

APPENDIX 501a

**POLICIES AND PROCEDURES
FOR PY 2004
CENTER REPORT CARD
AND
CENTER QUALITY REPORT CARD**

TABLE OF CONTENTS

I. CENTER REPORT CARD FOR PY 2004

A.	Overview.....	1
B.	PY 2004 Changes in Appendix 501a	1
C.	Direct Center Services Measures	4
1.	60-Day Commitment Rate.....	5
2.	GED/High School Diploma Attainment Rate	5
3.	Vocational Completion Rate.....	6
4.	Literacy Gain Rate	6
5.	Numeracy Gain Rate.....	7
D.	Initial Career Transition Services Measures	9
1.	All Terminee Placement Rate	9
2.	Graduate Initial Placement Rate	10
3.	Graduate Average Wage at Initial Placement	10
E.	Long-Term Career Transition Services Measures	11
1.	Graduate 6-Month Follow-Up Placement Rate	11
2.	Graduate 6-Month Average Weekly Earnings.....	12
3.	Graduate 12-Month Follow-Up Placement Rate	12
F.	Performance Goals	13
G.	Weights.....	13
H.	Overall Rating	13

II. CENTER QUALITY REPORT CARD FOR PY 2004

A.	Overview.....	14
B.	Student On-Board Strength (OBS) Measure.....	14
C.	Quality Rating on Center.....	14
D.	Student Satisfaction Survey (SSS)	15

III. ROLES AND RESPONSIBILITIES

A.	National Office	18
B.	Regional Offices	18

C. Center Operators 19

D. Job Corps Centers 19

E. Job Corps Data Center 19

- Attachment 1: Model-Based Goals and National Worksheets
- Attachment 2: Instructions for Filing an Appeal of 6- or 12-Month Follow-up
Survey Data

I. CENTER REPORT CARD FOR PY 2004

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

- A. **Overview.** The Center Report Card is one of two measurement systems that assess 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. **PY 2004 Changes in Appendix 501a.** Provided below is a description of changes to the Center Report Card for PY 2004:

1. **60-day Commitment Rate.** The weight for this measure is reduced from 10% to 5%. The purpose is two-fold: 1) to retain some emphasis on commitment but recognize that there is relatively low variance on this measure, so that decreasing the weight should not significantly affect the system; and 2) the extra 5% weight freed from the commitment measure is moved to measures that may have a greater impact on the system.
2. **GED/HSD Attainment Rate.** The weight for this measure is decreased from 10% to 5%. This allows some weight to shift to the new measures that may have a greater impact on the system, and ultimately supports the attainment of a General Education Diploma (GED) or High School Diploma (HSD).
3. **Combination Graduate Rate.** This measure is eliminated from the PY 2004 Outcome Measurement System Center Report Card in order to address imbalances that can impact overall ratings. As this does not affect the student transitional pay for attaining education credential and vocational completion, youth will continue to be encouraged to achieve both.
4. **Literacy Gain Rate and Numeracy Gain Rate.** Two learning gains measures (a literacy gain measure and a numeracy gain measure) are added to the OMS Center Report Card to align the system more closely with the Common Measures initiative. Two separate measures are established to reward achievement

separately for literacy and numeracy gains (and motivate achievement in both) and encourage centers not to focus on one area over the other when students have tested low in both subjects. These measures will help centers by giving credit for youth who achieve significant gains in literacy and/or numeracy, but have not yet reached the proficiency required to pass the GED or HSD. Statistical models have been developed to set individualized center goals for these measures that account for differences in students' academic abilities at entry.

5. **Former Enrollee Placement Rate.** The Former Enrollee Placement Rate is eliminated from the PY 2004 OMS Center Report Card to correct for imbalances found in this measure's outcomes, especially for centers with small pools. This measure is replaced with the All Terminee Placement Rate measure discussed below.
6. **All Terminee Placement Rate.** The Former Enrollee Placement Rate is replaced with an All Terminee Placement Rate, which focuses on all students eligible for placement services (i.e., graduates and former enrollees). Adding a measure of all students eligible for placement services provides a better summary indicator of placement outcomes and more closely aligns the system with the Common Measures initiative. The All Terminee rate is assigned the weight of 10% that was previously allocated to the Former Enrollee Placement measure and the goal is set at 85%.
7. **Graduate Average Wage at Initial Placement.** The goal for the Graduate Average Wage at Initial Placement is increased from \$8.20 to \$8.25 as a large proportion of centers and CTS agencies were achieving the PY 2003 goal. The higher goal also ensures that the measure continues to be ambitious and emphasizes continuous improvement in this area. This continues to be a model-based goal for centers and CTS agencies.
8. **Graduate 6-Month Follow-up Placement Rate.** The goal for this measure is decreased from 80% to 70%, and the weight is increased from 7.5% to 20%. Consistent with the philosophy of setting performance goals, this goal is reduced in PY 2004 since extremely few centers and CTS agencies were achieving PY 2003 levels, indicating that the PY 2003 goal was overly ambitious. The increase in the weight further emphasizes the importance of securing solid initial placements for graduates.
9. **Graduate 6-Month Average Weekly Earnings.** The national goal for this measure is increased from \$355 to \$368. Consistent with the philosophy of setting performance goals, this goal is raised by a small degree since the majority of centers and CTS agencies were achieving their PY 2003 goals. However, the increase is relatively modest in recognition of current economic conditions. The goal for this measure continues to be model-based for centers and CTS agencies. The weight is also decreased from

