

APPENDIX 501a

**POLICIES AND PROCEDURES
FOR PY 01
CENTER REPORT CARD
AND
CENTER QUALITY REPORT CARD**

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I. CENTER REPORT CARD FOR PY 01

Prior to reviewing this section, please read the INTRODUCTION to this document. The INTRODUCTION provides rationale, policies, and procedural changes that apply to all of the PY 01 Performance Measurement Systems.

- A. **Overview.** The Center Report Card is one of two measurement systems that assesses center performance. The Center Report Card measures and accounts for performance across all Job Corps centers nationwide. This system collects and evaluates data regarding students' achievement of academic and vocational credentials, initial placements and continued placement at 6 and 12 months following the initial placement.

The Center Report Card serves as a vehicle for enhancing program performance to maximize student outcomes, reinforce the ideals of continuous improvement, and encourage students' long-term independence and economic self-sufficiency after separation from Job Corps. The Center Report Card is also a key component in the Job Corps procurement system.

- B. **Changes in Appendix 501a.** Provided below is a description of major changes to the Center Report Card for PY 01:

1. **Increase in Goal and Weight of the 60-Day Commitment Rate:** The national goal and weight of this measure are increased to reinforce Job Corps' commitment to serve every student. The time period covered in this measure corresponds to the Career Preparation Period (CPP) of CDSS, the first 60 days a student is enrolled in Job Corps. The longer students remain in Job Corps, the more opportunity they have to acquire all of the benefits Job Corps offers. Making a commitment to students in this critical period should inspire them to make a commitment to Job Corps in return.
2. **GED 2002 Impact on Model-Based Goals for GED/High School Diploma (HSD) and Combination GED/HSD/VOC Measures:** A new GED test will be implemented in January, 2002, the first new test since 1988. In anticipation of the new test, some state and local testing entities will discontinue issuing the current test at various times in fall, 2001. There will also be systemic adjustments associated with the new test, such as a new scoring system and the addition of calculators. The PY 01 national goals (departure points upon which the models are based) for GED/HSD and Combination Graduate have each been lowered to account for GED 2002. Once firm determinations can be made regarding the impact of state and local testing areas' decisions, individual centers' model-based goals will be reevaluated, and may be adjusted as a result.

3. **Increase in Weight of the Former Enrollee Placement Rate:** The weight of this measure is increased to emphasize our commitment to Job Corps students who stay enrolled for at least 60 days. Because 60 days is consistent with the CPP, former enrollees should have gained some basic employability skills even though they did not achieve a GED/HSD or vocational completion.
4. **Decrease in Goal of the Graduate Average Wage at Initial Placement:** The national goal (departure point upon which the models are based) is reduced to reflect new PRH policy regarding placement upgrades. Beginning in PY 01, 6- and 12-month survey responses will be used to capture improvements since initial placement.
5. **Graduate 6- and 12-Month Placement and Earnings Measures Replace the 13-Week Placement and Earnings Measures:** These measures are being implemented as required under the WIA. See the Introduction section, where the transition to the 6- and 12-month performance measures is described.

Provided on the next page is a summary table outlining the PY 01 Center Report Card.

Category	Definition	Goal	Weight
CPP/CDP MEASURES			
60-Day Commitment Rate	$\frac{\text{No. of Terminees who Stayed 60+ Calendar Days}}{\text{No. of Terminees}}$	95%	10%
GED/High School Diploma Attainment Rate*	$\frac{\text{No. of Terminees who Attain a GED or High School Diploma}}{\text{No. of Terminees without High School Diploma or GED at Entry}}$	50%	10%
Vocational Completion Rate	$\frac{\text{No. of Terminees who Complete a Vocational Training Program}}{\text{No. of Terminees}}$	65%	10%
Combination GED/HSD/VOC Attainment Rate*	$\frac{\text{No. of Terminees who Complete a Vocational Training Program}}{\text{No. of Terminees}}$	35%	10%
CTP MEASURES			
Former Enrollee Placement	$\frac{\text{No. of Former Enrollees Placed in a Job, the Military or School}}{\text{No. of Former Enrollees Due or Received}}$	70%	10%
Graduate Placement Rate	$\frac{\text{No. of Graduates Initially Placed in a Job, the Military or School}}{\text{No. of Graduates Due or Received}}$	95%	15%
Graduate Average Wage At Initial Placement*	$\frac{\text{Sum of Wages of Graduates Initially Placed in a Job or the Military}}{\text{No. of Graduates Initially Placed in Job or Military}}$	\$7.90	5%
Graduate 6-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates in Job, Military, or School at 6 months after Initial Placement}}{\text{No. of Placed Graduates who Complete the 6-month Survey}}$	80%	7.5%
Graduate Average Weekly Earnings at 6 Months*	$\frac{\text{Sum of Weekly Earnings of Graduates in a Job or the Military at 6 months after Initial Placement}}{\text{No. of Placed Graduates in a Job or the Military at 6 months after Initial Placement}}$	\$310	7.5%
Graduate 12-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates in Job, Military, or School at 12 months after Initial Placement}}{\text{No. of Placed Graduates who Complete the 12-month Survey}}$	80%	7.5%
Graduate Average Weekly Earnings at 12 Months*	$\frac{\text{Sum of Weekly Earnings of Graduates in a Job or the Military at 12 months after Initial Placement}}{\text{No. of Placed Graduates in a Job or the Military at 12 months after Initial Placement}}$	\$325	7.5% 100%
<i>*Model-based goal</i>			

C. Career Preparation and Career Development Period Measures.

Students who terminate within 30 days for violence or 45 days for drugs under Job Corps' Zero Tolerance Policy will not be included in the Center Report Card. Level 1 ZT terminations after 30/45 days will be included in all pools for all center measures, and credit will be given for academic and/or vocational credentials earned prior to separation. However, Level 1 ZT terminations are considered neither former enrollees nor graduates, and are excluded from all post-center pools since they are ineligible for post-center services.

