

APPENDIX 501c
POLICIES AND PROCEDURES
FOR PY 2004
CAREER TRANSITION SERVICES (CTS)
REPORT CARD

TABLE OF CONTENTS

I. CAREER TRANSITION SERVICES (CTS) REPORT CARD FOR PY 2004

- A. Overview 1
- B. Changes in Appendix 501c..... 1
- C. Career Transition Services Measures 3
 - Short-Term
 - 1. All Terminee Placement Rate..... 4
 - 2. Graduate Initial Placement 4
 - 3. Graduate Average Wage at Initial Placement 5
 - Long-Term
 - 1. Graduate 6-Month Follow-Up Placement Rate 6
 - 2. Graduate Average Weekly Earnings at 6 Months 7
 - 3. Graduate 12-Month Follow-Up Placement Rate 7
- D. Performance Goals..... 8
- E. Weights 8
- F. Overall Rating..... 8

II. Roles and Responsibilities

- A. National Office 9
- B. Regional Offices 9
- C. CTS Agencies..... 9
- D. Job Corps Centers 10
- E. Job Corps Data Center 10

Attachment 1: Model-Based Goals and National Worksheets

Attachment 2: Post-Placement Appeal Process

I. CAREER TRANSITION SERVICES (CTS) REPORT CARD FOR PY 2004

Prior to reviewing this section, please read the INTRODUCTION to Appendix 501. The INTRODUCTION provides rationale, policies, and procedural changes that apply to all of the PY 2004 Performance Measurement Systems.

- A. **Overview.** Due to WIA legislation and full implementation of the Career Development Services System (CDSS), entities with Career Transition Services (CTS) responsibilities, whether they are center-based or contracted, play a vital role in the continuum of service delivery to students. As Job Corps moves toward utilizing long-term success as a major indicator of our program's effectiveness, these entities have primary responsibility for ensuring that graduates stay attached to the workforce after separation from the program.

The CTS Report Card is the accountability tool used to measure and account for performance of all entities with CTS responsibilities. The CTS Report Card reflects CTS agencies' success in achieving specific goals and objectives pertaining to the placement of former enrollees and graduates, and earnings of graduates.

- B. **Changes in Appendix 501c.** Provided below is a description of major changes to the CTS Report Card:

1. **Former Enrollee Placement Rate.** The Former Enrollee Placement Rate is eliminated from the PY 2004 OMS Center Report Card to correct for imbalances found in this measure's outcomes, especially for centers with small pools. This measure is replaced with the "All Terminee" Placement Rate measure discussed below.
2. **All Terminee Placement Rate.** The Former Enrollee Placement Rate is replaced with an All Terminee Placement Rate that focuses on all students eligible for placement services (i.e., graduates and former enrollees). Adding a measure of all students eligible for placement services provides a better summary indicator of placement outcomes and more closely aligns the system with the Common Measures Initiative. The All Terminee rate is assigned the weight of 10% that was previously allocated to the Former Enrollee Placement measure, and the goal is set at 85%.
3. **Graduate Average Wage at Initial Placement Rate.** The goal for the Graduate Average Wage at Initial Placement is increased from \$8.20 to \$8.25 as a large proportion of centers and CTS agencies were achieving the PY 2003 goal. The higher goal also ensures that the measure continues to be ambitious and emphasizes continuous improvement in this area. This continues to be a model-based goal for centers and CTS agencies.

