

APPENDIX 501a

**POLICIES AND PROCEDURES
FOR PY 02
CENTER REPORT CARD
AND
CENTER QUALITY REPORT CARD**

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I. CENTER REPORT CARD FOR PY 02

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 02 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 changes to the Center Report Card for PY 02:

1. **Decrease in Goal of Former Enrollee Placement Rate.** The national goal for this measure is reduced from 70% to 60%. This reduction reflects the decision to set a more reasonable and attainable benchmark, while still emphasizing the importance of serving former enrollees to the fullest extent possible.
2. **Increase in Goal of Graduate Average Wage at Initial Placement Rate.** The national goal for this measure is increased from \$7.90 to \$8.20 to align it with Job Corps' PY 02 GPRA performance goal for this outcome. This will continue to be a model-based goal for centers and contractors, meaning that models will be used to calculate external variables that may affect each center or contractor's performance. As a result, individualized performance goals will be set.
3. **Increase in Goal of Graduate Average Weekly Earnings at Six Months after Initial Placement Rate.** The national goal for this measure is increased from \$310 to \$340. There was no baseline data upon which to establish the national goal in PY 01. Now that data are available for performance in this measure, a more accurate benchmark can be established. This will continue to be a model-based goal for centers and contractors.

4. **Increase in Goal of Graduate Average Weekly Earnings at Twelve Months after Initial Placement Rate.** The national goal for this measure is increased from \$325 to \$360. The benchmark is being adjusted for the same reason as the six-month measure, and will continue to be a model-based goal for centers and contractors.

5. **Treatment of Graduate “Non-Credited” Placements in Center Report Card:** 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 providers, nor NTC contractors (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.

NOTE: This policy does not apply to placements in which the “date reported to work” exceeds the 12-month placement service period. Placements that exceed this period will not be included in the Report Card, nor will these graduates be referred to participate in the follow-up surveys.

Provided on the next page is a summary table outlining the PY 02 Center Report Card.

Category	Definition	Goal	Weight
CPP/CDP MEASURES			
60-Day Commitment Rate	No. of Terminees who <u>Stayed 60+ Calendar Days</u> No. of Terminees	95%	10%
GED/High School Diploma Attainment Rate*	No. of Terminees who <u>Attain a GED or High School Diploma</u> No. of Terminees without High School Diploma or GED at Entry	50%	10%
Vocational Completion Rate	No. of Terminees who <u>Complete a Vocational Training Program</u> No. of Terminees	65%	10%
Combination GED/HSD/VOC Attainment Rate*	No. of Terminees who Both Attain a GED or High School <u>Diploma & Complete a Vocational Training Program</u> No. of Terminees without a High School Diploma or GED at Entry	35%	10%
CTP MEASURES			
Former Enrollee Placement	No. of Former Enrollees <u>Placed in a Job, the Military or School</u> No. of Former Enrollees Due or Received	60%	10%
Graduate Placement Rate	No. of Graduates Initially <u>Placed in a Job, the Military or School</u> No. of Graduates Due or Received	95%	15%
Graduate Average Wage At Initial Placement*	Sum of Wages of Graduates <u>Initially Placed in a Job or the Military</u> No. of Graduates Initially Placed in Job or Military	\$8.20	5%
Graduate 6-Month Follow-up Placement Rate	No. of Graduates in Job, Military, <u>or School at 6-months after Initial Placement</u> No. of Placed Graduates who Complete the 6-month Survey	80%	7.5%
Graduate Average Weekly Earnings at 6-months*	Sum of Weekly Earnings of Graduates in a <u>Job or the Military at 6-months after Initial Placement</u> No. of Placed Graduates in a Job or the Military at 6 months after Initial Placement	\$340	7.5%
Graduate 12-Month Follow-up Placement Rate	No. of Graduates in Job, Military, <u>or School at 12-months after Initial Placement</u> No. of Placed Graduates who Complete the 12-month Survey	80%	7.5%
Graduate Average Weekly Earnings at 12-months*	Sum of Weekly Earnings of Graduates in a <u>Job or the Military at 12-months after Initial Placement</u> No. of Placed Graduates in a Job or the Military at 12-months after Initial Placement	\$360	<u>7.5%</u> 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. The

adjustments from the model are applied to a 50% national goal to determine individualized center goals. See Attachment 2 for specific goals.

Weight: 10%

Formula:
$$\frac{\text{Number of terminees who attain a GED or high school diploma}}{\text{Number of terminees without a high school diploma or GED at entry}}$$

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:** 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. The adjustments from the model are applied to a 35% national goal to determine individualized center goals. See Attachment 2 for individual centers' Combination Rate goals.

Weight: 10%

Formula:
$$\frac{\text{Number of terminees who obtain both a GED or high school diploma and complete a vocational training program}}{\text{Number of terminees without a GED or high school diploma at entry}}$$

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. Further, job placements must, at a minimum, continue to meet the federal minimum wage requirement of \$5.15 in all states (except for Puerto Rico, Virgin Islands, and the Trust Territories).

Goal: The national goal is 60%.

Weight: 10%

Formula: No. of former enrollees who
 meet the Job Corps placement definition
 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 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: 15%

Formula: Number of graduates who meet
 the Job Corps placement definition or who
 transfer to an approved AT program at another center
 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. The adjustments from the model are applied to an \$8.20 national goal to determine individualized center goals. 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:** 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 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 school program that meets the Job Corps definition of placement at 6-months after initial placement. The federal minimum wage requirement also applies to this

measure.

Goal: The national goal is 80%.

Weight: 7.5%

Formula:
$$\frac{\text{Number of initially placed graduates in the pool who meet the Job Corps definition of placement at 6-months}}{\text{Number of graduates initially placed who complete the 6-month follow-up survey}}$$

5. **Graduate Average Weekly Earnings at 6-Months After Initial Placement:** 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 they are working in a job or the military that meets the Job Corps definition of placement.

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. The adjustments from the model are applied to a \$340 national goal to determine individualized center goals. See Attachment 2 for specific goals.

Weight: 7.5%

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

6. **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 that meets the Job Corps definition of placement at 12-months after initial placement. The federal minimum wage requirement also applies to this measure.

Goal: The national goal is 80%.

Weight: 7.5%

Formula:
$$\frac{\text{Number of initially placed graduates in the pool who meet the Job Corps definition of a placement at 12-months}}{\text{Number of graduates initially placed who complete the 12-month follow-up survey}}$$

7. **Graduate Average Weekly Earnings at 12-Months After Initial Placement:** 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 they are working in a job or the military that meets the Job Corps definition of placement.

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. The adjustments from the model are applied to a \$360 national goal to determine individualized center goals. See Attachment 2 for specific goals.

Weight: 7.5%

Formula:
$$\frac{\text{The sum of weekly earnings of graduates who report they are working at 12-months after placement in a job that meets the Job Corps placement definition}}{\text{Number of graduates who report they are working at 12-months after initial placement in a job that meets the Job Corps placement definition}}$$

- 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 02

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 02 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 and is being revised again in PY 02 to incorporate questions about CDSS services. The student survey 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 must 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 "safety-related 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:
 - • A score of 1 indicates feeling safe on the given item, and a score of 0 indicates feeling unsafe.
 - • A total score for each student is then calculated as the sum of the scores across all of the items answered.
 - • This total score is divided by the total number of items out of 12 possible, to which the student responded.
 - • 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 - like a knife, club, or sharp object - 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 Past Effectiveness Reports. 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 02 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 02 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	

Attachment 2

**PY 2002 GED/High School Diploma Attainment Model
National**

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	28.8	28.8	0.0	0.0294	0.0000
% Completed Grade 10 at Enrollment	30.6	30.6	0.0	0.0527	0.0000
% Completed Grade 11 at Enrollment	25.5	25.5	0.0	0.0814	0.0000
% With Reading Literacy	62.6	62.6	0.0	0.0902	0.0000
Average Initial Reading Score Above 520	29.3	29.3	0.0	0.3325	0.0000
% With Math Numeracy	47.1	47.1	0.0	0.1105	0.0000
Average Initial Math Score Above 510	20.6	20.6	0.0	0.1876	0.0000
% Additional Barriers to GED Attainment	5.3	5.3	0.0	-0.0397	0.0000
				Subtotal	0.0
				National Goal	50.0
				Model Adjusted Goal	50.0