1. **60-day Commitment:** This measure covers the Career Preparation Period (CPP), the first 60 days a student is enrolled in Job Corps. During the CPP, students gain early exposure to Job Corps life, vocational offerings, academic and career opportunities, and employability, personal responsibility, and information technology skills.

Pool: All terminees (excluding 30/45 day Level 1 ZTs)

Measure: The percentage of terminees in the pool who remain on center for 60 or more calendar days.

Goal: The national goal is 95%.

Weight: 10%

Formula:
$$\frac{\text{Number of terminees remaining on center 60+ calendar days}}{\text{Number of terminees}}$$

2. **GED/High School Diploma Attainment:** This measure occurs during the Career Development Period (CDP) of CDSS, the next phase in a student's preparation for a career. During this time, intensive instruction is provided to assist eligible students in achieving an academic credential.

Pool: All terminees without a high school diploma or GED at entry into Job Corps (excluding 30/45 day Level 1 ZTs)

Measure: The percentage of terminees who attain a GED or high school diploma while enrolled in Job Corps.

Goal: A model-based goal is used for this measure. A model takes into account outside factors that can impact centers' achievement in this measure, aggregates the impact of those factors, and determines individual goals for centers. See

Attachment 2 for specific goals.

Weight: 10%

Formula:
$$\frac{\text{No. of terminees who attain a GED or high school diploma}}{\text{No. of terminees without a high school diploma or GED at entry}}$$

3. **Vocational Completion:** This measure also occurs during the Career Development Period (CDP) of CDSS. During this time, intensive instruction is provided to assist students in completing a vocational trade. Vocational completion is an important credential for initial and long-term placement success.

Pool: All terminees (excluding 30/45 day Level 1 ZTs)

Measure: The percentage of terminees who complete a vocational training program.

Goal: The national goal is 65%.

Weight: 10%

Formula:
$$\frac{\text{Number of terminees who complete a vocational training program}}{\text{Number of terminees}}$$

4. **Combination GED/HSD/VOC Attainment Rate:** This measure occurs during the Career Development Period (CDP) and is the last of the on-center measures. This measure recognizes the additional effort required of the center and the student to achieve both credentials. It is in students' best interest to attain this status because those who earn both the GED/HSD and Vocational Completion are more likely to achieve long-term success in employment.

Pool: All terminees without a high school diploma or GED at entry

Measure: The percentage of terminees who attain both a GED or high school diploma and complete a vocational training program.

Goal: A model-based goal is used for this measure, to reflect the fact that factors that impact the GED/High School Diploma

Attainment rate measure also impact the Combination Rate measure. Attachment 2 for individual centers' Combination Rate goals.

Weight: 10%

Formula:
$$\frac{\text{No. of terminees who obtain both a GED or high school diploma and complete a vocational training program}}{\text{No. of terminees without a GED or high school diploma at entry}}$$

D. Career Transition Period Measures.

Short-Term

1. **Former Enrollee Placement:** 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. In addition, reporting placement outcomes for former enrollees is a requirement of WIA legislation.

Pool: All former enrollees who are due or received*

Measure: The percentage of former enrollees in the pool who are placed in jobs, school programs, the military, or a job/college combination pursuant to the Job Corps placement definition in PRH Chapter 4.

Note: 1) A job placement must continue to meet the federal minimum wage of \$5.15 in all states (except Puerto Rico, Virgin Islands and the Trust Territories); and, 2) Placements with a "date placed" entry (date the student met the placement definition) that is prior to the separation date will be rejected by CIS (formerly SPAMIS).

Goal: The national goal is 70%.

Weight: 10%

Formula:
$$\frac{\text{No. of former enrollees who meet the Job Corps placement definition}}{\text{No. of former enrollees due or received*}}$$

2. **Graduate Placement:** The graduate placement rate is required to be measured under WIA, and it also serves as a strong indicator of our program's success in preparing our 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 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 \$5.15 per hour 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: 15%

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

** 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."

3. **Graduate Average Wage at Initial Placement:** The graduate average wage at initial placement is required to be measured under WIA. Centers 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.

Goal: 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 2 for specific goals.

Weight: 5%

Formula:
$$\frac{\text{Sum of wages of graduates initially placed in a job or the military}}{\text{Number of graduates initially placed in a job or military}}$$

Long-Term

4. **Graduate 6-Month Follow-Up Placement Rate:** This new measure is required under the WIA and is a program priority for the system. All phases of CDSS work toward the goal of helping 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.

NOTE: The \$5.15 per hour requirement also applies to this measure.

Goal: The national goal is 80%.