4. **Graduate 6-Month Follow-Up Placement Rate.** The goal for this measure is decreased from 80% to 70%, and the weight is increased from 12.5% to 20%. Consistent with the philosophy of setting performance goals, this goal is reduced in PY 2004 since extremely few centers and CTS agencies were achieving PY 2003 levels, indicating that the PY 2003 goal was overly ambitious. The increase in the weight further emphasizes the importance of securing solid initial placements for graduates.
5. **Graduate 6-Month Average Weekly Earnings.** The national goal for this measure is increased from \$355 to \$368. Consistent with the philosophy of setting performance goals, this goal is raised by a small degree since the majority of centers and CTS agencies were achieving their PY 2003 goals. However, the increase is relatively modest in recognition of current economic conditions. The goal for this measure continues to be a model-based for centers and CTS agencies. The weight is also increased from 12.5% to 20% to further emphasize the importance of 6-month measures to overall student success.
6. **Graduate 12-Month Follow-up Placement Rate.** The goal for this measure is decreased from 80% to 70%, and the weight is also decreased from 12.5% to 10%. As with the 6-month placement rate, this goal is lowered since very few centers and CTS agencies were achieving PY 2003 levels, indicating that the PY 2003 goal was overly ambitious. The weight is lowered slightly to allow more emphasis to be placed on the 6-month measures.
7. **Graduate 12-Month Average Weekly Earnings.** This measure is eliminated from the PY 2004 CTS Report Card to focus the system on earlier post-placement outcomes. It is anticipated that solid post-placement outcomes at 6-months will continue to translate into successful 12-month earnings outcomes.
8. **CTS Agencies' Credit for Placement and Earnings Outcomes.** As established in PY 2003, graduate placement and earnings (if applicable) credit shall be granted to the CTS agency to which a graduate is assigned, in accordance with PRH guidelines. This applies to initial placement, average wage at initial placement, and the 6- and 12-month measures. Prior to PY 2003, credit for these measures was granted to the CTS agency with initial placement responsibilities, even if a student was assigned to another CTS agency during the 6 and/or 12 month survey period.

The following is a summary table outlining the PY 2004 Career Transition Services (CTS) Report Card.

Category	Definition	Goal	Weight
Short-Term Career Transition Services – 50%			
All Terminee Placement	$\frac{\text{No. of Former Enrollees and Graduates Placed in a Job, the Military or School}}{\text{No. of Former Enrollees and Grads Due or Received}}$	85%	10%
Graduate Initial Placement Rate	$\frac{\text{No. of Graduates Initially Placed in a Job, the Military or School}}{\text{No. of Graduates Due or Received}}$	95%	25%
Graduate Average Wage at Initial Placement*	$\frac{\text{Sum of Wages of Graduates Initially Placed in a Job or the Military}}{\text{No. of Graduates Initially Placed in Job or Military}}$	\$8.25	15%
Long-Term Career Transition Services – 50%			
Graduate 6-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates in Job, Military, or School at 6 months after Initial Placement}}{\text{No. of Placed Graduates who Complete the 6-month Survey}}$	70%	20%
Graduate Average Weekly Earnings at 6 Months*	$\frac{\text{Sum of Weekly Earnings of Graduates in a Job or the Military at 6 months after Initial Placement}}{\text{Number of Placed Graduates in a Job or the Military at 6 months after Initial Placement}}$	\$368	20%
Graduate 12-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates in Job, Military, or School at 12 months after Initial Placement}}{\text{No. of Placed Graduates who Complete the 12-month Survey}}$	70%	10%
*Model-based goals			100%

- C. Career Transition Services Measures.** There are six performance measures included in the CTS Report Card. In order to align the goals of centers and CTS agencies, these six performance measures directly mirror the short-term and long-term post-center measures on the Center Report Card, and closely mirror measures on the Vocational Training Report Card.

Short-Term

1. **All Terminee Placement Rate:** Any student who remains on center for 60 or more days should have acquired the basic skills that allow for an effective job search. It is important to measure the initial placement success of students who stay 60 days or longer, yet do not graduate, as well as those students who do graduate. In addition, incorporating a summary measure that combines the placement outcomes for graduates and former enrollees will make the system more in line with guidelines in the Common Measures initiative, which specifies a placement measure for all terminees.

Pool: All graduates whose initial placement records are due or received¹ or who transfer to an approved advanced training (AT) program at another center during the period, and all former enrollees who are due or received.

Measure: Number of graduates and former enrollees in the pool who are placed in a job, school program, the military or a job/college combination according to the Job Corps placement definition in PRH Chapter 4, or who transfer to an approved AT program at another center.

