operations, depending on the reason, if the student does not return to the program, (2) at the time of resignation if the student notifies the center they will not be returning from ASWR, or (3) 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, or requests reinstatement before the end of the 45-day period after receiving notice from the center that it has resumed on-center operations, or requests reinstatement immediately to begin distance learning (depending on reason for ASWR):** Student continues in the program and separates at a later date. Outcomes will be reported in the OMS based upon the attainment date recorded in CIS or at the time of final separation if no attainment is made.
- (2) Student did not return to the Job Corps center within the 12 months, or student did not request reinstatement within 45 days of receiving notice from the center that it has resumed on-center operations (depending on reason for ASWR):** In this case, at the end of the appropriate period, the system will automatically separate the student under the “ASWR Final Close-Out” (ASFC) status using the final day (365th or 45th) as the date of ASFC separation. 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, they will be active for CTS providers to enter placement data in CTS. The placement service period will start at the 366th or 46th day (depending on reason for ASWR), and the Quarter 2 and Quarter 4 survey time frames will be based on the student’s ASFC date.
- (3) Student notifies the center before the end of the 12 months or within 45 days of receiving notice from the center that it has resumed on-center operations (depending on reason for ASWR), that they do not intend to return to the Job Corps center:** In this case, the center will separate the student under the ASFC status 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, they will be active in the CTS system for CTS providers to enter placement data. The Quarter 2 and Quarter 4 survey time frames will be based on the student’s ASFC date.
- (e) Deceased Students:** In the event of a student’s death while enrolled in Job Corps, the student will be removed from *all* Center (DCS), CTS, CTT, and Academic Report Card outcome pools. 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 placement window, the CTS provider should enter the student's death into the CTS system, and the student will be removed from all CTS placement measure pools and, when appropriate, from the Quarter 2 and Quarter 4 survey queues. Please note that center and CTS provider staff must adhere to Job Corps policy and Federal reporting requirements regarding student deaths.

5. Reporting Timeframes and Formats of Performance Reports

Job Corps will continue to produce OMS Report Cards for two distinct reporting timeframes:

- (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. For PY 2025, rolling reports are produced for all Report Cards.
- (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. For PY 2025, PY Cumulative reports are produced for all Report Cards.

Job Corps will also continue to produce Report Cards using two formats:

- (c) **Performance Rating Report:** The performance rating report provides for each center, region and nationally, the actual performance on each measure, the performance rating (calculated by dividing actual performance by the measure goal), and the overall rating calculated by summing the weighted performance rating for each measure.
- (d) **Performance Ranking Report:** The performance ranking report ranks centers, OA and CTS providers, and contracts in order of highest to lowest based upon their overall rating and includes their performance rating and the ranking for each measure. There is no ranking report for the CTT and Academic Report Cards.

6. Performance Improvement Plan (PIP)

In PY 2016, Job Corps implemented the Performance Improvement Plan (PIP). The PIP is required by WIOA as part of DOL's oversight responsibilities. The PIP system is a major performance accountability and management tool to assist operators whose performance is not at the level expected by the Office of Job Corps to improve their performance. Please see Appendix 501f for details.

7. **Effective Date**

Data reporting under the PY 2025 system begins retroactively on July 1, 2025.

E. **Changes to the Performance Management System for PY 2025**

For PY 2025, Job Corps made only necessary changes to the DCS, CTS and Academic OMS report cards that reflect operational and policy changes that the National Office of Job Corps has implemented. No changes have been made to the OA and CTT Report Cards. The specific changes are detailed below by 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 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.

F. Additional Policies

Provided below are additional policies in effect for PY 2025:

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 years based upon the Average Length of Stay (ALOS) for all students and graduates, as well as time required for students to populate the longer-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 separate, but the center will not be held accountable for purposes of OMS during the two years.

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. Job Corps' policy for crediting centers in situations where CTT completers are transferred to AT programs is outlined below. This policy applies to the Center, CTT and Academic OMS for applicable measures on their respective Report Cards. **NOTE:** This policy does not apply to Advanced Career Training (ACT) transfers.

- (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.

All 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 the HSD/HSE measure, Combination HSD/HSE and CTT measure, or the Literacy and Numeracy measures. AT centers can receive credit for the following measures, as applicable, when the student attains them at their center: 90-Day and 180-Day Retention; CTT completion; Primary Industry Recognized Credential (IRC) attainment, Secondary IRC attainment; and Off-Center Work-Based Learning (WBL).