Weight: 7.5%

Formula:
$$\frac{\text{No. of initially placed graduates in the pool who meet the Job Corps Definition of a placement in the 6}^{\text{th}} \text{ month}}{\text{No. of graduates initially placed who complete the 6-month follow-up survey}}$$

5. **Graduate Average Weekly Earnings in the 6th Month:** This new 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 6th month.

Measure: The average weekly earnings of placed graduates who, 6 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 2 for specific goals.

Weight: 7.5%

Formula:
$$\frac{\text{The sum of weekly earnings of graduates who report they are working at 6 months after placement in a job that meets the Job Corps placement definition}}{\text{No. of graduates who report they are working in the 6}^{\text{th}} \text{ month after initial placement in a job that meets the Job Corps placement definition}}$$

6. **Graduate 12-Month Follow-Up Placement Rate:** This new 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 12th month that meets the Job Corps definition of placement. **NOTE:** The \$5.15 per hour requirement also applies to this measure.

Goal: The national goal is 80%.

Weight: 7.5%

Formula:
$$\frac{\text{No. of initially placed graduates in the pool who meet the Job Corps definition of a placement in the 12}^{\text{th}} \text{ month}}{\text{No. of graduates initially placed who complete the 12-month follow-up survey}}$$

7. **Graduate Average Weekly Earnings in the 12th Month:** 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 12-month follow-up survey and report a job or military placement (that meets the Job Corps definition of placement) in the 12th month.

Measure: The average weekly earnings of placed graduates who 12 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 2 for specific goals.

Weight: 7.5%

Formula:
$$\frac{\text{The sum of weekly earnings of graduates who report they are working at 12 months after placement in a job that meets the Job Corps placement definition}}{\text{No. of graduates who report they are working in the 12}^{\text{th}} \text{ month after initial placement in a job that meets the Job Corps placement definition}}$$

- E. **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

analysis of historical data has been conducted to assist in establishing reasonable and attainable goals for the system.

The following measures have *national* goals: 60-day commitment, vocational completion, former enrollee placement, graduate placement, graduate 6-month follow-up placement, and graduate 12-month follow-up placement. The following measures have *model-based* goals: GED/high school diploma attainment, combination GED/HSD/VOC attainment, graduate average wage at initial placement, graduate 6-month average weekly earnings, and graduate 12-month average weekly earnings.

- F. **Weights**. A weight is assigned to each measure to reflect areas of emphasis in centers' 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, Career Preparation and Career Development Period measures comprise 40% of the overall assessment. To assess center accomplishments in preparing students sufficiently for long-term attachment to the workforce, the Career Transition Period measures carry a larger weight (60%). Heavier emphasis is placed on graduate outcomes.
- G. **Overall Rating**. The overall rating is the way in which results across each of the eleven measures are aggregated to create an overall rating. Center performance will be weighted among the individual measures to obtain an overall rating. These ratings will be reviewed to assess program effectiveness and will play a key role in the procurement process.

II. CENTER QUALITY REPORT CARD FOR PY 01

A. **Overview.** The Center Quality Report Card is the second measurement system that comprises the center performance management system. The Quality Report Card is the system within Job Corps that assesses the quality of the program and services offered at all Job Corps centers nationwide. Job Corps is committed to providing more than a statistical accounting of the Job Corps program. Quality makes the difference, and adds an important dimension to students' well-being and the statistics that report their outcomes. This measurement system focuses on three areas of life on a center:

- < A student's perception of safety,
- < The center's ability to operate at full capacity, and
- < The center quality rating based on an on-site review by a team of Federal representatives.

The Quality Report Card is a valuable tool for assessing the operation of the Job Corps center. It supplements the Center Report Card by qualifying the statistics and helps account for aspects of center life that otherwise would not be a systematic part of the Job Corps accountability system. For the Quality Report Card, each measure stands alone. There is no aggregation of performance results across measures. The Quality Report Card is used in procurement decisions with each measure weighted separately, playing a key role in the procurement process. The following table summarizes the PY 01 Quality Report Card:

MEASURES	POOL	GOALS	PERFORMANCE
Student On Board Strength (OBS)	Planned capacity (beds available)	100% capacity utilization	% of capacity utilized on a cumulative basis for the PY
Quality Rating	N/A	An overall value of 7 or above would be considered outstanding	Assessments given by Review Team
Student Satisfaction with Safety	All students who respond to at least 7 of the 12 satisfaction safety questions	90%	% of students responding positively to at least one-half of the safety-related questions.

- B. **Student On-Board Strength (OBS) Measure.** The OBS measure is an efficiency measure that depicts the extent to which the centers operate at full capacity. This measure reflects quarterly cumulative results. **The national goal for OBS is 100%.**
- C. **Quality Rating on Center.** The Quality/Compliance Rating system consists of an on-site assessment by a regional office team, usually conducted as part of the

center annual review. It is a quality and compliance evaluation of center operations. The quality/compliance evaluation of a center operation is based on the six functional areas of the Career Development Services System (CDSS), as outlined in the PRH:

- < Outreach and Admissions
- < Career Preparation
- < Career Development
- < Career Transition
- < Management
- < Administrative Support

There are quality indicators (QI) and strategies for assessing the QIs in each area. The center is given a score of 1-9 on each element. Each element is weighted according to relative importance, and weighted scores for each element are aggregated for an overall quality rating. This is not a cumulative score; each time a quality/compliance review is conducted, the new score replaces the previous one.