Goal: The national goal is 85%.

Weight: 10%

Formula:
$$\frac{\text{Number of Former Enrollees and Graduates who meet the Job Corps placement definition or Graduates who transfer to an approved AT program at another center}}{\text{Number of Former Enrollees and Graduates due or received or Graduates who transfer to an approved AT program at another center}}$$

2. **Graduate Initial Placement Rate:** The graduate placement rate must be

¹ In this usage, the term "due or received" refers to the sum of the number of former enrollees or graduates for whom placement information was reported, i.e., "received," plus the number of former enrollees or graduates for whom placement information was not reported and for whom the placement window expired, i.e., "due."

measured as required under the WIA, and it also serves as a strong indicator of the program's success in preparing graduates for work and beginning their engagement in the workforce.

Pool: All graduates whose initial placement records are due or received, or who transfer to an approved advanced training (AT) program at another center during the period.

Measure: The percentage of graduates in the pool who are placed in a job, an education program, the military, or a job/school combination according to Job Corps' placement definition in PRH Chapter 4, or who transfer to an approved Advanced Training (AT) program at another center.

Note: 1) The federal minimum wage requirement also applies to this measure; and 2) As the pool and measure descriptions suggest, an automatic placement education credit is given for graduates who transfer to an approved AT program at another center. It is important to note that the student is placed in the sending center's pool and the credit is given at the time of the transfer. This does not apply to ACT transfers.

Goal: The national goal is 95%.

Weight: 25%

Formula:
$$\frac{\text{Number of graduates who meet the Job Corps placement definition or who transfer to an approved AT program at another center}}{\text{Number of graduates whose initial placement records are due or received or who transfer to an approved AT program at another center}}$$

- 3. Graduate Average Wage at Initial Placement:** The graduate average wage at initial placement is a measurement required under the WIA. CTS agencies will be held accountable for their ability to secure jobs that will begin graduates on the path to economic self-sufficiency.

Pool: All graduates placed in jobs or the military during the period as defined in PRH Chapter 4, Career Transition Period, and Chapter 6, Administrative Support.

Measure: The average hourly wage of graduates placed in jobs or the military.

<u>Goal:</u>	A model-based goal is used for this measure. Outside factors such as economic and industry conditions that can impact centers' achievement in this measure are aggregated, and individual goals are determined for centers. See Attachment 1 for specific goals.
<u>Weight:</u>	15%
<u>Formula:</u>	Sum of wages of graduates initially placed in a job or the military <hr/> Number of graduates initially placed in a job or military

NOTE: Valid initial placements that are deemed “non-credited” by the Job Corps Data Center (JCDC) due to errors in meeting PRH-specified verification and/or reporting timelines shall be included in the Center Report Card at the regional and national level only. Neither centers, CTS agencies, nor National Training Contractors (NTCs), where applicable, will receive credit for these initial placements. However, all entities will have an opportunity to receive credit for the 6- and 12-month outcomes of these graduates, provided that they participate in the applicable follow-up surveys. These graduates will also be referred for career transition services; since their initial placements are valid, they are eligible for the full array of services afforded to their separation status.

Long-Term

- 1. Graduate 6-Month Follow-Up Placement:** This measure is required under the WIA and is a program priority for the system. All phases of CDSS work toward the goal of helping Job Corps graduates achieve long-term success as a result of their participation in Job Corps.

Pool: All graduates initially placed in a job, schooling program or the military, who complete the 6-month follow-up survey.

Measure: The percentage of graduates in the pool who are in a job/military or in a schooling program in the 6th month that meets the Job Corps definition of placement. The federal minimum wage requirement also applies to this measure.

Goal: The national goal is 70%.

Weight: 20%

Formula: Number of initially placed graduates in the pool who meet the Job Corps definition of a placement in the 6th month
Number of graduates initially placed who complete the 6-month follow-up survey

- 2. Graduate 6-Month Average Weekly Earnings:** This measure is required under the WIA and also serves as a barometer to measure graduates' long-term success.