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 measures of on-center accomplishments (90-Day and 180-Day Retention, CTT completion; Primary and Secondary IRC attainment; and Off-Center WBL) at the time of attainment or at separation from Job Corps.

A table summarizing the crediting policy can be found in Appendix 501-Attachments, Attachment 3: PY 2025 DCS, CTT and Academic Report Card Pools and Credits for Graduates Transferred to Advanced Training (AT) Programs.

(b) **Sending Centers:**

(1) **Credits for On-Center Attainments:**

- At the time when the attainment is made, the sending center will receive applicable credits for the following measures based upon the student's attainment while at that center for PY 2025:
 - ✓ 90-Day Retention Rate
 - ✓ 180-Day Retention Rate
 - ✓ HSD/ HSE Attainment Rate
 - ✓ CTT Completion Rate

- ✓ Combination HSD/HSE and CTT Completion Rate
- ✓ Primary IRC Attainment Rate
- ✓ Secondary IRC Attainment Rate
- ✓ Literacy Gain Rate
- ✓ Numeracy Gain Rate

- At the time of transfer, the sending center will receive applicable credits for the following measures for PY 2025:
 - ✓ Average Literacy Gain
 - ✓ Average Numeracy Gain

(2) Credits at Time of Transfer to AT Program: At the time of the transfer:

- The sending center will receive an automatic education placement credit for the 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 not receive any credits on center accomplishments earned while the student is at the AT center.

(3) Credits at CTS Placement, and Quarter 2 and Quarter 4 Placement: After separation from the AT center:

- The sending center will receive "flow-back" credits as applicable for all 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 pool for Quality Placement Rate and for Average Hourly Wage at Placement and will receive credit as applicable. If the placement is a job training match (JTM) to the student's training received at the sending center, then the student will also be placed in the sending center's CTT Completer JTM pool and will receive credit. If the job placement is not a JTM to the student's training received at either the sending or receiving center, the student will be placed in the sending center's CTT Completer JTM pool and receive a negative credit. 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 Quality Placement Rate and will receive credit.
- For students who respond to the Quarter 2 survey, the student will be included in the sending center's pool for the

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 Median 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 Quarter 4 survey, the student will be placed in the sending center's pool for the Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions.

(c) **Receiving AT Centers: Credits for On-Center Attainments:** At the time the attainment is made at the AT center or at the time of separation from the AT center:

- If the 90th day and/or the 180th day of enrollment is while the student is at the AT center (or after separating from the AT center), the student will be entered in the AT center's pool for the 90-Day and 180-Day Retention Rate measures as applicable and receive credit if still enrolled at that time.
- The student will be entered in the AT center's pool for the CTT Completion Rate, Primary IRC Rate, Secondary IRC Attainment Rate, and Off-Center WBL Rate. The credit for these indicators will only be based on the student's accomplishments while at the AT center. For example, if the student completed their 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. 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 pool if they are placed in a job after separation.
- The student will not be included in the pool for the HSD/HSE Attainment Rate, Combination HSD/HSE and CTT Completion Rate, or the Literacy and Numeracy measures at the AT center.
- The AT center will receive credits as applicable for the CTS placement measures. Specifically, the student will be placed in the AT center's pool for the Placement Rate measure and will receive credit as applicable. If the student is placed in a job, the student will be placed in the pools of the AT center's JTM Placement Rate, Quality Placement Rate, and Average Hourly Wage at Placement and receive credit as applicable. If the job is a JTM for the sending center but not the AT center, the student will not be in the pool for the JTM measure of the AT center. If the student is placed in an

education/training program, the student is placed in the AT center's Quality Placement Rate measure.

- For students who respond to the Quarter 2 survey, the student will enter the AT center's pool for the 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 Median 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 Quarter 4 survey, the student will enter the AT center's pool for the Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions.

(d) Receiving AT Centers: CTS Placement, and Quarter 2 and Quarter 4 Placement: After separation from the AT center:

- The AT center will receive credits as applicable for the CTS placement measures. Specifically, the student will be placed in the AT center's pool for the Placement Rate measure and will receive credit as applicable. If the student is placed in a job, the student will be placed in the pools of the AT center's JTM Placement Rate, Quality Placement Rate and Average Hourly Wage at Placement and receive credit as applicable. If the job is a JTM for the sending center but not the AT center, the student will not be in the pool for the JTM measure of the AT center. If the student is placed in an education/training program, the student is placed in the AT center's Quality Placement Rate measure.
- For students who respond to the Quarter 2 survey, the student will enter the AT center's pool for the 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 Median 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 Quarter 4 survey, the student will be put in the AT center's pool for the Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions.