Attachment 2

**PY 2002 Combination GED/High School Diploma and Vocational Attainment Model
National**

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	28.8	28.8	0.0	0.0318	0.0000
% Completed Grade 10 at Enrollment	30.6	30.6	0.0	0.0560	0.0000
% Completed Grade 11 at Enrollment	25.5	25.5	0.0	0.0860	0.0000
% With Reading Literacy	62.6	62.6	0.0	0.0851	0.0000
Average Initial Reading Score Above 520	29.3	29.3	0.0	0.2142	0.0000
% With Math Numeracy	47.1	47.1	0.0	0.0927	0.0000
Average Initial Math Score Above 510	20.6	20.6	0.0	0.1208	0.0000
% Additional Barriers to GED Attainment	5.3	5.3	0.0	-0.0194	0.0000
				Subtotal	0.0
				National Goal	35.0
				Model Adjusted Goal	35.0

Attachment 2**PY 02 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	

Attachment 2

**PY 2002 Graduate Initial Wage Model Worksheet for Centers for Centers
National**

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	18.6	0.0	0.0989	0.000
% GED or High School Diploma at Enrollment	26.6	26.6	0.0	0.0011	0.000
% With Reading Literacy	71.6	71.6	0.0	0.0015	0.000
Average Initial Reading Score Above 520	39.8	39.8	0.0	0.0029	0.000
% With Math Numeracy	58.9	58.9	0.0	0.0016	0.000
Average Initial Math Score Above 510	30.8	30.8	0.0	0.0040	0.000
% Training in Bricklayer or Cement Occs	4.4	4.4	0.0	0.0060	0.000
% Training in Business Occs	21.9	21.9	0.0	-0.0051	0.000
% Training in Carpentry Occs.	6.3	6.3	0.0	0.0067	0.000
% Training in Construction Occs.	11.5	11.5	0.0	0.0034	0.000
% Training in Food Service Occs.	9.3	9.3	0.0	-0.0070	0.000
% Training in Health Occs.	13.5	13.5	0.0	-0.0031	0.000
% Training in Service Occs.	10.5	10.5	0.0	-0.0037	0.000
% Training in Welding Occs.	5.2	5.2	0.0	0.0034	0.000
% Training in Other Occs.	16.0	16.0	0.0	-0.0006	0.000
Average Wage in All Industries in County (\$1,000's)	32.1	32.1	0.0	0.0440	0.000
% Placed in Job in State With Higher Minimum Wage than Federal Minimum Wage	16.9	16.9	0.0	0.0067	0.000
Average Percent of Families in Poverty in County	11.5	11.5	0.0	-0.0393	0.000
				Subtotal	0.00
				National Goal	\$8.20
				Model Adjusted Goal	\$8.20