Pool: All graduates initially placed who complete the 6-month follow-up survey and report a job or military placement (that meets the Job Corps definition of placement) in the sixth month.

Measure: The average weekly earnings of placed graduates who, six months later, are in a job that meets the placement definition in PRH Chapter 4.

Goal: Like the graduate average wage at initial placement measure, a model-based goal is used for this measure. See Attachment 1 for specific goals.

Weight: 20%

Formula:
$$\frac{\text{The sum of weekly earnings of graduates who report they are working at 6 months after placement in a job that meets the Job Corps placement definition}}{\text{Number of graduates who report they are working in the 6}^{\text{th}} \text{ month after initial placement in a job that meets the Job Corps placement definition}}$$

- 3. Graduate 12-Month Follow-Up Placement:** This measure is required under the WIA and continues to gauge graduates' long-term progress in their attachment to the workforce or advanced education environment.

Pool: All graduates initially placed in a job, schooling program or the military, who complete the 12-month follow-up survey.

Measure: The percentage of graduates in the pool who are in a job/military or in a schooling program in the twelfth month that meets the Job Corps definition of placement. The federal minimum wage requirement also applies to this measure.

Goal: The national goal is 70%.

Weight: 10%

Formula:
$$\frac{\text{Number of initially placed graduates in the pool who meet the Job Corps definition of a placement in the 12}^{\text{th}} \text{ month}}{\text{Total number of graduates in the pool}}$$

Number of graduates initially placed who complete the
12-month follow-up survey

- D. Performance Goals.** Performance goals serve as the quantitative benchmarks to assess performance. A single performance goal is established for each measure, and performance is measured as a percentage of the goal(s) achieved. Thorough analyses of historical data have been conducted to assist in establishing reasonable and attainable goals for the system.

The following measures have *national* goals: all terminee placement, graduate placement, graduate 6-month follow-up placement, and graduate 12-month follow-up placement. The following measures have *model-based* goals: graduate average wage at initial placement and graduate 6-month average weekly earnings.

- E. Weights.** A weight is assigned to each measure to reflect areas of emphasis in CTS agencies' accountability for achieving positive student outcomes, importance attached to each measure, and the number of students in the pool for each measure. As indicated in the summary table, the short-term and long-term measures are equally weighted at 50% each.

Within the short-term measures (all terminee placement, graduate placement, and graduate average wage at initial placement), heavier emphasis is placed on graduate outcomes (40%). Due to the importance of both sustaining employment and having that employment lead to economic self-sufficiency, the 6-month long-term measures (6-month placement and 6-month average weekly earnings) are equally weighted at 20%, while the 12-month indicator (12-month placement) has less emphasis at 10%.

- F. Overall Rating.** The overall rating is the way in which results across each of the six measures are aggregated to create an overall rating. CTS agency performance is weighted among the individual measures to obtain an overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the contract procurement process. Overall ratings are also used to determine the performance ranges for performance-based service contracting.

II. ROLES AND RESPONSIBILITIES

A. National Office. The Office of Job Corps will be responsible for establishing national policy for the CTS outcome measurement system; providing agency-specific wage and earnings goals; monitoring the Job Corps Data Center (JCDC)'s issuance of the CTS Report Card; tracking performance of CTS agencies, distributing information, and providing technical assistance or training as needed; and establishing an administrative low rating to agencies for lack of credible data.

B. Regional Offices. Regional offices will be responsible for:

- determining that proposals, contracts and plans are consistent with program year performance goals and requirements;
- monitoring performance against the CTS Report Card;
- considering performance assessments for CTS in procurement against CTS and contract administration activities;
- ensuring that ALL CTS contractor RFPs include language that informs the agency that new goals are issued each contract year through a unilateral modification (regardless of the base year period or the award of an option year); and
- issuing an amendment to the RFP or modifying the award document before execution, if the RFP is issued and new goals are established by the Office of Job Corps before awarding of a contract and after the RFP is issued.