(e) Multiple AT Transfers: Credit at Transfer, Separation, CTS Placement, and Quarter 2 and Quarter 4 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 Placement Rate 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 pools of the following measures at all subsequent new centers transferred to, regardless of whether a CTT program is completed, a primary or secondary IRC is attained, or an off-center WBL experience is accomplished while at that center: CTT Completion Rate, Primary IRC Rate, Secondary IRC Rate, Off-Center WBL Rate. Credit will only be granted for on-center accomplishments achieved at that specific 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 from which center the student ultimately separates.

3. Timelines for Reporting Placement Data

Per the PRH, Chapter 4, Section 4.4, the timelines surrounding reporting, verifying, and entering placement data have been updated as follows:

- (a) **Date Reported:** This is the date the student first enters a placement **either while enrolled in Job Corps or during their 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.

If the Date Reported occurs before the student's separation date, it must occur after the student has completed a CTT or attained their HSD/HSE (if they entered Job Corps without a secondary credential). Activities during enrollment that are part of the Job Corps training experience, such as ACT or WBL, or are temporary employment situations (such as leisure-time employment or employment during break days) do not constitute a placement. If the activity continues past separation (e.g., evidence of continued college attendance, or transition from an off-center WBL internship to a paid job with that same employer) a placement can be recorded with a date reported prior to separation, as long as the placement verification indicates that the placement continued for at least 7 days past the exit date. This supports the viability of the placement.

If the Date Reported occurs after the student's separation date, it must be

within the **placement service window** time frame.

For placement upgrades, 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.

- (b) **Date Placed:** This is the date the student meets the Job Corps definition for placement and must be at least 7 calendar days after the Date Reported in order to ensure that the placement criteria have been met. For example, if the Date Reported is April 1, then the Date Placed must be on or after April 8. For placements with a Date Reported prior to program exit, the Date Placed can occur either before or after separation, if all other requirements are met.
- (c) **Date Verified:** This is the date that documentation is received verifying the placement, including the hours, duration, and/or wage as appropriate. For placements with a Date Reported prior to program exit, the Date Verified can occur either before or after separation, if all other requirements are met.
- (d) **Date Approved:** 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. For placements with a Date Reported prior to program exit, the Date Approved can occur either before or after separation, if all other requirements are met.

NOTE: For crediting purposes, the placement verification must be received and reported to the JCDC via the CTS System within 90 calendar days of Date Reported. The Date Placed, Date Verified, and Date Approved are not required to be in the placement service window. However, the time from the Date Reported to the Date Approved must be 90 calendar days or less regardless of whether Date Reported occurs prior or after separation.

If the verification of the placement is not received and entered into the CTS system, and the placement is not approved within the above-specified timeframe, the CTS provider (on the CTS Report Card) and center (on the CTT and Academic Report Cards) will not receive credit for the Placement Rate measure for this student. The student will also not be in the pool of (and therefore cannot receive credit for) the Full-Time Quality Placement Rate, CTT Completer JTM Placement Rate, Average Hourly Wage and JTM Average Hourly Wage measures. JCDC will, however, include these placements in the National and Regional totals of these measures, as appropriate, if they otherwise meet placement requirements. Note: If the student responds to the post-separation surveys, the CTS

provider and center/CTT program can receive credit for the Quarter 2 and Quarter 4 placement and Quarter 2 Median Earnings measures as appropriate.

4. Placement Upgrades

Placement upgrades occurring while the student's placement service window is active will continue to be credited in PY 2025. As in prior years, placement upgrades that occur during the placement window are credited for the Placement Rate measure, Average Hourly Wage at Placement, JTM Rate and Quality Placement Rate. All graduates are eligible for upgrades that occur while their placement windows are active.