- D. **Student Satisfaction Survey (SSS)**. The national Student Satisfaction Survey was revised in PY 99. The student survey contains 47 questions and is administered quarterly to all students, including new arrivals, enrolled in Job Corps. The survey questions elicit students' perceptions about a broad range of services and center activities, and the questions focus on students' experiences during the last month. A national survey protocol has been established to assist centers in effective administration of the survey.

Confidentiality is guaranteed to survey participants, and the survey protocol takes steps to protect anonymity. **It is vital for the survey to be distributed to all students, including those who may arrive on the center the day of the administration.** The response, "don't know/does not apply" provides an option for students who may be new to the center and do not have an opinion about one or more of the questions.

The survey includes 12 questions on personal safety issues that are used to calculate the center's performance on student safety. For purposes of the Quality Report Card, the results from the 12 questions related to the student's perception of safety are used as the pool for calculating the center's performance in the quality area of the survey. Six of the questions are statements rated on a scale ranging from "very true" to "very false." The remaining 6 questions are about the frequency of occurrence of some safety problems. These are rated on a scale ranging from "never or not in the last month" to "about daily." The 12 safety questions can be found in the table on the following page.

It is critical that centers ensure that the survey protocol is followed implicitly. Each quarter, staff must carefully read the instructions and materials to ensure their familiarity with the protocol for that quarterly survey. Only the instructions and materials provided with the surveys should be used for that particular administration because the protocol is occasionally revised. These procedures outlined in the protocol have been tested on many centers and are known to enhance the validity of the survey data. No other surveys or forms are to be administered concurrently with the national Student Satisfaction Survey, and no interpretation of the survey questions or answers categories, other than what is provided in the protocol, are to be provided to the students. Centers are encouraged to collect feedback from students and may use their own forms; however, this needs to be accomplished at some other time during the program year.

The Student Satisfaction Survey yields useful information on how we're serving our students, information that is utilized at national, regional, and center levels. Insufficient response rates can compromise the quality of the data collected. In order to gain the most accurate picture of how students evaluate their Job Corps experience, *it is in the program's best interest to see that every student has the opportunity to provide feedback.*

1. **Student Safety Formula: The national goal for this measure is 90%.** In constructing the safety measure, students who respond positively to at least six items (i.e., six out of twelve) are assumed to be reporting feeling "safe." If a student does not respond to all 12 items, a safety indicator will be calculated if at least 7 of the 12 items have a valid response. These are the responses that constitute the "valid response rate" used on data analysis. If a student does not respond to at least 7 of the 12 items, that student's responses will not be included in the center's overall calculations of student safety. The scoring of the safety items is calculated as follows:
 - T A score of 1 indicates feeling safe on the given item, and a score of 0 indicates feeling unsafe.
 - T A total score for each student is then calculated as the sum of the scores across all of the items answered.
 - T This total score is divided by the total number of items out of 12 possible, to which the student responded.
 - T This score must be greater than or equal to 50% to indicate that the student reported feeling safe. As indicated above, students who do not answer at least 7 items will be excluded from this calculation.

Safety Item	Condition for "safe" indicator (1)	Condition for "unsafe" indicator (0)
A student would be terminated if he/she was found with a weapon B like a knife, club, or sharp object B on center.	Very True Mostly True	Partly true and partly false Mostly false Very false
The zero tolerance policy was applied equally to all students.	Very True Mostly True	Partly true and partly false Mostly false Very false
I could talk to my residential advisor(RA) if I was threatened by another student.	Very True Mostly True	Partly true and partly false Mostly false Very false
I could talk to my counselor if I was threatened by another student.	Very True Mostly True	Partly true and partly false Mostly false Very false
I thought about leaving Job Corps because of a personal safety concern.	Mostly False Very False	Very True Mostly True Partly true and partly false
I thought about going to a different Job Corps center because I felt threatened by other students.	Mostly False Very False	Very True Mostly True Partly true and partly false
How often did you hear a student threaten another student on center?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily
How often did other students pick on you even after you asked them to stop?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily
How often did other students say things to you to make you "feel small"?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily
How often did you see a physical fight between students on center?	Never or Not in the Last Month	Once or Twice
How often were you in a physical fight with a student on center?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily
How often did you carry a weapon - like a knife, club, or a sharp object - with you on center?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily

III. ROLES AND RESPONSIBILITIES

- A. **National Office.** The National Office will be responsible for establishing overall policy regarding performance goals; providing annual updates of performance measures and goals; providing center-specific GED/high school diploma, Combination GED/HSD/VOC attainment, graduate average wage and graduate 6- and 12-month earnings goals; issuing monthly reports on a center's actual performance against goals in the Center Report Card and quarterly reports for performance against the Quality Report Card; providing training on the performance measurement system as needed; establishing an administrative low rating to centers for lack of credible data; and issuing performance goals for new centers at the beginning of the second program year of their contract.
- B. **Regional Offices.** Regional offices will be responsible for determining that proposals, contracts, and Civilian Conservation Center (CCC) plans are consistent with program year performance goals and requirements; monitoring performance against Center and Quality Report Card goals; and considering performance assessments for both the Center and Quality Report Cards in procurement and contract administration activities.

