**APPENDIX 501**

**POLICIES AND PROCEDURES FOR JOB CORPS’ PROGRAM YEAR (PY) 2018**

**PERFORMANCE MANAGEMENT SYSTEM INTRODUCTION**

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**PRH Chapter 5: Management**

**APPENDIX 501**

**POLICIES AND PROCEDURES FOR JOB CORPS’ PROGRAM YEAR (PY) 2018**

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Attachments
A. General

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

1) To meet accountability requirements for establishing performance measures (also known as metrics) and reporting student outcomes for the Job Corps system under the program’s authorizing legislation (the Workforce Innovation and Opportunity Act [WIOA]), and U.S. Department of Labor (DOL) priorities.

2) To assess centers’ and providers’ accomplishments in meeting the level of performance expected by the Department of Labor, implementing program priorities and serving students effectively.

3) To have a Federal management tool that focuses on useful and relevant feedback on performance, while holding all centers, OA and CTS providers accountable for continuous program improvement.

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

1) Are Job Corps students effectively recruited and retained in the program?

2) While enrolled in Job Corps, do students achieve fundamental qualifications and credentials that could lead to either a career path with opportunity for advancement and economic stability or higher education?

3) Are Job Corps students successfully transitioning into the workforce, enrolling in additional education or training, or entering the military after they leave the program?

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

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

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

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

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

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

B. Background

Annual Revision of the Performance Management System

The Office of Job Corps annually reviews and revises its performance management system so it continues to support program goals and DOL priorities and meet Job Corps’ legislative reporting requirements. Over the years, Job Corps has made changes to its performance management system that 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’ performance management system has served the program well in focusing on key metrics, improving performance on measured outcomes, and meeting program management requirements. To further align with WIOA reporting requirements and strengthen focus on driving students’ long-term career success and upward economic mobility, Job Corps undertook a major reform initiative of its performance management system for PY 2018. The goals of the reform initiative were:

- Further align with and support reporting requirements of the primary WIOA measures;
- Simplify the system so it is easier for stakeholders to understand;
- Prioritize post-center outcomes that are central to Job Corps’ mission;
- Improve internal consistency of the OMS so that high overall performers also perform relatively high on key individual measures; and,
• Continue to meet program management needs to effectively oversee the program.

To meet these goals, Job Corps developed a streamlined performance management system with a reduced number of measures that are more closely aligned with the primary measures reported under WIOA and places more emphasis on measures that support Job Corps’ mission of placing students in meaningful jobs or further education. This shift towards long-term placement and wage measures will be a two year process and will continue in PY 2019. (Please see Attachment 1 of ePRH Appendix 501 Introduction for more information on the primary measures required under WIOA.)

**Workforce Innovation Opportunity Act (WIOA) Reporting Requirements**

The Workforce Innovation and Opportunity Act (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 ePRH Appendix 501 Introduction for more details on the WIOA Reporting System, the definitions of the pools and credits for the six primary WIOA measures, and an overview of how the six primary measures differ from the way Job Corps has traditionally reported similar program outcomes under prior legislative reporting requirements and through OMS.

To collect the data necessary to report on the primary WIOA measures, in PY 2016 Job Corps replaced its post-placement surveys (13-week reverification and the 6- and 12-month follow up surveys for graduates) with two new surveys. The new surveys re-verify CTS placements and capture placement outcomes in the second quarter (Quarter 2) and fourth quarter (Quarter 4) after exit for a broader group of students. Job Corps implemented these post-separation surveys using a program-specific definition of the time period constituting the second quarter after exit and the fourth quarter after exit. Under this definition, Quarter 2 is the second three-month period and Quarter 4 the fourth three-month period immediately following the student’s exit date. These Quarter 2 and Quarter 4 definitions, based on individual students’ exit date, were utilized in all surveys completed during PYs 2016 and 2017.

Beginning in PY 2018, Job Corps has adopted the definition used by other DOL programs to define Quarter 2 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 date of exit is between January 1st and March 31st, the second quarter after exit would be July 1st through September 30th.

As described in Job Corps Data Center (JCDC) Notice 17-207, Job Corps effected a gradual transition to the new Quarter 2 and Quarter 4 timeframes over the last two months of PY 2017. All surveys conducted beginning July 1, 2018 will use the new definitions of Quarter 2 and Quarter 4.
The implementation of WIOA requires Job Corps to also collect and report annually on the program performance and accountability measures outlined in Sections 116 and 159 of the authorizing legislation. The Job Corps WIOA Annual Report, with outcomes by center, CTS provider, OA provider and nationally, will be made available to Congress and the Office of Management and Budget (OMB).

National targets will not be set for the WIOA measures until sufficient annual data has been collected and any inconsistencies in the data collection have been resolved. Until the new WIOA performance system has been fully implemented, stabilized, and targets have been set, Job Corps will continue to use OMS reports for decision making in the areas of contract and option year awards, past effectiveness scores, incentive fees, performance assessments, and Performance Improvement Plan (PIP) placement and graduation evaluations.

C. Approach

For PY 2018, Job Corps undertook a major initiative to reform its performance management system. Job Corps conducted an extensive review of WIOA reporting requirements, program management needs, and lessons learned over the past 30 years to determine the essential elements of a reformed system. Based upon the identified needs, Job Corps developed a prototype system for PY 2018 intended to meet each of the reform goals. This prototype was refined, and goals and weights assigned based upon extensive analysis of historical and more recent data. The new design has been reviewed and approved by ETA and the Secretary’s Office. The specific changes made to each of the four report cards and to associated policies can be found in Sections E and F below.

D. Design of the PY 2018 Performance Management System

The PY 2018 performance management system represents a substantive reform to that of prior years. These changes encompass both the structure of the system as well as the definitions of specific measures, goals and weights.

Details on the changes to the Report Cards can be found in Section E of this Appendix 501 Introduction, as well as in the Appendices (501a, 501b, 501c, and 501d) of each specific outcome measurement system.

The design of the performance management system for PY 2018 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 four OMS Report Cards for the program year and all attachments.

Following the Appendix 501 Introduction are five sections:

- Appendix 501a – Center Report Card
- Appendix 501b – Outreach and Admissions Report Card
- Appendix 501c – Career Transition Services Report Card
- Appendix 501d – Career Technical Training Report Card
- Appendix 501e – Performance Improvement Plan 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 the Job Corps’ mission and also align or support legislative reporting requirements.
  - Traditionally, Job Corps has used performance measures composed of a single indicator. For example, the PY 2018 Placement Rate measure is calculated based upon the number of graduates and former enrollees in the pool that entered a placement during the reporting period.
  - New to the Center and CTS Report Cards for PY 2018 are composite measures – that is a measure that is calculated based upon the weighted performance on two or more indicators against their goals that produces a performance rating. The term “indicator” is used to distinguish between the main measures and a metric that is used, in combination with other metrics, to calculate a composite measure. Goals for composite measures are set to 100%, indicating that the goal for the composite measure is to meet the individual goals for each of the indicators that combine to make up the measure.
- 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. The Center Quality Assessment is composed of three discrete measures: On-Board Strength (OBS), which measures student capacity utilization on Job Corps centers; the Quality Rating (QR), which is issued during Regional Office Compliance Assessments (ROCA) of OA, center, and CTS contracts; and the Student Satisfaction Survey (SSS), which gauges students’ perception of center safety and security and overall satisfaction with the Job Corps program. Each of these elements is independent of the others and there is no aggregation of results across the measures.

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

2. Performance Goals

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

Example: If the goal for the Placement Rate in the Center Report Card is 83%, and a center has Placement Rate of 70%, then its rating on that measure would be 84.3%, meaning that the center has reached 84.3% of the goal (70/83 = 84.3). 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 are generally applied to centers, OA, CTS, and CTT providers equally for the same measure to maintain internal consistency and equitability. Where performance can reasonably be expected to be different for the same measure across report cards (e.g., due to differences in student pools), different national goals may be established.