Example: A graduate separates from a center and is initially reported as placed in a \$17.00 per hour, non-JTM, and full-time job. Credit for that student is given in the CTS Report Card for the Graduate Placement Rate measure and for the following: Graduate Average Hourly Wage at Placement (at \$17.00 per hour), and Graduate Placement Quality Rate (for a full-time job). During the placement window, the graduate obtains another full-time position that is a JTM and has an hourly wage of \$22.50. A placement record for this job should be submitted since there has been a change in the placement information. The Date Reported is entered as the first date the wage increase is in effect. 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 Placement Rate, Graduate Average Hourly Wage at Placement and Graduate Placement Quality Rate measure is replaced by the \$22.50 per hour job, and credit is now also given for the CTT Completer JTM Rate and CTT Completer JTM Average Wage.

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 CTS placement measures. A chart outlining the placement upgrade policy can be found in Appendix 501 - Attachments, Attachment 2: PY 2025 Initial Placements and Allowable Upgrades. Upgrades are credited to emphasize the importance of continuous progress in the workforce and encourage JTM and post-secondary education/training placements.

5. 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 2025. 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 2025 version of the Request Form located in Appendix 501 – Attachments, Attachment 6: PY 2025 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk and Request Form.

6. 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 Quarter 2 after exit.

To develop the standardized military hourly wage at 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 gender²), 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 hourly wage at placement.

The annual gross values for all components, except basic pay, remain the same in calculating the standardized military wage at placement and for the second quarter 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, depending on when the student separated during a particular calendar quarter, Quarter 2 can be 4 to 6 months, 5 to 7 months, or 6 to 8 months after exit).

Beginning January 2017, the standardized military hourly wage and weekly earnings at Quarter 2 after exit used by Job Corps is adjusted annually to reflect

² Clothing allowances vary by gender for each military branch; to more accurately derive the standardized wage, the distribution of Job Corps placed students by military branch and gender from the previous calendar year are used to determine the clothing allowance portion of the calculation.

the most current military compensation levels typically updated in January. The annual adjustments 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 placement and Quarter 2 weekly earnings values are shared with the Job Corps community via 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.).

7. **Second Quarter (Quarter 2) and Fourth Quarter (Quarter 4) after Exit Quarter Surveys**

In PY 2025, Job Corps will continue to report graduate placements in Quarter 2 and Quarter 4 after exit quarter and graduate median earnings in Quarter 2 after exit quarter. Job Corps' post-separation surveys capture such information 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 are used to calculate credits for the Quarter 2 and Quarter 4 placement and Quarter 2 earnings measures in the OMS.

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 Quarter 2 and Quarter 4 after exit surveys. 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 contractors are committed to the ethical conduct of the Quarter 2 and Quarter 4 survey data collection to protect the rights of participants. This includes providing participants with information about the survey and their rights as participants so that they can make an informed decision about whether to participate. The survey is voluntary, which means that participants have the right to refuse to participate and must not be subject to coercion or otherwise made to feel

that a benefit of the program will be denied to them if they do not participate.

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

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

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

- Linking the receipt of any payments, awards, or benefits that Job Corps students are otherwise eligible to receive for their program participation to the conduct or result of the survey is inappropriate. Whether the student completes the surveys and whether answers result in a positive credit for the program, center, or CTS provider, survey results should never be used to give or deny students any payments, awards, or benefits for which they are otherwise eligible.
- Instructing students that they should not participate in the surveys unless they are employed or in school is inappropriate and would lead to invalid measures of program performance.
- Coaching students on their responses, such as providing or suggesting “correct” or “incorrect” answers to questions is inappropriate.
- Listening in on the telephone while the student takes a confidential survey is inappropriate. If former students call the survey line from a counselor’s office, the counselor should leave the room so that the participant can answer the survey in private.
- Calling the survey line professing to be the student to complete the survey(s) in place of the student is inappropriate and leads to invalid outcome measures.
- Requesting students whose responses to the survey resulted in zero credit to call the survey line and take the survey over again is inappropriate. Moreover, if a student has already completed the survey, the survey contractor will not administer a second survey.

NOTE: If a student's survey resulted in no credit and the center or CTS provider believes the student was in a qualified placement, the appropriate step is to file an appeal.