Regional Directors will notify the Office of Job Corps and the Job Corps Data Center (JCDC) of CTS agency changes (locations or service) prior to implementing the change; and maintain and provide annually (or as revised) an updated list of CTS agencies, contact addresses, and codes to Office of Job Corps staff.

Regional Directors will monitor CTS agency performance against goals; use CTS Report Card overall ratings when assessing performance for procurement and contract administration activities (judgment plays a part in making final decisions); provide the Office of Job Corps' Program Accountability Unit with any agency's explanation of poor performance, in instances where poor performance has been observed; evaluate information submitted by the CTS agency, coupled with an assessment of the agency's compliance with all other terms and conditions of the contract or agreement. Other factors, such as Office of Inspector General (OIG) audits and special review findings, should also be taken into account in procurement related decisions.

- C. CTS Agencies.** ALL contractors (SESAs and private corporations) providing career transition services, and centers with career transition agency activities, are responsible for maintaining all documents or automated information necessary for audits of activity; updating placement records with current contact information during the placement period (very necessary for post-placement survey support); entering valid placement data within the reporting period specified in the Policy and Requirements Handbook (PRH); correcting errors in data entry in a timely manner, as requested and substantiated by centers and/or National Training Contractors (NTCs); ensuring the CTS system is used to provide maximum benefit to Job Corps assignees; monitoring progress against goals on an ongoing basis; sharing the information in this Appendix with staff; submitting information to regional offices regarding extenuating circumstances and/or unique factors that could possibly, temporarily, justify poor CTS Report Card performance; and implementing performance goals with their respective employees, monitoring performance, recommending corrective action as required, and submitting corrective action plans to Job Corps regional offices when appropriate; and implementing corrective action plans as directed.

NOTE: A general failure to enter data accurately or otherwise report information to the JCDC not only negatively affects the overall performance rating of the individual agencies, but it is also negatively reflected in other Job Corps program reports and outcomes. Please pay particular attention to:

- 1) Entering “yes” or “no” in the “Apprenticeship Box” **and/or** the “Placed by NTC Box”;
- 2) Entering accurate placement O*NET codes for the position in which the former enrollee or graduate was placed; and,
- 3) Coordinating contract updates with the Regional office staff.

- D. Job Corps Centers.** Job Corps centers are responsible for timely and accurate transmittal of placement-related former enrollees’ and graduates’ information to CTS agencies; accurate coding of placer IDs when completing the CIS/CTS (formerly SPAMIS) termination screen; and assisting CTS agencies and NTCs in placing former enrollees and graduates in jobs, the military, or educational institutions and programs.

- E. Job Corps Data Center (JCDC).** The JCDC is responsible for ensuring that the CTS Report Card and other reports are issued in accordance with the target release dates. JCDC coordinates specifications of the CTS Report Card report with Office of Job Corps staff and ensures that the data generated in the reports accurately reflect the policy and programming design. JCDC provides Help Desk services regarding CTS agency data, and reporting and oversight of CTS. Additionally, JCDC provides Help Desk services to the national office and regional offices regarding OA agency data and reporting. Finally, JCDC provides training and services to the regions on CTS.

Attachment 1

PY 2004 Graduate Initial Average Wage Model Worksheet National Total					
Local Adjustment Factors	(1) Agency Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Termination	19.7	19.7	0.0	0.1089	0.0000
% with High School or GED at Termination	80.4	80.4	0.0	0.0044	0.0000
% with Vocational Completion at Termination	96.9	96.9	0.0	0.0076	0.0000
Average Termination Reading Score Above 520	54.3	54.3	0.0	0.0043	0.0000
Average Termination Math Score Above 510	51.2	51.2	0.0	0.0033	0.0000
% Training in Bricklayer or Cement Occs.	4.2	4.2	0.0	0.0060	0.0000
% Training in Business Occs.	22.0	22.0	0.0	-0.0054	0.0000
% Training in Carpentry Occs.	6.0	6.0	0.0	0.0064	0.0000
% Training in Construction Occs.	12.0	12.0	0.0	0.0022	0.0000
% Training in Food Service Occs.	9.4	9.4	0.0	-0.0068	0.0000
% Training in Health Occs.	14.6	14.6	0.0	-0.0023	0.0000
% Training in Service Occs.	11.0	11.0	0.0	-0.0045	0.0000
% Training in Welding Occs.	4.7	4.7	0.0	0.0050	0.0000
% Training in Other Occs.	16.2	16.2	0.0	-0.0007	0.0000
Average Wage in All Industries in County (\$1,000's)	34.2	34.2	0.0	0.0413	0.0000
% Placed in Job in State With Higher Minimum Wage than Federal Minimum Wage	19.3	19.3	0.0	0.0080	0.0000
Average Percent of Families in Poverty in County	10.6	10.6	0.0	-0.0400	0.0000
				Subtotal	0.00
				National Goal	\$8.25
				Model Adjusted Goal	\$8.25

**PY 2004 Graduate 6-Month Weekly Earnings Model Worksheet
National Total**

Local Adjustment Factors	(1) Agency Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Termination	19.7	19.7	0.0	6.2784	0.0000
% with High School or GED at Termination	82.7	82.7	0.0	0.1383	0.0000
% with Vocational Completion at Termination	97.4	97.4	0.0	0.1665	0.0000
Average Termination Reading Score Above 520	56.1	56.1	0.0	0.2244	0.0000
Average Termination Math Score Above 510	53.8	53.8	0.0	0.2089	0.0000
% Training in Bricklayer or Cement Occs.	3.7	3.7	0.0	0.2602	0.0000
% Training in Business Occs.	23.0	23.0	0.0	-0.3909	0.0000
% Training in Carpentry Occs.	6.0	6.0	0.0	0.2712	0.0000
% Training in Construction Occs.	11.3	11.3	0.0	0.1526	0.0000
% Training in Food Service Occs.	8.8	8.8	0.0	-0.3982	0.0000
% Training in Health Occs.	14.7	14.7	0.0	-0.1758	0.0000
% Training in Service Occs.	11.7	11.7	0.0	-0.2264	0.0000
% Training in Welding Occs.	4.6	4.6	0.0	0.4552	0.0000
% Training in Other Occs.	16.1	16.1	0.0	0.0521	0.0000
Average Wage in All Industries in County (\$1,000's)	34.0	34.0	0.0	1.6516	0.0000
% Placed in Job in State With Higher Minimum Wage than Federal Minimum Wage	18.8	18.8	0.0	0.2920	0.0000
Average Percent of Families in Poverty in County	10.6	10.6	0.0	-2.4217	0.0000
				Subtotal	0
				National Goal	\$368
				Model Adjusted Goal	\$368

**PY04 CTS Agency Goals for
Initial Wage and 6-Month Average
Weekly Earnings**

Name	Initial Wage	6 Month Weekly Earnings
National Total	\$8.25	\$368
FT DEVINS JC	\$9.21	\$411
NEW ENGLAND	\$8.92	\$398
BROOKLYN OA&	\$7.63	\$327
CASSADAGA JC	\$8.20	\$360
DESI D. VALL	\$8.01	\$357
EDISON JCC	\$8.58	\$384
EEMS NEW YOR	\$8.22	\$370
GLENMONT JCC	\$8.08	\$360
IROQUOIS JCC	\$8.43	\$371
ONEONTA JCC	\$8.25	\$368
RSCARE PR/VI	\$6.41	\$275
CHARLESTON	\$8.16	\$365
DC CTS	\$8.76	\$387
DESI PENN/DE	\$9.07	\$389
ECC PLCMT	\$7.99	\$361
OLD DOMIN JC	\$7.94	\$358
PERKINS JCC	\$8.07	\$362
PHILA JCC	\$8.03	\$355
PITTSBURGH J	\$8.36	\$381
RED ROCK JCC	\$8.24	\$366
WOODSTOCK JC	\$8.44	\$377
ABC GEORGIA	\$8.07	\$357
ATLANTA JCC	\$8.37	\$364
BAMBERG JCC	\$7.95	\$347
BATESVILL JP	\$7.15	\$315
BRUNSWICK	\$7.71	\$365
GADSDEN PLMT	\$7.83	\$343
GAINESVILLE	\$7.81	\$345
GULFPORT JP	\$7.85	\$345
HOMESTEAD CT	\$7.97	\$352
JACKSONVI JP	\$8.05	\$361
JPPA AL/FL	\$7.95	\$357
KITTRILL JCC	\$8.07	\$360
MEMPHIS JCC	\$7.91	\$356
MIAMI JCC	\$7.85	\$350
MISSISSIP JC	\$7.51	\$316
MONTGOMERY	\$7.83	\$346
SC ATSI	\$7.73	\$345
TURNER JCC	\$7.76	\$338
DEL-JEN INC	\$8.42	\$379
DETROIT RCI	\$8.30	\$370
H HUMPHRY	\$8.56	\$379
IN ABC OA/CT	\$8.27	\$374
OHIO OA/CTS	\$8.13	\$369
ALBUQUERQUE	\$7.81	\$350
CASS JCC	\$8.17	\$373
DL CARRASCO	\$7.26	\$328
GUTHRIE JCC	\$7.97	\$358
LAREDO JCC	\$6.97	\$311
LITTLE ROCK	\$7.65	\$339
MTC GARY JCC	\$8.16	\$369
N ORLEANS JC	\$7.39	\$318
N. TEXAS JCC	\$8.20	\$362
OUACHITA JCC	\$8.30	\$375
SHREVEPORT	\$7.42	\$334
TALKING LEAV	\$7.63	\$337
TRESURE LAKE	\$8.03	\$362
TULSA JCC	\$7.93	\$356
EXCL SPRINGS	\$8.30	\$366
FLINT HILLS	\$8.03	\$353
IOWA DESI	\$8.15	\$375
MISSOURI WD	\$8.02	\$368
NEBRASKA DES	\$8.34	\$386
ST LOUIS JCC	\$8.25	\$369
BURDICK OA&P	\$7.82	\$355
CO/WY RCI OA	\$8.30	\$380

Attachment 2

<p style="text-align: center;">Instructions for Filing an Appeal of 6 or 12 Month Follow-up Survey Data</p>
--

GENERAL INSTRUCTIONS

1. Use this form to file an appeal for 6-month or 12-month survey data.
2. The appeal must be filed by the last day of the month following the month in which the student's record first appears on the Center OMS-20 or the CTS OMS-20.
3. Job Corps centers, CTS agencies and National Training Contractors (NTCs) may file an appeal.
4. Appeals **must** be submitted with supporting documentation.
5. Submit the appeal with documentation to the National Program Accountability Unit, National Office of Job Corps.

INSTRUCTIONS FOR COMPLETING THE APPEAL FORM

Check Box for Appeal

1. Check the appropriate boxes to indicate the survey (6 or 12 month) and the type of appeal you are filing.
2. You may file an appeal for placement only, the amount of earnings only, or for both placement and earnings. If you are appealing an education placement, mark the placement box for the appropriate survey. If you are only appealing the earnings reported, mark the earnings box for the appropriate survey. If you are appealing a job placement, mark both the placement box and the earnings box for the appropriate survey.

Student Information

1. Check one box to indicate which survey you are appealing.
Enter the student's nine-digit social security number in the boxes.
2. Print the student's name, last name first, followed by first name and middle initial.
3. Print the name of the center from which the student terminated.
4. Record the month, day and year that the student reported to work or school.
- 5-6. You must determine the dates of the survey week from data stored in SPAMIS/CIS, for the student whose data you are appealing. Query the information by entering the student's SSN. Record the start and end date in the appropriate boxes in #5 and #6.