Center performance pursuant to the Center and Quality Report Cards will be used by regional offices to make contract determinations. However, judgment must play a part in making final decisions. Adjustments are occasionally necessary for extenuating circumstances and/or unique factors that influence performance. Center operators who fail to meet performance goals will have an opportunity to submit information to the Regional Director or Agency, as appropriate, to substantiate reasons for the performance shortfall. The region, in turn, must transmit that explanation as part of the Contractor Performance Evaluation System. Regional Directors will evaluate information submitted by the center operator, coupled with an assessment of the operator's compliance with all other terms and conditions of the contract or agreement. Other factors such as OIG audits and special review findings should also be taken into account in procurement-related decisions.

- C. **Center Operators.** Center operators, including the Departments of Agriculture and Interior, will be responsible for implementing performance goals with their respective centers, providing staff training, monitoring performance, recommending corrective action as required, and submitting corrective action plans to Job Corps Regional Offices when appropriate.
- D. **Job Corps Centers.** Centers will be responsible for accurate data reporting to the Job Corps Data Center and for monitoring progress against goals on an ongoing basis. Center Directors should share the information in this Appendix with all

applicable staff. Centers are responsible for correct and timely data entry to the CIS. These data are available under the Freedom of Information Act (FOIA) and are provided to the Office of Inspector General (OIG) and General Accounting Office (GAO) upon request.

Integrity of data is essential to the Job Corps program's reputation. Every effort should be made to verify information included on the Pre-Termination Report to correct errors made on a student's record PRIOR to a student's separation and processing of transitional allowance. All data elements are subject to scrutiny because of their significance to the Center and Quality Report Cards.

Finally, because of the importance of the 6- and 12-month post-placement measures, centers should make every effort to update the contact information for all students by the time they separate. In particular, they should update the alternate contact information fields in CIS to help staff be better able to locate the student after placement to conduct the follow-up interviews. High quality, detailed, alternate contact information for family members or friends (at a different address) is essential to obtaining solid survey completion rates. The implementation of CDSS (as it relates to maintaining ongoing contact with graduates) and the CIS/CTS database systems should facilitate the retention of up-to-date contact information for students.

Attachment 1

PY 01 Center Report Card Pools and Credits for Graduates Transferred to Advanced Training Programs						
Event		Measure	Sending Center		AT Center	
			Pool	Credit	Pool	Credit
Graduate Transferred to AT Center		GED/HSD, VOC, or Combination Attainment Rate	As applicable	As applicable	n/a	n/a
		Graduate Placement	1	1	n/a	n/a
Graduate Placed or Placement Window Closes	Placed in Job/Military	Graduate Placement	n/a	n/a	1	1
		Graduate Average Wage at Placement	1	add wage to total	1	add wage to total
	Placed in School	Graduate Placement	n/a	n/a	1	1
	Placed in combination of School & Job	Graduate Placement	n/a	n/a	1	1
	Not Placed	Graduate Placement	n/a	n/a	1	0
6- and 12-Month Post Program Surveys	If placed graduate and survey completed	Graduate 6- and/or 12-Month Post Placement	1 As applicable	1/0 As applicable	1 As applicable	1/0 As applicable
	If placed graduate and survey completed and student is working in a job or the military	Graduate 6- and/or 12-Month Post Placement Average Weekly Earnings	1 As applicable	add earnings to total As applicable	1 As applicable	add earnings to total As applicable

Attachment 2

PY 01 GED/High School Diploma Attainment Rate Model Worksheet

Local Adjustment Factors	(1) Center's Averages	(2) National Averages	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 9 at Enrollment		29.7		.0331	
% Completed Grade 10 at Enrollment		30.4		.0449	
% Completed Grade 11 at Enrollment		24.7		.0790	
% With Reading Literacy		61.4		.0767	
Average Initial Reading Score Above 520		28.6		.3085	
% With Math Numeracy		46.4		.1115	
Average Initial Math Score Above 510		20.0		.2300	
% In State With High State GED Passing Score Requirements		4.1		-.0679	
% Pass Spanish GED without Requiring an English Proficiency Test		1.6		.0941	
				Subtotal	
				National Goal	50%
				Model Adjusted Goal	

PY 01 Combination GED/High School Diploma Attainment and Vocational Completion Rate Model Worksheet

Local Adjustment Factors	(1) Center's Averages	(2) National Averages	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 9 at Enrollment		29.7		.0273	
% Completed Grade 10 at Enrollment		30.4		.0409	
% Completed Grade 11 at Enrollment		24.7		.0741	
% With Reading Literacy		61.4		.0660	
Average Initial Reading Score Above 520		28.6		.1883	
% With Math Numeracy		46.4		.0839	
Average Initial Math Score Above 510		20.0		.1569	
% In State With High State GED Passing Score Requirements		4.1		-.0472	
% Pass Spanish GED without Requiring an English Proficiency Test		1.6		.1968	
				Subtotal	
				National Goal	35%
				Model Adjusted Goal	