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

For PY 2018, the model-based goals for the HSD/HSE Attainment Rate incorporates results of the 2018 OMS Factor Verification Survey. The model-based goals for the two learning gains indicators under the Measurable Skills Gains Rating measure, and the Average Hourly Wage at Placement indicator are based on student characteristics and local economic factors. Center-specific model-based goals are applied to the CTT report card for the average hourly wage measures and the average earnings measure in Quarter 2 after exit quarter.

For PY 2018, center- and CTS provider-specific models are estimated for the Graduate and Former Enrollee Average Earnings in Quarter 2 measure based upon data from the Quarter 2 survey.

For the CTT report card, the center-specific goal adjustments will be applied to the national goals of $5,700 for the CTT Completer Average Earnings in Quarter 2 measure.

(1) **PY 2018 Model-Based Goals.** The following measures and indicators in the Center, CTS and/or CTT Report Cards, use model-based goals, as applicable:

- Credential Attainment Rating Measure
  - HSD or HSE Attainment Rate
- Measurable Skills Gains Rating Measure
  - Average Literacy Gain
  - Average Numeracy Gain
- Graduate and Former Enrollee Average Hourly Wage at Placement
- JTM Average Hourly Wage
- Graduate and Former Enrollee Average Earnings in Quarter 2 after Exit Quarter
- CTT Completer Average Earnings in Quarter 2 after Exit Quarter

Model-based goals for all Center, CTS and CTT measures can be found in Appendix 501 Introduction, Attachments 10, 11, and 12, respectively.

(2) **Appeal Process for Model-Based Goals:** Model-based goals are
developed using the most recent data available. As a result, the goals are meant to accurately represent the factors beyond the control of a center or CTS provider that impact the achievement of the specific measure. An appeal of a model-based goal may be filed only if there are new or extenuating circumstances that cannot be resolved during the program year, and that have not already been factored into the model.

NOTE: For PY 2018, appeals can be filed and will be processed for the model-based goals for all the applicable measures and indicators. If approved, the changes will be applied to both the Center Report Card and the related measures/indicators on the CTS and CTT Report Cards as applicable.

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

Model-Based Goals Appeals are to be submitted no later than October 31, 2018. The written justification and supporting documentation can be mailed or scanned/emailed to:

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

Email: Modelbasedgoalsappeals@dol.gov

2. Weights, Performance Ratings and Overall Rating

Weights are assigned to each measure of the four Report Cards to underscore the relative importance in accountability for achieving student outcomes. Each weight is expressed as a percentage with the sum of all weights in a Report Card totaling 100%. 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.

Results across each of the weighted measures are aggregated to create an overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process. Overall ratings are also used to determine the performance ranges for performance-based service contracting.

Similarly, composite measures are comprised of indicators that are assigned
weights that collectively sum to 100%. The performance rating for a composite measure is the sum of the weighted performance rating of each of the individual indicators. The table provided below is an illustration of how the performance rating of a composite measure is calculated.

**EXAMPLE: CALCULATING PERFORMANCE RATING OF A COMPOSITE MEASURE**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Actual Performance</th>
<th>Indicator Goal</th>
<th>Performance Rating(^1)</th>
<th>Indicator Relative Weight</th>
<th>Weighted Performance Rating(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 1</td>
<td>68.2%</td>
<td>65%</td>
<td>104.9%</td>
<td>37.5%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Indicator 2</td>
<td>66.0%</td>
<td>70%</td>
<td>94.3%</td>
<td>25.0%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Indicator 3</td>
<td>92.3%</td>
<td>90%</td>
<td>102.6%</td>
<td>25.0%</td>
<td>25.6%</td>
</tr>
<tr>
<td>Indicator 4</td>
<td>57.5%</td>
<td>60%</td>
<td>95.8%</td>
<td>12.5%</td>
<td>12.0%</td>
</tr>
<tr>
<td><strong>Composite Measure Performance Rating(^3)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>100.5%</strong></td>
</tr>
</tbody>
</table>

To calculate the performance rating for a composite measure:
1. Calculate the performance rating of each indicator by dividing the actual performance on the indicator by the indicator goal.
2. Calculate the weighted performance of each indicator by multiplying the performance rating by the indicator’s relative weight.
3. Sum the weighted performance ratings of the four indicators to produce the overall rating for the credential attainment measure.

The overall rating for a Report Card is then calculated by summing the weighted performance ratings of all weighted single and composite measures. The table below illustrates how the overall rating is calculated.

**SAMPLE OMS REPORT CARD**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Actual Performance</th>
<th>Measure Goal</th>
<th>Performance Rating(^1)</th>
<th>Measure Weight</th>
<th>Weighted Performance Rating(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Measure 1</td>
<td>79%</td>
<td>75%</td>
<td>105.3%</td>
<td>40%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Single Measure 2</td>
<td>54%</td>
<td>60%</td>
<td>90.0%</td>
<td>25%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Composite Measure 3</td>
<td>90%</td>
<td>100%</td>
<td>90.0%</td>
<td>35%</td>
<td>31.5%</td>
</tr>
<tr>
<td><strong>Overall Report Card Rating(^3)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>96.1%</strong></td>
</tr>
</tbody>
</table>

To calculate the Overall Report Card Rating:
1. Calculate the performance rating of each measure by dividing the actual performance on the measure by the measure goal (actual performance/Goal).
2. Calculate the weighted performance of each measure by multiplying the performance rating by the measure’s weight (Performance Rating x Weight).
3. Sum the weighted performance ratings of all the measures to produce the Overall Report Card Rating.

3. **Job Corps Students in the Performance Management System**

Provided below is a description of the pool of students included in and excluded from the performance management system:
(a) **Definitions of Student Separation Status:** The criteria for graduate, former enrollee, and uncommitted student status, as defined in the Job Corps Policy and Requirements Handbook (PRH), Chapter 4, Section 4.2, apply to the Performance Management System.

1. **Graduate:** One who has completed 60 or more calendar days of enrollment and has completed the requirements of CTT, or earned a HSD or HSE, or who completes both, while enrolled in Job Corps. Students who have exited for any Level 1 Zero Tolerance (ZT) infraction, at any time, do not qualify as graduates.

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

3. **Uncommitted Student:** One who has remained in Job Corps less than 60 calendar days (regardless of achievement), or who has separated for a Level 1 ZT infraction at any time.

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

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

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

Students who exit due to Level 1 ZT infractions after 30/45 days, however, are included in all pools of the direct center services measures, and credit will be given for attainments earned prior to exit.

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

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

(c) **Students Who Are Medical Separations With Reinstatement Rights (MSWR).** Per the PRH, Chapter 6, Section 6.4, R5a, students who are medically separated with reinstatement rights are allowed an expedited return within 180 days if the medical condition has been resolved.

The JCDC will report the student outcomes only at the time of final separation. Thus, OMS outcomes for an MSWR student will be recorded either at 180 days after MSWR, if the student does not return to the program, or at final separation, if the student resumes participation in the program.

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

1. **Student is reinstated back to the Job Corps center before the 180 days ends:** Student outcomes will be reported at the time of final separation.

2. **Student did not return to the Job Corps center within the 180 days:** In this case, at the end of the 180 days, the system will automatically 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, he or she will be active for CTS providers to enter placement data in CTS. The placement service period will start at the 181st day and the 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 he or she does 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, he or she 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 6.4, R5a, administrative separations with reinstatement rights are allowed an expedited return within 12 months.

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

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

1. **Student is reinstated back to the Job Corps center before the 12 months end:** Student outcomes will be reported at the time of final separation.

2. **Student did not return to the Job Corps center within the 12 months:** In this case, at the end of the 12 months, the system will automatically separate the student under the “ASWR Final Close-Out” (ASFC) status using the 365th 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, he or she will be active for CTS providers to enter placement data in CTS. The placement service period will start at the 366th day, and the 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 that he or she does 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, he or she 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, CTS, and CTT 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.

4. 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 2018, the rolling reports will not be produced due to a lack of data.

(b) Program Year (PY) Cumulative Report: The PY cumulative report begins with data for the first month of the PY (July 1) and continues to incorporate monthly data as the PY progresses, culminating with 12 months of data by June 30 of the following year. This report does begin anew at the start of a new program year.

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

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

(a) 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.

(b) Performance Ranking Report: The performance ranking report ranks centers, OA and CTS providers in order of highest to lowest based upon their overall rating, and also includes their performance rating and the ranking for each measure. There is no ranking report for the CTT Report Card.

New for PY 2018, Job Corps is producing a supplemental report for the Center and CTS
Report Cards that provides information on the performance of each center and CTS provider, respectively, on the composite measures and their indicators. These reports are intended for use by centers and CTS providers to monitor attainments across all the indicators credited under a composite measure. These reports will be published according to the same schedule and using the same timeframes as the Center and CTS Report Cards.

5. **Performance Improvement Plan**

In PY 2016, a Performance Improvement Plan (PIP) was implemented. 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 501e for details.

6. **Effective Date**

Data reporting under the PY 2018 system begins on July 1, 2018. Job Corps anticipates that the first reports reflecting PY 2018 outcomes (for the period from July 1 through July 31, 2018) will be issued to allow time for development, programming and thorough quality review of the resulting reports given the extensive changes to the performance management system for PY 2018.

E. **Changes to the Outcome Measurement System Report Cards for PY 2018**

**Center and CTS Report Cards:**

For PY 2018, Job Corps has made substantial changes to the Center and CTS Report Cards to meet the goals of the performance management system reform initiative.

As part of the major reform initiative, Job Corps has reduced the number of measures in the Direct Center Services area of the Center Report Card from six to two. The two new measures are composite measures that capture accomplishments made on-center in the areas of Credential Attainments and Measurable Skills Gains. These two composite measures align respectively with WIOA primary Measure 4 and Measure 5 (see Attachment 1 for the specific WIOA measures and their definitions).

The new Credential Attainment Rating measure has a goal of 100% and weight of 30% in PY 2018. It is anticipated that the weight will be further reduced to 15% in PY 2019. The measure is calculated based upon the sum of the weighted performance relative to goals on the following indicators: HSD/HSE Attainment, CTT completion, and Primary IRC attainment.

- The HSD/HSE Attainment Rate indicator has a goal of 65% (which is the same as the PY 2017 measure goal), and a relative weight of 40%. The definition of this indicator remains the same as in prior years.
- The CTT Completion Rate indicator has a goal of 70% (which is the same as the PY 2017 measure goal), and a relative weight of 30%. The definition of this
indicator remains the same as in prior years.

- The Primary IRC Attainment Rate indicator has a goal of 90% (which is the same as the PY 2017 measure goal), and a relative weight of 30%. The definition of this indicator remains the same as in prior years.

The new Measurable Skills Gains Rating measure has a goal of 100% and weight of 5%. The measure is calculated based upon the sum of the weighted performance relative to goals on the following indicators: Average Literacy Gains and Average Numeracy Gains.

- The Average Literacy Gains indicator has a goal of 3.00 Grade Level Equivalent (GLEs), which is the same as the PY 2017 measure goal), and a relative weight of 50%. The definition of this indicator remains the same as in prior years.

- The Average Numeracy Gains indicator has a goal of 3.00 GLEs (which is the same as the PY 2017 measure goal), and a relative weight of 50%. The definition of this indicator remains the same as in prior years.

As with the Direct Center Services area, the number of Initial Placement measures on the Center and CTS OMS Report Cards for PY 2018 have been reduced from five to three. One of the measures is a new composite measure that reports on the quality of the placement entered by graduates and former enrollees: Placement Quality Rating. While such measures are not part of the WIOA primary measures, Job Corps includes these to continue to ensure accountability of centers and CTS providers in placing students during their placement service window and to support attainment of Quarter 2 and Quarter 4 placement outcomes.

Another new Graduate and Former Enrollee Placement Rate measure replaces the separate Graduate Placement Rate and the Former Enrollee Placement Rate measures in the PY 2017 OMS. It captures the combined placement outcomes of graduates and former enrollees. This measure has a goal of 83%, and weights of 10% and 20% respectively on the Center and CTS Report Cards.

The new Placement Quality Rating measure is a composite measure with a goal of 100% and weights of 12.5% and 15% respectively on the Center and CTS Report Cards. The measure is calculated based upon the sum of the weighted performance relative to goals on the following indicators: JTM Rate and Full-Time Quality Placement Rate.

- The definition of the JTM Rate indicator differs from prior years in that it excludes post-secondary education/training placements as a JTM. This indicator has a goal of 65%, and a relative weight of 35%.

- The new indicator of Full-Time Quality Placement Rate credits those placements entered by graduates and former enrollees that are apprenticeship programs, full-time jobs, the military, full-time college, full-time job/college or full-time post-secondary training programs. Job Corps considers these as quality placements that are more likely to lead to long-term attachment to the workforce and to achieving positive Quarter 2 and Quarter 4 placement outcomes. This indicator has a goal of 75%, and a relative weight of 65%.

The definition of the Average Hourly Wage at Placement indicator differs from prior
years in that it reports the combined average hourly wage of both graduates and former enrollees. This indicator has a goal of $12.00, and a weight of 7.5%.

Job Corps has also reduced the number of measures in the Quarter 2 and Quarter 4 Placement area. Job Corps has removed the Graduate Earnings in Quarter 4 measure from the PY 2018 Center and CTS Report Cards to further align with WIOA. The goals of both the Quarter 2 and Quarter 4 placement measures for PY 2018 remain at 80%, while the goal for the Graduate and Former Enrollee Earnings in Quarter 2 measure has increased from $5,200 to $5,500 to account for increased performance during PY 2017 and reflect current labor market conditions. As part of the reform initiative for PY 2018, Job Corps has increased the weight on the Quarter 2 and Quarter 4 measures in both the Center and CTS Report Cards. These increases support WIOA’s emphasis on long-term outcomes and ensure better internal consistency throughout the system so that overall high performance includes high performance on these key metrics. The weights for the Quarter 2 and Quarter 4 Placement measures have increased from 7.5% to 13.75% in PY 2018 and will increase further to 20.0% in PY 2019 each on the Center Report Card, and from 12.5% to 20% each on the CTS Report Card. Similarly, the weight for the Quarter 2 Earnings measure has increased from 3.75% and 7.5% in PY 2018 and will increase further to 10% in PY 2019 on the Center Report Cards. In the PY 2018 CTS Report Cards, there will be a 10% weight for the Quarter 2 Earnings measure.

**CTT Report Card:**

Job Corps has made more moderate changes to the CTT Report Card for PY 2018 as part of a two-step approach to ultimately parallel the revisions made to the Center and CTS Report Cards. As a first step, for PY 2018 Job Corps is aligning the measure definitions and weight structure of the CTT Report Card with the PY 2018 Center and CTS Report Cards. In PY 2019, to further align the three systems, Job Corps will implement the second step by condensing the number of measures through the use of composite measures, similar to those in the Center and CTS Report Cards.

For PY 2018, Job Corps has made no changes to the Direct Center Services measures, goals or weights of the CTT Report Card.