- Withholding known contact information for students who do not currently have a Job Corps-valid job or educational placement is inappropriate and will lead to invalid outcome measures.
- Encouraging students in their survey windows to call the survey contractors instead of waiting to be contacted by the survey contractors is inappropriate. The Quarter 2 and Quarter 4 after exit quarter 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 provider staff;
- Invalidation of any credits received for the second and fourth quarter after exit surveys (as applicable) in the CTS and CTT Report Cards;
- Administrative movement of the provider 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:

For PY 2025, appeals will be accepted for both placement and earnings outcomes reported from the Quarter 2 survey and placement outcomes reported from the Quarter 4 survey for the following measures in the CTS and CTT Report Cards:

- Placement Rate in Quarter 2 after Exit;
- Median Earnings in Quarter 2 after Exit;
- Placement Rate in Quarter 4 after Exit; and
- Median Earnings in Quarter 4 after Exit (for verification of Quarter 4 placement).

Placement and earnings outcomes appeals are only approved if supporting documentation can validate that student's placement was in the applicable survey quarter and met Job Corps' placement definitions. Appeals will be accepted and processed only when all the three conditions below are met:

- a student is working, in education or training, or in the military

during the survey quarter with adequate documentation to meet the placement criteria,

- completed the Quarter 2 or Quarter 4 survey, and
- received negative survey results.

All appeals for **job** placements, including active-duty military, must include an appeal for earnings for the **same** quarter. Quarter 2 Earnings only appeals are accepted where a positive job placement is credited (through data collected via the post-separation surveys). Please note that the survey appeals are not designed for verification of initial placement outcomes. It is also important to note that the required placement documentation must cover the survey quarter, not the 8-week survey window.

The following table provides the Quarter 2 and Quarter 4 start and end dates according to a student’s separation date:

Q2	Exit Quarter	Q2 Survey Reference Quarter	Q2 Survey Quarter Start of 8-Week Survey Window
	10/2024 – 12/2024	4/2025 – 6/2025	7/2025 – 9/2025
	1/2025 – 3/2025	7/2025 – 9/2025	10/2025 – 12/2025
	4/2025 – 6/2025	10/2025 – 12/2025	1/2026 – 3/2026
	7/2025 – 9/2025	1/2026 – 3/2026	4/2026 – 6/2026
Q4	Exit Quarter	Q4 Survey Reference Quarter	Q4 Survey Quarter Start of 8-Week Survey Window
	4/2024 – 6/2024	4/2025 – 6/2025	7/2025 – 9/2025
	7/2024 – 9/2024	7/2025 – 9/2025	10/2025 – 12/2025
	10/2024 – 12/2024	10/2025 – 12/2025	1/2026 – 3/2026
	1/2025 – 3/2025	1/2026 – 3/2026	4/2026 – 6/2026

Documentation: Appeals submitted for a placement must include a completed PY 2025 Job Corps Appeal Form for Quarter 2 or Quarter 4 Placement and Earnings Outcomes using the template and instructions provided in Appendix 501-Attachments, Attachments 4 and 5 respectively. Centers must submit supporting documentation to validate the placement and are required to provide justification for their appeal. Acceptable

documentation for placement appeals includes:

- pay stubs,
- written statements from employer or educational entity on letterhead,
- business cards 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*, or the SCRA website (for military placement verification only).

Placement appeals are only considered if the supporting documentation can validate that the student's placement was in the applicable survey quarter and met Job Corps' placement requirements.

Earnings appeals must include a completed PY 2025 Job Corps Appeal Form for Quarter 2 Earnings Outcomes using the template and instructions provided in Appendix 501-Attachments, Attachment 5.

All earnings appeals must include documentation to validate the earnings reported for the student for the entire quarter. For a complete list of the documentation required to validate total earnings received by the student in the quarter, please see the instructions in Attachment 5. Documentation is required to validate total earnings received for all hours worked in the quarter and for all jobs held by the student in the quarter. This includes:

- All part-time and full-time jobs the student held in the quarter even if some of the jobs do not meet the Job Corps placement criteria.
 - ✓ Earnings must be calculated for hours worked in the quarter at all jobs, plus any overtime, tips, and commissions earned from work conducted in the quarter.
 - ✓ If a student receives income from bonuses, tips, or commissions earned during the appeal quarter and previous quarter(s), the earnings appeal should only include the portion earned and verified during the appeal quarter, some of which might be paid during the next quarter.
 - ✓ At least one job must meet Job Corps job placement criteria, and earnings included in the earnings appeal and the relevant verification documentation should be from all employers or approved third-party verifiers.
- Each job during the appeal quarter must have one of the following forms of documentation to verify all earnings for that entire quarter:
 - ✓ pay stubs;

- ✓ proof of income for tax purposes (e.g., W-2); third party verification (e.g., The Work Number);
- ✓ earnings statement from the employer or payroll company; or timesheet record.

All verification documentation from an employer must include a signature from a point of contact. As specified in Table 1, Attachment 5 of Appendix 501 – Attachments, Verification of Employment forms are required when other forms of documentation do not include enough information to fully verify students’ quarterly wage.

To protect students’ Personally Identifiable Information (PII), appeal submissions and supporting documentation should ONLY include students’ names and Student ID numbers issued by Job Corps for identification purposes. Under no circumstances should any appeal and/or supporting documentation contain a student’s Social Security Number (SSN). Job Corps requires that SSNs be redacted from any supporting document before submission to the National Office.

Submission of Appeals: Completed and signed appeal form(s), and required supporting documentation are to be scanned/e-mailed to:

surveyappeals@dol.gov

Appeals must be received by close of business two working days prior to the last working day of the month to be processed within that month.

The following timetable outlines the PY 2025 dates during which appeals must be submitted to the National Office, Program Performance Team:

Month	Appeals Submission Timeframe	
	From	To
July 2025	6/26/25	7/29/25
August 2025	7/30/25	8/27/25
September 2025	8/28/25	9/26/25
October 2025	9/27/25	10/29/25
November 2025	10/30/25	11/25/25
December 2025	11/26/25	12/29/25
January 2026	12/30/25	1/28/26
February 2026	1/29/26	2/25/26
March 2026	2/26/26	3/27/26
April 2026	3/28/26	4/28/26
May 2026	4/29/26	5/27/26
June 2026	5/28/26	6/26/26

Appeals must be filed within 90 calendar days from the date the first report was issued with the individual student's outcomes (CTT-20 or CTS-20).

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.

G. 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 on CTS provider records pertaining to CTS placement, Job Training Match (JTM), and CTS provider follow-up results. The Regional Offices review and determine the appropriate action for all errors and discrepancies identified during the DIAs including imposing liquidated damages. Job Corps data entry requires each level of program staff to enter accurate and valid data. The Office of Job Corps continues to conduct rigorous DIAs and remains vigilant and responsive to all data integrity issues.

H. PY 2025 OMS Report Cards

Provided on the following pages are summary tables of the PY PY2025 OMS Report Cards. Changes in measure definition and goals for PY 2025 compared to PY 2024, are represented in red font. See Appendices 501a, 501b, 501c, 501d, and 501e for specific information on the individual outcome measurement systems, including changes, for PY 2025.

PY 2025 DIRECT CENTER SERVICES (DCS) REPORT CARD			
Measure	Definition	Goal	Weight
RETENTION (5%)			
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%
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%
CREDENTIAL ATTAINMENT (75%)			
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
MEASURABLE SKILL GAINS (20%)			
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 Meaningful³ 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%

³ 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.

PY 2025 OA REPORT CARD			
Measure	Definition	Goal	Weight
QUANTITY/PRODUCTION (80%)			
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%
CONVERSION (0%)			
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 days of <u>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 calendar <u>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 <u>within 30 calendar days of acceptance</u> Number of eligible applicants whose acceptance date was 30 calendar days earlier	---	0%
QUALITY/COMMITMENT (20%)			
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 within the first 45 calendar days of <u>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
CTS PLACEMENT OUTCOMES (65%)			
Graduate Placement Rate	Number of graduates placed in a job, the military, an education/training program, <u>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 <u>full-time post-secondary training program</u> Number of placed graduates	85%	10%
Q2/Q4 PLACEMENT OUTCOMES (35%)			
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
Direct Center Services (30%)			
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%
CTS Placement Outcomes (40%)			
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 training <u>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%

PY 2025 CTT REPORT CARD			
Measure	Definition	Goal	Weight
Q2/Q4 Placement Outcomes (30%)			
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%
12.5CTT 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
CREENTIAL ATTAINMENT (25%)			
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%
MEASURABLE SKILLS GAINS (25%)			
Average Literacy Gains*	Sum of Educational Functioning Level gains attained on the highest <u>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%
Literacy Average High EFL	<u>Sum of Highest Reading EFLs</u> Number 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 EFL	0%
Average Numeracy Gains*	Sum of Educational Functioning Level gains attained on the highest <u>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%
Numeracy Average High EFL	<u>Sum of Highest Math EFLs</u> Number 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 EFL	0%
CTS PLACEMENT (50%)			
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%