PY 01 Graduate Initial Wage Model Worksheet

Local Adjustment Factors	(1) Center's Averages	(2) National Averages	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment		18.6		.1165	
% GED or High School Diploma at Enrollment		26.9		.0017	
% With Initial Math Numeracy		60.5		.0022	
Average Initial Math Score Above 510		31.1		.0062	
% NTC Training for Union Trade		20.9		.0036	
% Training in Bricklayer or Cement Occs		4.7		.0021	
% Training in Business Occs.		22.0		-.0033	
% Training in Carpentry Occs.		6.1		.0049	
% Training in Construction Occs.		11.2		.0016	
% Training in Food Service Occs.		9.2		-.0066	
% Training in Health Occs.		13.8		-.0027	
% Training in Service Occs.		10.0		-.0016	
% Training in Welding Occs.		5.0		.0056	
Average Wage in All Industries in County (\$1,000s)		31.0		.0410	
% Placed in Job in State With Higher Minimum Wage than Federal Minimum Wage		17.0		.0056	
Average Percent of Families in Poverty in County		11.7		-.0265	
Unemployment Rate in County		4.6		-.0424	
				Subtotal	
				National Goal	\$7.90
				Model Adjusted Goal	

Center Model Based Goals for PY01, Actual Performance, and Percent Goal Achieved in PY00
 (Note: Actual PY00 Performance Based on Data Through Early May 2001)

Center	GED Attainment Rate			Combination GED Attainment and Vocational Completion Rate			Graduate Initial Wage		
	Model Based Goal	Actual PY00 Performance	Percent Goal Achieved	Model Based Goal	Actual PY00 Performance	Percent Goal Achieved	Model Based Goal	Actual PY00 Performance	Percent Goal Achieved
010100 Grafton	49.2	30.8	62.6	34.3	23.7	69.1	8.65	8.90	102.9
010200 Northlands	55.3	48.1	87.0	38.2	34.0	89.0	8.29	8.05	97.1
010300 Penobscot	56.6	46.5	82.2	39.5	33.9	85.8	7.79	7.66	98.3
010400 Westover	46.6	22.8	48.9	32.6	19.1	58.6	8.67	8.71	100.5
010500 Connecticut	46.3	30.8	66.5	32.6	25.8	79.1	8.62	8.19	95.0
010600 Loring	55.5	26.7	48.1	38.9	21.8	56.0	8.29	8.03	96.9
010700 Shriver	53.7	37.2	69.3	37.0	27.0	73.0	8.71	10.3	117.7
020100 Arecibo	51.2	52.6	102.7	35.8	46.9	131.0	6.17	5.70	92.4
020200 Barranquitas	43.4	52.7	121.4	28.6	49.1	171.7	6.19	5.67	91.6
020300 Cassadaga	52.4	49.5	94.5	37.0	41.1	111.1	7.79	8.20	105.3
020400 Delaware Valley	44.2	27.8	62.9	32.0	22.7	70.9	7.64	7.47	97.8
020500 Edison	46.2	36.3	78.6	32.5	31.1	95.7	8.17	7.96	97.4
020700 Glenmont	47.6	32.2	67.6	33.1	24.4	73.7	7.76	7.50	96.6
020800 Iroquois	50.9	32.5	63.9	35.5	25.9	73.0	8.07	8.56	106.1
020900 Oneonta	39.9	33.6	84.2	28.1	27.7	98.6	7.74	7.73	99.9
021000 Ramey	50.3	45.6	90.7	35.0	39.7	113.4	6.11	5.80	94.9
021100 South Bronx	45.1	33.4	74.1	32.6	25.6	78.5	7.49	7.50	100.1
030100 Blue Ridge	51.3	43.9	85.6	35.7	38.8	108.7	7.64	7.22	94.5
030200 Charleston	49.6	40.7	82.1	34.5	35.0	101.4	7.80	7.52	96.4
030400 Flatwoods	47.9	32.2	67.2	33.3	25.1	75.4	8.22	8.56	104.1
030500 Harpers Ferry	52.3	19.0	36.3	36.2	11.1	30.7	8.27	9.04	109.3
030600 Keystone	47.8	39.8	83.3	33.4	28.4	85.0	7.99	7.88	98.6
030700 Old Dominion	45.8	31.1	67.9	31.8	22.4	70.4	7.89	7.63	96.7
030800 Philadelphia	48.8	50.7	103.9	34.2	35.4	103.5	7.85	7.48	95.3
030900 Pittsburgh	50.8	51.5	101.4	35.4	32.2	91.0	8.26	7.91	95.8
031000 Potomac	45.8	15.3	33.4	32.1	11.8	36.8	8.30	8.14	98.1
031100 Red Rock	48.6	34.3	70.6	33.7	27.1	80.4	8.12	8.03	98.9
031200 Woodland	51.2	25.1	49.0	35.9	19.1	53.2	8.20	8.10	98.8
031300 Woodstock	43.9	16.7	38.0	30.7	13.8	45.0	8.19	7.90	96.5
031500 Carl D.Perkins	57.4	35.9	62.5	41.3	31.6	76.5	7.78	7.64	98.2
031600 Earl Clements	49.9	25.1	50.3	35.0	18.7	53.4	7.82	7.73	98.8
031700 Frenchburg	50.0	41.1	82.2	35.0	36.0	102.9	7.92	8.33	105.2
031800 Great Onyx	44.4	34.6	77.9	31.0	20.7	66.8	7.63	8.02	105.1
031900 Pine Knot	48.5	36.8	75.9	33.7	33.8	100.3	7.74	7.41	95.7
032000 Whitney Young	7.0	20.5	43.6	32.8	15.5	47.3	7.59	7.39	97.4
032100 Muhlenberg	48.4	15.0	31.0	33.6	10.8	32.1	7.69	8.03	104.4
040100 Atlanta	56.5	33.7	59.6	39.5	30.3	76.7	7.82	7.73	98.8
040200 Bamberg	47.4	27.9	58.9	33.1	22.1	66.8	7.46	6.98	93.6
040300 Batesville	42.0	17.4	41.4	29.0	14.8	51.0	7.28	7.29	100.1
040400 Brunswick	47.3	21.3	45.0	33.0	19.6	59.4	7.71	7.15	92.7
040800 Gainesville	44.1	16.6	37.6	31.1	15.0	48.2	7.64	7.51	98.3
041000 Gulfport	56.1	23.4	41.7	39.0	20.9	53.6	7.57	8.23	108.7
041100 Jacksonville	50.9	26.9	52.8	35.5	24.4	68.7	7.77	7.45	95.9
041200 Jacobs Creek	48.4	33.6	69.4	33.6	24.0	71.4	7.93	7.56	95.3
041300 Kittrell	51.9	42.3	81.5	35.9	30.3	84.4	7.67	7.36	96.0
041500 Lyndon Johnson	45.6	25.1	55.0	31.7	23.3	73.5	7.80	7.76	99.5
041600 Miami	40.4	17.3	42.8	29.5	15.3	51.9	7.65	7.72	100.9
041700 Mississippi	46.5	34.2	73.5	32.4	18.2	56.2	7.14	6.84	95.8
041800 Oconaluftee	45.4	26.4	58.1	31.5	19.3	61.3	7.70	7.64	99.2
042000 Schenck	44.9	39.5	88.0	31.2	33.0	105.8	7.89	8.08	102.4
042100 Turner	49.7	17.4	35.0	34.6	11.0	31.8	7.70	7.29	94.7
042400 Gadsden	48.2	19.9	41.3	33.5	15.2	45.4	7.44	7.07	95.0