Attachment 2

**PY 2002 Graduate Weekly Earnings Model at Six Months Worksheet for Centers
National**

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	18.8	18.8	0.0	8.7600	0.000
% GED or High School Diploma at Enrollment	31.6	31.6	0.0	0.0612	0.000
% With Reading Literacy	73.4	73.4	0.0	0.0040	0.000
Average Initial Reading Score Above 520	41.7	41.7	0.0	0.2174	0.000
% With Math Numeracy	61.9	61.9	0.0	0.0811	0.000
Average Initial Math Score Above 510	32.5	32.5	0.0	0.0903	0.000
% Training in Bricklayer or Cement Occs	4.8	4.8	0.0	0.2977	0.000
% Training in Business Occs	23.1	23.1	0.0	-0.3707	0.000
% Training in Carpentry Occs.	5.5	5.5	0.0	0.1962	0.000
% Training in Construction Occs.	11.1	11.1	0.0	0.1750	0.000
% Training in Food Service Occs.	9.1	9.1	0.0	-0.3919	0.000
% Training in Health Occs.	14.1	14.1	0.0	-0.0846	0.000
% Training in Service Occs.	10.5	10.5	0.0	-0.3125	0.000
% Training in Welding Occs.	4.8	4.8	0.0	0.5634	0.000
% Training in Other Occs.	15.7	15.7	0.0	-0.0726	0.000
Average Wage in All Industries in County (\$1,000's)	32.6	32.6	0.0	2.9126	0.000
% Placed in Job in State With Higher Minimum Wage than Federal Minimum Wage	18.4	18.4	0.0	0.1842	0.000
Average Percent of Families in Poverty in County	11.2	11.2	0.0	-1.7773	0.000
Subtotal					0.00
National Goal					\$340.00
Model Adjusted Goal					\$340.00

Attachment 2 PY 2002 Graduate Weekly Earnings Model at Twelve Months Worksheet for Centers National

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	18.8	18.8	0.0	8.7600	0.000
% GED or High School Diploma at Enrollment	31.6	31.6	0.0	0.0612	0.000
% With Reading Literacy	73.4	73.4	0.0	0.0040	0.000
Average Initial Reading Score Above 520	41.7	41.7	0.0	0.2174	0.000
% With Math Numeracy	61.9	61.9	0.0	0.0811	0.000
Average Initial Math Score Above 510	32.5	32.5	0.0	0.0903	0.000
% Training in Bricklayer or Cement Occs	4.8	4.8	0.0	0.2977	0.000
% Training in Business Occs	23.1	23.1	0.0	-0.3707	0.000
% Training in Carpentry Occs.	5.5	5.5	0.0	0.1962	0.000
% Training in Construction Occs.	11.1	11.1	0.0	0.1750	0.000
% Training in Food Service Occs.	9.1	9.1	0.0	-0.3919	0.000
% Training in Health Occs.	14.1	14.1	0.0	-0.0846	0.000
% Training in Service Occs.	10.5	10.5	0.0	-0.3125	0.000
% Training in Welding Occs.	4.8	4.8	0.0	0.5634	0.000
% Training in Other Occs.	15.7	15.7	0.0	-0.0726	0.000
Average Wage in All Industries in County (\$1,000's)	32.6	32.6	0.0	2.9126	0.000
% Placed in Job in State With Higher Minimum Wage than Federal Minimum Wage	18.4	18.4	0.0	0.1842	0.000
Average Percent of Families in Poverty in County	11.2	11.2	0.0	-1.7773	0.000
				Subtotal	0.00
				National Goal	\$360.00
				Model Adjusted Goal	\$360.00

Attachment 2**PY 2002 Center Goals for Initial Wage and
6- and 12-Month Weekly Earnings**

Center	Initial Wage	Weekly Earnings	
		6 Months	12 Months
Overall	\$8.20	\$340	\$360
10100Grafton	\$9.10	\$370	\$390
10200Northlands	\$8.51	\$353	\$373
10300Penobscot	\$8.21	\$334	\$354
10400Westover	\$9.00	\$370	\$390
10500Connecticut	\$9.05	\$376	\$396
10600Loring	\$8.63	\$352	\$372
10700Shriver	\$9.10	\$375	\$395
20100Arecibo	\$6.56	\$259	\$279
20200Barranquitas	\$6.56	\$239	\$259
20300Cassadaga	\$8.03	\$341	\$361
20400Delaware Valley	\$7.89	\$323	\$343
20500Edison	\$8.58	\$363	\$383
20700Glenmont	\$8.04	\$336	\$356
20800Iroquois	\$8.33	\$335	\$355
20900Oneonta	\$8.14	\$345	\$365
21000Ramey	\$6.62	\$257	\$277
21100South Bronx	\$7.83	\$320	\$340
30100Blue Ridge	\$7.88	\$327	\$347
30200Charleston	\$8.25	\$339	\$359
30400Flatwoods	\$8.55	\$374	\$394
30500Harpers Ferry	\$8.51	\$337	\$357
30600Keystone	\$8.31	\$346	\$366
30700Old Dominion	\$8.14	\$332	\$352
30800Philadelphia	\$8.25	\$350	\$370
30900Pittsburgh	\$8.44	\$348	\$368
31000Potomac	\$8.52	\$352	\$372
31100Red Rock	\$8.46	\$350	\$370
31200Woodland	\$8.37	\$349	\$369
31300Woodstock	\$8.63	\$362	\$382
31500Carl D.Perkins	\$8.05	\$327	\$347
31600Earl Clements	\$8.15	\$338	\$358
31700Frenchburg	\$7.99	\$331	\$351
31800Great Onyx	\$8.02	\$324	\$344
31900Pine Knot	\$8.10	\$329	\$349
32000Whitney Young	\$7.92	\$324	\$344
32100Muhlenberg	\$7.91	\$318	\$338
40100Atlanta	\$8.08	\$337	\$357
40200Bamberg	\$7.76	\$313	\$333
40300Batesville	\$7.32	\$305	\$325
40400Brunswick	\$8.04	\$330	\$350
40800Gainesville	\$7.94	\$318	\$338
41000Gulfport	\$7.62	\$312	\$332

Attachment 2**PY 2002 Center Goals for Initial Wage and
6- and 12-Month Weekly Earnings**

Center	Initial Wage	Weekly Earnings	
		6 Months	12 Months
41100Jacksonville	\$7.96	\$334	\$354
41200Jacobs Creek	\$8.14	\$339	\$359
41300Kittrell	\$8.20	\$341	\$361
41500Lyndon Johnson	\$8.07	\$324	\$344
41600Miami	\$7.97	\$323	\$343
41700Mississippi	\$7.33	\$293	\$313
41800Oconaluftee	\$8.15	\$332	\$352
42000Schenck	\$8.22	\$343	\$363
42100Turner	\$7.99	\$322	\$342
42400Gadsden	\$7.79	\$320	\$340
42500Memphis	\$7.88	\$327	\$347
42600Montgomery	\$7.95	\$324	\$344
42700Homestead	\$8.01	\$334	\$354
50100Atterbury	\$8.47	\$353	\$373
50200Blackwell	\$8.57	\$350	\$370
50300Cincinnati	\$8.38	\$358	\$378
50400Cleveland	\$8.27	\$339	\$359
50500Dayton	\$8.25	\$329	\$349
50600Detroit	\$8.18	\$347	\$367
50700Golconda	\$8.64	\$366	\$386
50800Grand Rapids	\$8.06	\$329	\$349
50900H. Humphrey	\$8.30	\$342	\$362
51000Joliet	\$8.27	\$345	\$365
51100Flint/Genesee	\$8.40	\$341	\$361
51200Chicago	\$8.44	\$365	\$385
60100Albuquerque	\$7.74	\$327	\$347
60200Cass	\$8.06	\$339	\$359
60300David Carrasco	\$7.18	\$294	\$314
60400Gary	\$8.11	\$340	\$360
60500Guthrie	\$8.00	\$330	\$350
60600Laredo	\$6.83	\$277	\$297
60700Little Rock	\$7.58	\$310	\$330
60800North Texas	\$8.17	\$335	\$355
60900New Orleans	\$7.28	\$285	\$305
61000Ouachita	\$8.20	\$335	\$355
61100Roswell	\$7.71	\$314	\$334
61200Shreveport	\$7.48	\$305	\$325
61300Talking Leaves	\$7.65	\$301	\$321
61400Treasure Lake	\$8.10	\$337	\$357
61500Tulsa	\$7.84	\$311	\$331
70100Denison	\$8.11	\$335	\$355
70200Excelsior Springs	\$8.14	\$338	\$358
70300Mingo	\$7.97	\$324	\$344

Attachment 2**PY 2002 Center Goals for Initial Wage and
6- and 12-Month Weekly Earnings**

Center	Initial	Weekly Earnings	
	Wage	6 Months	12 Months
70400Pine Ridge	\$8.24	\$333	\$353
70500St Louis	\$8.31	\$344	\$364
70600Flint Hills	\$7.88	\$322	\$342
80100Anaconda	\$8.38	\$350	\$370
80200Boxelder	\$7.98	\$320	\$340
80300Clearfield	\$8.39	\$353	\$373
80400Collbran	\$8.25	\$342	\$362
80500Kicking Horse	\$7.72	\$306	\$326
80600Trapper Creek	\$8.30	\$345	\$365
80700Weber Basin	\$8.14	\$331	\$351
80800Burdick	\$7.83	\$324	\$344
90100Hawaii	\$7.83	\$340	\$360
90200Inland Empire	\$8.83	\$352	\$372
90300Los Angeles	\$8.65	\$355	\$375
90400Phoenix	\$8.37	\$346	\$366
90500Sacramento	\$8.83	\$360	\$380
90600San Diego	\$9.05	\$371	\$391
90700San Jose	\$9.08	\$380	\$400
90800Sierra Nevada	\$8.47	\$346	\$366
90900Treasure Island	\$8.62	\$356	\$376
91000Fred G. Acosta	\$7.89	\$321	\$341
91100Long Beach	\$8.81	\$358	\$378
100100Angell	\$8.97	\$358	\$378
100200Cascades	\$9.03	\$363	\$383
100300Columbia Basin	\$8.86	\$371	\$391
100400Curlew	\$9.08	\$393	\$413
100500Fort Simcoe	\$8.74	\$350	\$370
100600Centennial	\$8.53	\$352	\$372
100700Springdale	\$8.87	\$359	\$379
100800Timber Lake	\$9.12	\$378	\$398
100900Tongue Point	\$8.90	\$371	\$391
101000Wolf Creek	\$8.97	\$372	\$392
101100Alaska	\$9.20	\$367	\$387

Attachment 2

**PY 2002 Center Goals for GED/High School Diploma Attainment
Rate and GED-HSD/Voc Combination Rate**

	Center	GED/ HSD	GED-HSD/Voc Combination
	Overall	50.0	35.0
10100	Grafton	48.5	33.8
10200	Northlands	52.0	36.2
10300	Penobscot	56.2	39.3
10400	Westover	47.1	32.7
10500	Connecticut	47.8	33.4
10600	Loring	53.1	37.1
10700	Shriver	53.2	37.0
20100	Arecibo	48.3	33.1
20200	Barranquitas	48.7	33.5
20300	Cassadaga	50.7	35.5
20400	Delaware Valley	45.1	31.3
20500	Edison	43.9	31.5
20700	Glenmont	47.2	33.0
20800	Iroquois	50.7	35.6
20900	Oneonta	50.6	35.4
21000	Ramey	47.9	32.7
21100	South Bronx	43.6	30.0
30100	Blue Ridge	48.8	34.0
30200	Charleston	55.3	38.9
30400	Flatwoods	52.7	36.8
30500	Harpers Ferry	50.4	35.3
30600	Keystone	47.7	33.4
30700	Old Dominion	45.3	31.5
30800	Philadelphia	47.4	33.1
30900	Pittsburgh	49.8	35.0
31000	Potomac	51.4	36.0
31100	Red Rock	52.0	36.3
31200	Woodland	48.3	35.1
31300	Woodstock	45.1	32.4
31500	Carl D.Perkins	52.9	37.1
31600	Earl Clements	50.1	35.2
31700	Frenchburg	48.7	33.8
31800	Great Onyx	47.8	33.3
31900	Pine Knot	53.0	36.7
	Whitney Young		
32000		46.7	32.6
32100	Muhlenberg	49.5	34.5
40100	Atlanta	57.1	40.7
40200	Bamberg	47.5	33.4
40300	Batesville	41.7	28.6
40400	Brunswick	50.3	35.3

Attachment 2

**PY 2002 Center Goals for GED/High School Diploma Attainment
Rate and GED-HSD/Voc Combination Rate**

	Center	GED/ HSD	GED-HSD/Voc Combination
40800	Gainesville	48.0	33.4
41000	Gulfport	48.0	33.3
41100	Jacksonville	47.1	32.9
41200	Jacobs Creek	47.2	32.8
41300	Kittrell	53.2	37.1
41500	Lyndon Johnson	45.3	31.3
41600	Miami	47.9	33.6
41700	Mississippi	47.0	32.8
41800	Oconaluftee	46.1	32.1
42000	Schenck	49.5	34.2
42100	Turner	49.6	34.8
42400	Gadsden	50.0	34.9
42500	Memphis	45.9	32.1
42600	Montgomery	47.8	33.7
42700	Homestead	47.9	33.4
50100	Atterbury	55.9	39.4
50200	Blackwell	51.8	36.3
50300	Cincinnati	52.7	37.0
50400	Cleveland	54.2	38.3
50500	Dayton	52.9	37.0
50600	Detroit	44.8	31.4
50700	Golconda	51.8	36.6
50800	Grand Rapids	46.6	32.5
50900	H. Humphrey	55.0	39.8
51000	Joliet	44.9	32.5
51100	Flint/Genesee	51.4	36.1
51200	Chicago	50.2	35.3
60100	Albuquerque	47.0	33.0
60200	Cass	49.6	34.4
60300	David Carrasco	42.2	28.8
60400	Gary	51.0	35.7
60500	Guthrie	53.0	37.0
60600	Laredo	43.4	29.9
60700	Little Rock	47.5	33.3
60800	North Texas	50.4	35.2
60900	New Orleans	38.4	27.6
61000	Ouachita	42.7	29.5
61100	Roswell	54.8	38.5
61200	Shreveport	41.2	28.2
61300	Talking Leaves	57.4	40.3
61400	Treasure Lake	51.5	35.9
61500	Tulsa	42.7	30.5
70100	Denison	56.1	39.3

Attachment 2

**PY 2002 Center Goals for GED/High School Diploma Attainment
Rate and GED-HSD/Voc Combination Rate**

	Center	GED/ HSD	GED-HSD/Voc Combination
70200	Excelsior Springs	51.2	35.8
70300	Mingo	50.3	34.9
70400	Pine Ridge	53.0	36.9
70500	St Louis	48.3	33.8
70600	Flint Hills	54.3	38.1
80100	Anaconda	58.5	40.9
80200	Boxelder	53.3	36.9
80300	Clearfield	57.4	40.4
80400	Collbran	55.5	38.6
80500	Kicking Horse	47.7	33.4
80600	Trapper Creek	56.5	39.4
80700	Weber Basin	56.0	39.2
80800	Burdick	53.5	37.4
90100	Hawaii	45.5	31.4
90200	Inland Empire	47.0	33.1
90300	Los Angeles	42.2	29.5
90400	Phoenix	49.7	34.7
90500	Sacramento	48.4	34.0
90600	San Diego	49.6	35.1
90700	San Jose	51.4	36.5
90800	Sierra Nevada	48.5	34.0
90900	Treasure Island	50.0	35.2
91000	Fred G. Acosta	44.5	30.8
91100	Long Beach	44.9	31.7
100100	Angell	53.7	37.6
100200	Cascades	56.1	39.3
100300	Columbia Basin	52.6	36.9
100400	Curlew	55.0	38.4
100500	Fort Simcoe	53.8	37.6
100600	Centennial	59.8	41.9
100700	Springdale	56.2	39.3
100800	Timber Lake	57.4	40.2
100900	Tongue Point	55.8	39.1
101000	Wolf Creek	58.2	40.8
101100	Alaska	57.1	39.9

<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 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. Job Corps centers, CTS contractors and NTC contractors may file an appeal.
4. Appeals **must** be submitted with 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.

Print the employer's name.

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.

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.

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.

- 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 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.

- Print the name of the school or training institution.
- 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.
- 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.
6. Enter your mailing street address or P.O. Box.
7. Enter your mailing city, state and zip code.