Changes have been made to two measures in the Placement Outcomes area that align with the new indicators in the Center and CTS Report Cards. Specifically, Job Corps replaced the CTT Completer Full-Time Job Placement measure with a CTT Completer Full-Time Quality Placement Rate measure. Additionally, Job Corps removed post-secondary education/training placements from the pools and credits of the JTM Rate measure. As in the Center and CTS Report cards, the goal of the CTT Completer Full-Time Quality Placement Rate measure is set at 75% and that of the JTM Rate measure is set at 65%.

The weight structure of the Placement Outcomes area measures has also been modified to shift weight to the Quarter 2 and Quarter 4 measures, in alignment with the weight structures of the Center and CTS Report Card. Specifically, the CTT Completer
Placement Rate has been reduced by 2.5 percentage points to 10%. The new CTT Completer Full-Time Quality Placement Rate measure is weighted at 10%, while the weight of the JTM measure remains unchanged at 10%.

As with the Center and CTS Report Cards, Job Corps has removed the Average Earnings at Quarter 4 measure from the CTT Report Card to reduce the number of metrics and align with the primary WIOA measures. No changes have been made to the definitions of the remaining Quarter 2 and Quarter 4 measures. Similar to the Center and CTS Report Cards, the weights of the remaining Quarter 2 and Quarter 4 measures have each been increased; the Quarter 2 and Quarter 4 Placement measures have been raised from 12.5% to 15% each, and the Quarter 2 Earnings measure from 5% to 10%. Further weight adjustments are anticipated in PY 2019.

OA Report Card:

For PY 2018, Job Corps has made minor changes to the OA Report Card. The Graduate Initial Placement measure has been removed from the report card, and the weight structure of the Production and Commitment measures has shifted to increase focus on the female arrival rate.

Job Corps has increased the overall weight of the Quantity/Production measures from 55% to 60%, increasing the Female Arrival Rate weight from 10% to 30% and decreasing the Total Arrival Rate weight from 45% to 30%. This weight shift is intended to encourage the recruitment of eligible candidates to increase On-Board Strength, while increasing emphasis on the recruitment of eligible females. Goals for the Quantity/Production measures remain unchanged.

Job Corps has removed the Graduate Initial Placement Rate measure from the OA Report Card in recognition of the factors beyond the OA provider’s control that affect a successful placement. The weight structure of the Quality/Commitment measures has also been modified. The weight of the 90-Day Commitment Rate measure has decreased from 35% to 30% to shift weight to the Quantity/Production measures. The weight of the Graduate Rate measure has increased from 2.5% to 5%. The goals of the commitment measures remain unchanged for PY 2018.

F. Additional Policies

Provided below are additional policies in effect for PY 2018:

1. Grace Period for New Job Corps Centers

   Prior to PY 2007, new centers were granted a one-year grace period during which they were not held accountable to the same degree as more established centers for outcomes and performance results. Effective PY 2007, the grace period for newly opened centers was increased from one year to two years, primarily to allow sufficient time for students to enroll and progress through all stages of Job Corps
services, and to have student data populate in all performance pools. The grace period was extended to two full years based upon the Average Length of Stay (ALOS) for all students and graduates, as well as time required for students to populate the 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 are separated, but the center will not be held accountable for purposes of OMS, Performance-Based Service Contracting (PBSC), and Automated Past Effectiveness.

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

Job Corps offers both basic and advanced CTT programs. CTT completers are encouraged to enroll in a Job Corps Advanced Training (AT) program to earn additional and higher-level industry-recognized credentials and enhance their employability. The National Office has approved a variety of AT programs at certain Job Corps centers. Students enrolled in AT programs have the opportunity to extend their enrollment up to one full year beyond the current two-year enrollment limitation. All students who are placed in an approved AT program must meet the AT program’s specific eligibility criteria. Job Corps’ policy for crediting centers in situations where CTT completers are transferred to AT programs is outlined below. 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. The underlying philosophy behind the policy for AT credit is that sending and receiving centers should be held accountable for the specific outcome measures and accomplishments that are earned while the students are at their respective centers.

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 Measurable Skills Gains Rating measure nor the HSD/HSE indicator. AT centers can receive credit for the following indicators of the Credential Attainment measure, as applicable, when the student completes the AT program: CTT completion, and Primary IRC attainment.

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 direct center service measures (Credential Attainment Rating and Measurable Skills Gains Rating) upon separation from Job Corps.

A table summarizing the crediting policy can be found in Appendix 501 Introduction, Attachment 3: PY 2018 Center Report Card Pools and Credits for Graduates Transferred to Advanced Training (AT) Programs.

(b) **Sending Centers:**

1. **Credits for Transferring Students to AT Programs:** At the time of the transfer:
   
   - The sending center will receive an automatic education placement credit for the Placement Rate measure. If the student is subsequently placed in a job or education/training program after separating from the AT center, the automatic education placement credit will be replaced by a credit for the student’s actual placement.
   - The sending center will receive applicable credits for all direct center service measures based upon the student’s attainment while at that center. For PY 2018, this includes:
     - Credential Attainment Rating measure:
       - HSD or HSE Attainment Rate
       - CTT Completion Rate
       - Primary IRC Attainment Rate
     - Measurable Skills Gains Rating measure:
       - Average Literacy Gain
       - Average Numeracy Gain

2. **Credits at Separation, CTS Placement, and Quarter 2 and Quarter 4 Placement:** At the time of separation from the AT center:
   
   - The sending center will not receive any credits for direct center service measures that are earned while the student is at 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 Placement Quality Rating 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 Placement Quality Rating pool for one indicator (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 Graduate and Former Enrollee Placement Rate in Quarter 2 measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the Graduate and Former Enrollee Average Earnings in Quarter 2 measure pool and the sending center will receive credit for the student’s earnings as calculated based on the information provided in the survey.

For students who respond to the Quarter 4 survey, the student will be placed in the sending center’s pool for the Graduate and Former Enrollee Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions.

Receiving AT Centers: Credits at Separation, CTS Placement, and Quarter 2 and Quarter 4 Placement:

At the time of separation from the AT center:

• The student will be entered in the AT center’s pool for two of the Credential Attainment Measure indicators (CTT Completion Rate and Primary IRC Attainment 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 his or her CTT program at the sending center but did not complete the trade at the AT center, the AT center would not receive credit for the CTT Completion Rate indicator. 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 he or she is placed in a job after separation.

• The student will not be included in the pool for the HSD or HSE Attainment Rate indicator, or the Measurable Skills Gains Rating measure 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 both indicators of the AT center’s Placement Quality Rating measure (JTM Placement Rate and Quality Placement Rate) and for 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 indicator of the AT center. If the student is placed in an education/training program, the student is placed in the Quality Placement Rate indicator of the AT center’s Placement Quality Rating measure.

• For students who respond to the Quarter 2 survey, the student will be put in the AT center’s pool for the Graduate and Former Enrollee Placement Rate in Quarter 2 measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the Graduate and Former Enrollee Average Earnings in Quarter 2 measure pool and receive credits for the student’s earnings as calculated based on the information provided in the survey.

• For students who respond to the Quarter 2 survey, the student will be put in the AT center’s pool for the Graduate and Former Enrollee Placement Rate in Quarter 4 measure and will receive credit as applicable for that measure based on the answers to the survey questions.

(d) 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 indicators of the Credential Attainment Rating measure at all subsequent new centers transferred to, regardless of whether a CTT program is completed or a primary IRC is attained while at that center: CTT Completion Rate and Primary IRC 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
The first center and all subsequent centers are accountable for post-center measures, regardless from which center the student ultimately separates.

3. **Policy for Crediting Career Transition Services (CTS) Providers When CTS-Assigned Students Relocate to a Different Service Area**

CTS providers are responsible for providing placement and transition services to graduates and former enrollees after program separation. Job Corps’ policy for crediting CTS providers in situations where a student moves from one CTS location to another is detailed below and is also presented in table format in Appendix 501 Introduction, Attachment 7 – Crediting Chart for CTS Providers When Students Relocate to a New Service Area. This policy is aligned with the PRH, Chapter 4, Section 4.3, R5, Relocations.

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

- If the receiving CTS provider does not place the former enrollee while the placement window is active, the initial provider is the provider of record for all applicable PY 2018 CTS Report Card measures. (Placement Rate, Graduate and Former Enrollee Average Hourly Wage at Placement, Placement Quality Rating, Graduate and Former Enrollee Placement Rate in Quarter 2 after Exit, Graduate and Former Enrollee Average Earnings in Quarter 2 after Exit, and, Graduate and Former Enrollee Placement Rate in Quarter 4 after Exit).

- If the receiving CTS provider places the former enrollee while the placement window is active, the former enrollee is put into the appropriate pools and receives credit for all the measures as applicable; the initial provider does not receive flow-back credit for the placement.

- If both the initial and the receiving CTS provider place the former enrollee while the placement window is active, the initial provider receives credit for all the applicable measures and the receiving provider is credited for the applicable CTS placement and Quarter 2 and Quarter 4 placement measures only if the placement is an upgrade, according to the criteria defined in the placement upgrade chart found in Appendix 501 Introduction, Attachment 2: PY 2018 Initial Placements and Allowable Upgrades. In this case, the credit would only be counted once in national totals, and (if the transfer
occurs from one CTS provider to another in the same region) once in the regional total. If two different regions were involved in the transfer, then each region would receive credit for the applicable CTS and Quarter 2 and Quarter 4 placement measures.

(b) **Graduates:** For graduates initially assigned to one CTS provider who relocate to a new address covered by a different CTS provider, credit is applied as follows:

1. **Graduates — CTS Placement Measures**

   - If the initial CTS provider places the relocating graduate prior to the time of transfer, the initial provider is the provider of record for the CTS Placement measures (Placement Rate Graduate and Former Enrollee Average Hourly Wage at Placement, and Placement Quality Rating).
   - If the graduate is placed by the initial CTS provider, is transferred with 90 or more calendar days remaining in the placement services window, and is then placed by the receiving CTS provider, the receiving provider is credited for all applicable placement measures only if that placement is an upgrade, according to the criteria defined in the placement upgrade found in Appendix 501 Introduction, Attachment 2: PY 2018 Initial Placements and Allowable Upgrades. In this case, the credit would only be counted once in national totals, and (if the transfer occurs from one CTS provider to another in the same region) once in the regional total. If two different regions were involved in the transfer, then each region would receive credit for the applicable CTS placement measures.
   - If the initial CTS provider does not place the relocating graduate prior to the time of transfer, and there are 90 or more calendar days remaining in the placement services window, then the receiving provider is accountable for the CTS placement measures (Placement Rate, Graduate and Former Enrollee Average Hourly Wage at Placement, and Placement Quality Rating).
   - If neither the initial nor the receiving CTS provider places the relocating graduate, and there were less than 90 calendar days remaining in the placement services window at the time of re-assignment, then the initial provider is accountable for the CTS placement measures (Placement Rate, Graduate and Former Enrollee Average Hourly Wage at Placement, and Placement Quality Rating).
   - If the initial CTS provider does not place a relocating graduate prior to transfer, and there were less than 90
calendar days remaining in the placement services window at the time of re-assignment, and the receiving CTS provider places the graduate during the placement window, then the initial provider is not accountable for the CTS placement measures and the receiving provider receives the credit for these measures (Placement Rate, Graduate and Former Enrollee Average Hourly Wage at Placement, and Placement Quality Rating) as applicable.

(2) Graduates — Quarter 2 and Quarter 4 Placement Measures

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

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

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

4. **Timelines for Reporting Placement Data**

Per the PRH, Chapter 4, Section 4.5, the timelines surrounding reporting, verifying, and entering placement data are as follows:

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

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

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

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.

(c) **Date Verified:** This is the date that documentation is received verifying the placement, including the hours, duration, and/or wage as appropriate.
(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.

**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.

If the verification is not received and/or the information is not entered into the CTS system within the above-specified time frame, the CTS provider and center will not receive credit for the Placement Rate measure for this student. The student will not be in the pool of any of the Placement Quality Rating indicators and Graduate and Former Enrollee Average Hourly Wage at Placement, and the CTS provider and center will not receive credit for these measures. JCDC will, however, include these placements in the National and Regional totals of the CTS placement measures if they otherwise meet placement requirements.

If the student responds to the post-separation surveys, the CTS provider and center can receive credit for the Quarter 2 and Quarter 4 placement and Quarter 2 Average Earning measures as appropriate.

5. **Placement Upgrades**

Placement upgrades occurring while the student’s placement service window is active will continue to be credited in PY 2018. As in prior years, placement upgrades that occur during the placement window are credited for the Placement Rate measure, Graduate and Former Enrollee Average Hourly Wage at Placement, and Placement Quality Rating measure (and its two indicators as applicable: JTM Rate and Quality Placement Rate). All students (graduates and former enrollees) are eligible for upgrades that occur while their placement windows are active.

**Example:** A graduate separates from a center and is initially reported as placed in a $7.50 per hour, non-JTM, and full-time job. Credit for that student is given in the Center Report Card for the Placement Rate measure and for the following: Average Hourly Wage at Placement (at $7.50 per hour), and 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 $8.00; 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 Placement Rate, Average Hourly Wage at Placement and Placement Quality Rate indicators is replaced by the $8.00 per hour job, and credit is now also given for the JTM Rate.

NOTE: For upgraded placements, the Date Reported is the first day the student starts the upgraded placement (whether this is the first day at a new, upgraded placement or the first day the position, hours, wages or credits improved in an existing placement). From Date Reported, CTS providers have 90 calendar days to verify and approve the upgraded placement in the CTS system. All subsequent placements that occur after the initial placement, yet during the placement window, should be recorded for informational purposes, regardless of whether the placement is an upgrade. However, only those placements that are upgrades are credited for the CTS placement measures. A chart outlining the placement upgrade policy can be found in Appendix 501 Introduction, Attachment 2: PY 2018 Initial Placements and Allowable Upgrades. Upgrades are credited to align the systems with the CTT Report Card, emphasize the importance of continuous progress in the workforce, and encourage JTM and post-secondary education/training placements.

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

The process created in PY 2007 for requesting the addition of an O*NET-SOC placement code to the JTM Crosswalk will continue to be available for PY 2018. 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 2018 version of the Request Form located in Appendix 501 Introduction, Attachment 6: PY 2018 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk and Request Form.

7. **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 gender), the annual subsistence allowance, the estimated value of the house services received, plus the tax-value of the latter three benefits. The total adjusted gross amount is divided by 2,080 hours to yield an average 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 from Job Corps 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 the most current military compensation levels typically updated at the start of the calendar year. 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.).

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

In PY 2018, Job Corps will continue to report graduate and former enrollee placements in Quarter 2 and Quarter 4 after exit and graduate and former enrollee average earnings in Quarter 2 after exit. 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 placement and earnings credits for the three Quarter 2 and Quarter 4 placement and earnings measures in the OMS.

Job Corps originally implemented the post-separation surveys using a program-
specific definition of the time period constituting the second quarter after exit and the fourth quarter after exit. Under this definition, Quarter 2 is the second three-month period and Quarter 4 the fourth three-month period immediately following the student’s exit date. Beginning PY 2018, Job Corps adopted the definition used by other DOL programs to define Quarter 2 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 date of exit is between January 1st and March 31st, the second quarter after exit would be July 1st through September 30th.

The transition from the previous to these new reporting timeframes was implemented in May and June 2018 as stated in JCDC Notice 17-207. As of July 1, 2018, all post-separation surveys completed will be using the new reporting timeframes and will be included in the results reported for the PY 2018 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
The information they provide will be confidential and will only be used by Job Corps for purposes of program evaluation.

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

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

(d) **Appeal Process:**

For PY 2018, 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:

- Graduate and Former Enrollee Placement Rate in Quarter 2 after Exit;
- Graduate and Former Enrollee Average Earnings in Quarter 2 after Exit; and,
- Graduate and Former Enrollee Placement Rate in Quarter 4 after Exit;

Earnings appeals are accepted only where a job placement is credited (through data collected via the post-separation surveys) or where an appeal for a job placement is filed for the same quarter. All appeals for *job placements* must also include an appeal for earnings for the same quarter.

As the Quarter 2 and Quarter 4 data collection and appeals process are relatively new, complex, and evolving, the National Office will continue to revise the policy surrounding placement and earnings appeals as needed.

**Documentation:** Appeals submitted for a placement must include a completed PY 2018 Job Corps Appeal Form for Quarter 2 or Quarter 4 Placement Outcomes using the template and instructions provided in Appendix 501-Introduction, Attachment 4.

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.

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 2018 Job Corps Appeal Form for Quarter 2 Earnings Outcomes using the template and instructions provided in Appendix 501-Introduction, Attachment 5.

All earnings appeals must include documentation to completely 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 Introduction, 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 appeal form(s), justification and required supporting documentation are to be mailed or scanned/e-mailed to:

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

Email: surveyappeals@dol.gov

**Note:** Submission through FAX is no longer be accepted. While scanned and emailed appeals and documentation are the preferred method of submission, there are specific instances where the original supporting documentation must be mailed. These instances are delineated in a table in the instructions for completing the appeal in Attachment 5.

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

The following timetable outlines the PY 2018 dates during which appeals must be received by the National Office, Program Performance Team:

<table>
<thead>
<tr>
<th>Appeals for:</th>
<th>Received from:</th>
<th>To COB:</th>
</tr>
</thead>
</table>
Appeals must be filed within 90 calendar days from the date the first report was issued with the individual student’s outcomes (OMS-20, 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 results. All validated errors and discrepancies are corrected, and Regional Offices impose liquidated damages as appropriate. As a system, each level of program staff is responsible for the integrity of the data it generates, collects, or records. As a program, the Office of Job Corps continues to conduct rigorous DIAs and remains vigilant and responsive to all data integrity issues.
H. **PY 2018 OMS Report Cards**

Provided on the following pages are summary tables depicting the PY 2017 OMS Report Cards followed by the PY 2018 OMS Report Cards (and the supplemental report cards for calculating the composite measures). New measures/indicators and changes in goals and weights for PY 2018 compared to PY 2017, are represented in red font. See Appendices 501a, 501b, 501c, and 501d for specific information on the individual outcome measurement systems, including changes, for PY 2018.
<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Center Services – 45%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate*</td>
<td>No. of Students who attain either an HSD or HSE No. of Students without an HSD or HSE at entry</td>
<td>65%</td>
<td>15%</td>
</tr>
<tr>
<td>Career Technical Training (CTT) Completion Rate</td>
<td>No. of Students who complete a Career Technical Training program No. of Separated Students</td>
<td>70%</td>
<td>10%</td>
</tr>
<tr>
<td>Combination High School Diploma (HSD) or High School Equivalency (HSE), and Career Technical Training (CTT) Attainment Rate*</td>
<td>No. of Students who complete a Career Technical Training program and attain either an HSD or HSE No. of Students without an HSD or HSE at entry</td>
<td>55%</td>
<td>5%</td>
</tr>
<tr>
<td>Average Literacy Gain*</td>
<td>Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE reading test No. of Students who score 552 or lower on the initial TABE reading test and Students who do not take a valid initial reading test during the first 21 calendar days on center</td>
<td>3.00 GLE</td>
<td>2.5%</td>
</tr>
<tr>
<td>Average Numeracy Gain*</td>
<td>Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE math test No. of Students who score 551 or lower on the initial TABE math test and Students who do not take a valid initial math test during the first 21 calendar days on center</td>
<td>3.00 GLE</td>
<td>2.5%</td>
</tr>
<tr>
<td>Career Technical Training Primary Industry-Recognized Credential Attainment Rate</td>
<td>No. of Career Technical Training students who attain an approved Primary industry-recognized credential or complete an NTC program No. of Students Assigned to a Career Technical Training program</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Short-Term Career Transition Services – 32.5%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Training Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate</td>
<td>No. of Career Technical Training program completers placed in a training-related job, the military, or post-secondary education/training No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training</td>
<td>75%</td>
<td>5%</td>
</tr>
<tr>
<td>Former Enrollee Initial Placement Rate</td>
<td>No. of Former Enrollees placed in a job, the military, or education/training No. of Former Enrollees whose placement records are due or received</td>
<td>60%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Graduate Initial Placement Rate</td>
<td>No. of Graduates placed in a job, the military, or education/training or who transfer to an Advanced Training program at another center No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center</td>
<td>92%</td>
<td>10%</td>
</tr>
<tr>
<td>Graduate Average Hourly Wage at Placement*</td>
<td>Sum of hourly wages of Graduates placed in a job or the military No. of Graduates placed in a job or the military</td>
<td>$11.75</td>
<td>5%</td>
</tr>
<tr>
<td>Graduate Full-Time Job Placement Rate</td>
<td>No. of Graduates placed in a full-time job or the military No. of Graduates placed in a job or the military</td>
<td>75%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Long-Term Career Transition Services – 22.5%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit</td>
<td>No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/school combination on the Quarter 2 Survey No. of Graduates and Former Enrollees who complete the Quarter 2 Survey</td>
<td>80%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit</td>
<td>Sum of earnings of Graduates and Former Enrollees who report they are in a job or the military on the Quarter 2 Survey No. of Graduates and Former Enrollees who report they are in a job or the military on the Quarter 2 Survey</td>
<td>$5,200</td>
<td>3.75%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Quarter 4 After Exit</td>
<td>No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/school combination on the Quarter 4 Survey No. of Graduates and Former Enrollees who complete the Quarter 4 Survey</td>
<td>80%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Graduate Average Earnings in Quarter 4 After Exit</td>
<td>Sum of earnings of Graduates who report they are in a job or the military on the Quarter 4 Survey No. of Graduates who report they are in a job or the military on the Quarter 4 Survey</td>
<td>$5,700</td>
<td>3.75%</td>
</tr>
</tbody>
</table>

*Model-based goal
<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECT CENTER SERVICES (35%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credential Attainment Rating</td>
<td>Rating based on weighted performance on three indicators relative to goals: (1) HSD/HSE attainment rate*, (2) CTT completion rate, and (3) Primary IRC attainment rate</td>
<td>100%</td>
<td>30%</td>
</tr>
<tr>
<td>Measurable Skills Gains Rating*</td>
<td>Rating based on average performance of two indicators relative to goals: Average Literacy Gains and Average Numeracy Gains</td>
<td>100%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>CTS PLACEMENT OUTCOMES (30%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Rate</td>
<td>No. of graduates and former enrollees placed in a job, the military, an education/training program, or who transferred to an approved Advanced Training program at another center</td>
<td>83%</td>
<td>10%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Average Hourly Wage at Placement*</td>
<td>Sum of hourly wages of graduates and former enrollees placed in a job or the military No. of graduates and former enrollees placed in a job or the military</td>
<td>$12.00</td>
<td>7.5%</td>
</tr>
<tr>
<td>Placement Quality Rating</td>
<td>Rating based on weighted performance on two indicators relative to goals: (1) job-training match rate, and (2) quality placement rate (percentage of all initially placed graduates and former enrollees in apprenticeship programs, full-time jobs, the military, full-time college, full-time college/job combination, or full-time post-secondary training)</td>
<td>100%</td>
<td>12.5%</td>
</tr>
<tr>
<td><strong>Q2/Q4 PLACEMENT OUTCOMES (35%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit</td>
<td>No. of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, or an education/training program No. of graduates and former enrollees who complete the Quarter 2 survey</td>
<td>80%</td>
<td>13.75%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Q4 After Exit</td>
<td>No. of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, or an education/training program No. of graduates and former enrollees who complete the Quarter 4 survey</td>
<td>80%</td>
<td>13.75%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit*</td>
<td>Sum of earnings of graduates and former enrollees who report they are in a job or the military on the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter</td>
<td>$5,500</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

*Model-Based Goal
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREDENTIAL ATTAINMENT RATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSD/HSE Attainment Rate*</td>
<td>No. of students who attain either an HSD or HSE</td>
<td>65%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>No. of separated students without an HSD or HSE at entry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Training (CTT) Completion Rate</td>
<td>No. of students who complete a CTT program</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>No. of separated students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Primary IRC Attainment Rate</td>
<td>No. of CTT students who attain an approved Primary industry-recognized credential or complete an NTC program</td>
<td>90%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>No. of separated students assigned to a CTT program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Model-based Goal</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>MEASURABLE SKILLS GAINS RATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Literacy Gains*</td>
<td>Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE reading test</td>
<td>3.00</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>No. of students who score 552 or lower on the initial TABE reading test and students who do not take a valid initial reading test during the first 21 calendar days on center</td>
<td>GLE</td>
<td></td>
</tr>
<tr>
<td>Average Numeracy Gains*</td>
<td>Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE math test</td>
<td>3.00</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>No. of students who score 551 or lower on the initial TABE math test and students who do not take a valid initial math test during the first 21 calendar days on center</td>
<td>GLE</td>
<td></td>
</tr>
<tr>
<td>*Model-based Goal</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>PLACEMENT QUALITY RATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Training (CTT) Completer Job Training Match (JTM) Rate</td>
<td>No. of CTT completers placed in a training-related job or the military</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>No. CTT completers placed in a job or the military</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Quality Placement Rate</td>
<td>No. of graduates and former enrollees 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 program</td>
<td>75%</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>No. of initially placed graduates and former enrollees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Model-based Goal</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>Definition</td>
<td>Goal</td>
<td>Weight</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Quantity/Production – 55%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Arrival Rate</td>
<td>No. of female arrivals&lt;br&gt;Total female contracted quota</td>
<td>100%</td>
<td>10%</td>
</tr>
<tr>
<td>Total Arrival Rate</td>
<td>No. of total arrivals&lt;br&gt;Total contracted quota</td>
<td>100%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Quality/Commitment – 45%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Level 1 Zero Tolerance (ZT) Separation Rate</td>
<td>No. of students in the pool who do not separate for a Level 1 ZT infraction under codes 5.1a, 5.2b or 5.3c within the first 30 calendar days or under code 5.2A within the first 45 calendar days&lt;br&gt;All student arrivals with the opportunity to stay in the program for at least 45 calendar days</td>
<td>98%</td>
<td>5%</td>
</tr>
<tr>
<td>Arrivals With 90-Day Commitment Rate</td>
<td>No. of students in the pool who stay for 90 or more calendar days&lt;br&gt;No. of student arrivals with the opportunity to stay in the program for at least 90 calendar days</td>
<td>85%</td>
<td>35%</td>
</tr>
<tr>
<td>Graduate Rate</td>
<td>No. of students who separate as Graduates&lt;br&gt;No. of separated students</td>
<td>65%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Graduate Initial Placement Rate</td>
<td>No. of graduates placed in a job, the military, or an educational program, or a job/school combination or who transfer to an Advanced Training program at another center&lt;br&gt;No. of graduates whose initial placement records are due or received or who transfer to an Advanced Training program at another center</td>
<td>92%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Measure</td>
<td>Definition</td>
<td>Goal</td>
<td>Weight</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>QUANTITY/PRODUCTION (60%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Arrival Rate</td>
<td>No. of female arrivals</td>
<td>100%</td>
<td>30%</td>
</tr>
<tr>
<td>Total Arrival Rate</td>
<td>No. of total arrivals</td>
<td>100%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>QUALITY/COMMITMENT (40%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Level 1 Zero Tolerance (ZT)</td>
<td>No. of student arrivals who do not separate for a Level 1 ZT infraction</td>
<td>98%</td>
<td>5%</td>
</tr>
<tr>
<td>Separation Rate</td>
<td>under codes 5.1a, 5.2b or 5.3c within the first 30 calendar days or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>under code 5.2A within the first 45 calendar days</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. of student arrivals with the opportunity to stay in the program for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>at least 45 calendar days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrivals With 90-Day Commitment</td>
<td>No. of students in the pool who stay for 90 or more calendar days</td>
<td>85%</td>
<td>30%</td>
</tr>
<tr>
<td>Rate</td>
<td>No. of student arrivals with the opportunity to stay in the program for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>at least 90 calendar days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Rate</td>
<td>No. of students who separate as graduates</td>
<td>65%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>No. of separated students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## PY 2017 CAREER TRANSITION SERVICES (CTS) REPORT CARD

<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short-Term Career Transition Services – 60%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Training (CTT) Completer Job Training Match (JTM)/Postsecondary Credit (PSC) Placement Rate</td>
<td>No. of Career Technical Training program completers placed in a training-related job, the military or postsecondary education/training</td>
<td>75%</td>
<td>10%</td>
</tr>
<tr>
<td>Former Enrollee Initial Placement Rate</td>
<td>No. of Former Enrollees placed in a job, the military, an education/training program, or job/school combination</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Graduate Initial Placement Rate</td>
<td>No. of Graduates placed in a job, the military, an educational program, or a job/school combination, or who transfer to an Advanced Training program at another center</td>
<td>92%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Graduate Average Hourly Wage at Placement*</td>
<td>Sum of hourly wages of Graduates placed in a job or the military</td>
<td>$11.75</td>
<td>10%</td>
</tr>
<tr>
<td>Graduate Full-Time Job Placement Rate</td>
<td>No. of Graduates placed in a full-time job or the military</td>
<td>75%</td>
<td>17.5%</td>
</tr>
<tr>
<td><strong>Long-Term Career Transition Services – 40%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Quarter 2</td>
<td>No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/school combination on the Quarter 2 Survey</td>
<td>80%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Average Earnings in Quarter 2</td>
<td>Sum of Earnings of Graduates and Former Enrollees who report they are in a job or the military on the Quarter 2 Survey</td>
<td>$5,200</td>
<td>7.5%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Quarter 4</td>
<td>No. of Graduates and Former Enrollees who report they are in a job, the military, or education/training program, or a job/college combination on the Quarter 4 Survey</td>
<td>80%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Graduate Average Earnings in Quarter 4</td>
<td>Sum of Earnings of Graduates who report they are in a job or the military on the Quarter 4 Survey</td>
<td>$5,700</td>
<td>7.5%</td>
</tr>
<tr>
<td>*Model-based goal</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>Definition</td>
<td>Goal</td>
<td>Weight</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Placement Rate</strong></td>
<td>No. of graduates and former enrollees placed in a job, the military, an education/training program, or a job/college combination. No. of graduates and former enrollees whose placement records are due or received</td>
<td>83%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Placement Average Wage</strong></td>
<td>Sum of hourly wages of graduates and former enrollees placed in a job or the military. No. of graduates and former enrollees placed in a job or the military</td>
<td>$12.00</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Placement Quality Rating</strong></td>
<td>Rating based on weighted performance on two indicators relative to goals: (1) job-training match rate, and (2) quality placement rate (percentage of all initially placed graduate and former enrollees in apprenticeship programs, full-time jobs, the military, full-time college, full-time college/job combination, or full-time post-secondary training)</td>
<td>100%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Q2/Q4 Placement Outcomes (50%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Quarter 2 After Exit</td>
<td>No. of graduates and former enrollees who report on the Quarter 2 survey they are in a job, the military, or an education/training program. No. of graduates and former enrollees who complete the Quarter 2 survey</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Placement Rate in Q4 After Exit</td>
<td>No. of graduates and former enrollees who report on the Quarter 4 survey they are in a job, the military, or an education/training program. No. of graduates and former enrollees who complete the Quarter 4 survey</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Graduate and Former Enrollee Average Earnings in Quarter 2 After Exit</td>
<td>Sum of earnings of graduates and former enrollees who report they are in a job or the military on the Quarter 2 survey. No. of graduates and former enrollees who complete the Quarter 2 survey and report they are in a job or the military</td>
<td>$5,500</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Model-Based Goal
## PY 2018 SUPPLEMENTAL CTS REPORT CARD

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLACEMENT QUALITY RATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Career Technical Training (CTT) Completer Job Training Match (JTM) Rate | No. of CTT program completers placed in a training-related job or the military  
No. CTT program completers placed in a job or the military | 65%  | 35%    |
| Full-Time Quality Placement Rate                            | No. of graduates and former enrollees 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 program  
No. of placed graduates and former enrollees | 75%  | 65%    |

*Model-Based Goal  
100%
<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTT Program Completion Rate</td>
<td>No. of Students who complete a Career Technical Training program</td>
<td>80%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>No. of Separated Students assigned to a Career Technical Training program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Industry-Recognized Credential I Attainment Rate</td>
<td>No. of Career Technical Training Students who attain an approved Primary Industry-Recognized Credential or complete an NTC program</td>
<td>90%</td>
<td>7.5%</td>
</tr>
<tr>
<td></td>
<td>No. of Students Assigned to a Career Technical Training program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Industry-Recognized Credential II Attainment Rate</td>
<td>No. of Career Technical Training Students who attain an approved Secondary Industry-Recognized Credential or an approved second Primary Industry-Recognized Credential</td>
<td>90%</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td>No. of Students Assigned to a Career Technical Training program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Completor Placement Rate</td>
<td>No. of Career Technical Training completers placed in a job, the military, or education/training, or who transfer to an approved Advanced Training program at another center</td>
<td>92%</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td>No. of Career Technical Training completers whose placement records are due or received or who transfer to an Advanced Training program at another center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Completor Average Hourly Wage at Placement*</td>
<td>Sum of hourly wages of Career Technical Training completers placed in a job or the military</td>
<td>$11.90</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>No. of Career Training Completers placed in a job or the military</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Completor Full-Time Job Placement Rate</td>
<td>No. of Career Technical Training completers placed in a full-time job or the military</td>
<td>75%</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td>No. of Career Technical Training completers placed in a job or the military</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Completor Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate</td>
<td>No. of Career Technical Training completers placed in a training-related job, the military, or post-secondary education/training</td>
<td>75%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Completor Job Training Match (JTM) Average Wage*</td>
<td>Sum of Hourly Wages of Career Technical Training completers placed in a training-related job or the military</td>
<td>$12.30</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>No. of Career Technical Training program completers placed in a training-related job or the military</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Completor Placement Rate in Quarter 2</td>
<td>No. of Career Technical Training completers who report they are in a job, the military, or education/training program, or a job/school combination on the Quarter 2 Survey</td>
<td>83%</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td>No. of Career Technical Training completers who complete the Quarter 2 Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Completor Average Earnings in Quarter 2*</td>
<td>Sum of earnings of Career Technical Training completers who report they are in a job or the military on the Quarter 2 Survey</td>
<td>$5,500</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>No. of Career Technical Training completers who report they are in a job or the military on the Quarter 2 Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Completor Placement Rate in Quarter 4</td>
<td>No. of Career Technical Training completers who report they are in a job, the military, or education/training program, or a job/school combination on the Quarter 4 Survey</td>
<td>83%</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td>No. of Career Technical Training completers who complete the Quarter 4 Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTT Completor Average Earnings in Quarter 4*</td>
<td>Sum of earnings of Career Technical Training completers who report they are in a job or the military on the Quarter 4 Survey</td>
<td>$5,800</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>No. of Career Technical Training completers who report they are in a job or the military on the Quarter 4 Survey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Model-based goal (center level)
<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Goal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECT CENTER SERVICES (20%)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Career Technical Training (CTT) Program Completion Rate     | No. of students who complete a CTT program  
No. of separated students assigned to a CTT program                                         | 80%   | 10%    |
| CTT Industry-Recognized Credential (IRC) I Attainment Rate  | No. of CTT students who attain an approved Primary IRC or complete an NTC program  
No. of separated students assigned to a CTT program                                                   | 90%   | 7.5%   |
| CTT Industry-Recognized Credential (IRC) II Attainment Rate | No. of CTT students who attain an approved Secondary IRC or an approved second Primary IRC  
No. of separated students assigned to a CTT program                                                  | 90%   | 2.5%   |
| **CTS PLACEMENT OUTCOMES (40%)**                            |                                                                                                |       |        |
| CTT Completer Placement Rate                                | No. of CTT completers placed in a job, the military, an education/training program, a job/college combination, or who transferred to an approved Advanced Training program at another center  
No. of CTT completers whose placement records are due or received or who transferred to an approved Advanced Training program at another center | 92%   | 10%    |
| CTT Completer Average Hourly Wage at Placement*             | Sum of hourly wages of CTT completers placed in a job or the military  
No. of CTT completers placed in a job or the military                                                 | $12.25| 5%     |
| CTT Completer Full-Time Quality Placement Rate              | No. 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 program  
No. of initially placed CTT completers                                                                  | 75%   | 10%    |
| CTT Completer Job Training Match (JTM) Placement Rate       | No. of CTT completers placed in a training-related job or the military  
No. of CTT completers placed in a job or the military                                                   | 65%   | 10%    |
| CTT Completer Job Training Match (JTM) Average Hourly Wage* | Sum of hourly wages of CTT completers placed in a training-related job or the military  
No. of CTT completers placed in a training-related job or the military                                   | $12.85| 5%     |
| **Q2/Q4 PLACEMENT OUTCOMES (40%)**                          |                                                                                                |       |        |
| CTT Completer Placement Rate in Quarter 2 After Exit        | No. of CTT completers who report on the Quarter 2 survey they are in a job, the military, or an education/training program  
No. of CTT completers who complete the Quarter 2 survey                                                   | 83%   | 15%    |
| CTT Completer Placement Rate in Q4 After Exit               | No. of CTT completers who report on the Quarter 4 survey they are in a job, the military, or an education/training program  
No. of CTT completers who complete the Quarter 4 survey                                                   | 83%   | 15%    |
| CTT Completer Average Earnings in Quarter 2 After Exit*     | Sum of earnings of CTT completers who report they are in a job or the military on the Quarter 2 survey  
No. of CTT completers who complete the Quarter 2 survey and report they are in a job or the military in the second quarter after exit quarter | $5,700| 10%    |
| **Goal**                                                    |                                                                                                |       | 100%   |