Center Model Based Goals for PY01, Actual Performance, and Percent Goal Achieved in PY00
 (Note: Actual PY00 Performance Based on Data Through Early May 2001)

Center	GED Attainment Rate			Combination GED Attainment and Vocational Completion Rate			Graduate Initial Wage		
	Model Based	Actual PY00	Percent Goal	Model Based	Actual PY00	Percent Goal	Model Based	Actual PY00	Percent Goal
	Goal	Performance	Achieved	Goal	Performance	Achieved	Goal	Performance	Achieved
042500 Memphis	50.1	26.6	53.1	35.0	24.9	71.1	7.69	7.81	101.6
042600 Montgomery	47.8	30.4	63.6	33.4	26.8	80.2	7.59	7.37	97.1
050100 Atterbury	54.0	36.8	68.1	37.8	27.7	73.3	8.22	8.39	102.1
050200 Blackwell	43.9	32.3	73.6	30.8	26.0	84.4	8.07	7.89	97.8
050300 Cincinnati	51.8	36.5	70.5	36.2	28.2	77.9	8.10	8.26	102.0
050400 Cleveland	49.4	33.7	68.2	34.5	26.7	77.4	7.98	7.38	92.5
050500 Dayton	51.2	39.1	76.4	35.7	32.9	92.2	7.85	7.63	97.2
050600 Detroit	44.0	25.0	56.8	30.8	16.7	54.2	7.93	7.89	99.5
050700 Golconda	50.2	26.0	51.8	35.1	22.5	64.1	8.25	8.12	98.4
050800 Grand Rapids	46.4	46.1	99.4	32.4	35.0	108.0	7.83	7.53	96.2
050900 H. Humphrey	47.2	35.4	75.0	33.1	26.5	80.1	8.06	8.86	109.9
051000 Joliet	51.5	23.7	46.0	36.1	13.5	37.4	8.02	7.64	95.3
051100 Flint/Genesee	50.8	37.3	73.4	35.4	32.5	91.8	8.04	7.95	98.9
051200 Chicago	52.6	24.2	46.0	37.2	20.6	55.4	8.31	8.46	101.8
060100 Albuquerque	47.4	29.6	62.4	33.5	24.6	73.4	7.81	7.79	99.7
060200 Cass	47.7	24.7	51.8	33.1	23.1	69.8	7.85	8.07	102.8
060300 David Carrasco	45.8	35.2	76.9	33.5	30.0	89.6	6.86	6.53	95.2
060400 Gary	52.0	35.2	67.7	38.0	28.3	74.5	7.77	7.72	99.4
060500 Guthrie	55.3	41.7	75.4	38.5	32.8	85.2	7.86	7.41	94.3
060600 Laredo	44.5	39.3	88.3	34.6	36.4	105.2	6.69	6.08	90.9
060700 Little Rock	50.3	29.6	58.8	34.9	22.5	64.5	7.48	7.00	93.6
060800 North Texas	50.0	30.2	60.4	35.2	25.8	73.3	7.96	7.58	95.2
060900 New Orleans	42.3	16.0	37.8	29.4	14.9	50.7	7.04	6.42	91.2
061000 Ouachita	46.5	24.7	53.1	32.3	20.6	63.8	7.88	8.27	104.9
061100 Roswell	54.3	27.0	49.7	38.7	24.3	62.8	7.49	7.82	104.4
061200 Shreveport	41.5	14.8	35.7	28.8	12.0	41.7	7.39	7.00	94.7
061300 Talking Leaves	58.5	31.0	53.0	40.7	27.9	68.6	7.33	6.91	94.3
061400 Treasure Lake	51.3	34.7	67.6	35.6	29.0	81.5	7.88	7.98	101.3
061500 Tulsa	48.6	29.3	60.3	33.7	23.6	70.0	7.64	7.29	95.4
070100 Denison	56.7	39.6	69.8	39.4	31.1	78.9	7.93	7.89	99.5
070200 Excelsior Spring	52.9	39.9	75.4	36.6	36.3	99.2	7.80	8.43	108.1
070300 Mingo	51.3	39.8	77.6	35.4	38.1	107.6	7.64	7.99	104.6
070400 Pine Ridge	52.7	48.0	91.1	36.4	42.6	117.0	7.91	7.84	99.1
070500 St Louis	48.7	30.8	63.2	34.0	28.5	83.8	7.90	7.48	94.7
070600 Flint Hills	53.8	38.6	71.7	37.8	33.7	89.2	7.77	7.57	97.4
080100 Anaconda	55.2	35.2	63.8	38.2	31.3	81.9	8.23	8.61	104.6
080200 Boxelder	52.9	23.9	45.2	36.3	16.7	46.0	7.55	7.20	95.4
080300 Clearfield	58.7	41.5	70.7	41.0	31.2	76.1	8.09	8.22	101.6
080400 Collbran	55.6	39.4	70.9	38.4	35.2	91.7	7.97	8.60	107.9
080500 Kicking Horse	50.6	41.8	82.6	35.2	33.5	95.2	7.46	8.08	108.3
080600 Trapper Creek	53.7	46.5	86.6	37.2	36.4	97.8	7.87	8.16	103.7
080700 Weber Basin	55.8	50.8	91.0	38.6	41.2	106.7	7.65	7.66	100.1
080800 Burdick	55.4	41.1	74.2	38.4	29.9	77.9	7.53	7.37	97.9
090100 Hawaii	48.6	33.9	69.8	33.8	30.5	90.2	7.65	7.31	95.6
090200 Inland Empire	49.3	52.9	107.3	34.7	43.7	125.9	8.51	7.57	89.0
090300 Los Angeles	42.0	34.9	83.1	29.4	30.3	103.1	8.28	8.08	97.6
090400 Phoenix	50.0	27.9	55.8	35.4	23.1	65.3	8.11	8.41	103.7
090500 Sacramento	52.7	32.9	62.4	37.4	23.6	63.1	8.50	8.61	101.3
090600 San Diego	51.3	36.1	70.4	36.0	29.4	81.7	8.61	8.56	99.4
090700 San Jose	52.0	53.2	102.3	36.5	44.6	122.2	8.76	9.54	108.9
090800 Sierra Nevada	50.5	50.2	99.4	35.4	39.3	111.0	8.22	8.12	98.8
091000 Fred G. Acosta	48.6	38.6	79.4	34.0	26.9	79.1	7.67	7.82	102.0

Center Model Based Goals for PY01, Actual Performance, and Percent Goal Achieved in PY00
 (Note: Actual PY00 Performance Based on Data Through Early May 2001)

Center	GED Attainment Rate			Combination GED Attainment and Vocational Completion Rate			Graduate Initial Wage		
	Model Based	Actual PY00	Percent Goal	Model Based	Actual PY00	Percent Goal	Model Based	Actual PY00	Percent Goal
	Goal	Performance	Achieved	Goal	Performance	Achieved	Goal	Performance	Achieved
091100 Long Beach	44.0	36.4	82.7	30.9	30.8	99.7	8.40	8.01	95.4
100100 Angell	49.8	37.4	75.1	34.8	34.2	98.3	8.39	8.26	98.5
100200 Cascades	54.9	53.5	97.4	38.0	40.4	106.3	8.54	8.92	104.4
100300 Columbia Basin	61.1	40.0	65.5	42.5	24.3	57.2	8.48	8.29	97.8
100400 Curlew	56.4	47.0	83.3	39.2	32.3	82.4	8.62	9.58	111.1
100500 Fort Simcoe	54.2	36.5	67.3	38.4	29.3	76.3	8.46	8.46	100.0
100600 Centennial	59.6	54.6	91.6	41.3	35.6	86.2	8.16	7.95	97.4
100700 Springdale	53.2	42.0	78.9	36.8	30.5	82.9	8.45	8.02	94.9
100800 Timber Lake	61.3	61.1	99.7	42.3	43.0	101.7	8.64	8.56	99.1
100900 Tongue Point	54.6	40.0	73.3	38.0	31.4	82.6	8.53	8.70	102.0
101000 Wolf Creek	55.9	39.8	71.2	38.7	26.2	67.7	8.41	8.58	102.0
101100 Alaska	60.0	53.6	89.3	42.0	25.0	59.5	8.75	9.18	104.9

<p style="text-align: center;">Instructions for Filing an Appeal of 6 or 12 Month Follow-up Survey Data</p>
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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 15th 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. Only centers and CTS contractors may file an appeal.
4. Appeals **must** have supporting documentation.
5. Submit the appeal with documentation to the National Program Review Unit.

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 terminated from the center.
- 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
Two part time or full time jobs	Both jobs	Two forms - Section A for each
College combination placement	Both job and college	Section A and 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 \$5.15 per hour (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 a pay stub as documentation of employment information. The pay stub must either: (1) at a minimum, include the seven day period in the survey week (it may include a more extensive period); 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.

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. Termination Date:	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: