

APPENDIX 501a

POLICIES AND PROCEDURES
for PY 03
CENTER REPORT CARD
and
CENTER QUALITY REPORT CARD

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I. CENTER REPORT CARD FOR PY 03

Prior to reviewing this section, please read the INTRODUCTION to Appendix 501. The INTRODUCTION provides rationale, policies, and procedural changes that apply to all of the PY 03 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 03:

1. **Combination Graduate Rate.** The weight for this measure is reduced from 10% to 5%. This reduction keeps centers focused on helping students achieve both credentials – and acknowledges those that do – while modifying the system to address imbalances that can impact overall ratings.
2. **Graduate Average Wage at Initial Placement Rate.** The weight for this measure is increased from 5% to 15%. This increase further emphasizes the importance of securing solid initial placements for graduates. This will continue to be a model-based goal for centers and CTS agencies, meaning that models will be used to calculate external variables that may affect each center or CTS agency's performance. As a result, individualized performance goals will be set.
3. **Graduate Average Weekly Earnings at 6 Months after Initial Placement Rate.** The national goal for this measure is increased from \$340 to \$355. Consistent with the philosophy of setting performance goals, this goal is increased since the majority of centers and CTS agencies were achieving PY 02 levels. However, the increase is modest to account for economic conditions that can impact results. This will continue to be a model-based goal for centers and CTS agencies.
4. **Graduate 12-Month Follow-Up Placement Rate.** The weight for this measure is reduced from 7.5% to 5%. This slight reduction takes into account external factors that can impact long-term results.

5. **Graduate Average Weekly Earnings at 12 Months after Initial Placement Rate.** The national goal for this measure is increased from \$360 to \$370. 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 CTS agencies. Further, the weight for this measure is slightly reduced from 7.5% to 5% to account for external factors that can impact long-term results.

Provided on the next page is a summary table outlining the PY 03 Center Report Card.

Category	Definition	Goal	Weight
Direct Center Services – 35%			
60-Day Commitment Rate	No. of Terminees Remaining <u>in Program 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 a GED or High School Diploma at Entry	50%	10%
Vocational Completion Rate	No. of Terminees who <u>Diploma & Complete a Vocational Training Program</u> No. of Terminees without a GED or High School Diploma at Entry	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%	5%
Initial Career Transition Services – 40%			
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	15%
Long-Term Career Transition Services – 25%			
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	\$355	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%	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	\$370	<u>5%</u> 100%
*Model-based goal			

C. Direct Center Services Measures.

Students who separate as a ZT Level One 05.1A or 05.2B in 30 days or less, or who separate as a ZT Level One 05.2A in 45 days or less under Job Corps' Zero Tolerance Policy will not be included in the Center Report Card. Level One 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 One 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:
$$\frac{\text{Number of terminees remaining in program 60+ calendar days}}{\text{Number of terminees}}$$

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. *Note: For purposes of the Center Report Card, credit is granted for the achievement of one academic credential only, even if a student earned both a GED and a high school diploma during enrollment.*

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

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 to ensure 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:
$$\frac{\text{No. of terminees who complete a vocational training program}}{\text{Number of terminees}}$$

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. See Attachment 2 for individual centers' Combination Rate goals.

Weight: 5%

Formula: Number of terminees who obtain both a GED or high school diploma and complete a vocational training program
 Number of terminees without a GED or high school diploma at entry

D. Initial Career Transition Services Measures.

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

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 advanced training (AT) program at another center during the period.

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

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

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: 15%

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

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

E. Long-Term Career Transition Services Measures.

1. **Graduate 6-Month Follow-Up Placement:** This measure is required under the WIA and is a program priority for the system. All phases of CDSS work toward the goal of helping 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 in the 6th month that meets the Job Corps definition of placement. The federal minimum wage requirement also applies to this measure.

Goal: The national goal is 80%.

Weight: 7.5%

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

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

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

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

Measure: The percentage of graduates in the pool who are in a job/military or in a schooling program in the 12th month that meets the Job Corps definition of placement. The federal minimum wage requirement also applies to this measure.

Goal: The national goal is 80%.

Weight: 5%

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

4. **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: 5%

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

- F. **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.

- G. **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, the Direct Center Services measures comprise 35% of the overall assessment. To assess center accomplishments in preparing students sufficiently for long-term attachment to the workforce, the Career Transition Services measures carry a larger weight (65%). Heavier emphasis is placed on graduate outcomes.

- H. **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 is weighted among the individual measures to obtain an overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process. Overall ratings are also used to determine the performance ranges for performance based service contracting.

II. CENTER QUALITY REPORT CARD FOR PY 03

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. 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 following table summarizes the PY 03 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 again in PY 02 to incorporate questions about CDSS services. Also in PY 02, a Spanish version of the survey became available. 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:

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 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 like you are not important"?	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

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:
 - ✓ 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.

III. ROLES AND RESPONSIBILITIES

- A. **National Office**. The National Office is responsible for establishing national policy for the Job Corps center performance measurement system; providing center-specific GED/high school diploma, combination GED/HSD/VOC attainment, graduate average wage and graduate 6- and 12-month earnings goals; monitoring the Job Corps Data Center (JCDC)'s issuance of the Center Report Card and Quality Report Card; tracking performance of Job Corps centers, distributing information, and providing technical assistance or training 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 or as otherwise specified by the National Director of Job Corps.
- B. **Regional Offices**. Regional offices are 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 is 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, are responsible for implementing performance goals with their respective centers, providing staff training, monitoring performance, recommending corrective action as required, submitting corrective action plans to Job Corps regional offices when appropriate; and implementing corrective action plans as directed.
- D. **Job Corps Centers**. Centers are responsible for accurate data reporting to the Job Corps Data Center (JCDC) 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 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 CTS or CIS to help survey staff contact 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.

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

Attachment 1

PY 03 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 03 GED/HSD Attainment Rate Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 9 at Enrollment	28.1	28.1	0.0	0.0326	0.0000
% Completed Grade 10 at Enrollment	30.1	30.1	0.0	0.0532	0.0000
% Completed Grade 11 at Enrollment	26.7	26.7	0.0	0.1061	0.0000
% With Initial Reading Score 500-519	11.3	11.3	0.0	0.0263	0.0000
% With Reading Literacy	63.7	63.7	0.0	0.0816	0.0000
Average Initial Reading Score Above 520	30.6	30.6	0.0	0.2880	0.0000
% With Initial Math Score 475-509	23.3	23.3	0.0	0.0652	0.0000
% With Math Numeracy	48.5	48.5	0.0	0.1543	0.0000
Average Initial Math Score Above 510	22.0	22.0	0.0	0.2036	0.0000
% With Enrollment Age Below Minimum Eligible Age	4.4	4.4	0.0	-0.0088	0.0000
% Additional Barriers to GED Attainment	10.2	10.2	0.0	-0.0351	0.0000
Subtotal					0.0
National Goal					50.0%
Model Adjusted Goal					50.0%

PY 03 Combination GED/HSD Attainment and Vocational Completion Rate Model Worksheet
National Total

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 9 at Enrollment	28.1	28.1	0.0	0.0351	0.0000
% Completed Grade 10 at Enrollment	30.1	30.1	0.0	0.0541	0.0000
% Completed Grade 11 at Enrollment	26.7	26.7	0.0	0.1095	0.0000
% With Initial Reading Score 500-519	11.3	11.3	0.0	0.0309	0.0000
% With Reading Literacy	63.7	63.7	0.0	0.0829	0.0000
Average Initial Reading Score Above 520	30.6	30.6	0.0	0.2069	0.0000
% With Initial Math Score 475-509	23.3	23.3	0.0	0.0619	0.0000
% With Math Numeracy	48.5	48.5	0.0	0.1353	0.0000
Average Initial Math Score Above 510	22.0	22.0	0.0	0.1558	0.0000
% Additional Barriers to GED Attainment	10.2	10.2	0.0	-0.0279	0.0000
				Subtotal	0.0
				National Goal	35.0%
				Model Adjusted Goal	35.0%

**PY 03 Graduate Initial Average Wage Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	18.8	18.8	0.0	0.1099	0.0000
% GED or High School Diploma at Enrollment	30.0	30.0	0.0	0.0011	0.0000
% With Initial Reading Score 500-519	8.9	8.9	0.0	0.0010	0.0000
% With Reading Literacy	71.9	71.9	0.0	0.0011	0.0000
Average Initial Reading Score Above 520	40.7	40.7	0.0	0.0033	0.0000
% With Math Numeracy	59.7	59.7	0.0	0.0013	0.0000
Average Initial Math Score Above 510	31.8	31.8	0.0	0.0037	0.0000
% Training in Bricklayer or Cement Occs.	4.1	4.1	0.0	0.0052	0.0000
% Training in Business Occs.	22.5	22.5	0.0	-0.0050	0.0000
% Training in Carpentry Occs.	5.8	5.8	0.0	0.0068	0.0000
% Training in Construction Occs.	11.9	11.9	0.0	0.0033	0.0000
% Training in Food Service Occs.	9.6	9.6	0.0	-0.0067	0.0000
% Training in Health Occs.	13.9	13.9	0.0	-0.0021	0.0000
% Training in Service Occs.	11.0	11.0	0.0	-0.0039	0.0000
% Training in Welding Occs.	4.8	4.8	0.0	0.0035	0.0000
% Training in Other Occs.	16.4	16.4	0.0	-0.0010	0.0000
Average Wage in All Industries in County (\$1,000's)	33.4	33.4	0.0	0.0428	0.0000
% Placed in Job in State With Higher Minimum Wage than Federal Minimum Wage	17.9	17.9	0.0	0.0071	0.0000
Average Percent of Families in Poverty in County	10.8	10.8	0.0	-0.0436	0.0000
Subtotal					0.00
National Goal					\$8.20
Model Adjusted Goal					\$8.20

**PY 03 Graduate 6-Month Average Weekly Earnings Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	18.8	18.8	0.0	5.5796	0.0000
% With Initial Reading Score 500-519	8.7	8.7	0.0	0.1203	0.0000
% With Reading Literacy	73.9	73.9	0.0	0.0823	0.0000
Average Initial Reading Score Above 520	42.4	42.4	0.0	0.1846	0.0000
% With Math Numeracy	62.6	62.6	0.0	0.1051	0.0000
Average Initial Math Score Above 510	34.0	34.0	0.0	0.0916	0.0000
% Training in Bricklayer or Cement Occs.	4.0	4.0	0.0	0.1640	0.0000
% Training in Business Occs.	23.1	23.1	0.0	-0.2682	0.0000
% Training in Carpentry Occs.	5.8	5.8	0.0	0.3295	0.0000
% Training in Construction Occs.	11.9	11.9	0.0	0.1376	0.0000
% Training in Food Service Occs.	8.8	8.8	0.0	-0.3201	0.0000
% Training in Health Occs.	14.3	14.3	0.0	-0.1075	0.0000
% Training in Service Occs.	11.5	11.5	0.0	-0.2345	0.0000
% Training in Welding Occs.	4.9	4.9	0.0	0.2815	0.0000
% Training in Other Occs.	15.7	15.7	0.0	0.0177	0.0000
Average Wage in All Industries in County (\$1,000's)	33.1	33.1	0.0	1.8554	0.0000
% Placed in Job in State With Higher Minimum Wage than Federal Minimum Wage	18.8	18.8	0.0	0.2810	0.0000
Average Percent of Families in Poverty in County	10.7	10.7	0.0	-1.8993	0.0000
				Subtotal	0
				National Goal	\$355
				Model Adjusted Goal	\$355

**PY 03 Graduate 12-Month Average Weekly Earnings Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	18.8	18.8	0.0	5.5796	0.0000
% With Initial Reading Score 500-519	8.7	8.7	0.0	0.1203	0.0000
% With Reading Literacy	73.9	73.9	0.0	0.0823	0.0000
Average Initial Reading Score Above 520	42.4	42.4	0.0	0.1846	0.0000
% With Math Numeracy	62.6	62.6	0.0	0.1051	0.0000
Average Initial Math Score Above 510	34.0	34.0	0.0	0.0916	0.0000
% Training in Bricklayer or Cement Occs.	4.0	4.0	0.0	0.1640	0.0000
% Training in Business Occs.	23.1	23.1	0.0	-0.2682	0.0000
% Training in Carpentry Occs.	5.8	5.8	0.0	0.3295	0.0000
% Training in Construction Occs.	11.9	11.9	0.0	0.1376	0.0000
% Training in Food Service Occs.	8.8	8.8	0.0	-0.3201	0.0000
% Training in Health Occs.	14.3	14.3	0.0	-0.1075	0.0000
% Training in Service Occs.	11.5	11.5	0.0	-0.2345	0.0000
% Training in Welding Occs.	4.9	4.9	0.0	0.2815	0.0000
% Training in Other Occs.	15.7	15.7	0.0	0.0177	0.0000
Average Wage in All Industries in County (\$1,000's)	33.1	33.1	0.0	1.8554	0.0000
% Placed in Job in State With Higher Minimum Wage than Federal Minimum Wage	18.8	18.8	0.0	0.2810	0.0000
Average Percent of Families in Poverty in County	10.7	10.7	0.0	-1.8993	0.0000
				Subtotal	0
				National Goal	\$370
				Model Adjusted Goal	\$370

**PY 03 Center Goals for
GED/HSD, Combination Graduate,
Initial Wage, 6-Month, and 12-Month Average Weekly Earnings**

Code	Name	GED/HSD	Combination Graduate	Initial Wage	Weekly Earnings	
					6 months	12 months
	National	50.0	35.0	\$8.20	\$355	\$370
10100	Grafton	47.1	32.5	\$9.00	\$391	\$406
10200	Northlands	52.7	36.9	\$8.57	\$373	\$388
10300	Penobscot	53.2	37.5	\$8.52	\$370	\$385
10400	Westover	47.8	33.0	\$9.00	\$389	\$404
10500	Connecticut	48.7	34.0	\$9.07	\$394	\$409
10600	Loring	51.2	36.0	\$8.84	\$382	\$397
10700	Shriver	52.2	36.5	\$9.19	\$388	\$403
20100	Arecibo	47.8	32.6	\$5.77	\$258	\$273
20200	Barranquitas	48.2	33.0	\$5.90	\$258	\$273
20300	Cassadaga	48.2	33.5	\$8.08	\$345	\$360
20400	Delaware Valley	45.4	31.3	\$7.92	\$331	\$346
20500	Edison	44.6	30.7	\$8.52	\$365	\$380
20700	Glenmont	46.7	32.6	\$7.96	\$340	\$355
20800	Iroquois	53.5	37.9	\$8.07	\$343	\$358
20900	Oneonta	47.9	33.5	\$8.14	\$344	\$359
21000	Ramey	48.0	32.8	\$6.17	\$261	\$276
21100	South Bronx	44.4	30.4	\$7.51	\$327	\$342
30100	Blue Ridge	53.4	37.9	\$7.94	\$343	\$358
30200	Charleston	57.0	40.7	\$8.18	\$352	\$367
30400	Flatwoods	47.5	33.0	\$8.48	\$374	\$389
30500	Harpers Ferry	48.7	33.7	\$8.40	\$357	\$372
30600	Keystone	41.7	28.2	\$8.22	\$354	\$369
30700	Old Dominion	45.6	31.4	\$8.11	\$351	\$366
30800	Philadelphia	48.8	34.0	\$8.05	\$347	\$362
30900	Pittsburgh	55.4	39.4	\$8.49	\$362	\$377
31000	Potomac	51.0	35.7	\$8.50	\$366	\$381
31100	Red Rock	48.7	33.9	\$8.39	\$362	\$377
31200	Woodland	48.5	34.0	\$8.45	\$360	\$375
31300	Woodstock	48.3	33.8	\$8.48	\$365	\$380
31500	Carl D.Perkins	57.3	40.8	\$8.10	\$350	\$365
31600	Earl Clements	50.7	35.7	\$8.15	\$351	\$366
31700	Frenchburg	52.3	36.9	\$8.26	\$346	\$361
31800	Great Onyx	52.8	37.2	\$8.01	\$346	\$361
31900	Pine Knot	46.4	31.9	\$8.11	\$357	\$372
32000	Whitney Young	49.3	34.6	\$7.87	\$339	\$354
32100	Muhlenberg	48.6	33.8	\$7.94	\$342	\$357
40100	Atlanta	55.8	40.1	\$8.13	\$348	\$363

Code	Name	GED/HSD	Combination Graduate	Initial Wage	Weekly Earnings	
					6 mos.	12 mos.
40200	Bamberg	50.9	36.0	\$7.71	\$331	\$346
40300	Batesville	39.5	26.1	\$7.49	\$323	\$338
40400	Brunswick	53.5	37.8	\$8.17	\$348	\$363
40800	Gainesville	42.4	28.8	\$7.74	\$338	\$353
41000	Gulfport	48.6	33.8	\$7.75	\$336	\$351
41100	Jacksonville	48.3	33.6	\$7.77	\$348	\$363
41200	Jacobs Creek	43.3	29.5	\$8.15	\$355	\$370
41300	Kittrell	50.2	35.0	\$7.98	\$347	\$362
41500	Lyndon Johnson	48.3	33.2	\$8.08	\$349	\$364
41600	Miami	42.5	29.1	\$7.92	\$340	\$355
41700	Mississippi	48.7	34.2	\$7.24	\$317	\$332
41800	Oconaluftee	44.3	30.4	\$7.92	\$347	\$362
42000	Schenck	47.3	32.5	\$8.30	\$361	\$376
42100	Turner	48.7	34.0	\$7.89	\$342	\$357
42400	Gadsden	47.6	32.8	\$7.74	\$332	\$347
42500	Memphis	47.5	33.2	\$7.87	\$346	\$361
42600	Montgomery	50.4	35.8	\$7.98	\$345	\$360
42700	Homestead	42.8	29.1	\$8.07	\$344	\$359
50100	Atterbury	53.6	38.1	\$8.41	\$367	\$382
50200	Blackwell	50.0	35.3	\$8.61	\$374	\$389
50300	Cincinnati	52.6	37.1	\$8.56	\$364	\$379
50400	Cleveland	51.6	36.3	\$8.08	\$356	\$371
50500	Dayton	54.3	38.5	\$8.08	\$357	\$372
50600	Detroit	46.6	32.6	\$8.56	\$366	\$381
50700	Golconda	52.5	37.1	\$8.47	\$373	\$388
50800	Grand Rapids	51.7	36.3	\$8.14	\$351	\$366
50900	H. Humphrey	59.2	42.8	\$8.35	\$360	\$375
51000	Joliet	50.0	35.4	\$8.32	\$362	\$377
51100	Flint/Genesee	47.5	33.1	\$8.34	\$356	\$371
51200	Chicago	50.9	36.0	\$8.44	\$364	\$379
60100	Albuquerque	46.8	32.4	\$7.86	\$342	\$357
60200	Cass	49.3	34.2	\$8.11	\$350	\$365
60300	David Carrasco	43.5	29.5	\$7.22	\$312	\$327
60400	Gary	53.4	37.7	\$8.20	\$355	\$370
60500	Guthrie	51.6	36.2	\$8.06	\$347	\$362
60600	Laredo	41.7	27.9	\$7.09	\$299	\$314
60700	Little Rock	49.3	34.5	\$7.69	\$330	\$345
60800	North Texas	52.0	36.6	\$8.22	\$352	\$367
60900	New Orleans	40.8	27.7	\$7.37	\$316	\$331
61000	Ouachita	43.3	29.4	\$8.22	\$359	\$374
61100	Roswell	52.2	36.7	\$7.65	\$332	\$347
61200	Shreveport	38.4	25.5	\$7.43	\$329	\$344
61300	Talking Leaves	53.6	37.8	\$7.57	\$342	\$357
61400	Treasure Lake	50.7	35.5	\$8.14	\$347	\$362
61500	Tulsa	51.0	35.8	\$7.89	\$340	\$355

Code	Name	GED/HSD	Combination Graduate	Initial Wage	Weekly Earnings	
					6 mos.	12 mos.
70100	Denison	54.2	38.4	\$8.16	\$352	\$367
70200	Excelsior Springs	49.6	34.6	\$8.08	\$353	\$368
70300	Mingo	50.3	34.9	\$7.96	\$353	\$368
70400	Pine Ridge	57.1	40.4	\$8.18	\$355	\$370
70500	St Louis	45.3	31.3	\$8.08	\$354	\$369
70600	Flint Hills	52.3	36.9	\$7.94	\$338	\$353
80100	Anaconda	59.3	42.2	\$8.33	\$362	\$377
80200	Boxelder	54.2	38.1	\$8.06	\$345	\$360
80300	Clearfield	56.1	40.0	\$8.39	\$365	\$380
80400	Collbran	49.9	34.9	\$8.21	\$364	\$379
80500	Kicking Horse	48.6	33.8	\$7.54	\$343	\$358
80600	Trapper Creek	58.3	41.4	\$8.27	\$356	\$371
80700	Weber Basin	56.8	40.6	\$8.00	\$353	\$368
80800	Burdick	53.0	37.3	\$7.79	\$342	\$357
90100	Hawaii	47.9	33.2	\$7.89	\$343	\$358
90200	Inland Empire	49.6	35.0	\$8.61	\$375	\$390
90300	Los Angeles	44.9	31.3	\$8.60	\$367	\$382
90400	Phoenix	47.6	33.1	\$8.23	\$356	\$371
90500	Sacramento	48.0	33.7	\$8.80	\$377	\$392
90600	San Diego	50.5	35.7	\$8.98	\$387	\$402
90700	San Jose	52.2	37.1	\$8.93	\$388	\$403
90800	Sierra Nevada	50.8	35.8	\$8.39	\$364	\$379
90900	Treasure Island	50.1	35.5	\$9.00	\$373	\$388
91000	Fred G. Acosta	43.9	29.8	\$7.88	\$342	\$357
91100	Long Beach	47.4	33.3	\$8.59	\$375	\$390
100100	Angell	52.7	37.0	\$8.77	\$388	\$403
100200	Cascades	51.3	35.8	\$9.09	\$389	\$404
100300	Columbia Basin	54.5	38.8	\$9.03	\$384	\$399
100400	Curlew	58.3	41.2	\$9.12	\$406	\$421
100500	Fort Simcoe	52.2	36.6	\$8.98	\$382	\$397
100600	Centennial	56.5	40.0	\$8.47	\$365	\$380
100700	Springdale	54.8	38.9	\$8.79	\$377	\$392
100800	Timber Lake	60.6	43.3	\$9.17	\$396	\$411
100900	Tongue Point	54.6	38.6	\$8.82	\$379	\$394
101000	Wolf Creek	58.5	41.7	\$8.90	\$394	\$409
101100	Alaska	61.5	44.0	\$9.15	\$392	\$407
1	Boston Region Total	50.2	35.0	\$8.88	\$383	\$398
2	New York Region Total	46.4	32.1	\$7.64	\$331	\$346
3	Philadelphia Region Total	49.9	34.9	\$8.22	\$354	\$369
4	Atlanta Region Total	47.6	33.1	\$7.90	\$342	\$357
5	Chicago Region Total	51.9	36.7	\$8.36	\$363	\$378
6	Dallas Region Total	49.6	34.6	\$7.93	\$343	\$358
7	Kansas City Region Total	50.4	35.2	\$8.06	\$351	\$366
8	Denver Region Total	55.2	39.1	\$8.20	\$358	\$373
9	San Francisco Region Total	48.7	34.1	\$8.60	\$370	\$385
10	Seattle Region Total	55.4	39.2	\$8.90	\$385	\$400

<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. Job Corps centers, CTS agencies and National Training Contractors (NTCs) may file an appeal.
4. Appeals **must** be submitted with supporting documentation.
5. Submit the appeal with documentation to the National Program Accountability Unit, National Office of Job Corps.

INSTRUCTIONS FOR COMPLETING THE APPEAL FORM

Check Box for Appeal

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

Student Information

1. Check one box to indicate which survey you are appealing.
Enter the student's nine-digit social security number in the boxes.
2. Print the student's name, last name first, followed by first name and middle initial.
3. Print the name of the center from which the student terminated.
4. Record the month, day and year that the student 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 federal minimum wage (the Federal Minimum Wage) for this to qualify as a Job Corps Job Placement.
5. If the student earns other payments from this job, enter the weekly amount of those payments in column 4.

You must attach written documentation of employment information. Pay information must either: (1) at a minimum, include the seven day period 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. Written documentation may include a pay stub, written statement on letterhead, or business card stamp on an employer verification form.

Section B: Education

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

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

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

If the student...

- a. is enrolled in high school, **enter the grade level in the box and the number of hours the student attended during the survey week.** The student must be enrolled in 9th grade or higher to qualify.
- b. was enrolled in a post-secondary vocational or technical school, enter the **number of hours the student attended during the survey week.**
- c. was enrolled in college, record the number of **course credit hours** the student was **registered** to take for the period that includes the dates of the survey week.
- d. was enrolled in an on-the-job-training program or was working in a subsidized job, enter the **number of hours the student worked during the survey week.**
- e. was enrolled in an “other” program (e.g., a program to obtain a GED, etc), enter the **number of hours the student attended during the survey week.**

4. Enter the type of “other” program on the line.

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

Information about You (Bottom of Form)

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

U.S. Department of Labor – Employment and Training Administration

JOB CORPS APPEAL FORM FOR 6- or 12-MONTH SURVEY DATA

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