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

Type of Placement:	If Appealing:	Then Complete:
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. Print the employer's name.
2. Enter the total number of hours in the boxes that the student worked in the relevant week. The student must have worked the minimum number of hours required for a valid Job Corps placement during the seven-day period represented by the survey week for the job(s) to qualify for credit.
3. Use the pay stub information to check one box in column 3 to indicate how the student was paid, i.e., hourly, weekly, monthly, etc.
4. Use the pay stub information to enter the dollar amount of earnings in column 4. Note, the student must have earned at least federal minimum wage (the Federal Minimum Wage) for this to qualify as a Job Corps Job Placement.
5. If the student earns other payments from this job, enter the weekly amount of those payments in column 4.

You must attach written documentation of employment information. Pay information must either: (1) at a minimum, include the seven day period prior to the date surveyed, but a more expansive period may be covered; or (2) show that the student worked a minimum of 20 hours during the dates that cover the survey week. For example: the survey week is from September 4th to September 10th. The student is paid by the week and the pay stub covers September 6th to September 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, written statement on letterhead, or business card stamp on an employer verification form.

Section B: Education

If you are appealing data on education status, complete Section B.

1. Print the name of the school or training institution.
2. Check the type of school/training program or college the student attends. **Note:** in order to qualify, this schooling/training must meet the Job Corps requirements for a school/training placement.

3. Enter information on attendance/enrollment in this column.

If the student...

- a. is enrolled in high school, **enter the grade level in the box and the number of hours the student attended during the survey week.** The student must be enrolled in 9th grade or higher to qualify.
 - b. was enrolled in a post-secondary vocational or technical school, enter the **number of hours the student attended during the survey week.**
 - 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 the survey week.
 - 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 the survey week.**
 - e. was enrolled in an “other” program (e.g., a program to obtain a GED, etc), enter the **number of hours the student attended during the survey week.**
4. Enter the type of “other” program on the line.

You must attach a letter from the school or training program or college documenting that the student was enrolled/attending during the seven-day period covered by the survey week.

Information about You (Bottom of Form)

- 1-2. Print your name and sign the form in the appropriate boxes.
3. Record the name of the center or placement agency where you work and the 6-digit identification code for your center/agency.
4. Record the telephone number at which you may be reached.
5. Enter the date you are submitting the appeal.

U.S. Department of Labor – Employment and Training Administration
JOB CORPS APPEAL FORM FOR 6- or 12-MONTH SURVEY DATA

Student Information: (Please Print)		Check Box for Appeal:				
1. Social Security Number		6-Month Placement <input type="checkbox"/>	6-Month Earnings <input type="checkbox"/>	12-Month Placement <input type="checkbox"/>	12-Month Earnings <input type="checkbox"/>	
2. Last Name		MI		First Name		
3. Center Attended		4. Date Reported to Initial Placement (Work or School):		Month	Day	Year

Query SPAMIS-CIS to Get the Correct Start and End Dates for the Appropriate Survey Week and Enter Dates Below

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

Complete Section A or Section B Below:

Section A: Complete this section if appeal is for employment during the week. Attach a pay stub for the time-period that includes the start and end dates.

1. Enter Employer's Name:	
2. Enter Total Hours: (worked during the week in question)	
3. Enter 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. Enter any other weekly payments (e.g. bonuses, tips, commissions, 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 was enrolled/attended for the minimum hours required for a valid Job Corps placement during the week.

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: _____ Hours attended in week: _____
<input type="checkbox"/> Post-secondary Vocational/Technical School	No. of hours attended in week: _____
<input type="checkbox"/> College	No. of credit hours enrolled in: _____
<input type="checkbox"/> On-the-job Training or Subsidized Employment	No. of hours attended in week: _____
<input type="checkbox"/> Other Training	No. of hours attended in week: _____
4. If Other Training, specify type:	

1. Print Your Name:	2. Signature:
3. Agency Name/Code (6 Digit ID Code):	4. Your Telephone: ()
National Office Use Only:	5. Date Form Submitted:
Reviewed by:	<input type="checkbox"/> Approved: <input type="checkbox"/> Not Approved: Date:

