

**APPENDIX 501 - Attachments**

**POLICIES AND PROCEDURES  
FOR  
PROGRAM YEAR (PY) 2023  
OUTCOME MEASUREMENT SYSTEM**

## **APPENDIX 501 - Attachments**

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## Attachment 1

### Workforce Innovation Opportunity Act (WIOA) Performance Reporting System

Following guidance from the Office of Management and Budget (OMB) and the Employment and Training Administration (ETA) of the Department of Labor (DOL), Job Corps has established a Workforce Innovation and Opportunity Act (WIOA) Reporting System, independent of the Performance Management System and the Outcome Measurement System (OMS) Report Cards. The WIOA Reporting System is used to collate data and report performance results for the WIOA primary six measures.

Job Corps revised its post-separation surveys and began collecting data to report on the WIOA primary six measures in Program Year (PY) 2016. Since PY 2016, however, there have been a number of factors that have significantly affected performance results – including changes in measure specifications in PY 2018, the Coronavirus-19 (COVID-19) impacts that began in late PY 2019, and the availability of aggregated wage record data late in PY 2020. Collectively, these factors have created long-term variability and unpredictability in Job Corps performance results hindering the program’s ability to set realistic performance goals. Job Corps intends to set targets for the primary six WIOA measures when sufficient and stable annual data have been collected. Until this time, Job Corps will continue to use OMS reports for decision making in the areas of contract and option year awards, past effectiveness scores, incentive fees, performance assessments, and Performance Improvement Plan (PIP) graduation evaluations.

WIOA requires that quarterly Unemployment Insurance (UI) wage records be used as the primary data source to report on the employment status and wages of Job Corps participants. This use of quarterly wage record data to assess participants’ outcomes is required under section 159(e) of WIOA. Job Corps can continue to use its post-separation survey to collect responses regarding employment, education and training status, and earnings at Quarter 2 and Quarter 4 after exit (OMB No. 1205-0426, *Placement Verification and Follow-up of Job Corps Participants*) as a supplemental data source to the quarterly wage records. Beginning in the last quarter of PY 2020, Job Corps began to receive aggregated wage record results for the purpose of reporting on the primary six measures under WIOA. These results are aggregated by center, CTS provider and center operator, and still do not provide individual student-level results.

Under Job Corps’ WIOA Reporting System, a WIOA Quarterly Performance Report (QPR) and a DOL Workforce System Report (WSR) are used to report Job Corps’ outcomes on the six primary WIOA measures detailed in Section 116 of the legislation. In PY 2018, Job Corps began

transmitting data quarterly, including post-separation survey results, to the DOL Workforce Integrated Performance System (WIPS). WIPS utilizes the transmitted data to obtain quarterly wage record matches through the Common Reporting Information System (CRIS) and subsequently produce the QPRs with results for the six primary performance measures. The QPR is designed in the same format as the other adult and youth programs administered by DOL/ETA, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS), to enable performance comparison across these programs. The WSR is similar in format to the QPR and provides a snapshot of ETA programs performance results.

In accordance with proposed regulations for implementing WIOA, as indicated in the DOL and U.S. Education Department joint regulations, Job Corps (JC) developed the following specifications for the six primary measures.

<b>WIOA PRIMARY PERFORMANCE MEASURES</b>			
<b>Measure</b>	<b>Pool</b>	<b>Credit</b>	<b>Formula</b>
<b>Measure 1: Employment or Education/Training Rate (Quarter 2 After Exit)</b>	All JC participants who demonstrated a commitment to the program (completed Career Preparation Period (CPP) or remained in the program at least 60 days) and exited	Number of participants who exited that were employed and/or in an education/training program during the second quarter after the exit quarter	$\frac{\text{Number employed, or in education/training during the second quarter after the exit quarter}}{\text{Number of committed participants who exited}}$
<b>Measure 2: Employment or Education/Training Rate (Quarter 4 After Exit)</b>	All JC participants who demonstrated a commitment to the program (completed CPP or remained in the program at least 60 days) and exited	Number of participants who exited that were employed and/or in an education/training program during the fourth quarter after the exit quarter	$\frac{\text{Number employed, or in education/training during the fourth quarter after the exit quarter}}{\text{Number of committed participants who exited}}$
<b>Measure 3: Median Earnings (Quarter 2 After Exit)</b>	All JC participants who demonstrated a commitment to the program (completed CPP or remained in the program at least 60 days) exited, and were employed in the second quarter after the exit quarter	Quarterly earnings for each participant is calculated as the sum of gross dollars (before taxes) earned on all jobs worked during the second quarter after exit, where earnings include wages, overtime pay, bonuses, commission, and tips	Median earnings in the second quarter after the exit quarter is the midpoint value of quarterly total earnings, between the highest and lowest amounts earned among participants who exited and who were employed in the second quarter after the exit quarter

<b>WIOA PRIMARY PERFORMANCE MEASURES</b>			
<b>Measure</b>	<b>Pool</b>	<b>Credit</b>	<b>Formula</b>
<p><b>Measure 4: Credential Attainment Rate</b></p>	<p>The credential attainment measure includes two cohorts of participants.</p> <p>Cohort 1 Pool: The number of participants without a high school diploma or equivalent at entry, who exited having demonstrated a commitment to the program (completed CPP or remained in program at least 60 days), and were in a secondary education program (at or above the 9th grade level) while in Job Corps. Participants in a secondary education program (at or above the 9th grade level) will be considered to be all participants without an HSD/HSE at enrollment who enrolled in an HSD/HSE program while in Job Corps.</p> <p>Cohort 2 Pool: The number of participants who exited having demonstrated a commitment to the program (completed CPP or remained in program at least 60 days) and were in a postsecondary education or training program while in Job Corps. Participants in a postsecondary education or training program while in Job Corps will be considered to be those who enrolled with an HSD/HSE and who:</p> <ol style="list-style-type: none"> <li>(1) Entered a CTT program;</li> <li>(2) Entered an AT program; or</li> <li>(3) Entered an Advanced Career Training (ACT) program.</li> </ol>	<p>The credential attainment measure includes the credentials for two cohorts of participants.</p> <p>Cohort 1 Credentials: The number of committed participants who exited who obtained a secondary school diploma or its equivalent during the program or within one year after exit <u>AND</u> who were also employed or enrolled in an education or training program leading to a postsecondary credential within one year after exit.</p> <p>Cohort 2 Credentials: The number of participants who exited who obtained a recognized postsecondary credential during the program or within one year after exit.</p> <p>A participant with an HSD/HSE at entry who enrolled in a postsecondary education or training program while in Job Corps will have earned a recognized postsecondary credential if, while enrolled in Job Corps (or within 1 year after exit), they:</p> <ol style="list-style-type: none"> <li>(1) Completed a CTT program;</li> <li>(2) Completed an AT program;</li> <li>(3) Completed an ACT; or</li> <li>(4) Obtained a primary training-related industry recognized credential (IRC).</li> </ol>	<p style="text-align: center;">Cohort 1 Credentials + Cohort 2 Credentials</p> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;">Cohort 1 Pool + Cohort 2 Pool</p> <p>Below is the more detailed formula:</p> <p style="text-align: center;">Number without an HSD/HSE at entry who were in a secondary education program (≥ 9th grade) while in Job Corps and obtained an HSD/HSE during the program or within one year after exit <u>AND</u> who were also employed or enrolled in an education/training program leading to a postsecondary credential within one year after exit, <b>PLUS</b> the number with an HSD/HSE at entry, who were in a postsecondary education/training program while in Job Corps and obtained a postsecondary credential (i.e., completed CTT, completed AT, completed ACT, or obtained a primary training-related IRC) during the program or within one year after exit.</p> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;">Number of committed participants without an HSD/HSE at entry who exited and were in a secondary education program while in Job Corps, <b>PLUS</b> the number of committed participants with an HSD/HSE at entry who exited and were in a postsecondary education/training program while in Job Corps</p>

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

Although the description of several of the primary WIOA measures above is similar to the Job Corps’ OMS performance measures, the definitions of the primary WIOA measures differ significantly on key elements.

- 1. Broader Student Pools.** Under OMS, Job Corps reports Q2/Q4 placement and earnings results for the two groups of students – former enrollees and graduates – that complete the relevant post-separation surveys. Under WIOA, specifically Measures 1-3, the pools for the placement measures include the broader group of students who demonstrate a commitment to the program (i.e., complete CPP or stay 60 or more days in Job Corps). Students who meet this definition are defined as “participants” for the purpose of WIOA reporting. All participants are included in

the pool for WIOA measures.

2. **Sources of Placement Data.** Job Corps' OMS reports Q2 and Q4 placements and Q2 earnings based upon completed post-separation surveys. WIOA Measures 1-3 use UI wage record data as the primary data source, with survey results as the supplemental data source. With wage record results only provided quarterly and at an aggregated level, this data source cannot be used for OMS reporting.
3. **Placement Credit.** For OMS, Job Corps credits placements that meet the criteria in PRH, Exhibit 4-1. WIOA, however, credits any unsubsidized job where there were earnings of \$1 or more in the quarter, and enrollment in secondary, post-secondary or occupational skills education or training activities (with no duration/credit requirements).
4. **Attainment of Multiple Accomplishments.** Job Corps reports the attainment of various credentials and skill gains as separate indicators to incentivize multiple accomplishments. In contrast, WIOA Measures 4 and 5 consider the attainment of participants' accomplishments (e.g., learning gains, attainment of HSD/HSE, CTT, and primary IRCs) collectively and credit a participant's attainment of any one of these.
5. **Credential/Skill Attainments Pool.** Job Corps has traditionally reported student accomplishments for a cohort of separated students. With Job Corps' move to real-time crediting, active students are now included in the pools, but only if they have made the attainment; a student who has not made an attainment is only included in the pool at the time of exit. In contrast, the pool for the WIOA Measure 5, Measurable Skill Gains, is composed of participants served that includes both active/enrolled and separated participants (i.e., all participants who are in the program at the beginning of the reporting period and all participants who enroll during the reporting period). Credit is then given for any skill gain(s) obtained during the quarter/program year by these active/enrolled and separated participants.

**Since credit is given for attainments made by participants while they are active/enrolled, it is important that these accomplishments be reported in real-time as they occur. Delays in reporting when students enter or complete CTT programs or complete other accomplishments in a timely manner results in underreporting and negatively impacts Job Corps' performance on this measure.**

- 6. Effectiveness in Serving Employers.** WIOA added a measure of effectiveness in serving employers. Following guidance from ETA, Job Corps interprets this measure as working for the same employer in the second and fourth quarters after the exit quarter. Job Corps has added a similar measure in its OMS that limits the pool to graduates and former enrollees. This measure is unweighted, however, as Job Corps incentivizes placement upgrades over employer retention.



**Attachment 2**

<b>PY 2023 INITIAL PLACEMENT AND ALLOWABLE UPGRADES</b>	
<b>INITIAL PLACEMENT CATEGORY</b>	<b>ALLOWABLE UPGRADES</b>
A. Full-time JTM Job Placement	<ul style="list-style-type: none"> <li>• Full-time JTM with wage increase</li> <li>• Registered Apprenticeship</li> </ul>
B. Post-secondary School/Training, College Placement or Full-time Job/College Combination	<ul style="list-style-type: none"> <li>• Full-time JTM Job Placement</li> <li>• Registered Apprenticeship</li> </ul>
C. Full-time Non-JTM Job Placement	<ul style="list-style-type: none"> <li>• Full-time JTM with same or higher wage</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination</li> <li>• Full-time Non-JTM Job with wage increase</li> <li>• Registered Apprenticeship</li> </ul>
D. Part-time JTM Job Placement	<ul style="list-style-type: none"> <li>• Full-time JTM Job Placement with same or higher wage</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination</li> <li>• Part-time JTM Job with higher wage</li> <li>• Registered Apprenticeship</li> </ul>
E. Part-time Job/College Combination	<ul style="list-style-type: none"> <li>• Full-time JTM Job Placement</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination</li> <li>• Part-time JTM Job Placement</li> <li>• Registered Apprenticeship</li> </ul>
F. Part-time Non-JTM Job Placement	<ul style="list-style-type: none"> <li>• Full-time JTM with same or higher wage</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination</li> <li>• Full-time Non-JTM Job Placement with same or higher wage</li> <li>• Part-time JTM Job with same or higher wage</li> <li>• Part-time Job/College Combination</li> <li>• Part-time Non-JTM Job with wage increase</li> <li>• Registered Apprenticeship</li> </ul>

<b>PY 2023 INITIAL PLACEMENT AND ALLOWABLE UPGRADES</b>	
<b>INITIAL PLACEMENT CATEGORY</b>	<b>ALLOWABLE UPGRADES</b>
<p>G. High School, Other Training Program, On the Job Training (OJT)/Subsidized Employment</p>	<ul style="list-style-type: none"> <li>• Full-time JTM Job Placement</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination</li> <li>• Full-time Non-JTM Job Placement</li> <li>• Part-time JTM Job Placement</li> <li>• Part-time Job/College Combination</li> <li>• Part-time Non-JTM Job Placement</li> <li>• Registered Apprenticeship</li> </ul>

**Attachment 3**

<b>PY 2023 DCS Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs at Another Center</b>					
<b>Event</b>	<b>Measure(s)</b>	<b>Sending Center</b>		<b>AT Center</b>	
		<b>Pool</b>	<b>Credit</b>	<b>Pool</b>	<b>Credit</b>
At Time of Attainment OR at Time of AT Transfer	90-Day Retention Rate	As applicable	As applicable	n/a	n/a
	180-Day Retention Rate	As applicable	As applicable	n/a	n/a
	HSD/HSE	As applicable	As applicable	n/a	n/a
	CTT Completion	1	1/0	n/a	n/a
	Combination HSD/HSE & CTT	As applicable	As applicable	n/a	n/a
	Primary IRC/NTC Completion	1	1/0	n/a	n/a
	Literacy Gain Rate	As applicable	As applicable	n/a	n/a
	Numeracy Gain Rate	As applicable	As applicable	n/a	n/a
	Off-Center WBL	1	1/0	n/a	n/a
At Time of Attainment OR When Graduate Separates from AT Center	90-Day Retention Rate	n/a	n/a	As applicable	As applicable
	180-Day Retention Rate	n/a	n/a	As applicable	As applicable
	CTT Completion	n/a	n/a	1	1/0
	Primary IRC/NTC Completion	n/a	n/a	1	1/0
	Off-Center WBL	n/a	n/a	1	1/0

**Note:** This does not apply to ACT transfers

PY 2023 CTT Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs at Another Center							
Event	Measure(s)		Sending Center/Program		AT Center/Program		
			Pool	Credit	Pool	Credit	
At Time of Attainment OR at Time of AT Transfer	CTT Completion		1	1/0	n/a	n/a	
	Primary IRC/NTC Completion		1	1/0	n/a	n/a	
	Secondary IRC/Second Primary IRC Completion		1	1/0	n/a	n/a	
	Placement Rate (placement code updated based upon placement status after separation)		1	1	n/a	n/a	
	Average Hourly Wage		0	0	n/a	n/a	
	JTM Rate		0	0	n/a	n/a	
	Full-time Quality Placement		0	0	n/a	n/a	
Average Hourly JTM Wage		0	0	n/a	n/a		
At Time of Attainment OR When Graduate Separates from AT Center	CTT Completion		n/a	n/a	1	1/0	
	Primary IRC/NTC Completion		n/a	n/a	1	1/0	
	Secondary IRC/Second Primary IRC Completion		n/a	n/a	1	1/0	
Graduate Placed or Placement Window Closes	Placed in Job/ Military	Placement Rate	n/a	n/a	1	1/0	
		Average Hourly Wage	1	add wage to total	1	add wage to total	
		JTM Rate:					
		<i>if JTM for both centers</i>		1	1	1	1
		<i>if JTM for neither center</i>		1	0	1	0
		<i>if JTM for sending center only</i>		1	1	0	0
		<i>if JTM for receiving center only</i>		0	0	1	1
	Full-time Quality Placement		1	1/0	1	1/0	
	Placed in School	Placement Rate		n/a	n/a	1	1
		Average Hourly Wage		n/a	n/a	n/a	n/a
		JTM Rate		n/a	n/a	n/a	n/a
		Full-time Quality Placement		1	1/0	1	1/0
		Average Hourly JTM Wage		n/a	n/a	n/a	n/a
Placed in combination of School & Job	Placement Rate		n/a	n/a	1	1	
	Average Hourly Wage		n/a	n/a	n/a	n/a	
	JTM Rate		n/a	n/a	n/a	n/a	
	Full-time Quality Placement		1	1/0	1	1/0	

<b>PY 2023 CTT Report Card Pools and Credits for Students                      Transferred to Advanced Training (AT) Programs at Another Center</b>						
Event		Measure(s)	Sending Center/Program		AT Center/Program	
			Pool	Credit	Pool	Credit
	Not Placed	Average Hourly JTM Wage	n/a	n/a	n/a	n/a
		Placement Rate	n/a	n/a	1	0
		Average Hourly Wage	n/a	n/a	n/a	n/a
		JTM Rate	n/a	n/a	n/a	n/a
		Full-time Quality Placement	n/a	n/a	n/a	n/a
		Average Hourly JTM Wage	n/a	n/a	n/a	n/a
Second and Fourth Quarter After Exit Surveys	If Q2/Q4 survey not completed	Graduate and Former Enrollee Placement in Quarter 2, Graduate and Former Enrollee Placement in Quarter 4	0	0	0	0
	If Q2/Q4 survey completed	Graduate and Former Enrollee Placement in Quarter 2, Graduate and Former Enrollee Placement in Quarter 4	1	1/0	1	1/0
	If Q2 survey completed and student is working in a job or in the military	Graduate and Former Enrollee Median Earnings in Quarter 2	1	add earnings to total	1	add earnings to total

**Note:** This does not apply to ACT transfers

PY 2023 Academic Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs at Another Center						
Event	Measure(s)		Sending Center/Program		AT Center/Program	
			Pool	Credit	Pool	Credit
At Time of Attainment OR at Time of AT Transfer	HSD/HSE		As applicable	As applicable	n/a	n/a
	Average Literacy Gain		As applicable	As applicable	n/a	n/a
	Average Numeracy Gain Rate		As applicable	As applicable	n/a	n/a
	Placement Rate (placement code updated based upon placement status after separation)		1	1	n/a	n/a
	Average Hourly Wage		0	0	n/a	n/a
	Full-time Quality Placement		0	0	n/a	n/a
Graduate Placed or Placement Window Closes	Placed in Job/ Military	Placement Rate	n/a	n/a	1	1/0
		Average Hourly Wage	1	add wage to total	1	add wage to total
		Full-time Quality Placement	1	1/0	1	1/0
	Placed in School	Placement Rate	n/a	n/a	1	1
		Average Hourly Wage	n/a	n/a	n/a	n/a
		Full-time Quality Placement	1	1/0	1	1/0
	Placed in combination of School & Job	Placement Rate	n/a	n/a	1	1
		Average Hourly Wage	n/a	n/a	n/a	n/a
		Full-time Quality Placement	1	1/0	1	1/0
	Not Placed	Placement Rate	n/a	n/a	1	0
		Average Hourly Wage	n/a	n/a	n/a	n/a
		Full-time Quality Placement	n/a	n/a	n/a	n/a

**Note:** This does not apply to ACT transfers

**Attachment 4****PY 2023 Instructions for Filing an Appeal of  
Second or Fourth Quarter After Exit Quarter Survey Data – Placement Outcomes****GENERAL INSTRUCTIONS**

1. Use this form to file an appeal for Q2 and Q4 survey placement outcomes only.
2. The appeal must be filed within 90 days of the month in which the student's record first appears on the CTT-20 or CTS OMS-20.
3. Job Corps Centers, CTS contractors, and National Training Contractors (NTCs) may file an appeal.
4. Appeals **must** be submitted with supporting documentation.  
**Note:** Do not include the student's Social Security Number on any documentation.
5. Submit the completed and signed fillable appeal form(s) with scanned supplemental documentation by e-mail only to:  
  

[surveyappeals@dol.gov](mailto:surveyappeals@dol.gov)
6. See the timetable in Appendix 501 Introduction, F.7(d) Appeal Process for dates during which appeals must be received by the National Office in order to be processed for each month in PY 2023.

**INSTRUCTIONS FOR COMPLETING THE APPEAL FORM****Check Box for Appeal**

1. Check the appropriate box(es) to indicate which survey (Quarter 2 or Quarter 4) and which placement outcome you are appealing.
2. This form may be used to file an appeal for a job, education, or training placement. To file an earnings appeal, use the "PY 2023 Job Corps Appeal Form Quarter 2 and Quarter 4 Survey Earnings Outcomes" found in PRH, Appendix 501 Introduction Attachment 5.

**Note:** All appeals for *job* placements must also include an appeal for earnings for the same quarter

**Student Information**

1. Enter the student's Job Corps-assigned student Identification Number.
2. Enter the student's last name, followed by middle initial (if applicable), and first name.
3. Enter the name of the center from which the student separated.

4. Enter the month, day, and year that the student exited the program.
- 5-6. You must determine the survey reference quarter for which you are filing an appeal based on the student’s separation date. The table below shows the Quarter 2 and Quarter 4 periods based upon the quarter the student separated.

<b>Q2</b>	<b>Exit Quarter</b>	<b>Q2 Survey Reference Quarter</b>	<b>Q2 Survey Quarter Start of 8-Week Survey Window</b>
	10/2022 – 12/2022	4/2023 – 6/2023	7/2023 – 9/2023
	1/2023 – 3/2023	7/2023 – 9/2023	10/2023 – 12/2023
	4/2023 – 6/2023	10/2023 – 12/2023	1/2024 – 3/2024
	7/2023 – 9/2023	1/2024 – 3/2024	4/2024 – 6/2024
<b>Q4</b>	<b>Exit Quarter</b>	<b>Q4 Survey Reference Quarter</b>	<b>Q4 Survey Quarter Start of 8-Week Survey Window</b>
	4/2022 – 6/2022	4/2023 – 6/2023	7/2023 – 9/2023
	7/2022 – 9/2022	7/2023 – 9/2023	10/2023 – 12/2023
	10/2022 – 12/2022	10/2023 – 12/2023	1/2024 – 3/2024
	1/2023 – 3/2023	1/2024 – 3/2024	4/2024 – 6/2024

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

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

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

**Section A: Employment**

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

1. Enter the employer’s name.
2. Enter the total number of hours that the student worked during a 1-week period, and also enter the start and end dates of the reference week. The student must have worked the minimum number of hours required to meet Job Corps’ placement definition, during



a 7-day consecutive period at any time in the applicable quarter for the job(s), to qualify for credit. That is, for full-time employment, the student must have worked 32 hours in 1 or more unsubsidized job(s), or 40 hours in the Armed Forces, or be in a paid, registered apprenticeship job during a 7-day consecutive period at any time in the quarter. For part-time employment, the student must have worked 20 or more hours but less than 32 hours in one or more unsubsidized job(s) during a 7-day consecutive period at any time in the quarter. Additionally, the job placement must meet any other criteria stipulated in Exhibit 4-1.

3. Check the appropriate box to indicate the student's earnings unit (i.e., if the student was paid hourly, weekly, monthly, or daily) as indicated on the student's pay stub.
4. Enter the dollar amount of earnings on the line that corresponds with the earnings unit selected as indicated on the student's pay stub. **Note:** The student must have earned at least the Federal Minimum Wage (FMW) for this to qualify as a valid Job Corps Job Placement.
5. If the student earned other payments from this job during the 7-day consecutive period identified in Item 2 above (e.g., bonus, tips, commission, etc.), enter the dollar amount on the appropriate line of Item 4.

**You must attach written documentation of employment information.** Pay information must at a minimum, (1) include the complete 7-day consecutive period (identified in Item 2 above) that occurs within the applicable quarter and (2) show that the student worked a minimum of 20 hours during the 7-day consecutive period. For example: The quarter is from January 1 to April 1. The student is paid by the week and the pay stub covers February 6th to February 12th when the student worked 22 hours. The overlap in dates and the documentation of the minimum required hours will serve as valid documentation. **Written documentation may include: a pay stub, a written statement from the employer on letterhead, or a business card/official stamp affixed to an Employer Verification Form.** Documentation through a third-party verifier such as *The Work Number*, detailing the student's employment information (such as employment verification, hours, and payment) in such a way as to meet Job Corps' placement requirements, will also be accepted for verification. The Employer Verification Form should be completed and signed by the employer and submitted to the National Office as part of the appeal package. **Please see Exhibit 4-2 for further information regarding documentation requirements.**

### **Section B: Education**

If appealing data on education status, complete Section B.

1. Enter the name of the school or training institution.
2. Check the appropriate box to indicate the type of school, college, or training program the student attends or attended. The student must attend or have attended school/training for the minimum number of hours required, or be enrolled for the minimum number of credits, to meet Job Corps' educational placement definition during a 7-day consecutive period at any time in the applicable quarter for the school/training to qualify for credit. Additionally, the educational placement must meet any other criteria stipulated in Exhibit 4-1.

3. Enter information on attendance/enrollment in this column if the student:
  - a. is enrolled in high school, enter the grade level and the number of hours the student attended during a 7-day consecutive period at any time in the applicable quarter. The student must be enrolled in 9th grade or higher to qualify.
  - b. was enrolled in a post-secondary CTT or technical school, enter the number of hours the student attended during a 7-day consecutive period at any time in the applicable quarter.
  - c. was enrolled in college, record the number of course credit hours the student was registered to take for the period that includes the dates of a 7-day consecutive period at any time in the applicable quarter.
  - d. was enrolled in an on-the-job training program or was working in a subsidized job, enter the number of hours the student worked during a 7-day consecutive period at any time in the applicable quarter.
  - e. was enrolled in an “other” program (e.g., a program to obtain a High School Equivalency (HSE), etc.), enter the number of hours the student attended during a 7-day consecutive period at any time in the applicable quarter.
4. If other training was completed during the survey week, specify the type of program and training.

**You must attach written documentation from the school, training program, college (on official letterhead or with an official stamp) or third-party verification such as the National Student Clearinghouse, documenting that the student was enrolled or attended during the 7-day consecutive period at any time in the applicable quarter. Please see Exhibit 4-2 for further information regarding documentation requirements.**

**Information on Person Completing the Form**

1. Enter your last name and first name.
2. Enter the name of the center or placement contractor where you are located and the appropriate six-digit identification code for your center/contractor.
3. Enter the telephone number at which you may be reached.
4. Enter the e-mail address at which you may be reached.
5. Sign your name.
6. Enter the date you are submitting the form.

**U.S. Department of Labor  
PY 2023 JOB CORPS APPEAL FORM QUARTER 2 AND QUARTER 4 SURVEY PLACEMENT OUTCOMES**

<b>Student Information (Please Print):</b>		<b>Check Box for Appeal:</b>		
1. Student Identification Number:		Q2 Placement	Q4 Placement	
2. Last Name: <span style="margin-left: 150px;">MI (if applicable):</span>		First Name:		
3. Center Attended:		4. Date of Separation:	Month	Day
				Year

**Correct Start and End Dates for the Appropriate Quarter (Quarter 2 or Quarter 4 after Exit Quarter)**

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

**Complete Section A and/or Section B Below:**

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

1. Employer's Name:	
2. Reference Week Start/End Dates (7-day Consecutive Period of Employment)	Total Hours (worked 7-day reference week during the quarter):
3. Earnings* Unit (check one):	4. Dollar Amount (enter earnings for unit selected):
<input type="checkbox"/> Hourly	\$
<input type="checkbox"/> Weekly	\$
<input type="checkbox"/> Monthly	\$
<input type="checkbox"/> Daily	\$
5. Other weekly payments (e.g., bonuses, tips, commission, etc.):	\$

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

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

1. Enter Name of School/Training Institution:	
2. Type of School/Training Program (check one):	3. Enter Information on School/Training Below:
<input type="checkbox"/> High School	Grade: <span style="margin-left: 50px;">Hours attended in one week:</span>
<input type="checkbox"/> Post-secondary CTT/Technical School	No. of hours attended in one week:
<input type="checkbox"/> College	No. of credit hours enrolled:
<input type="checkbox"/> On-the-Job Training or Subsidized Employment	No. of hours attended in one week:
<input type="checkbox"/> Other Training	No. of hours attended in one week:
4. If Other Training, specify type:	

**INFORMATION OF PERSON COMPLETING THE FORM:**

1. Print Your Name:	2. Contractor Name/Code (six-digit ID Code):
3. Your Telephone: (        )	4. Your e-mail address:
5. Signature:	6. Date form submitted:
National Office Use Only	
Reviewed by:	Date:
<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	Reason for Denial:

## Attachment 5

### **PY 2023 Instructions for Filing an Appeal of Second Quarter or Fourth Quarter After Exit Quarter Survey Data – Earnings Outcomes**

#### **GENERAL INSTRUCTIONS**

1. Use this form to file an appeal for Q2 survey earnings outcomes only. One summary sheet must be submitted along with one completed worksheet for each job the student held during the quarter.
2. The appeal must be filed within 90 days of the month in which the student's record first appears on the CTT-20 or CTS OMS-20.
3. Job Corps Centers, CTS contractors, and National Training Contractors (NTCs) may file an appeal.
4. Appeals **must** be submitted with supporting documentation.  
**Note:** Do not include the student's Social Security Number on any documentation.
5. Submit the completed and signed fillable appeal form(s) with scanned supplemental documentation by e-mail only, to:  
  

[surveyappeals@dol.gov](mailto:surveyappeals@dol.gov)
6. See the timetable in Appendix 501 Introduction, F.7(d) Appeal Process for dates during which appeals must be received by the National Office in order to be processed for each month in PY 2023.

#### **INSTRUCTIONS FOR COMPLETING THE APPEAL FORM**

**All appeals require a completed Summary Page. For the earnings appeal that you are submitting, please do the following:**

#### **Check Box for Appeal**

1. Check the appropriate box(es) to indicate whether you are appealing earnings outcomes for Quarter 2 or Quarter 4.
2. All earnings appeals must be either for a job placement that has been credited for the appropriate quarter (student took the survey and received a positive result), or be accompanied by a job placement appeal.

#### **Student Information**

1. Enter the student's Job Corps-assigned student Identification Number.
2. Enter the student's last name, followed by middle initial (if applicable), and first name.
3. Enter the name of the center from which the student separated.

4. Enter the month, day, and year that the student exited the program.
- 5-6. You must determine the service reference period for which you are filing an appeal based on the student's separation date. The table below shows the Quarter 2 period based upon the quarter the student separated.

<b>Q2</b>	<b>Exit Quarter</b>	<b>Q2 Survey Reference Quarter</b>	<b>Q2 Survey Quarter Start of 8-Week Survey Window</b>
	10/2022 – 12/2022	4/2023 – 6/2023	7/2023 – 9/2023
	1/2023 – 3/2023	7/2023 – 9/2023	10/2023 – 12/2023
	4/2023 – 6/2023	10/2023 – 12/2023	1/2024 – 3/2024
	7/2023 – 9/2023	1/2024 – 3/2024	4/2024 – 6/2024

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

#### **Information on Person Completing the Form**

1. Enter your last name and first name.
2. Enter your full position title with no abbreviations.
3. Enter the telephone number at which you may be reached.
4. Enter the e-mail address at which you may be reached.
5. Enter the name of the center or placement contractor where you are located and the appropriate six-digit identification code for your center/contractor.
6. Enter the date you are submitting the form.
7. Sign your name.

#### **Summary Job Placement Information**

1. Enter the number of total jobs held during the appealed quarter for which verification documentation is being submitted with this appeal. Enter all jobs regardless of the duration, hours, and pay of that job. A separate job worksheet must be completed for each of these jobs. Please note that placements in AmeriCorps VISTA, National Civilian Community Corps (NCCC) and Public Allies are classified as training placements and are not included in the pools of the earnings measures.
2. Enter the total quarterly earnings for all jobs held in the appealed quarter for which documentation is being submitted with this appeal. These total earnings must equal the sum of the total quarterly earnings of each job for which a Job Worksheet has been completed as part of this appeal.
3. Enter the number of total pages included in the appeal paperwork; this includes the completed form, completed worksheets for each job, and all supporting documentation

of the earnings received through each job for hours worked in the quarter.

### **INSTRUCTIONS FOR COMPLETING THE JOB WORKSHEET**

Complete one worksheet per job held by the student during the quarter.

1. Enter the name of the employer.
2. Enter the start date of employment. The start date can be before or during the appeal quarter.
3. Enter the end date of employment. The end date can be within or after the appeal quarter. If the student is still employed enter “Active.”
4. Enter the employer’s business address.
5. Select the type of documentation submitted to verify the earnings for this job. Multiple types of documentation may need to be submitted for one job dependent upon the type of documentation obtained and the information it contains. For a list of acceptable documentation, including what specifically the documentation must include, and how to submit the documentation to NOJC, please see Table 1 below.

The following section contains the worksheet to determine the quarter’s pay for that job. The worksheet is comprised of rows and columns to ultimately calculate the total pay the student received from this job for hours worked during the quarter.

Each row should contain information for one pay period worked during the quarter as shown on the earnings documentation. A pay period could be for the entire month, bi-monthly, bi-weekly, or weekly. A quarter is comprised of 13 weeks; however, this may not correspond perfectly with the student’s work weeks, and the pay periods, for the quarter, may actually fall across 15 work weeks. Only those hours worked during the quarter and the corresponding earnings should be entered in the worksheet.

The columns show for each pay period the start-date and end-date of the pay period, the details of wages, hours, and earnings to calculate base pay, the details for calculating extra pay, and the total pay.

Enter the begin-date and end-date of the period; the begin-date must be no earlier than the start of the quarter and the end-date can be no later than the end of the quarter.

For the columns under “Standard Pay” and “Extra Pay”, only the relevant columns in the worksheet need to be completed; determining the relevant columns is dependent upon the information supplied through the documentation validating the earnings for this job. For example, if a pay stub is obtained that indicates the number of hours worked in the pay period, hourly wage and earnings made in the pay period, then this information needs to be entered into the “Number of hours worked per period,” “Wage per hour,” and “Gross earnings for the period,” respectively. Similarly, under the “Extra Pay” columns only enter information on Overtime, Tips, and Commissions earned from hours worked during

the quarter that are shown in the documentation. If there is information for “Other Pay,” include an explanation in the area indicated of the type of payment.

The “Base Pay Subtotal,” is to be calculated based upon information entered in the previous five columns. The following formulas can be used to calculate Base Pay:

- “Number of days worked” x “Number of hours worked per day” x “Wage per hour”
- “Number of hours worked per period” x “Wage per hour”
- “Gross Earnings per the period”

The “Extra Pay Subtotal” is to be calculated based upon information entered in the previous six columns. The following formula can be used to calculate Extra Pay:

- “Overtime Pay”\* + “Tips” + “Commissions” + “Other”  
\*“Overtime Pay” is calculated by multiplying “Overtime Wage” by “Overtime Hours”

For each pay period, sum the “Base Pay Subtotal” with the “Extra Pay Subtotal” to calculate the “Total Pay.”

When information has been entered for all pay periods, sum the “Total Pay” to obtain the “Quarter Total Pay” for that job.

When you have entered all information for all jobs and earnings during the quarter under appeal, add the total earnings from each individual job together. This number must be the total for the summary sheet.



**Table 1. Acceptable Documentation for Earnings Appeals for Each Job**

<b>Type of Documentation</b>	<b>Required Information</b>	<b>Additional Documentation Required</b>	<b>Must be scanned and emailed to NOJC</b>
All pay stubs for earnings received from work conducted in the quarter	<p>All pay stubs from all employers in the quarter must be included in the appeal. All pay stubs must include:</p> <ol style="list-style-type: none"> <li>1) Earnings for the pay period or the hourly pay rate in the pay period;</li> <li>2) Hours per pay period;</li> <li>3) Start and end dates for each pay period;</li> <li>4) Overtime and commission if included on the Earnings Appeal Form; and,</li> <li>5) The company name and address.</li> </ol>	<p>If any criteria listed under required information is missing then a Verification of Employment form is required. Verification of Employment form must include:</p> <ol style="list-style-type: none"> <li>1) Dates of employment;</li> <li>2) Company name;</li> <li>3) Employer address;</li> <li>4) Employer phone number;</li> <li>5) Employer point of contact including their title, phone number, and signature with date.</li> <li>6) Business card, stamp, or proof of company location;</li> <li>7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and,</li> <li>8) Overtime, tips, and commission earned during the quarter, if any.</li> </ol>	Only if Verification of Employment form is included
Proof of income for tax purposes (e.g., W-2) and Verification of Employment form	Documentation showing all income received from the job worked during the quarter that minimally covers the entire period identified on the Earnings Appeal Form for each job.	<p>Verification of Employment form must include:</p> <ol style="list-style-type: none"> <li>1) Dates of employment;</li> <li>2) Company name;</li> <li>3) Employer address;</li> <li>4) Employer phone number;</li> <li>5) Employer point of contact including their title, phone number, and signature with date.</li> <li>6) Business card, stamp, or proof of company location;</li> <li>7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and,</li> <li>8) Overtime, tips, and commission earned during the quarter, if any.</li> </ol>	<b>Yes;</b> Verification of Employment form must be an original or have proof that it was faxed or emailed from employer
Third Party (e.g., The Work Number,) Documentation	<p>Third-party documentation is an acceptable form of verification. Any earnings based on tips will need to be documented on the third-party documentation or an alternative form of documentation will be needed. Third-party documentation must include:</p> <ol style="list-style-type: none"> <li>1) Each pay period as a separate line with the pay</li> </ol>	<p>If any criteria listed under required information is missing, then a Verification of Employment form is required. Verification of Employment form must include:</p> <ol style="list-style-type: none"> <li>1) Dates of employment;</li> <li>2) Company name;</li> <li>3) Employer address;</li> <li>4) Employer phone number;</li> <li>5) Employer point of contact including their title, phone number, and signature with date.</li> </ol>	Only if Verification of Employment form is included

Type of Documentation	Required Information	Additional Documentation Required	Must be scanned and emailed to NOJC
	period start or end date, hours worked, and gross earnings. 2) Overtime, tips, and commission if included on the Earnings Appeal Form; and, 3) Employer company name and address.	6) Business card, stamp, or proof of company location; 7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and, 8) Overtime, tips, and commission earned during the quarter, if any.	
Earnings Statement from employer or payroll company	Printed pay summary from the employer or payroll company (e.g., ADP) showing the earnings for the entire period within the quarter included in the appeal for this job.  The Earnings Statement must include: 1) Earnings for the pay period or hourly pay rate in the pay period; 2) Hours per pay period; 3) Start and end date of the earnings; 4) Overtime, tips, and commission if included on the Earnings Appeal Form; and 5) Employer company name and address.	If any criteria listed under required information is missing, then a Verification of Employment form is required. Verification of Employment form must include:  1) Dates of employment; 2) Company name; 3) Employer address; 4) Employer phone number; 5) Employer point of contact including their title, phone number, and signature with date. 6) Business card, stamp, or proof of company location; 7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and, 8) Overtime, tips, and commission earned during the quarter, if any.	Only if Verification of Employment for is included
Timesheet record AND Verification of Employment Form	Printed (not handwritten) timesheet(s) for the entire appeal period showing the hours worked at each job in the quarter. The timesheets must contain employer's company name, the printed name (as applicable) and signature of the person signing the timesheets.	Verification of Employment Form for each job worked in the quarter must include:  1) Dates of employment; 2) Company name; 3) Employer address; 4) Employer phone number; 5) Point of contact at the employer including their title, phone number, and signature with date. 6) Business card, stamp, or proof of company location; 7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and, 8) Overtime, tips, and commission earned in the quarter, if any.	<b>Yes;</b> Verification of Employment form must be original or have proof that it was faxed or emailed from employer

**U.S. Department of Labor  
 PY 2023 JOB CORPS APPEAL FORM QUARTER 2 AND QUARTER 4 SURVEY EARNINGS OUTCOMES**

<b>Student Information (Please Print):</b>		<b>Check Box for Appeal:</b>		
1. Student Identification Number:		Q2 Earnings	Q4 Earnings	Job Placement Appeal Submitted YES                      NO
2. Last Name: _____ MI (if applicable): _____ First Name: _____				
3. Center Attended:		4. Date of Separation:	Month	Day
				Year

**Correct Start and End Dates for the Appropriate Quarter (Quarter 2 after Exit Quarter)**

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

<b>Information of Person Completing the Form:</b>	
1. Print Your Name:	2. Your Position Title:
3. Your Telephone: (        )	4. Your e-mail address:
5. Contractor Name/Code (six-digit ID Code):	6. Date form submitted:
7. Signature: _____	

<b>Summary Job Placement Information:</b>		
1. Number of Jobs Held During Quarter:	2. Total Earnings from All Jobs in the Quarter:	3. Number of Pages Included in Appeal Paperwork:

National Office Use Only	
Reviewed by:	Date:
<input type="checkbox"/> Approved  <input type="checkbox"/> Not Approved	Reason for Denial:

**FOR EACH JOB HELD BY THE STUDENT DURING THE QUARTER, PLEASE COMPLETE A JOB WORKSHEET USING THE TEMPLATE ON THE FOLLOWING PAGE. COMPLETE ONE WORKSHEET FOR EACH JOB.**

**JOB WORKSHEET**

1. Employer's Name:	2. Employment Start Date:	3. Employment End Date:
4. Employer's Address		
5. Type of Documentation Submitted to Verify Earnings:	Pay Stub: _____ Timesheets: _____ Earnings Statement: _____ Third Party: _____ Proof of Income for Tax Purposes: _____	

Complete the following worksheet for each pay period in documentation\*. Note, the quarter period is comprised of 13 weeks; however, this may not correspond perfectly with the work weeks, and the quarter period may actually fall across 15 work weeks. Record quarter total for all employment in section "Summary Job Placement Information" box 2.

Period	Begin Date	End Date	Standard Pay						Extra Pay						Total Pay	
			Number of days worked	Number of hours worked per day	Number of hours worked per period	Wage per hour	Gross Earnings for the period	Base Pay Subtotal	Overtime			Tips	Commission	Other* (Explain below)		Extra Pay Subtotal
									Wage	Hours	Pay					
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
<b>QUARTER TOTAL</b>																

\*Explain any values entered under "Extra Pay" or "Other":

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**Attachment 6****PY 2023 Instructions for Filing a Request to Add a Placement Code  
to the Job Training Match (JTM) Crosswalk****GENERAL INSTRUCTIONS**

1. This form is to be used to request the addition of a Placement Code to the Job Training Match (JTM) Crosswalk. This form should be submitted only if the current JTM Crosswalk does not already contain an appropriate placement job code that: (a) is the most appropriate O\*NET-SOC code to describe a specific placement outcome and (b) is directly related to one of the new Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O\*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code.
2. The request must be filed within 90 days of the month in which the student's record first appears on the CTT-20 or CTS OMS-20.
3. Job Corps Centers, CTS contractors, and National Training Contractors (NTCs) may file a request.
4. Submit the request with documentation to:

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

**INSTRUCTIONS FOR COMPLETING THE REQUEST FORM*****Student Information***

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

***Proposed Job Training Match Codes***

1. Enter the proposed official placement code, as found in O\*NET-SOC, Example: 31-1011.00
2. Enter the proposed official job title as found in O\*NET-SOC, Example: Home Health Aides

3. Enter the proposed Training Program Area(s) (TPAs) that should receive a JTM credit whenever a student placement outcome is assigned the proposed placement code, Example: BRICK and CEMENT (Do not list a TAR code or title here).
4. Provide rationale for the proposed placement code/title addition to the JTM Crosswalk. Appropriate JTM placement codes/titles must correspond to the training received by the student.

***Information About You (Bottom of Form)***

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

**NATIONAL OFFICE OF JOB CORPS  
 PY 2023 FORM TO REQUEST ADDITION OF A PLACEMENT  
 CODE TO THE JOB TRAINING MATCH CROSSWALK**

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

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

**INFORMATION OF PERSON COMPLETING THE FORM:**

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

## **Attachment 7**

### **PY 2023 Career Technical Training (CTT) Continuous Improvement Plan (CIP)**

#### **CTT-CIP Documentation for Low Performing CTT Offerings**

The Office of Job Corps uses a standardized template for the CTT performance improvement process which can be easily completed, regularly monitored, and fairly evaluated. The Office of Job Corps and regional offices have joint responsibility in the oversight of CTT Continuous Improvement Plans (CTT-CIPs).

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

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

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

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

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

To be effective, the analysis should establish a sequence of events or a timeline to understand the relationships between contributing factors, root cause(s) and the desired outcomes. RCA can help transform a reactive culture (that reacts to problems) into a forward-



looking culture that solves problems before they occur or escalate. More importantly, it reduces the frequency of problems occurring over time within the environment where the RCA process is used.

Once the root causes for the program’s low performance are identified, the center should generate a SMART goal. A simple example of conducting a root cause analysis can be found at:

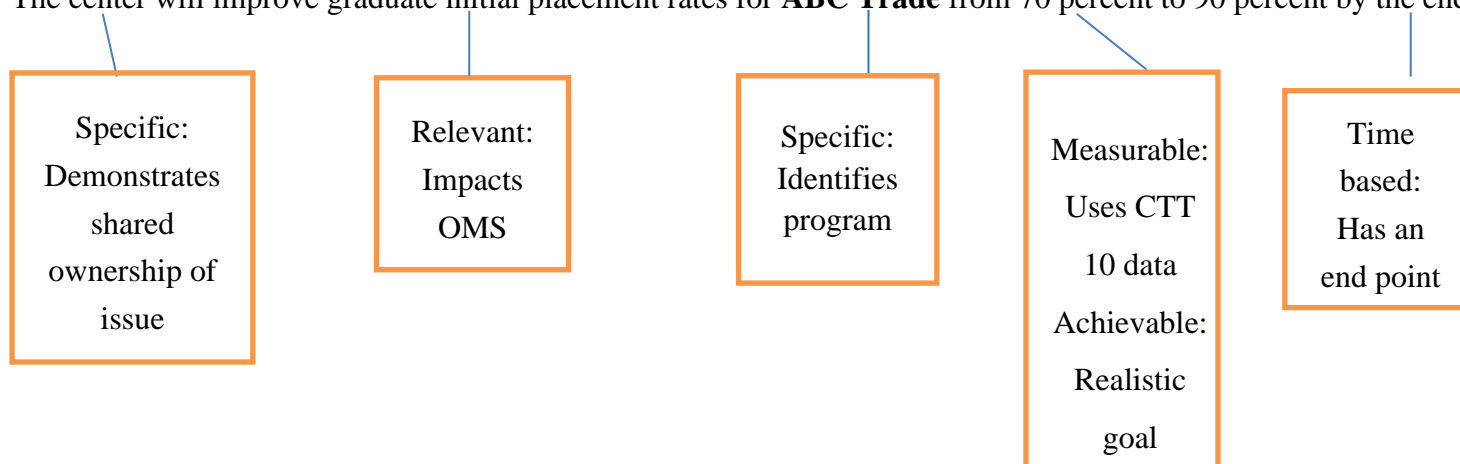
<http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5- whys/>.

A SMART goal should meet the following criteria: **SMART**

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

For Example:

The center will improve graduate initial placement rates for **ABC Trade** from 70 percent to 90 percent by the end of PY 2023.



Directions for review and management of goals:

1. Center completes shaded areas of the CTT-CIP template and indicates acceptance by typing its name in the appropriate boxes.
2. Center sends the completed plan to the Regional Director, Division Chief, Program Manager, and Unit Chief of Career Technical Training (CTT) at the National Office.
3. Region reviews the document and works with the center until the plan is approved. Once approved, the Regional Director and Program Manager will type their names into the approval section, forward the updated/approved plan to the National Office of Job Corps.
4. Region sends e-mail to center and Unit Chief of Career Technical Training at the National Office, confirming the region has approved the plan.
5. At the end of each quarter, the center updates the plan with the prior quarter's results and the prior version of the form as outlined above, then sends an e-mail notifying the Regional and National Offices that the plan has been updated.

**Sample CTT-CIP Form Completed:**

Center name:	ABC Job Corps	Past performance ratings:		
CTT Program name:	ABC Trade	PY 2020	PY 2021	PY 2022
Baseline CTT-10 data:	70 percent graduate initial placement rate based on CTT-10 report card dated 6/30/2023, not meeting 90 percent goal and main contributing factor to Overall “D” Rating			
Root cause: Why is the program struggling? <a href="http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/">http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/</a> .	<p>Why are students not being placed?</p> <p>Why are students entering the trade, yet experiencing significant challenges?</p> <p>Why are students not receiving proper guidance about the trade?</p> <p>What additional support do instructors need to modify instruction for students attracted to the trade?</p> <p>What additional support do students need to read and complete applications correctly?</p>			
Annual SMART Goal:	The center will improve graduate placement rates for <b>ABC Trade</b> from 70 percent to 90 percent by the end of PY 2023. Annual Overall Rating to increase from a “D” to “C” or higher.			
	Quarterly SMART goals:	Quarterly results: (completed after each quarter)		
Quarter 1 Benchmark: Sept. 30	By the end of the quarter, all dorms will increase the amount of time students practice completing online applications by 10 percent, with emphasis on supporting <b>ABC Trade</b> students.	Results: 80 percent of the students were able to meet this goal.		
		Comments: Issues with computers in Aspen Dorm prevented 100 percent of the students from practicing.		

<p>Quarter 2 Benchmark: Dec.31</p>	<p>By the end of the quarter, all students in academics will read three articles on their desired trade and be able to articulate what the workers do on the job. <b>ABC Trade</b> students will receive additional support aligned with student learning needs from Reading teachers.</p>	<p>Results: 100 percent of the students met this goal.</p>
<p>Quarter 3 Benchmark: March 31</p>	<p>By the end of the quarter, each Monday meeting will feature a 10- minute talk by a different tradesperson corresponding to the trades taught on center, specifically <b>ABC Trade</b>.</p>	<p>Results: 8 out of 10 Monday meetings had speakers.</p>
<p>Quarter 4 Benchmark: June 30</p>	<p>By the end of the quarter, all of the students at 75 percent complete or greater will meet with a mentor for an hour weekly to discuss transition and placement goal plans. Emphasis will be put on supporting <b>ABC Trade</b> student’s goals.</p>	<p>Results: 60 percent of the students were able to meet with a mentor on a weekly basis.</p>
		<p>Comments: Two of the speakers were no shows. Four of the speakers returned to develop WBL agreements with the center.</p>
<p>Year-end Results</p>	<p>Based on the CTT-10 Report Card dated 06/30/2023, the centers <b>ABC Trade</b> initial placement rate was 92 percent and is exceeding the DOL goal.</p>	
<p>Year-end Comments</p>	<p>Overall rating improved from “D” to high “C”. Trade results show marked improvement and solid effort made by Instructor and good support from center staff.</p>	

The goals have been reviewed and approved

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

Contracting Officer's Representative (COR) Comments

Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	

**CTT Continuous Improvement Plan (CTT-CIP) Form for Low Performing CTT Offerings**

Center name:		Past Performance Ratings		
CTT Program name:		PY 2020	PY 2021	PY 2022
Baseline CTT-10 data:				
Root cause: Why is the program struggling? <a href="http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/">http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/</a> .				
Annual SMART Goal:				
	Quarterly SMART goals:	Quarterly (completed after each quarter)		
First Quarter Benchmark: Sept. 30		Results:		
		Comments:		
Second Quarter Benchmark: Dec. 31		Results:		
		Comments:		
Third Quarter Benchmark: March 31		Results:		
		Comments:		
Fourth Quarter Benchmark: June 30		Results:		
		Comments:		
Year-end Results				
Year-end Comments				

The goals have been reviewed and approved

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

COR Comments

Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	

**DIRECTIONS FOR REVIEW AND MANAGEMENT OF GOALS**

6. Center completes shaded areas of the CTT-CIP template and indicates acceptance by typing its name in the appropriate boxes.
7. Center sends the completed plan to the Regional Director, Division Chief, Program Manager, and Unit Chief of Career Technical Training (CTT) at the National Office.
8. Region reviews the document and works with the center until the plan is approved. Once approved, the Regional Director and Program Manager will type their names to the approval section, and forward the updated/approved plan to the National Office of Job Corps.
9. Region sends an email to the center and Unit Chief of Career Technical Training at the National Office, confirming the region has approved the plan.
10. At the end of each quarter, the center updates the plan with the prior quarter's results and the prior version of the form as outlined above, then sends an email notifying the Regional and National Offices that the plan has been updated.





**IV. Support for This Appeal**

Operator/Contractor Official: Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

NTC Official (if applicable): Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

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**Regional Use Only**

**V. Final Decisions**

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

## Attachment 9

### Student Safety Assessment (SSA)

The Student Safety Assessment (SSA) elicits students' perceptions on safety and security including center climate, drug/alcohol use, violence/bullying, and sexual violence. The SSA is an online survey with 54 base questions. There are an additional 33 potential follow-up questions dependent on students' responses to the base questions. The survey takes less than 15 minutes, on average, to complete. The SSA pilot will launch in September 2023. Beginning in January 2024, the SSA will be initially administrated quarterly to a sample of students based on centers' On-Board Strength (OBS). Students who have been enrolled in the program for two weeks or more are eligible for inclusion in the sample. Students returning from a 30-day MSWR or ASWR period within one week of the survey may also be included in the sample pool. Participation in the SSA is voluntary; students can decline to complete the survey.

The national response rates goals will be set after the first full administration. Each center should aim to reach an 80 percent response rate for every administration. As the SSA is implemented, minimum goals have been set as shown in Table 1. The PY 2023 SSA administration dates and response rate targets are outlined in Table 1.

**Table 1: PY 2023 SSA Administration Dates and Minimum Response Rate Goals**

PY 2023 Administration Dates	Minimum Response Rate
September 11 – 19, 2023 (pilot)	55%
March 4 – 12, 2024	60%
June 3 – 11, 2024	65%

**It is inappropriate for anyone at the center (staff or students) to attempt to bias student responses in any way. This does not preclude using the results of the survey in discussions with students regarding center improvement.**

More specifically, the following activities are prohibited (this list will be updated as necessary):

- Observing individual students taking the survey. Staff should not look at a student's survey as they are completing it unless requested by the student. Staff should not stand near or behind a student completing a survey such that the student may feel as if their answers are not private.
- Reprimanding or threatening to reprimand students who choose not to take the survey.

- Asking students if or how they responded to questions on the survey. Students can discuss the survey and ask other students and staff questions about the survey, but these types of conversations can only be initiated by the students. Staff **must not** make the students feel as though they must discuss the questions or the answers or attend focus groups to discuss the survey (focus groups on improving center programs and services are acceptable).
- Resetting student passwords for the student portal or email address without the student's permission.
- Using a student's Job Corps email to access the student's survey.
- Taking computer or Wi-Fi time away from a student unless the student violates the user agreements.
- Coaching students to answer the survey in a particular way (e.g., by providing or suggesting "correct" or "incorrect" answers to questions).
- Promising or implying that rewards (such as new equipment, services, privileges, etc.) would be granted or secured for center-wide positive survey results.
- Conducting meetings, pep rallies, and/or group activities that include discussions, presentations, or guidelines regarding survey questions or answers.
- Suggesting that negative responses to the survey will result in negative consequences for the student or the center (e.g., the center will be closed).

Centers may reward students with individual incentives for completion and center-wide incentives for meeting the required response rate for the surveys.

### **SSA Rating System**

The SSA has 54 core questions with 3 categories and 6 subcategories assessing center climate, drugs/alcohol, and violence (see Chart 2 below). Each center will receive an overall score and a score for each category and subcategory based on a point system ranging from -10 to 10.

Responses to each survey question, such as Strongly Agree, Agree, Disagree, etc., are assigned points. Each question is given a score based on the average of the points. The higher the points, the more positively the students responded to the safety question. The point system allows differences to be assessed between students who 'Strongly Agree' with a statement about their safety and students who 'Agree' with the same statement. Chart 1 below outlines the types of response categories offered in the survey and the points assigned to each type of response option.

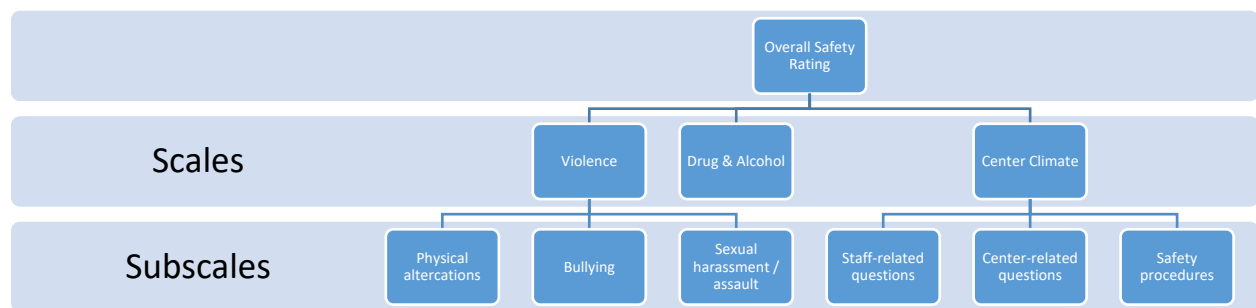
**Chart 1. Point System for Response Options**

Responses	-10	-6.667	-5	-3.333	0	3.333	5	6.667	10
Type 1	Strongly Disagree	Disagree		Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree		Agree	Strongly Agree
Type 2	Strongly Disagree		Disagree		Neither Agree or Disagree		Agree		Strongly Agree
Type 3	A large problem		A problem				A small problem		Not a problem at all
Type 4	Very Unsafe		Somewhat Unsafe			Generally Safe		Very Safe	Completely Safe
Type 5	Yes								No
Type 6	No, it is frequently broken or not used				Unsure		Yes, some of the time		Yes, all or most of the time

For example, based on Chart 1, 5 students who responded ‘Strongly Agree’ to a survey question (10 points per student), with an additional 5 students responding ‘Somewhat Agree’ to the same question (3.333 points per student), would result in 66.665 total points for the question; therefore, the average score for the question would be 6.67 points.

Subsequently, each subcategory is assigned a score based on the average scores of the questions in that subcategory. The subcategories are then averaged to determine the category scores and category scores are averaged to determine the Overall Score. (See Chart 2.)

**Chart 2. Relationship of Overall Score, Categories, and Subcategories**



Job Corps expects all centers strive to address safety concerns on center and get the highest score. Centers should address any safety issues evidenced by low scores. Any score of 0 or below suggests that a considerable number, if not most students have concerns about the category or subcategory. As more data becomes available, Job Corps will determine goals.

## Attachment 10

### Student Experience Assessment (SEA)

The Student Experience Assessment (SEA) is a student satisfaction survey that assesses students' opinions about their Job Corps experience. The survey includes 15 modules addressing multiple areas of service such as admissions, career technical training, and residential living. The SEA is an online survey with 175 questions. The survey modules are tailored to each student based on their experience in the program. Students only complete modules relevant to their current experience (no student answers all 175 questions). The survey takes students 24 minutes, on average, to complete. The SEA is administered quarterly to all students who have been enrolled in the program for two weeks or more. Students returning from a 30-day MSWR or ASWR period within one week of the survey may also be included in the pool. Participation in the SEA is voluntary; students can decline to complete the survey.

The national response rate goal for the SEA is 80 percent. Each center should aim to reach 80 percent response rate for every administration. The PY 2023 SEA administration dates are outlined in Table 1.

**Table 1: PY 2023 SEA Administration Dates**

PY 2023 Administration Dates
July 12 – 20, 2023
October 23 – 31, 2023
January 22 – 30, 2024
April 22 – 30, 2024

**It is inappropriate for anyone at the center (staff or students) to attempt to bias student responses in any way. This does not preclude using the results of the survey in discussions with students regarding center improvement.**

More specifically, the following activities are prohibited (this list will be updated as necessary):

- Observing individual students taking the survey. Staff should not look at a student's survey as they are completing it unless requested by the student. Staff should not stand near or behind a student completing a survey such that the student may feel as if their answers are not private.
- Reprimanding or threatening to reprimand students who choose not to take the survey.

- Asking students if or how they responded to questions on the survey. Students can discuss the survey and ask other students and staff questions about the survey, but these types of conversations can only be initiated by the students. Staff **must not** make the students feel as though they must discuss the questions or the answers or attend focus groups to discuss the survey (focus groups on improving center programs and services are acceptable).
- Resetting student passwords for the student portal or email address without the student's permission.
- Using a student's Job Corps email to access the student's survey.
- Taking computer or Wi-Fi time away from a student unless the student violates the user agreements.
- Coaching students to answer the survey in a particular way (e.g., by providing or suggesting "correct" or "incorrect" answers to questions).
- Promising or implying that rewards (such as new equipment, services, privileges, etc.) would be granted or secured for center-wide positive survey results.
- Conducting meetings, pep rallies, and/or group activities that include discussions, presentations, or guidelines regarding survey questions or answers.
- Suggesting that negative responses to the survey will result in negative consequences for the student or the center (e.g., the center will be closed).

Centers may reward students with individual incentives for completion and center-wide incentives for meeting the required response rate for the surveys.

### **SEA Rating System**

Each quarter, national, regional, center, and operator results reports will be provided. The SEA covers 15 categories, such as center life, math, and advanced training, which are outlined in the center report in addition to a summary of the qualitative responses submitted by students. Each category is assigned a weighted average showing how much satisfaction or agreement students had with a statement or item on the survey. The rating for each category can range from 0% to 100 percent with 100 percent indicating satisfaction for all students for all questions in that category.

For example, if 100 students start the survey at a center but only 90 students complete all the questions in Category 1, the results are as shown in Table 2.

**Table 2. Example of SEA Category 1**

<b>Question</b>	<b>Number of students</b>	<b>Rating (% Agree or Satisfied)</b>
Question1	100	70%
Question2	100	70%
Question3	90	80%
Question4	90	80%
Category 1 Rating (Weighted Average)		74.7%

Each center should work towards the highest rating for each category. Additionally, the qualitative summaries should be used to add to centers' understanding of their students' satisfaction. The National Office of Job Corps will establish expectations or goals for categories or groups of categories over time as more data becomes available.



## **Attachment 11**

### **PY 2023 Academic Continuous Improvement Plan (A-CIP)**

#### **A-CIP Documentation for Low Performing Academic Program Offerings**

The Office of Job Corps uses a standardized template which can be easily completed, regularly monitored, and fairly evaluated. The Office of Job Corps and regional offices have joint responsibility in the oversight of Academic Continuous Improvement Plans (A-CIPs).

Included here is a model for A-CIPs that the PRH states are required for Academic programs with a “D” grade and A-CIPs from the Regional Office based on recommendations for programs with a “C-” grade. The key components are an annual specific, measurable, achievable, realistic, and time-based (SMART) goal for the program (see definition below), as well as quarterly benchmarks identified by the center and monitored by the Regional and National offices. A completed sample model is included for your review and feedback.

#### **Proposed Model for an Academic Continuous Improvement Plan (A-CIP)**

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

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

Root causes that are identified depend on the way in which the problem or event is defined. It is important to be as detailed as possible when defining a root cause. How does the identified cause impact desired outcomes? The purpose of identifying a problem’s solutions

is to prevent recurrence at the lowest cost, and in the simplest way. If there are alternatives that are equally effective, then the simplest or lowest cost approach is preferred.

To be effective, the analysis should establish a sequence of events or a timeline to understand the relationships between contributing factors, root cause(s) and the desired outcomes. RCA can help transform a reactive culture (that reacts to problems) into a forward-looking culture that solves problems before they occur or escalate. More importantly, it reduces the frequency of problems occurring over time within the environment where the RCA process is used.

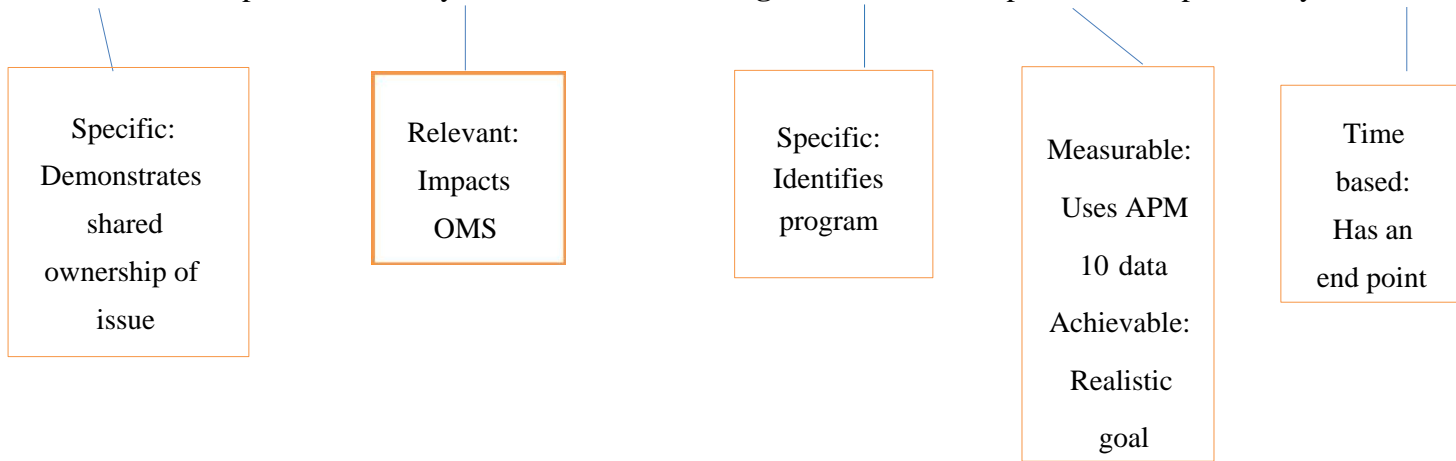
Once the root causes for the program's low performance are identified, the center should generate a SMART goal.

A SMART goal should meet the following criteria: **SMART**

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

For Example:

The center will improve Numeracy Gain Rate for **ABC High School** from 70 percent to 80 percent by the end of PY 2023.



**Directions for review and management of goals:**

1. Center completes the appropriate fields of the A-CIP template, and all applicable parties type their names into the appropriate boxes to indicate acceptance.
2. Center sends the completed plan to the Regional Director, Division Chief, Program Manager, and Unit Chief of Academics at the National Office.
3. Region reviews the document and works with the center until the plan is approved. Once approved, the Regional Director and COR will type their names into the approval section, and forward the updated/approved plan to the National Office of Job Corps.
4. Region sends e-mail confirmation to center and Unit Chief of Academics at the National Office of plan approval.

5. At the end of each quarter, the center updates the plan with the prior quarter's results and the prior version of the form as outlined above, then sends an e-mail notifying the Regional and National Offices that the plan has been updated.

## A-CIP Example



National Office of Job Corps  
Academic Continuous Improvement Plan (A-CIP)  
06 San Francisco

*This form is meant to be filled out collaboratively by the Center who is being placed on the A-CIP and the Regional Office.*

Center Information							
<b>Center Name:</b>	ABC Job Corps			<b>Academic Program Name:</b>	ABC High School		
<b>Past Performance Rating:</b>	PY 2022	C-	<b>Program Year</b>	<b>Grade</b>	<b>Program Year</b>	<b>Grade</b>	
<b>Baseline APM-10 data/Integrity Violation:</b>	ABC High School obtained an average of 0.30 EFL for Numeracy for separated students and a 57% Numeracy gain rate in real time for current students based on APM-10 report card dated 6/30/2023. Not meeting the 1.0 Numeracy EFL for separated students and 80% Numeracy gain rate in real time crediting for current students were the main contributing factors to the overall "C-" rating for ABC High School.						
<b>Root Cause: Why is the program struggling?</b>	<ul style="list-style-type: none"> <li>- The Center has students who are overdue for follow up Test of Adult Basic Education (TABE) testing.</li> <li>- The quality and support is not present in the academic programming of ABC High School.</li> </ul>						

Goals		
<b>Annual SMART Goal:</b>	The center will improve the Numeracy EFL and Numeracy gain rate for ABC High School. The Numeracy EFL will grow from 0.30 to 1.00 for separated students and the Numeracy gain rate will grow from 57% to 80% by the end of Program Year 2023. Annual Overall Rating to increase from a "C-" to a "C" or higher.	
<b>Quarter 1 Benchmark: September 30</b>	Quarterly SMART goal(s): By the end of the quarter, high school staff at ABC High School will establish a Professional Learning Community (PLC) to begin reviewing the TABE Requirements report in CIS-3G, identify students who are overdue for TABE testing, and begin collecting and submitting 60-hour TABE documentation for student follow up TABE Testing.	Results (Completed after September 30): 80 percent of overdue students were able to meet this goal.
		Comments: The remaining 20 percent of the students did not meet the instructor hours for a Numeracy TABE follow up exam.
<b>Quarter 2 Benchmark: December 31</b>	Quarterly SMART goal(s): By the end of the quarter, the 20 percent of the remaining overdue students will be scheduled into the appropriate mathematics classes to obtain seat time to test after paperwork has been submitted to remain compliant.  The PLC will analyze data to design instruction. The PLC will look at the average TABE test level all of ABC High School students and utilize the Numeracy TABE blueprint to design whole group classroom instruction. Teachers' goal is to move the student average up to the next level. Example: Moving the entire Math Department average from M to D.	Results (Completed after December 31): 20 percent of the remaining students have TABE tested and the center is in compliance. Students have averaged an M Level exam. Collaborative lesson planning has provided consistency with teaching material that aligns to the standards.
		Comments: Multi-Tier System of Support (MTSS) will be implemented to review lesson planning and differentiated activities to support ELL students and students with disabilities.
<b>Quarter 3 Benchmark: March 31</b>	Quarterly SMART goal(s): By the end of the quarter, the PLC will design a MTSS to make modifications to previous quarter goal. The community will differentiate instruction by analyzing student work and decision making on students who receive evening and weekend programming instruction. In addition to evening and weekend programming, the PLC will differentiate instruction by using the IXL software to align common core assignments to different student needs.	Results (Completed after March 31): Three tier MTSS system created. The first tier is set up to support students by assigning them with extra assistance through the evening and weekend programming. The second tier is to utilize the center's Reasonable Accommodation Committee (RAC) to recommend student classroom and testing modifications and review any additional accommodations a student might need. The third tier is a recommendation for specialized education testing. The testing will be done by ABC High School as they are IDEA



National Office of Job Corps  
Academic Continuous Improvement Plan (A-CIP)

		compliant, or the RAC will use community partners to assist students. Comments: 60 percent of students have shown improvement and have gone from Level M to Level D. The implementation of supports will guide the last quarter's curriculum to establish contextualized learning through foundation classes focusing on Numeracy.
<b>Quarter 4 Benchmark: June 30</b>	Quarterly SMART goal(s): By the end of the program year the PLC will have reviewed all curriculum used in ABC High School and collaborate with the Career Technical Training (CTT) department to develop Numeracy contextualized curriculum that may serve as foundation classes to the CTT department to provide students a different perspective to Numeracy.	Results (Completed after June 30): Lessons are currently being developed to provide students with a different perspective to Numeracy. Teachers from ABC High School are partnering with CTT teachers via pathways to utilize CTT curriculum to provide students with high interest pathway math. Comments: Curriculum reviews are ongoing. Curriculum change and lessons will be changed as trends are changed within data.

Representatives					
Staff Role	Staff Name	Date	Staff Role	Staff Name	Date
Academic Designee	Click or tap here to enter text.	Click for Date	COR	Click or tap here to enter text.	Click for Date
Center Director	Click or tap here to enter text.	Click for Date	Regional Dir.	Click or tap here to enter text.	Click for Date
High School Rep	Click or tap here to enter text.	Click for Date	Other	Click or tap here to enter text.	Click for Date

**This bottom part of the form is to be used by the Regional Office only.**

For Regional Office Use Only	
<b>Year-end Results:</b>	Based on the APM-10 Report Card dated 06/30/2024, the centers ABC High School raised the average EFL for Numeracy from 0.30 to 0.60 for separated students. In addition to the average EFL, ABC High School has raised the real time crediting Numeracy gain rate from 57% to 82%, meeting the National goal.
<b>Year-end Comments:</b>	Overall rating improved from "C-" to "C". Academic Programming results show improvement. Continuous review will be the norm on center. The center looks to go up to a "B" for the next program year.
<b>Recommendation:</b>	<input checked="" type="checkbox"/> Remove the program from the A-CIP process because measurable improvement has been shown. <input type="checkbox"/> Extend the A-CIP to a second year. <input type="checkbox"/> Recommend to the National Director the replacement of the program with a different HSD/HSE option at the center.

For Regional Office Use Only - Contracting Officer Representative (COR) Comments	
<b>Quarter 1:</b>	The center did not meet its rigorous goal of having 100 percent of the student population remain compliant with follow up Numeracy TABE testing.
<b>Quarter 2:</b>	Data driven instruction will be key to be consistently address student areas of need.
<b>Quarter 3:</b>	Multi-Tier System of Support will assist the center by identifying and helping those students who need the most assistance.
<b>Quarter 4:</b>	Foundation classes will give students a CTT perspective to Math. Students will be learning Math that is of high interest to them and will be able to apply it to the real world.



### National Office of Job Corps Academic Continuous Improvement Plan (A-CIP)

Choose an item.

***This form is meant to be filled out collaboratively by the Center and the Regional Office.***

Center Information							
Center Name:	Click or tap here to enter text.			Academic Program Name:	Click or tap here to enter text.		
Baseline APM-10 data/Integrity Violation:	Program Year	Grade	Program Year	Grade	Program Year	Grade	Click or tap here to enter text.
Root Cause: Why is the program struggling?	Click or tap here to enter text.						
Recommendations to Address Root Cause.	Click or tap here to enter text.						

Goals		
Annual SMART Goal:	Click or tap here to enter text.	
Quarter 1 Benchmark: September 30	Quarterly SMART goal(s): Click or tap here to enter text.	Results (Completed after September 30): Click or tap here to enter text. Comments: Click or tap here to enter text.
Quarter 2 Benchmark: December 31	Quarterly SMART goal(s): Click or tap here to enter text.	Results (Completed after December 31): Click or tap here to enter text. Comments: Click or tap here to enter text.
Quarter 3 Benchmark: March 31	Quarterly SMART goal(s): Click or tap here to enter text.	Results (Completed after March 31): Click or tap here to enter text. Comments: Click or tap here to enter text.
Quarter 4 Benchmark: June 30	Quarterly SMART goal(s): Click or tap here to enter text.	Results (Completed after June 30): Click or tap here to enter text. Comments: Click or tap here to enter text.

Representatives					
Staff Role	Staff Name	Date	Staff Role	Staff Name	Date
Academic Designee	Click or tap here to enter text.	Click for Date	COR	Click or tap here to enter text.	Click for Date
Center Director	Click or tap here to enter text.	Click for Date	Regional Dir.	Click or tap here to enter text.	Click for Date
High School Rep	Click or tap here to enter text.	Click for Date	Other	Click or tap here to enter text.	Click for Date

***This bottom part of the form is to be used by the Regional Office only.***

For Regional Office Use Only	
Year-end Results:	Click or tap here to enter text.
Year-end Comments:	Click or tap here to enter text.
Recommendation:	<input type="checkbox"/> Remove the program from the A-CIP process because measurable improvement has been shown. <input type="checkbox"/> Extend the A-CIP to a second year. <input type="checkbox"/> Recommend to the National Director the replacement of the program with a different HSD/HSE option at the center.

Contracting Officer Representative (COR) Comments	
Quarter 1:	Click or tap here to enter text.
Quarter 2:	Click or tap here to enter text.
Quarter 3:	Click or tap here to enter text.
Quarter 4:	Click or tap here to enter text.

## Attachment 12

**PY 2023 Direct Center Services Model-Based Goals for  
High School Diploma (HSD)/High School Equivalency (HSE) Attainment Rate,  
Combination HSD/HSE and Career Technical Training (CTT) Completion Rate, Literacy  
Gain Rate and Numeracy Gain Rate**

Center	HSD/HSE Rate	Combo HSD/HSE & CTT Rate	Literacy Gain Rate	Numeracy Gain Rate
National Goals	75.0	60.0	75.0	75.0
10100 Grafton	78.9	62.6	76.0	76.0
10200 Northlands	78.2	61.4	75.6	77.8
10300 Penobscot	76.7	61.5	75.9	74.4
10400 Westover	76.7	61.0	76.1	75.4
10500 New Haven	72.7	58.3	74.4	75.9
10600 Loring	77.3	60.7	76.3	77.7
10700 Shriver	79.4	63.0	77.2	76.1
10800 Exeter	75.1	59.9	74.4	74.9
10900 Hartford	74.9	60.0	72.1	77.3
11000 New Hampshire	77.9	61.8	74.0	76.2
20100 Arecibo	75.5	61.0	90.0	90.0
20300 Cassadaga	74.2	59.7	75.7	75.8
20400 Delaware Valley	72.4	58.6	73.4	75.5
20500 Edison	74.9	59.6	76.0	76.4
20700 Glenmont	74.1	59.5	74.0	73.5
20800 Iroquois	75.9	60.6	76.1	73.4
20900 Oneonta	74.8	59.6	75.0	74.7
21000 Ramey	74.7	60.7	90.0	90.0
21100 South Bronx	73.8	58.9	76.5	76.3
30100 Blue Ridge	74.4	59.0	74.4	78.4
30200 Charleston	74.1	59.2	73.2	76.2
30400 Flatwoods	71.9	59.0	75.3	75.9
30500 Harpers Ferry	78.6	62.1	77.2	78.1
30600 Keystone	73.6	59.1	73.9	73.1
Keystone/Red Rock	73.5	59.0	74.1	73.3
30700 Old Dominion	73.7	58.2	75.8	76.4
30800 Philadelphia	73.1	58.9	75.2	77.1
30900 Pittsburgh	74.7	59.3	77.3	76.0
31000 Potomac	74.8	59.1	76.0	75.4
31100 Red Rock	73.2	58.9	74.5	73.7
31200 Woodland	74.3	59.3	74.1	72.6



	<b>Center</b>	<b>HSD/HSE Rate</b>	<b>Combo HSD/HSE &amp; CTT Rate</b>	<b>Literacy Gain Rate</b>	<b>Numeracy Gain Rate</b>
31300	Woodstock	73.5	59.2	74.1	74.9
31500	Carl D. Perkins	73.4	58.9	75.2	74.7
31600	Earle C. Clements	74.4	59.8	77.1	73.9
31700	Frenchburg	73.7	59.3	74.6	73.5
31800	Great Onyx	76.9	61.2	77.3	73.7
31900	Pine Knot	78.2	62.2	76.5	74.7
32000	Whitney M. Young	73.9	59.6	76.9	71.8
32100	Muhlenberg	73.2	58.8	73.7	75.0
32200	Wilmington	72.8	58.6	73.9	75.9
40200	Bamberg	73.6	58.7	74.1	72.9
40300	Finch-Henry	70.2	57.5	72.8	72.2
40400	Brunswick	73.0	59.3	74.9	74.1
41000	Gulfport	74.4	59.3	73.7	74.1
41100	Jacksonville	74.0	59.1	73.5	76.6
41200	Jacobs Creek	74.9	59.5	72.8	76.1
41300	Kittrell	74.9	60.2	75.5	73.8
41500	Lyndon Johnson	75.3	60.8	75.1	74.0
41600	Miami	76.8	60.8	75.2	75.7
41700	Mississippi	70.9	57.7	75.3	71.3
41800	Oconaluftee	76.4	61.2	74.5	78.2
42000	Schenck	77.4	61.2	74.3	76.3
42100	Turner	72.7	58.7	73.4	73.6
42400	Gadsden	71.9	58.5	71.7	75.6
42500	BL Hooks/Memphis	71.9	58.5	72.9	73.9
42600	Montgomery	71.4	58.1	75.1	73.7
42800	Pinellas County	75.6	60.2	73.2	77.7
50100	Atterbury	73.4	59.2	74.1	73.1
50200	Blackwell	81.6	62.6	77.7	74.9
50300	Cincinnati	73.9	59.4	74.0	73.5
50400	Cleveland	74.8	59.6	74.7	74.6
50500	Dayton	73.5	59.2	75.4	73.1
50600	Detroit	72.9	58.6	73.9	72.2
50800	Gerald R. Ford	75.1	60.3	74.9	71.8
50900	Hubert H. Humphrey	75.9	60.9	75.4	75.9
51000	Joliet	73.0	59.1	74.4	73.4
51100	Flint/Genesee	72.8	58.6	72.7	72.7
51200	Paul Simon Chicago	76.7	61.6	74.3	76.5
51300	Milwaukee	71.6	58.5	74.0	73.0
51400	Ottumwa	76.9	61.5	77.3	75.8

	<b>Center</b>	<b>HSD/HSE Rate</b>	<b>Combo HSD/HSE &amp; CTT Rate</b>	<b>Literacy Gain Rate</b>	<b>Numeracy Gain Rate</b>
60100	Albuquerque	76.3	60.8	75.4	75.2
60200	Cass	74.7	59.5	74.1	75.2
60300	David Carrasco	74.8	60.2	75.2	71.5
60400	Gary	74.5	60.4	75.5	75.2
60500	Guthrie	77.2	60.9	73.9	76.2
60600	Laredo	69.9	57.9	75.4	70.9
60700	Little Rock	71.9	58.2	75.2	75.2
60800	North Texas	74.1	59.0	73.6	75.0
60900	New Orleans	73.8	59.5	76.1	75.0
61100	Roswell	77.2	62.0	74.8	74.5
61200	Shreveport	69.4	57.0	73.3	73.2
61300	Talking Leaves	74.2	59.3	73.8	74.3
61500	Tulsa	75.2	59.6	73.7	74.9
61700	Wind River	79.1	61.9	75.5	76.1
70100	Denison	73.5	58.9	74.8	74.3
70200	Excelsior Springs	74.9	59.6	74.0	73.8
70300	Mingo	77.4	62.1	76.0	76.1
70400	Pine Ridge	77.1	61.6	75.9	72.8
70500	St Louis	73.9	58.6	73.4	73.1
70600	Flint Hills	75.1	60.1	74.4	73.8
80100	Anaconda	77.5	61.6	75.5	74.2
80200	Boxelder	77.3	60.3	73.9	73.5
80300	Clearfield	78.3	61.9	75.3	76.2
80400	Collbran	79.3	62.9	76.9	74.3
80600	Trapper Creek	83.9	63.3	76.5	75.6
80700	Weber Basin	80.3	62.5	76.4	75.7
80800	Quentin Burdick	75.8	60.3	74.8	73.4
90100	Hawaii	73.1	58.7	74.3	74.7
90200	Inland Empire	75.7	60.0	74.4	77.9
90300	Los Angeles	76.3	60.6	76.2	77.8
90400	Phoenix	74.5	59.6	72.8	75.2
90500	Sacramento	72.3	58.1	74.9	76.0
90600	San Diego	75.4	60.2	76.3	75.5
90700	San Jose	75.2	59.6	74.8	77.4
90800	Sierra Nevada	80.0	62.1	75.6	75.8
90900	Treasure Island	76.6	61.2	76.3	75.8
91000	Fred G. Acosta	78.4	61.7	75.0	76.0
91100	Long Beach	75.8	60.2	75.3	77.5
100100	Angell	79.0	62.7	77.6	75.8

	<b>Center</b>	<b>HSD/HSE Rate</b>	<b>Combo HSD/HSE &amp; CTT Rate</b>	<b>Literacy Gain Rate</b>	<b>Numeracy Gain Rate</b>
100200	Cascades	81.9	64.5	75.7	78.6
100300	Columbia Basin	81.6	63.5	78.6	74.1
100400	Curlew	81.6	64.1	75.5	76.6
100500	Fort Simcoe	76.9	60.5	77.1	72.6
100600	Centennial	79.2	62.6	76.8	76.4
100700	Springdale	72.8	59.0	73.3	76.8
100800	Timber Lake	80.7	64.1	76.3	78.0
100900	Tongue Point	79.5	63.0	77.5	76.7
101000	Wolf Creek	78.4	60.5	75.3	75.1
101100	Alaska	76.8	60.6	78.6	76.4
1	Boston Region	75.6	60.5	77.5	77.7
2	Philadelphia Region	74.1	59.4	75.3	74.7
3	Atlanta Region	73.4	59.1	74.1	74.5
4	Dallas Region	75.5	60.3	74.9	74.7
5	Chicago Region	74.2	59.6	74.6	73.8
6	San Francisco Region	77.0	61.0	75.7	76.4

**Direct Center Services (DCS) Report Card**

**PY 2023 HSD/HSE Attainment Rate Model Worksheet**

**National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 8 or Below at Enrollment	18.8	18.8	0.0	-0.0127	0.0000
% Completed Grades 9-10 at Enrollment	53.9	53.9	0.0	0.0030	0.0000
% Completed Grades 11-12 at Enrollment	27.3	27.3	0.0	0.0097	0.0000
% Initial Reading TABE Educational Functioning Levels 1-2	40.5	40.5	0.0	-0.1263	0.0000
% Initial Reading TABE Educational Functioning Level 3	28.6	28.6	0.0	-0.1007	0.0000
% Initial Reading TABE Educational Functioning Level 4	21.1	21.1	0.0	-0.0222	0.0000
% Initial Reading TABE Educational Functioning Level 5	8.0	8.0	0.0	0.0955	0.0000
% Initial Reading TABE Educational Functioning Level 6	1.8	1.8	0.0	0.1538	0.0000
% Initial Math TABE Educational Functioning Level 1	5.8	5.8	0.0	-0.0960	0.0000
% Initial Math TABE Educational Functioning Level 2	36.9	36.9	0.0	-0.0737	0.0000
% Initial Math TABE Educational Functioning Level 3	40.6	40.6	0.0	-0.0173	0.0000
% Initial Math TABE Educational Functioning Level 4	15.2	15.2	0.0	0.0761	0.0000
% Initial Math TABE Educational Functioning Levels 5-6	1.4	1.4	0.0	0.1109	0.0000
Subtotal					0.0
National Goal					75.0%
Model Adjusted Goal					75.0%

**Direct Center Services (DCS) Report Card**

<b>PY 2023 Combination HSD/HSE and CTT Attainment Rate Model Worksheet</b>					
<b>National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Initial Reading TABE Educational Functioning Levels 1-2	41.7	41.7	0.0	-0.0728	0.0000
% Initial Reading TABE Educational Functioning Level 3	28.7	28.7	0.0	-0.0689	0.0000
% Initial Reading TABE Educational Functioning Level 4	20.6	20.6	0.0	-0.0288	0.0000
% Initial Reading TABE Educational Functioning Level 5	7.4	7.4	0.0	0.0583	0.0000
% Initial Reading TABE Educational Functioning Level 6	1.6	1.6	0.0	0.1121	0.0000
% Initial Math TABE Educational Functioning Level 1	6.1	6.1	0.0	-0.0657	0.0000
% Initial Math TABE Educational Functioning Level 2	37.7	37.7	0.0	-0.0633	0.0000
% Initial Math TABE Educational Functioning Level 3	40.4	40.4	0.0	-0.0253	0.0000
% Initial Math TABE Educational Functioning Level 4	14.4	14.4	0.0	0.0383	0.0000
% Initial Math TABE Educational Functioning Levels 5-6	1.4	1.4	0.0	0.1160	0.0000
				Subtotal	0.0
				National Goal	60.0%
				Model Adjusted Goal	60.0%

**Direct Center Services (DCS) Report Card**

**PY 2023 Literacy Gain Rate Model Worksheet**

**National Total\***

Local Adjustment Factors	(1) Center Average	(2) National Average*	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 11 or Below and No GED/HSD at Enrollment	59.7	59.7	0.0	-0.0600	0.0000
% Initial Reading TABE Educational Functioning Level 1	5.4	5.4	0.0	0.1181	0.0000
% Initial Reading TABE Educational Functioning Levels 2-3	66.8	66.8	0.0	-0.0285	0.0000
% Initial Reading TABE Educational Functioning Level 4	27.8	27.8	0.0	-0.0896	0.0000
% Initial Math TABE Educational Functioning Level 1	5.8	5.8	0.0	-0.1648	0.0000
% Initial Math TABE Educational Functioning Level 2	36.8	36.8	0.0	-0.0441	0.0000
% Initial Math TABE Educational Functioning Level 3	41.8	41.8	0.0	0.0508	0.0000
% Initial Math TABE Educational Functioning Levels 4-6	15.5	15.5	0.0	0.1581	0.0000
				Subtotal	0.0
				National Goal	75.0%
				Model Adjusted Goal	75.0%

\*Excluding centers in Puerto Rico

**Direct Center Services (DCS) Report Card**

**PY 2023 Numeracy Gain Rate Model Worksheet**

**National Total\***

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 11 or Below and No GED/HSD at Enrollment	56.3	56.3	0.0	-0.0647	0.0000
% Initial Reading TABE Educational Functioning Level 1	4.5	4.5	0.0	-0.2186	0.0000
% Initial Reading TABE Educational Functioning Level 2	28.7	28.7	0.0	-0.1619	0.0000
% Initial Reading TABE Educational Functioning Level 3	28.2	28.2	0.0	-0.0665	0.0000
% Initial Reading TABE Educational Functioning Level 4	23.8	23.8	0.0	0.0186	0.0000
% Initial Reading TABE Educational Functioning Level 5	11.7	11.7	0.0	0.1416	0.0000
% Initial Reading TABE Educational Functioning Level 6	3.0	3.0	0.0	0.2868	0.0000
% Initial Math TABE Educational Functioning Level 1	5.4	5.4	0.0	0.2149	0.0000
% Initial Math TABE Educational Functioning Level 2	33.4	33.4	0.0	0.1159	0.0000
% Initial Math TABE Educational Functioning Level 3	39.7	39.7	0.0	0.0072	0.0000
% Initial Math TABE Educational Functioning Level 4	19.1	19.1	0.0	-0.1526	0.0000
% Initial Math TABE Educational Functioning Level 5	2.4	2.4	0.0	-0.1854	0.0000
Subtotal					0.0
National Goal					75.0%
Model Adjusted Goal					75.0%

\*Excluding centers in Puerto Rico

## Attachment 13

**PY 2023 CTS Contractor Model-Based Goals for Graduate and Former Enrollee Average Hourly Wage at Placement and Median Earnings in Quarter 2 After Exit Quarter**

<b>Region</b>	<b>CTS Contractor</b>	<b>Graduate and Former Enrollee Average Hourly Wage at Placement</b>	<b>Graduate and Former Enrollee Median Earnings in Quarter 2</b>
	National Goals	\$17.50	\$7,700
01	CTBZNH N. HAVEN BZ OACT	\$17.86	\$7,853
01	CTPGHF HARTFORD OACTS	\$17.50	\$7,641
01	MAAAGR GRAFTON JCC	\$18.46	\$8,096
01	MAETWO WESTOVER ETR OAC	\$18.32	\$8,233
01	MAINSH SHRIVER OACTS	\$18.79	\$8,147
01	MECSLO LORING JCC	\$19.29	\$8,936
01	MECSPE PENOBSCOT CTS	\$18.27	\$8,103
01	NHAANH N. HAMPSHIRE	\$17.75	\$7,781
01	NJMTED EDISON MTC CTS	\$18.47	\$7,967
01	NYAADV D. VALLEY CT	\$17.92	\$7,682
01	NYAAGL GLENMONT OACTS	\$17.88	\$7,641
01	NYETIQ IROQUOIS OACTS	\$18.51	\$8,211
01	NYETON ONEONTA JCC	\$18.81	\$8,408
01	NYDSCA CASSADAGA OA/CTS	\$17.57	\$7,861
01	NYMTBR BROOKLYN OACTS	\$17.83	\$7,762
01	PRARPR RAMEY PR OACTS	\$13.44	\$6,392
01	RIAAEX EXETER CTS JCC	\$18.11	\$7,832
01	VTETNO NORTHLANDS OACTS	\$18.05	\$8,017
02	DCEKPO POTOMAC OACTS	\$18.21	\$8,006
02	DEETWI WILMINGTON OACTS	\$17.89	\$7,806
02	KYHYWY W. YOUNG CTS	\$17.64	\$7,730
02	KYINCP PERKINS OA/C	\$16.98	\$7,567
02	KYINMB MUHLENBERG O	\$18.00	\$8,230
02	KYMTEC EARLE CLEMENTS C	\$17.70	\$7,821
02	MDMNWL WOODLAND OACTS	\$17.59	\$7,493
02	MDMTWS WOODSTOCK MTC	\$18.02	\$7,875
02	PAAAKE KEYSTONE CTS	\$17.05	\$7,255
02	PAAAPH PHILADELPHIA OAC	\$17.38	\$7,487
02	PAOMP B PITTS OACTS	\$17.90	\$7,899
02	R2JPFS REG2 JP OACTS	\$17.50	\$7,787



<b>Region</b>	<b>CTS Contractor</b>	<b>Graduate and Former Enrollee Average Hourly Wage at Placement</b>	<b>Graduate and Former Enrollee Median Earnings in Quarter 2</b>
02	VAOMOD OLD DOMINION	\$17.63	\$7,811
02	VASRBR BLUE RIDGE O	\$17.51	\$7,633
02	WVMTCR CHARLESTON OACTS	\$17.49	\$7,831
03	ALCTGA GADSDEN OA CTS	\$16.13	\$6,986
03	ALETMT MONTGOMERY OACTS	\$16.99	\$7,833
03	FLAAMI MIAMI OACTS	\$17.91	\$7,738
03	FLEXPN PINELLAS OACTS	\$17.57	\$7,834
03	FLCLJV JACKSONVILLE HSC	\$17.27	\$7,756
03	GAAABW BRUNSWICK OACTS	\$16.90	\$7,326
03	GAOMTU TURNER OMG	\$16.54	\$7,199
03	MSAAMS MS AA OACTS	\$16.13	\$6,878
03	MSCEGU GULFPORT OA/CTS	\$15.06	\$7,176
03	MSSRFH FINCH HENRY SERR	\$16.55	\$7,021
03	NCAAKI KITTRELL OA/CTS	\$16.78	\$7,007
03	R3JPFS REG03 USDA OACTS	\$17.52	\$7,788
03	SCHSBA BAMBERG OACTS	\$17.39	\$7,751
03	TNETBH BL HOOKS OACTS	\$17.27	\$7,763
04	ARSRLR LITTLE ROCK OACT	\$16.99	\$7,666
04	LAAPNO NEW ORLEANS OACT	\$16.29	\$7,261
04	LAHLSP SHREVEPORT OACTS	\$15.73	\$6,911
04	NDHLBU BURDICK OACTS	\$16.85	\$7,101
04	NMAOAB ALBUQUERQUE OACT	\$17.90	\$7,562
04	NMDIRO ROSWELL OACTS	\$16.99	\$7,664
04	OKBZTU TULSA BZ OACTS	\$17.13	\$7,556
04	OKBZGU GUTHRIE OACTS	\$16.91	\$7,255
04	OKJPTL TALKING LEAVES	\$16.35	\$6,883
04	R4GBFS 04 REG4 OACTS	\$17.86	\$7,820
04	TXARGY GARY OACTS	\$17.26	\$7,459
04	TXAODC D CARASSCO OACTS	\$16.32	\$7,260
04	TXSMLA LAREDO OACTS SM	\$14.74	\$7,103
04	TXSRNT N. TX SR OACTS	\$16.77	\$7,383
04	UTMTCL CLEARFIELD O	\$17.90	\$7,757
04	WYAPWR WIND RIVER OA/CT	\$18.29	\$7,822
05	IACSOW OTTUMWA OA	\$17.73	\$7,965
05	IAHLDE DENISON HLS OACT	\$17.81	\$8,038
05	ILAOPS PAUL SIMON OACTS	\$18.89	\$8,001

<b>Region</b>	<b>CTS Contractor</b>	<b>Graduate and Former Enrollee Average Hourly Wage at Placement</b>	<b>Graduate and Former Enrollee Median Earnings in Quarter 2</b>
05	ILSMJO JOLIET SM OA/CTS	\$17.37	\$7,793
05	INMTAB ATTERBURY OA/CTS	\$16.96	\$7,295
05	KSSRFH FLINT HILLS OACT	\$17.36	\$7,898
05	MIHLGF HLS GRF JCC	\$17.41	\$7,527
05	MISRDE DETROIT OA/CTS	\$17.31	\$7,298
05	MISRFG FLINT GENESEE	\$17.37	\$7,574
05	MNETHH HJCC OACTS	\$17.71	\$7,786
05	MOETES EX SPRINGS OACTS	\$17.88	\$7,952
05	MOMTSL ST. LOUIS OACTS	\$18.29	\$7,887
05	OHSDA DAYTON DESI	\$17.31	\$7,668
05	OHINCN CINCINNATI OACTS	\$16.97	\$7,131
05	OHSRCL CLEVELAND OA	\$17.59	\$7,613
05	R5LCFS REG05 USDA OACTS	\$18.13	\$8,275
05	WIRCMJ MILWAUKEE OACTS	\$17.84	\$7,686
06	AKCTPL ALASKA OACTS	\$17.75	\$7,590
06	AZAAPX PHOENIX OACTS	\$17.66	\$8,005
06	AZHLFA FRED ACOSTA CTS	\$17.75	\$8,061
06	CABZLB LONG BEACH OACTS	\$18.68	\$8,215
06	CACSSA SACRAMENTO CTS	\$18.24	\$8,109
06	CAJPSD SAN DIEGO JCC	\$18.66	\$8,139
06	CAJPSJ SAN JOSE JCC	\$18.16	\$8,025
06	CAMNTI T. ISLAND OACTS	\$18.19	\$7,866
06	CAMTLA LA CTS MTC	\$18.20	\$7,883
06	CASMIE I. EMPIRE OACTS	\$17.97	\$7,684
06	HIJPHI HAWAII JCC	\$17.68	\$7,923
06	IDMTCT ID OA/CTS	\$18.24	\$7,973
06	NVJPSN SIERRA NEVADA	\$17.63	\$7,598
06	ORHLSP SPRINGDALE OACTS	\$17.56	\$7,545
06	ORMTTO TONGUE POINT	\$19.25	\$8,340
06	R6JPFS REG06 USDA OACTS	\$18.53	\$8,098
06	WAAACS CASCADES AA	\$18.33	\$7,697
	1 Boston Region	\$17.50	\$7,957
	2 Philadelphia Region	\$17.64	\$7,747
	3 Atlanta Region	\$16.95	\$7,449
	4 Dallas Region	\$17.02	\$7,474
	5 Chicago Region	\$17.60	\$7,738

<b>Region</b>	<b>CTS Contractor</b>	<b>Graduate and Former Enrollee Average Hourly Wage at Placement</b>	<b>Graduate and Former Enrollee Median Earnings in Quarter 2</b>
	6 San Francisco Region	\$18.24	\$7,973

**Career Transition Services (CTS) Report Card**

<b>PY 2023 Graduate and Former Enrollee Average Wage at Placement Model Worksheet</b>					
<b>National Total</b>					
Local Adjustment Factors	(1) Provider Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Separation	20.6	20.6	0.0	0.2047	0.0000
% Obtained HSD/HSE in Job Corps without CTT Completion	7.3	7.3	0.0	-0.0048	0.0000
% Stayed 60+ Days without HSD/HSE/CTT Completion	28.8	28.8	0.0	-0.0121	0.0000
% Reading TABE Educational Functioning Level 4 at Separation	25.5	25.5	0.0	0.0038	0.0000
% Reading TABE Educational Functioning Levels 5-6 at Separation	30.9	30.9	0.0	0.0072	0.0000
% Math TABE Educational Functioning Level 4 at Separation	31.2	31.2	0.0	0.0043	0.0000
% Math TABE Educational Functioning Levels 5-6 at Separation	11.9	11.9	0.0	0.0089	0.0000
% CTT Completers with Training in Advanced Manufacturing	4.5	4.5	0.0	0.0159	0.0000
% CTT Completers with Training in Construction	18.9	18.9	0.0	0.0109	0.0000
% CTT Completers with Training in Finance and Business	5.3	5.3	0.0	-0.0103	0.0000
% CTT Completers with Training in Health Care	14.5	14.5	0.0	-0.0001	0.0000
% CTT Completers with Training in Homeland Security	4.9	4.9	0.0	-0.0035	0.0000
% CTT Completers with Training in Hospitality	6.8	6.8	0.0	-0.0128	0.0000
% CTT Completers with Training in Retail Sales and Services	0.3	0.3	0.0	-0.0134	0.0000
% CTT Completers with Training in Transportation	3.7	3.7	0.0	0.0304	0.0000
% CTT Completers with Training in Automotive and Machine Repair, Information Technology, or Renewable Resources and Energy	5.1	5.1	0.0	-0.0002	0.0000
Average Wage in All Industries in County (\$1,000's)	63.3	63.3	0.0	0.0372	0.0000
% Placed in Job in State with High Minimum Wage	46.8	46.8	0.0	0.0115	0.0000
Average Percent of Families in Poverty in County	9.3	9.3	0.0	-0.1336	0.0000
Subtotal					0.00
National Goal					\$17.50
Model Adjusted Goal					\$17.50

**Career Transition Services (CTS) Report Card**

<b>PY 2023 Graduate and Former Enrollee Median Earnings in Quarter 2 Model Worksheet</b>					
<b>National Total</b>					
Local Adjustment Factors	(1) Provider Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Separation	20.6	20.6	0.0	185.2130	0.0000
% Obtained HSD/HSE in Job Corps without CTT Completion	6.1	6.1	0.0	-8.3218	0.0000
% Stayed 60+ Days without HSD/HSE/CTT Completion	36.4	36.4	0.0	-11.0320	0.0000
% Math TABE Educational Functioning Levels 4-6 at Separation	43.2	43.2	0.0	2.8107	0.0000
% CTT Completers with Training in Advanced Manufacturing	3.6	3.6	0.0	12.9132	0.0000
% CTT Completers with Training in Construction	16.8	16.8	0.0	5.0570	0.0000
% CTT Completers with Training in Finance and Business	5.0	5.0	0.0	-11.2480	0.0000
% CTT Completers with Training in Health Care	13.6	13.6	0.0	-1.5954	0.0000
% CTT Completers with Training in Homeland Security	4.4	4.4	0.0	-0.9017	0.0000
% CTT Completers with Training in Hospitality	6.2	6.2	0.0	-15.1730	0.0000
% CTT Completers with Training in Renewable Resources and Energy	0.6	0.6	0.0	15.6734	0.0000
% CTT Completers with Training in Transportation	3.0	3.0	0.0	17.8333	0.0000
% CTT Completers with Training in Automotive and Machine Repair, Information Technology, or Retail Sales and Services	4.2	4.2	0.0	-3.2053	0.0000
Average Wage in All Industries in County (\$1,000's)	59.5	59.5	0.0	8.0317	0.0000
% Placed in Job in State with High Minimum Wage	44.9	44.9	0.0	3.2663	0.0000
Average Percent of Families in Poverty in County	10.6	10.6	0.0	-42.2280	0.0000
				Subtotal	0
				National Goal	\$7,700
				Model Adjusted Goal	\$7,700

**Attachment 14****PY 2023 Career Technical Training (CTT) Center Level Model-Based Goals for CTT Completer Average Hourly Wage at Placement, CTT Completer JTM Average Hourly Wage at Placement, and CTT Completer Median Earnings in Quarter 2 After Exit Quarter**

Center	Average Hourly Wage	JTM Average Hourly Wage	Median Earnings in Quarter 2
National Goals	\$18.00	\$18.70	\$8,750
10100 Grafton	\$18.90	\$19.60	\$9,122
10200 Northlands	\$18.21	\$18.91	\$9,182
10300 Penobscot	\$18.54	\$19.24	\$9,125
10400 Westover	\$18.71	\$19.41	\$9,084
10500 New Haven	\$18.21	\$18.91	\$8,591
10600 Loring	\$20.03	\$20.73	\$10,040
10700 Shriver	\$19.29	\$19.99	\$9,147
10800 Exeter	\$18.48	\$19.18	\$9,355
10900 Hartford	\$18.77	\$19.47	\$8,928
11000 New Hampshire	\$17.89	\$18.59	\$8,729
20100 Arecibo	\$15.53	\$16.23	\$7,462
20300 Cassadaga	\$17.93	\$18.63	\$9,108
20400 Delaware Valley	\$18.07	\$18.77	\$8,439
20500 Edison	\$18.79	\$19.49	\$8,938
20700 Glenmont	\$18.09	\$18.79	\$8,753
20800 Iroquois	\$18.64	\$19.34	\$9,069
20900 Oneonta	\$19.00	\$19.70	\$9,514
21000 Ramey	\$13.40	\$14.10	\$6,673
21100 South Bronx	\$18.31	\$19.01	\$8,697
30100 Blue Ridge	\$17.74	\$18.44	\$8,599
30200 Charleston	\$18.45	\$19.15	\$8,824
30400 Flatwoods	\$19.43	\$20.13	\$9,430
30500 Harpers Ferry	\$19.41	\$20.11	\$9,157
30600 Keystone	\$17.24	\$17.94	\$8,339
30700 Old Dominion	\$18.09	\$18.79	\$8,973
30800 Philadelphia	\$18.08	\$18.78	\$8,456
30900 Pittsburgh	\$18.25	\$18.95	\$8,722
31000 Potomac	\$18.75	\$19.45	\$8,986
31100 Red Rock	\$17.78	\$18.48	\$8,294
31200 Woodland	\$17.78	\$18.48	\$8,246
31300 Woodstock	\$18.77	\$19.47	\$9,056
31500 Carl D. Perkins	\$17.50	\$18.20	\$8,276

	Center	Average Hourly Wage	JTM Average Hourly Wage	Median Earnings in Quarter 2
31600	Earle C. Clements	\$18.39	\$19.09	\$8,907
31700	Frenchburg	\$17.24	\$17.94	\$8,421
31800	Great Onyx	\$17.84	\$18.54	\$8,986
31900	Pine Knot	\$17.56	\$18.26	\$8,489
32000	Whitney M. Young	\$18.13	\$18.83	\$8,921
32100	Muhlenberg	\$19.56	\$20.26	\$9,886
32200	Wilmington	\$18.51	\$19.21	\$8,569
40200	Bamberg	\$17.47	\$18.17	\$8,529
40300	Finch-Henry	\$17.54	\$18.24	\$8,495
40400	Brunswick	\$17.51	\$18.21	\$8,706
41000	Gulfport	\$15.99	\$16.69	\$8,288
41100	Jacksonville	\$17.76	\$18.46	\$8,522
41200	Jacobs Creek	\$18.99	\$19.69	\$9,336
41300	Kittrell	\$17.82	\$18.52	\$8,249
41500	Lyndon Johnson	\$17.48	\$18.18	\$8,334
41600	Miami	\$18.16	\$18.86	\$8,518
41700	Mississippi	\$16.40	\$17.10	\$8,225
41800	Oconaluftee	\$17.95	\$18.65	\$9,115
42000	Schenck	\$18.09	\$18.79	\$8,625
42100	Turner	\$17.05	\$17.75	\$8,365
42400	Gadsden	\$16.67	\$17.37	\$7,727
42500	BL Hooks/Memphis	\$17.79	\$18.49	\$8,635
42600	Montgomery	\$17.31	\$18.01	\$8,527
42800	Pinellas County	\$17.86	\$18.56	\$8,738
50100	Atterbury	\$17.70	\$18.40	\$8,475
50200	Blackwell	\$19.24	\$19.94	\$9,256
50300	Cincinnati	\$17.13	\$17.83	\$7,807
50400	Cleveland	\$17.58	\$18.28	\$8,506
50500	Dayton	\$17.41	\$18.11	\$8,634
50600	Detroit	\$17.26	\$17.96	\$8,124
50800	Gerald R. Ford	\$17.45	\$18.15	\$8,606
50900	Hubert H. Humphrey	\$18.36	\$19.06	\$8,612
51000	Joliet	\$17.78	\$18.48	\$8,848
51100	Flint/Genesee	\$17.64	\$18.34	\$8,485
51200	Paul Simon Chicago	\$19.56	\$20.26	\$9,344
51300	Milwaukee	\$18.93	\$19.63	\$9,403
51400	Ottumwa	\$18.24	\$18.94	\$8,856
60100	Albuquerque	\$18.65	\$19.35	\$9,347

	Center	Average Hourly Wage	JTM Average Hourly Wage	Median Earnings in Quarter 2
60200	Cass	\$18.98	\$19.68	\$9,584
60300	David Carrasco	\$16.60	\$17.30	\$8,365
60400	Gary	\$18.29	\$18.99	\$8,965
60500	Guthrie	\$17.52	\$18.22	\$8,356
60600	Laredo	\$14.89	\$15.59	\$7,810
60700	Little Rock	\$17.82	\$18.52	\$8,669
60800	North Texas	\$17.35	\$18.05	\$8,505
60900	New Orleans	\$17.03	\$17.73	\$7,879
61100	Roswell	\$17.22	\$17.92	\$8,851
61200	Shreveport	\$16.35	\$17.05	\$7,659
61300	Talking Leaves	\$16.41	\$17.11	\$7,554
61500	Tulsa	\$17.29	\$17.99	\$8,584
61700	Wind River	\$19.63	\$20.33	\$9,637
70100	Denison	\$18.02	\$18.72	\$9,037
70200	Excelsior Springs	\$18.21	\$18.91	\$8,983
70300	Mingo	\$18.48	\$19.18	\$8,922
70400	Pine Ridge	\$19.00	\$19.70	\$9,488
70500	St Louis	\$18.98	\$19.68	\$10,146
70600	Flint Hills	\$17.37	\$18.07	\$8,751
80100	Anaconda	\$18.99	\$19.69	\$9,446
80200	Boxelder	\$18.29	\$18.99	\$8,502
80300	Clearfield	\$18.64	\$19.34	\$8,919
80400	Collbran	\$18.56	\$19.26	\$8,868
80600	Trapper Creek	\$18.38	\$19.08	\$8,803
80700	Weber Basin	\$18.52	\$19.22	\$9,715
80800	Quentin Burdick	\$17.61	\$18.31	\$7,744
90100	Hawaii	\$17.91	\$18.61	\$8,590
90200	Inland Empire	\$18.27	\$18.97	\$8,529
90300	Los Angeles	\$19.02	\$19.72	\$9,294
90400	Phoenix	\$18.05	\$18.75	\$8,896
90500	Sacramento	\$19.53	\$20.23	\$9,671
90600	San Diego	\$18.91	\$19.61	\$8,985
90700	San Jose	\$18.66	\$19.36	\$8,946
90800	Sierra Nevada	\$18.01	\$18.71	\$8,742
90900	Treasure Island	\$18.60	\$19.30	\$9,123
91000	Fred G. Acosta	\$18.50	\$19.20	\$9,150
91100	Long Beach	\$18.94	\$19.64	\$9,187
100100	Angell	\$19.48	\$20.18	\$9,612



	Center	Average Hourly Wage	JTM Average Hourly Wage	Median Earnings in Quarter 2
100200	Cascades	\$18.63	\$19.33	\$8,757
100300	Columbia Basin	\$18.37	\$19.07	\$8,380
100400	Curlew	\$19.42	\$20.12	\$9,870
100500	Fort Simcoe	\$21.07	\$21.77	\$10,792
100600	Centennial	\$19.55	\$20.25	\$9,366
100700	Springdale	\$17.97	\$18.67	\$8,663
100800	Timber Lake	\$18.89	\$19.59	\$10,964
100900	Tongue Point	\$20.89	\$21.59	\$10,020
101000	Wolf Creek	\$18.70	\$19.40	\$8,884
101100	Alaska	\$18.46	\$19.16	\$8,547
1	Boston Region	\$17.72	\$18.42	\$8,646
2	Philadelphia Region	\$18.22	\$18.92	\$8,750
3	Atlanta Region	\$17.53	\$18.23	\$8,520
4	Dallas Region	\$17.60	\$18.30	\$8,642
5	Chicago Region	\$18.01	\$18.71	\$8,822
6	San Francisco Region	\$18.90	\$19.60	\$9,121

**Career Technical Training (CTT) Report Card**

<b>PY 2023 CTT Completer Average Hourly Wage Model Worksheet</b>					
<b>National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	19.2	19.2	0.0	0.1591	0.0000
% High School Diploma or HSE at Enrollment	53.9	53.9	0.0	0.0049	0.0000
% Initial Reading TABE Educational Functioning Level 4	24.5	24.5	0.0	0.0055	0.0000
% Initial Reading TABE Educational Functioning Level 5-6	18.8	18.8	0.0	0.0082	0.0000
% Initial Math TABE Educational Functioning Level 4	23.9	23.9	0.0	0.0042	0.0000
% Initial Math TABE Educational Functioning Level 5-6	4.4	4.4	0.0	0.0063	0.0000
% Completed Training in Advanced Manufacturing	7.0	7.0	0.0	0.0117	0.0000
% Completed Training in Construction	29.2	29.2	0.0	0.0063	0.0000
% Completed Training in Finance and Business	8.3	8.3	0.0	-0.0148	0.0000
% Completed Training in Health Care	23.3	23.3	0.0	-0.0064	0.0000
% Completed Training in Hospitality	10.3	10.3	0.0	-0.0166	0.0000
% Completed Training in Homeland Security	7.6	7.6	0.0	-0.0086	0.0000
% Completed Training in Transportation	5.7	5.7	0.0	0.0322	0.0000
% Completed Training in Automotive and Machine Repair, Information Technology, Renewable Resources and Energy, or Retail Sales and Services	8.7	8.7	0.0	-0.0038	0.0000
Average Wage in All Industries in County (\$1,000's)	62.9	62.9	0.0	0.0398	0.0000
% Placed in Job in State with High Minimum Wage	47.0	47.0	0.0	0.0118	0.0000
Average Percent of Families in Poverty in County	9.4	9.4	0.0	-0.1150	0.0000
				Subtotal	0.00
				National Goal	\$18.00
				Model Adjusted Goal	\$18.00

**Career Technical Training (CTT) Report Card**

<b>PY 2023 CTT Completer Median Earnings in Quarter 2 Model Worksheet</b>					
<b>National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	19.2	19.2	0.0	157.8230	0.0000
% Completed Training in Advanced Manufacturing	6.3	6.3	0.0	10.3034	0.0000
% Completed Training in Construction	28.9	28.9	0.0	1.5565	0.0000
% Completed Training in Finance and Business	8.7	8.7	0.0	-15.0840	0.0000
% Completed Training in Health Care	24.3	24.3	0.0	-5.4724	0.0000
% Completed Training in Homeland Security	7.8	7.8	0.0	-4.4348	0.0000
% Completed Training in Hospitality	10.3	10.3	0.0	-19.7300	0.0000
% Completed Training in Renewable Resources and Energy	0.9	0.9	0.0	18.0738	0.0000
% Completed Training in Transportation	5.1	5.1	0.0	20.8027	0.0000
% Completed Training in Automotive and Machine Repair, Information Technology, or Retail Sales and Services	7.7	7.7	0.0	-6.0148	0.0000
Average Wage in All Industries in County (\$1,000's)	59.0	59.0	0.0	11.6381	0.0000
% Placed in Job in State with High Minimum Wage	44.9	44.9	0.0	4.6894	0.0000
Average Percent of Families in Poverty in County	10.8	10.8	0.0	-44.3080	0.0000
				Subtotal	0
				National Goal	\$8,750
				Model Adjusted Goal	\$8,750

**Attachment 15****PY 2023 Academic Center Level Model-Based Goals for High School Diploma (HSD)/High School Equivalency (HSE) Attainment Rate, Average Literacy Gains, Average Numeracy Gains, and HSD/HSE Completer Average Hourly Wage at Placement**

	<b>Center</b>	<b>HSD/HSE Attainment</b>	<b>Average Literacy Gain</b>	<b>Average Numeracy Gain</b>	<b>Average Hourly Wage</b>
	National Goals	75.0	1.00	1.00	\$18.00
10100	Grafton	78.9	1.01	1.00	\$18.87
10200	Northlands	78.2	0.98	1.03	\$18.14
10300	Penobscot	76.7	1.02	1.00	\$18.36
10400	Westover	76.7	1.01	1.00	\$18.63
10500	New Haven	72.7	0.98	1.02	\$18.18
10600	Loring	77.3	1.00	1.02	\$19.60
10700	Shriver	79.4	1.01	0.99	\$19.01
10800	Exeter	75.1	0.98	1.00	\$18.47
10900	Hartford	74.9	0.96	1.04	\$18.52
11000	New Hampshire	77.9	0.98	1.01	\$18.19
20100	Arecibo	75.5	2.93	2.43	\$15.43
20300	Cassadaga	74.2	0.99	1.01	\$18.20
20400	Delaware Valley	72.4	0.97	1.02	\$18.41
20500	Edison	74.9	1.01	1.00	\$18.68
20700	Glenmont	74.1	0.99	1.00	\$18.20
20800	Iroquois	75.9	1.01	0.98	\$18.58
20900	Oneonta	74.8	1.00	1.00	\$18.92
21000	Ramey	74.7	2.89	2.46	\$13.73
21100	South Bronx	73.8	1.00	1.02	\$18.47
30100	Blue Ridge	74.4	0.99	1.03	\$17.85
30200	Charleston	74.1	0.98	1.03	\$18.10
30400	Flatwoods	71.9	1.01	1.01	\$19.06
30500	Harpers Ferry	78.6	1.01	1.02	\$18.73
30600	Keystone	73.6	1.00	0.99	\$17.57
30700	Old Dominion	73.7	1.00	1.02	\$18.11
30800	Philadelphia	73.1	0.99	1.02	\$17.70
30900	Pittsburgh	74.7	1.02	1.01	\$18.03
31000	Potomac	74.8	1.01	1.00	\$19.02
31100	Red Rock	73.2	0.99	0.99	\$18.02
31200	Woodland	74.3	1.01	0.98	\$18.28
31300	Woodstock	73.5	1.00	0.99	\$18.73

	<b>Center</b>	<b>HSD/HSE Attainment</b>	<b>Average Literacy Gain</b>	<b>Average Numeracy Gain</b>	<b>Average Hourly Wage</b>
31500	Carl D. Perkins	73.4	1.00	1.01	\$17.29
31600	Earle C. Clements	74.4	1.03	0.98	\$18.27
31700	Frenchburg	73.7	1.01	0.98	\$17.40
31800	Great Onyx	76.9	1.02	0.99	\$17.88
31900	Pine Knot	78.2	1.00	1.01	\$17.90
32000	Whitney M. Young	73.9	1.03	0.98	\$17.90
32100	Muhlenberg	73.2	0.99	1.01	\$18.88
32200	Wilmington	72.8	0.98	1.01	\$18.78
40200	Bamberg	73.6	1.01	0.98	\$17.50
40300	Finch-Henry	70.2	1.00	0.98	\$17.51
40400	Brunswick	73.0	1.00	1.00	\$17.62
41000	Gulfport	74.4	0.99	1.00	\$16.37
41100	Jacksonville	74.0	0.98	1.01	\$17.86
41200	Jacobs Creek	74.9	0.98	1.02	\$18.56
41300	Kittrell	74.9	1.01	0.98	\$17.48
41500	Lyndon Johnson	75.3	1.00	0.99	\$17.67
41600	Miami	76.8	1.00	1.01	\$18.10
41700	Mississippi	70.9	1.02	0.97	\$17.27
41800	Oconaluftee	76.4	0.99	1.03	\$18.06
42000	Schenck	77.4	0.98	1.01	\$17.77
42100	Turner	72.7	0.98	0.99	\$17.30
42400	Gadsden	71.9	0.97	1.01	\$16.97
42500	BL Hooks/Memphis	71.9	0.98	1.00	\$17.66
42600	Montgomery	71.4	1.00	0.99	\$17.10
42800	Pinellas County	75.6	0.97	1.04	\$17.94
50100	Atterbury	73.4	1.00	0.98	\$17.71
50200	Blackwell	81.6	1.01	1.00	\$18.97
50300	Cincinnati	73.9	0.99	0.99	\$17.55
50400	Cleveland	74.8	1.00	1.00	\$17.66
50500	Dayton	73.5	1.01	0.98	\$17.50
50600	Detroit	72.9	1.00	0.98	\$17.58
50800	Gerald R. Ford	75.1	1.01	0.98	\$17.86
50900	Hubert H. Humphrey	75.9	1.00	1.00	\$17.91
51000	Joliet	73.0	1.01	0.98	\$17.84
51100	Flint/Genesee	72.8	0.99	0.98	\$18.00
51200	Paul Simon Chicago	76.7	0.99	1.01	\$19.20
51300	Milwaukee	71.6	1.00	0.99	\$18.60
51400	Ottumwa	76.9	1.02	1.01	\$18.04

	<b>Center</b>	<b>HSD/HSE Attainment</b>	<b>Average Literacy Gain</b>	<b>Average Numeracy Gain</b>	<b>Average Hourly Wage</b>
60100	Albuquerque	76.3	0.99	1.00	\$18.32
60200	Cass	74.7	0.98	1.01	\$18.70
60300	David Carrasco	74.8	1.02	0.96	\$16.71
60400	Gary	74.5	1.00	1.00	\$18.13
60500	Guthrie	77.2	0.98	1.02	\$17.53
60600	Laredo	69.9	1.04	0.97	\$15.43
60700	Little Rock	71.9	1.00	1.01	\$17.77
60800	North Texas	74.1	0.98	1.01	\$17.46
60900	New Orleans	73.8	1.01	0.99	\$16.93
61100	Roswell	77.2	1.00	0.99	\$17.66
61200	Shreveport	69.4	0.99	1.00	\$16.68
61300	Talking Leaves	74.2	0.98	1.01	\$16.76
61500	Tulsa	75.2	0.99	1.00	\$17.35
61700	Wind River	79.1	0.99	1.01	\$18.82
70100	Denison	73.5	1.00	1.00	\$18.06
70200	Excelsior Springs	74.9	1.00	0.99	\$18.15
70300	Mingo	77.4	1.01	1.01	\$18.42
70400	Pine Ridge	77.1	1.02	0.98	\$18.91
70500	St Louis	73.9	1.01	0.98	\$18.86
70600	Flint Hills	75.1	0.99	1.00	\$17.78
80100	Anaconda	77.5	1.01	0.99	\$18.64
80200	Boxelder	77.3	0.99	0.98	\$18.36
80300	Clearfield	78.3	0.99	1.01	\$18.41
80400	Collbran	79.3	1.00	1.00	\$18.59
80600	Trapper Creek	83.9	1.00	1.00	\$18.11
80700	Weber Basin	80.3	1.01	1.00	\$18.27
80800	Quentin Burdick	75.8	1.00	0.98	\$17.61
90100	Hawaii	73.1	1.00	1.02	\$17.75
90200	Inland Empire	75.7	0.98	1.04	\$18.31
90300	Los Angeles	76.3	1.00	1.03	\$18.53
90400	Phoenix	74.5	0.98	1.01	\$18.26
90500	Sacramento	72.3	0.99	1.02	\$19.16
90600	San Diego	75.4	1.01	1.00	\$18.85
90700	San Jose	75.2	0.99	1.02	\$18.90
90800	Sierra Nevada	80.0	1.00	1.00	\$18.11
90900	Treasure Island	76.6	1.00	1.01	\$18.46
91000	Fred G. Acosta	78.4	0.99	1.01	\$18.63
91100	Long Beach	75.8	1.00	1.02	\$18.74

<b>Center</b>		<b>HSD/HSE Attainment</b>	<b>Average Literacy Gain</b>	<b>Average Numeracy Gain</b>	<b>Average Hourly Wage</b>
100100	Angell	79.0	1.00	1.02	\$19.14
100200	Cascades	81.9	0.99	1.02	\$18.41
100300	Columbia Basin	81.6	1.02	0.99	\$18.29
100400	Curlew	81.6	0.99	1.02	\$19.29
100500	Fort Simcoe	76.9	1.03	0.97	\$19.95
100600	Centennial	79.2	1.00	1.01	\$18.97
100700	Springdale	72.8	0.98	1.02	\$18.01
100800	Timber Lake	80.7	1.01	1.00	\$18.90
100900	Tongue Point	79.5	1.00	1.01	\$19.77
101000	Wolf Creek	78.4	1.00	1.00	\$18.80
101100	Alaska	76.8	1.03	1.01	\$18.23
1	Boston Region	75.6	1.10	1.06	\$17.83
2	Philadelphia Region	74.1	1.00	1.00	\$18.15
3	Atlanta Region	73.4	0.99	1.00	\$17.56
4	Dallas Region	75.5	1.00	1.00	\$17.68
5	Chicago Region	74.2	1.00	0.99	\$18.06
6	San Francisco Region	77.0	1.00	1.01	\$18.66

**Academic Report Card**

<b>PY 2023 Average Literacy Gain Model Worksheet</b>					
<b>National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 11 or Below and No Diploma at Enrollment	0.61	0.61	0.00	-0.0471	0.0000
% Initial Reading TABE Educational Functioning Level 1	0.06	0.06	0.00	0.2089	0.0000
% Initial Reading TABE Educational Functioning Level 2	0.35	0.35	0.00	0.0306	0.0000
% Initial Reading TABE Educational Functioning Level 3	0.32	0.32	0.00	-0.0605	0.0000
% Initial Reading TABE Educational Functioning Level 4	0.27	0.27	0.00	-0.1790	0.0000
% Initial Math TABE Educational Functioning Level 1	0.06	0.06	0.00	-0.2300	0.0000
% Initial Math TABE Educational Functioning Level 2	0.38	0.38	0.00	-0.0622	0.0000
% Initial Math TABE Educational Functioning Level 3	0.41	0.41	0.00	0.0652	0.0000
% Initial Math TABE Educational Functioning Levels 4-6	0.15	0.15	0.00	0.2270	0.0000
				Subtotal	0.00
				Supplemental TABE Adjustment	0.00
				National Goal	1.00
				Model Adjusted Goal	1.00



**Academic Report Card**

<b>PY 2023 Average Numeracy Gain Model Worksheet</b>					
<b>National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 11 or Below and No Diploma at Enrollment	0.57	0.57	0.00	-0.0634	0.0000
% Initial Reading TABE Educational Functioning Level 1	0.05	0.05	0.00	-0.2319	0.0000
% Initial Reading TABE Educational Functioning Level 2	0.30	0.30	0.00	-0.1536	0.0000
% Initial Reading TABE Educational Functioning Level 3	0.28	0.28	0.00	-0.0691	0.0000
% Initial Reading TABE Educational Functioning Level 4	0.23	0.23	0.00	0.0330	0.0000
% Initial Reading TABE Educational Functioning Level 5	0.11	0.11	0.00	0.1553	0.0000
% Initial Reading TABE Educational Functioning Level 6	0.03	0.03	0.00	0.2663	0.0000
% Initial Math TABE Educational Functioning Level 1	0.05	0.05	0.00	0.2904	0.0000
% Initial Math TABE Educational Functioning Level 2	0.33	0.33	0.00	0.1392	0.0000
% Initial Math TABE Educational Functioning Level 3	0.40	0.40	0.00	-0.0164	0.0000
% Initial Math TABE Educational Functioning Level 4	0.20	0.20	0.00	-0.1695	0.0000
% Initial Math TABE Educational Functioning Level 5	0.02	0.02	0.00	-0.2438	0.0000
				Subtotal	0.00
				Supplemental TABE Adjustment	0.00
				National Goal	1.00
				Model Adjusted Goal	1.00

**Academic Report Card**

<b>PY 2023 HSD/HSE Completer Average Hourly Wage Model Worksheet</b>					
<b>National Total</b>					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	19.4	19.4	0.0	0.1586	0.0000
% Initial Reading TABE Educational Functioning Level 4	25.9	25.9	0.0	0.0040	0.0000
% Initial Reading TABE Educational Functioning Level 5-6	19.1	19.1	0.0	0.0057	0.0000
% Initial Math TABE Educational Functioning Level 3	40.4	40.4	0.0	0.0029	0.0000
% Initial Math TABE Educational Functioning Level 4	25.1	25.1	0.0	0.0058	0.0000
% Initial Math TABE Educational Functioning Level 5-6	4.1	4.1	0.0	0.0098	0.0000
% Training in Advanced Manufacturing	7.5	7.5	0.0	0.0081	0.0000
% Training in Construction	29.9	29.9	0.0	0.0058	0.0000
% Training in Finance and Business	8.4	8.4	0.0	-0.0118	0.0000
% Training in Health Care	23.4	23.4	0.0	-0.0053	0.0000
% Training in Hospitality	9.7	9.7	0.0	-0.0133	0.0000
% Training in Homeland Security	6.7	6.7	0.0	-0.0056	0.0000
% Training in Transportation	5.2	5.2	0.0	0.0252	0.0000
% Training in Automotive and Machine Repair, Information Technology, Renewable Resources and Energy, or Retail Sales and Services	9.1	9.1	0.0	-0.0031	0.0000
Average Wage in All Industries in County (\$1,000's)	63.3	63.3	0.0	0.0349	0.0000
% Placed in Job in State with High Minimum Wage	47.5	47.5	0.0	0.0122	0.0000
Average Percent of Families in Poverty in County	9.3	9.3	0.0	-0.1117	0.0000
				Subtotal	0.00
				National Goal	\$18.00
				Model Adjusted Goal	\$18.00