7.5% to 5% to allow further emphasis to be placed on 6-month placement and its role in overall student success.

10. **Graduate 12-Month Follow-up Placement Rate.** The goal for this measure is decreased from 80% to 70%. As with the 6-month placement rate, this goal is lowered since very few centers and CTS agencies were achieving PY 2003 levels, indicating that the PY 2003 goal was overly ambitious.
11. **Graduate 12-Month Average Weekly Earnings.** This measure is eliminated from the PY 2004 Center Report Card to focus the system on earlier post-placement outcomes. It is anticipated that solid post-placement outcomes at 6-months will continue to translate into successful 12-month earnings outcomes.

Provided on the next page is a summary table outlining the PY 2004 Center Report Card.

Category	Definition	Goal	Weight
Direct Center Services – 30%			
60-Day Commitment Rate	$\frac{\text{No. of Terminees Remaining in Program 60+ Calendar Days}}{\text{No. of Terminees}}$	95%	5%
GED/High School Diploma Attainment Rate*	$\frac{\text{No. of Terminees who Attain a GED or HSD}}{\text{No. of Terminees without a GED or HSD at Entry}}$	50%	5%
Vocational Completion Rate	$\frac{\text{No. of Terminees who Complete a Vocational Training Program}}{\text{No. of Terminees}}$	65%	10%
Literacy Gain Rate*	No. of Terminees who enter the program 7/1/04 or later and who increase at least one educational functioning level on the highest valid subsequent TABE reading test	48%	5%
Numeracy Gain Rate*	No. of Terminees who enter the program 7/1/04 or later and who increase at least one educational functioning level on the highest valid subsequent TABE math test	48%	5%
	No. of Terminees who enter the program 7/1/04 or later and who score 552 or lower on the initial TABE reading test or who do not take a valid initial reading test		
	No. of Terminees who enter the program 7/1/04 or later and who score 551 or lower on the initial TABE math test or who do not take a valid initial math test		
Initial Career Transition Services – 40%			
All Terminee Placement Rate	$\frac{\text{No. of Former Enrollees and Graduates Initially Placed in a Job, the Military or School or Graduates who transfer to an AT program}}{\text{No. of Former Enrollees and Graduates Due or Received, or Graduates who transfer to an AT program}}$	85%	10%
Graduate Initial Placement Rate	$\frac{\text{No. of Graduates Initially Placed in a Job, the Military or School or who transfer to an AT program}}{\text{No. of Graduates Due or Received or who transfer to an AT program}}$	95%	15%
Graduate Average Wage at Initial Placement*	$\frac{\text{Sum of Wages of Graduates Initially Placed in a Job or the Military}}{\text{No. of Graduates Initially Placed in a Job or the Military}}$	\$8.25	15%
Long-Term Career Transition Services – 30%			
Graduate 6-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates in Job, Military, or School at 6 months after Initial Placement}}{\text{No. of Placed Graduates who Complete the 6-month follow-up survey}}$	70%	20%
Graduate 6-Month Average Weekly Earnings *	$\frac{\text{Sum of Weekly Earnings of Graduates in a Job or the Military at 6 months after Initial Placement}}{\text{No. of Placed Graduates in a Job or the Military at 6 months after Initial Placement}}$	\$368	5%
Graduate 12-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates in Job, Military, or School at 12 months after Initial Placement}}{\text{No. of Placed Graduates who Complete the 12-month follow-up survey}}$	70%	5%
<i>*Model-based goal</i>			100%

C. Direct Center Services Measures. Students who separate as a Zero

Tolerance (ZT) Level 1 05.1A or 05.2B in 30 days or less, or who separate as a ZT Level 1 05.2A in 45 days or less 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 Rate.** 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: 5%

Formula:
$$\frac{\text{Number of Terminees Remaining in the Program 60+ Calendar Days}}{\text{Number of Terminees}}$$

2. **GED/High School Diploma Attainment Rate.** This measure occurs during the Career Development Period (CDP) of the Career Development Services System (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 HSD 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 HSD during enrollment.

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

Attachment 1 for specific goals.

Weight: 5%

Formula:
$$\frac{\text{Number of Terminees Who Attain a GED or HSD}}{\text{Number of Terminees Without a GED or HSD at Entry}}$$

- 3. Vocational Completion Rate.** This measure also occurs during the 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:
$$\frac{\text{Number of Terminees Who Complete a Vocational Training Program}}{\text{Number of Terminees}}$$

- 4. Literacy Gain Rate.** This measure occurs during the CDP. This measure will support programs such as the High School Diploma Initiative and the English as a Second Language (ESL) Initiative and will help centers by giving credit to those youth that have achieved significant gains in literacy, but who have not yet reached the proficiency required to pass the GED or obtain an HSD.

Pool: All terminees (excluding ZTs) who entered the program on July 1, 2004 or later, and who scored less than or equal to a TABE score of 552 (which corresponds to an Adult Basic Education [ABE] level of 4) on the initial TABE reading test (level E, M, or D) or who did not take a valid initial reading test.

Measure: Number of students in the pool who increased at least one educational functioning level on the highest valid subsequent TABE reading test (level E, M, or D).

Goal: A model-based goal is used for this measure to account for differences in students' academic abilities at entry. See Attachment 1 for specific goals.

Weight: 5%

Formula:
$$\frac{\text{Number of Terminees Who Enter the Program 7/1/04 or Later and Who Increase at Least One Educational Functioning Level on the Highest Valid Subsequent TABE Reading Test}}{\text{Number of Terminees Who Enter the Program 7/1/04 or Later and Who Score 552 or Lower on the Initial TABE Reading Test or Who Do Not Take a Valid Initial Reading Test}}$$

Note: A valid initial test is one that is administered within the first 14 days on center. Individuals who take their initial test on their 15th day on center (or later) are treated as not having a valid initial test, are included in the pool along with those who do not take a test, and cannot obtain a literacy gain. A valid follow-up test is one that is administered 30 or more days after the initial TABE test.

Based on guidelines established by the Common Measures initiative, six different educational functioning levels have been developed for literacy that are based on specific ranges of scale scores. Specifically, for the TABE reading test, the following table shows the correlation between TABE reading scores and educational functioning levels.

Educational Functioning (ABE) Level	Total TABE Reading Scores
1	367 and below
2	368-460
3	461-517
4	518-566
5	567-595
6	596 and above

As indicated above, a gain occurs when a student increases from a lower educational functioning level to a higher level (e.g., from level 2 to level 3) credit is received only when youth attain a follow-up TABE test score that places them into a higher ABE level than their initial score did, regardless of the number of points by which their score increased. For Example: If a student scores a 516 on the initial TABE reading test, and then scores a 518 on a subsequent TABE reading test, then there has been an increase of one educational level (from level 3 to level 4) and credit is given. If, however, a student scores a 519 on the first reading TABE test and then scores a 560 on

a subsequent test, the center does not receive credit as the student has remained within the same educational functioning level.

- 5. Numeracy Gain Rate.** As with the literacy gain measure, this measure occurs during CDP. This indicator will support programs such as the High School Diploma Initiative and the ESL Initiative and will help centers by giving credit to those youth that have achieved significant gains in numeracy, but who have not yet reached the proficiency required to pass the GED or HSD.

Pool: All terminees (excluding ZTs) who entered the program on July 1, 2004 or later, and who scored less than or equal to a TABE score of 551 (which corresponds to an ABE level of 4) on the initial TABE math test (level E, M, or D) or who did not take a valid initial math test.

Measure: Number of students in the pool who increased at least one educational functioning level on the highest valid subsequent TABE math test (level E, M, or D).

Goal: A model-based goal is used for this measure to account for differences in student academic abilities at entry. See Attachment 1 for specific goals.

Weight: 5%

Formula:

$$\frac{\text{Number of Terminees Who Enter the Program 7/1/04 or Later and Who Increase at Least One Educational Functioning Level on the Highest Valid Subsequent TABE Math Test}}{\text{Number of Terminees Who Enter the Program 7/1/04 or Later and Who Score 551 or Lower on the Initial TABE Math Test or Who Do Not Take a Valid Initial Math Test}}$$

Note: A valid initial test is one that is administered within the first 14 days on center. Individuals who take their initial test on their 15th day on center (or later) are treated as not having a valid initial test, are included in the pool along with those who do not take a test, and cannot obtain a math gain. A valid follow-up test is one that is administered 30 or more days after the initial TABE test.

As with the literacy gain rate, six different educational functioning levels have been developed for numeracy that are

based on distinct ranges of scale scores. Specifically, for the TABE math test, the following table shows the correlation between TABE math scores and educational functioning levels.

Educational Functioning (ABE) Level	Total TABE Math Scores
1	313 and below
2	314-441
3	442-505
4	506-565
5	566-594
6	595 and above

As indicated above, a gain occurs when a student increases from a lower educational functioning level to a higher level (e.g., from level 2 to level 3) credit is received only when youth attain a follow-up TABE test score that places them into a higher ABE level than their initial score did, regardless of the number of points by which their score increased. For Example: If a student scores a 440 on the initial TABE math test, and then scores a 443 on a subsequent TABE math test, then there has been an increase of one educational level (from level 2 to level 3) and credit is given. If however, a student scores a 444 on the first math TABE test and then scores a 500 on a subsequent test, the center does not receive credit as the student has remained within the same educational level.

D. Initial Career Transition Services Measures.

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

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

Measure: Number of graduates and former enrollees in the pool who

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

are placed in a job, school program, the military or a job/college combination according to the Job Corps placement definition in PRH Chapter 4, Exhibit 4-1, or who transfer to an approved AT program at another center.

Goal: The national goal is 85%.

Weight: 10%

Formula:
$$\frac{\text{Number of Former Enrollees and Graduates Who Meet the Job Corps Placement Definition or Graduates Who Transfer to an Approved AT Program at Another Center}}{\text{Number of Former Enrollees and Graduates Due or Received or Graduates Who Transfer to an Approved AT Program at Another Center}}$$

- 2. Graduate Initial Placement Rate.** The graduate initial placement rate must be measured as required 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 educational program, the military, or a job/school combination according to Job Corps' placement definition in PRH Chapter 4, Exhibit 4-1, or who transfer to an approved 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 Advanced Career Training (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

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

Pool: All graduates initially placed in jobs or the military during the period as defined in PRH Chapter 4, Exhibit 4-1.

Measure: The average hourly wage of graduates on their initial placement in jobs or the military.

Goal: A model is used to set individualized center goals for this measure that adjusts for factors beyond the center operator's control, including characteristics of the labor market. See Attachment 1 for specific goals.

Weight: 15%

Formula: Sum of Wages of Graduates Initially Placed in a Job or Military
Number of Graduates Initially Placed in a Job or Military

Note: Valid initial placements that are deemed "non-credited" by the 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 levels only. Centers, CTS agencies, and National Training Contractors (NTCs), where applicable, will not receive credit for these initial placements. However, all entities will have an opportunity to receive credit for the 6- and 12-month outcomes, provided these graduates 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 Rate.** This measure is required under 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 placed in a valid job, school program, or the military as defined by Job Corps in the 6th month. The federal minimum wage requirement also applies to this measure.

Goal: The national goal is 70%.

Weight: 20%

Formula:
$$\frac{\text{Number of Initially Placed Graduates in the Pool Who Meet the Job Corps Definition of Placement in the 6}^{\text{th}} \text{ Month}}{\text{Number of Graduates Initially Placed Who Complete the 6-Month Follow-Up Survey}}$$

2. **Graduate 6-Month Average Weekly Earnings.** This measure is required under the WIA and 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, six months later, are in a job that meets the placement definition in PRH Chapter 4, Exhibit 4-1.

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

Weight: 5%

Formula:
$$\frac{\text{Sum of Weekly Earnings of Graduates Who Report They are Working at 6 Months After Placement in a Job or Military That Meets the Job Corps Placement Definition}}{\text{Number of Graduates Who Report They are Working in the 6}^{\text{th}} \text{ Month After Initial Placement in a Job That Meets the Job Corps Placement Definition}}$$

3. **Graduate 12-Month Follow-Up Placement Rate.** 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 and who complete the 12-month follow-up survey.

Measure: The percentage of graduates in the pool who are placed in a valid job, schooling program, or the military as defined by Job Corps in the 12th month. The federal minimum wage requirement also applies to this measure.

Goal: The national goal is 70%.

Weight: 5%

Formula:
$$\frac{\text{Number of Initially Placed Graduates in the Pool Who Meet the Job Corps Definition of a Placement in the 12}^{\text{th}} \text{ Month}}{\text{Number of Graduates Initially Placed Who Complete the 12-Month Follow-Up Survey}}$$

- 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 analyses of historical data have been conducted to assist in establishing reasonable and attainable goals for the system.

The following measures have *national* goals: 60-day commitment rate, vocational completion rate, all terminee placement rate, graduate placement rate, graduate 6-month follow-up placement rate, and graduate 12-month follow-up placement rate.

The following measures have *model-based* goals: GED/HSD attainment rate, literacy gain rate, numeracy gain rate, graduate average wage at initial placement, and graduate 6-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. Although there is still sufficient emphasis on the on-center measures, as indicated in the summary table, overall weight on long-term placement measures has increased slightly in PY 2004 to focus more attention on achieving placement and wages for graduates. This highlights the link between on-center achievements and post-center success, since youth who have a GED/HSD and/or vocational completion are more likely to be placed and earn higher wages.

- 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 2004

A. Overview. The Center Quality Report Card is the second measurement system that comprises the center performance measurement 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 the following three areas of life on a center:

- The center's ability to operate at full capacity (OBS)
- The center quality rating (QR) based on an on-site review by a team of Federal representatives, and
- Students' perception of safety (SSS)

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 2004 Quality Report Card:

MEASURES	POOL	GOALS	PERFORMANCE
Student On Board Strength (OBS)	Planned capacity (beds available)	100% capacity utilization	Percent 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 Survey -- Safety	All students who respond to at least 7 of the 12 safety satisfaction questions	90%	Percent 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 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 SSS was revised in PY 1999 and again in PY 2002 to incorporate questions about CDSS services. Also in PY 2002, a Spanish version of the survey became available. The student satisfaction survey is administered quarterly to all students, including new arrivals, enrolled in Job Corps. The survey questions elicit students' perceptions on 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.

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 SSS, 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 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 six 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 are 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 - 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

The national goal for the Student Safety measure is 90%. In constructing the safety measure, students who respond positively to at least six items (i.e., 6 out of 12) 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.

The SSS yields useful information, regarding the quality of services provided to students, which 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.*

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/HSD, graduate average wage and graduate 6-month earnings goals; monitoring the JCDC 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 Regional Office, 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 the Office of Inspector General (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 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 into the CIS. This data is available under the Freedom of Information Act (FOIA) and is provided to the OIG and General Accounting Office (GAO) upon request.

Integrity of data is essential to the reputation of the Job Corps program. 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. The 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. The JCDC provides help desk services regarding Job Corps center data, and reporting and oversight of CIS. Additionally, the JCDC provides Help Desk services to the National Office and Regional Offices regarding Job Corps center data and reporting. Finally, the JCDC provides training and services to the regions on CIS.

Attachment 1

PY 2004 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)
% Age 16 at Enrollment	19.4	19.4	0.0	-0.0729	0.0000
% Age 17 at Enrollment	25.0	25.0	0.0	-0.0521	0.0000
% Age 18 at Enrollment	20.0	20.0	0.0	-0.0349	0.0000
% With Initial Reading Functional Level 4	37.3	37.3	0.0	0.1107	0.0000
% With Initial Reading Functional Level 5	15.7	15.7	0.0	0.2539	0.0000
% With Initial Reading Functional Level 6	13.4	13.4	0.0	0.3235	0.0000
% With Initial Math Functional Level 4	35.6	35.6	0.0	0.1783	0.0000
% With Initial Math Functional Level 5	9.5	9.5	0.0	0.3175	0.0000
% With Initial Math Functional Level 6	7.1	7.1	0.0	0.3519	0.0000
% With Barriers to GED Testing Eligibility	5.3	5.3	0.0	-0.0503	0.0000
% With Testing Barriers to GED Attainment	28.0	28.0	0.0	-0.0341	0.0000
Subtotal					0.0
National Goal					50.0%
Model Adjusted Goal					50.0%

**PY 2004 Literacy Gain Rate Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 9 at Enrollment	23.5	23.5	0.0	0.0414	0.0000
% Completed Grade 10 at Enrollment	23.8	23.8	0.0	0.0391	0.0000
% Completed Grade 11 or Higher at Enrollment	20.1	20.1	0.0	0.0449	0.0000
% With Initial Reading Functional Level 1	3.0	3.0	0.0	0.5305	0.0000
% With Initial Reading Functional Level 2	14.5	14.5	0.0	0.4270	0.0000
% With Initial Reading Functional Level 3	38.4	38.4	0.0	0.3652	0.0000
% With Initial Math Functional Level 3	43.8	43.8	0.0	0.1051	0.0000
% With Initial Math Functional Level 4	29.3	29.3	0.0	0.1617	0.0000
% With Initial Math Functional Level 5	4.4	4.4	0.0	0.2086	0.0000
% With Initial Math Functional Level 6	1.8	1.8	0.0	0.2060	0.0000
Subtotal					0.0
National Goal					48.0%
Model Adjusted Goal					48.0%

**PY 2004 Numeracy Gain Rate Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 9 at Enrollment	23.0	23.0	0.0	0.0245	0.0000
% Completed Grade 10 at Enrollment	23.8	23.8	0.0	0.0368	0.0000
% Completed Grade 11 or Higher at Enrollment	20.1	20.1	0.0	0.0500	0.0000
% With Initial Math Functional Level 1	0.8	0.8	0.0	0.4225	0.0000
% With Initial Math Functional Level 2	16.0	16.0	0.0	0.3324	0.0000
% With Initial Math Functional Level 3	43.7	43.7	0.0	0.3067	0.0000
% With Initial Reading Functional Level 5	13.6	13.6	0.0	0.0283	0.0000
% With Initial Reading Functional Level 6	8.1	8.1	0.0	0.0248	0.0000
				Subtotal	0.0
				National Goal	48.0%
				Model Adjusted Goal	48.0%

**PY 2004 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	18.9	18.9	0.0	0.1126	0.0000
% GED or High School Diploma at Enrollment	31.6	31.6	0.0	0.0010	0.0000
% With Reading Literacy	72.2	72.2	0.0	0.0008	0.0000
Average Initial Reading Score Above 520	41.4	41.4	0.0	0.0026	0.0000
% With Math Numeracy	60.2	60.2	0.0	0.0010	0.0000
Average Initial Math Score Above 510	32.4	32.4	0.0	0.0029	0.0000
% Training in Bricklayer or Cement Occs.	4.2	4.2	0.0	0.0060	0.0000
% Training in Business Occs.	21.8	21.8	0.0	-0.0053	0.0000
% Training in Carpentry Occs.	6.0	6.0	0.0	0.0065	0.0000
% Training in Construction Occs.	12.2	12.2	0.0	0.0022	0.0000
% Training in Food Service Occs.	9.5	9.5	0.0	-0.0065	0.0000
% Training in Health Occs.	14.3	14.3	0.0	-0.0025	0.0000
% Training in Service Occs.	10.8	10.8	0.0	-0.0046	0.0000
% Training in Welding Occs.	4.9	4.9	0.0	0.0048	0.0000
% Training in Other Occs.	16.3	16.3	0.0	-0.0007	0.0000
Average Wage in All Industries in County (\$1,000's)	34.2	34.2	0.0	0.0410	0.0000
% Placed in Job in State With Higher Minimum Wage than Federal Minimum Wage	18.9	18.9	0.0	0.0083	0.0000
Average Percent of Families in Poverty in County	10.6	10.6	0.0	-0.0396	0.0000
				Subtotal	0.00
				National Goal	\$8.25
				Model Adjusted Goal	\$8.25

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

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	18.9	18.9	0.0	6.7075	0.0000
% With Reading Literacy	74.5	74.5	0.0	0.1122	0.0000
Average Initial Reading Score Above 520	43.6	43.6	0.0	0.0992	0.0000
% With Math Numeracy	63.7	63.7	0.0	0.1293	0.0000
Average Initial Math Score Above 510	35.4	35.4	0.0	0.1304	0.0000
% Training in Bricklayer or Cement Occs.	3.8	3.8	0.0	0.2671	0.0000
% Training in Business Occs.	23.0	23.0	0.0	-0.3796	0.0000
% Training in Carpentry Occs.	6.0	6.0	0.0	0.2700	0.0000
% Training in Construction Occs.	11.4	11.4	0.0	0.1497	0.0000
% Training in Food Service Occs.	8.7	8.7	0.0	-0.3815	0.0000
% Training in Health Occs.	14.4	14.4	0.0	-0.1921	0.0000
% Training in Service Occs.	11.5	11.5	0.0	-0.2319	0.0000
% Training in Welding Occs.	4.8	4.8	0.0	0.4407	0.0000
% Training in Other Occs.	16.2	16.2	0.0	0.0577	0.0000
Average Wage in All Industries in County (\$1,000's)	34.0	34.0	0.0	1.6821	0.0000
% Placed in Job in State With Higher Minimum Wage than Federal Minimum Wage	18.3	18.3	0.0	0.3118	0.0000
Average Percent of Families in Poverty in County	10.6	10.6	0.0	-2.3527	0.0000
				Subtotal	0
				National Goal	\$368
				Model Adjusted Goal	\$368

**PY 2004 Center Goals for
GED/HSD, Literacy Gain, Numeracy Gain,
Initial Wage, and 6-Month Average Weekly Earnings**

Code	Name	GED/HSD	Literacy Gain	Numeracy Gain	Initial Wage	6-Month Weekly Earnings
	National Total	50.0	48.0	48.0	\$8.25	\$368
10100	Grafton	50.1	47.0	50.1	\$9.05	\$396
10200	Northlands	51.2	48.7	48.1	\$8.73	\$391
10300	Penobscot	56.3	46.0	46.2	\$8.57	\$384
10400	Westover	45.0	51.5	48.8	\$9.04	\$402
10500	New Haven	42.1	50.7	48.6	\$9.06	\$412
10600	Loring	57.5	45.5	47.2	\$8.96	\$396
10700	Shriver	54.4	43.9	46.8	\$9.07	\$400
20100	Arecibo	51.0	48.0	48.0	\$6.10	\$264
20200	Barranquitas	47.8	48.0	48.0	\$6.18	\$258
20300	Cassadaga	48.1	43.8	48.6	\$8.12	\$358
20400	Delaware Valley	44.6	45.2	50.0	\$7.98	\$352
20500	Edison	45.9	47.6	49.0	\$8.49	\$378
20700	Glenmont	43.3	46.5	50.1	\$8.11	\$361
20800	Iroquois	53.0	43.6	45.9	\$8.18	\$363
20900	Oneonta	47.1	47.8	50.6	\$8.20	\$371
21000	Ramey	47.6	48.0	48.0	\$6.43	\$270
21100	South Bronx	48.3	46.7	48.9	\$7.73	\$330
30100	Blue Ridge	52.6	47.8	47.3	\$7.86	\$349
30200	Charleston	59.2	48.8	40.6	\$8.26	\$367
30400	Flatwoods	45.8	47.8	48.9	\$8.56	\$394
30500	Harpers Ferry	49.8	48.4	48.5	\$8.33	\$375
30600	Keystone	43.8	48.1	50.3	\$8.31	\$365
30700	Old Dominion	43.7	44.5	48.6	\$8.15	\$368
30800	Philadelphia	44.2	45.4	49.9	\$8.01	\$355
30900	Pittsburgh	48.7	44.8	44.9	\$8.40	\$380
31000	Potomac	47.6	47.3	46.8	\$8.46	\$372
31100	Red Rock	44.3	48.9	48.9	\$8.37	\$381
31200	Woodland	46.5	46.1	47.4	\$8.33	\$378
31300	Woodstock	45.7	49.2	48.4	\$8.45	\$377
31500	Carl D.Perkins	57.6	44.7	45.0	\$8.03	\$362
31600	Earl Clements	50.1	48.8	48.7	\$8.15	\$369
31700	Frenchburg	49.0	45.7	47.8	\$8.19	\$368
31800	Great Onyx	50.4	49.7	46.7	\$8.02	\$363
31900	Pine Knot	52.0	46.0	48.8	\$8.21	\$369
32000	Whitney Young	53.2	46.9	48.5	\$7.97	\$351
32100	Muhlenberg	51.2	45.7	47.9	\$7.90	\$354
40100	Atlanta	53.5	45.7	45.1	\$8.21	\$361
40200	Bamberg	52.6	49.0	47.8	\$7.98	\$348
40300	Batesville	43.3	48.7	49.0	\$7.58	\$337
40400	Brunswick	56.4	49.9	43.9	\$8.22	\$369
40800	Gainesville	49.1	45.8	50.3	\$7.91	\$347

**PY 2004 Center Goals for
GED/HSD, Literacy Gain, Numeracy Gain,
Initial Wage, and 6-Month Average Weekly Earnings**

Code	Name	GED/HSD	Literacy Gain	Numeracy Gain	Initial Wage	6-Month Weekly Earnings
41000	Gulfport	49.2	43.8	47.3	\$7.82	\$348
41100	Jacksonville	50.5	51.1	45.7	\$7.92	\$350
41200	Jacobs Creek	47.1	48.4	47.1	\$8.04	\$362
41300	Kittrell	54.1	43.4	46.3	\$8.11	\$355
41500	Lyndon Johnson	50.2	47.1	48.4	\$8.16	\$364
41600	Miami	43.3	54.2	49.4	\$7.79	\$347
41700	Mississippi	47.6	49.5	49.3	\$7.40	\$319
41800	Oconaluftee	47.8	45.8	48.6	\$7.89	\$353
42000	Schenck	51.9	43.0	50.4	\$8.21	\$377
42100	Turner	49.6	48.1	47.4	\$7.98	\$356
42400	Gadsden	46.5	44.3	48.2	\$7.75	\$342
42500	Memphis	41.5	45.6	49.3	\$7.97	\$351
42600	Montgomery	48.0	50.0	48.4	\$7.87	\$354
42700	Homestead	47.7	49.3	47.6	\$8.00	\$354
50100	Atterbury	51.9	47.8	45.4	\$8.41	\$381
50200	Blackwell	39.0	47.0	48.7	\$8.56	\$389
50300	Cincinnati	50.2	47.0	47.4	\$8.48	\$395
50400	Cleveland	46.3	46.3	48.7	\$8.13	\$362
50500	Dayton	48.3	47.6	46.4	\$8.09	\$360
50600	Detroit	47.6	49.1	50.7	\$8.60	\$373
50700	Golconda	54.0	46.7	46.6	\$8.61	\$393
50800	Grand Rapids	50.3	47.8	48.8	\$8.18	\$360
50900	H. Humphrey	54.3	42.4	45.0	\$8.50	\$369
51000	Joliet	49.1	48.2	48.2	\$8.31	\$371
51100	Flint/Genesee	46.8	47.1	49.2	\$8.25	\$371
51200	Chicago	48.7	44.0	46.6	\$8.46	\$381
60100	Albuquerque	44.7	48.7	48.9	\$8.02	\$356
60200	Cass	49.9	43.5	46.2	\$8.15	\$371
60300	David Carrasco	44.1	55.8	49.0	\$7.26	\$326
60400	Gary	57.8	48.0	44.0	\$8.21	\$372
60500	Guthrie	50.9	48.0	48.4	\$8.01	\$360
60600	Laredo	47.0	63.1	50.0	\$6.93	\$306
60700	Little Rock	51.1	47.3	49.1	\$7.63	\$339
60800	North Texas	53.5	46.2	46.8	\$8.22	\$365
60900	New Orleans	40.0	46.2	48.2	\$7.44	\$325
61000	Ouachita	45.6	49.5	50.1	\$8.23	\$369
61100	Roswell	49.2	50.1	45.0	\$7.47	\$333
61200	Shreveport	35.8	48.7	47.7	\$7.52	\$340
61300	Talking Leaves	52.4	46.1	47.4	\$7.67	\$339
61400	Treasure Lake	53.7	47.8	47.3	\$8.12	\$366
61500	Tulsa	51.0	44.3	48.6	\$7.97	\$358
70100	Denison	47.1	46.7	48.9	\$8.15	\$373

**PY 2004 Center Goals for
GED/HSD, Literacy Gain, Numeracy Gain,
Initial Wage, and 6-Month Average Weekly Earnings**

Code	Name	GED/HSD	Literacy Gain	Numeracy Gain	Initial Wage	6-Month Weekly Earnings
70200	Excelsior Springs	46.5	45.7	47.6	\$8.12	\$361
70300	Mingo	47.5	46.6	49.5	\$8.05	\$363
70400	Pine Ridge	45.1	48.7	49.6	\$8.32	\$383
70500	St Louis	45.7	43.7	50.2	\$8.14	\$362
70600	Flint Hills	49.1	44.6	50.4	\$7.95	\$348
80100	Anaconda	61.0	47.1	44.3	\$8.26	\$382
80200	Boxelder	56.7	46.0	47.9	\$7.93	\$362
80300	Clearfield	54.8	50.2	48.1	\$8.37	\$383
80400	Collbran	48.5	47.2	48.6	\$8.33	\$374
80500	Kicking Horse	48.6	46.7	48.6	\$7.97	\$348
80600	Trapper Creek	57.9	47.0	47.1	\$8.20	\$376
80700	Weber Basin	52.5	47.1	50.5	\$8.14	\$366
80800	Burdick	52.8	47.1	47.5	\$7.79	\$351
90100	Hawaii	48.6	55.2	48.6	\$8.55	\$381
90200	Inland Empire	48.7	46.6	48.6	\$8.80	\$396
90300	Los Angeles	45.0	52.3	49.1	\$8.80	\$379
90400	Phoenix	49.6	49.5	48.9	\$8.27	\$368
90500	Sacramento	45.6	53.7	51.1	\$8.98	\$393
90600	San Diego	52.6	51.3	48.6	\$9.06	\$399
90700	San Jose	52.8	51.2	51.3	\$9.13	\$394
90800	Sierra Nevada	50.9	49.0	49.0	\$8.39	\$379
90900	Treasure Island	50.9	56.6	51.3	\$8.95	\$393
91000	Fred G. Acosta	46.8	49.3	50.3	\$8.00	\$358
91100	Long Beach	46.0	51.5	50.7	\$8.85	\$378
100100	Angell	56.0	45.8	48.6	\$8.97	\$402
100200	Cascades	54.1	50.3	47.5	\$9.05	\$396
100300	Columbia Basin	60.8	43.8	45.5	\$9.10	\$405
100400	Curlew	55.8	48.9	46.7	\$9.19	\$424
100500	Fort Simcoe	53.9	49.1	48.2	\$8.90	\$399
100600	Centennial	53.5	43.8	48.1	\$8.39	\$381
100700	Springdale	54.8	45.6	47.0	\$8.88	\$388
100800	Timber Lake	58.2	45.1	46.8	\$9.12	\$422
100900	Tongue Point	55.1	46.3	46.9	\$9.11	\$394
101000	Wolf Creek	57.8	42.3	45.1	\$9.16	\$405
101100	Alaska	61.9	47.5	42.9	\$9.11	\$409
	Boston/New York Total	48.6	47.4	48.7	\$8.28	\$369
	Philadelphia Total	49.2	47.3	47.8	\$8.21	\$368
	Atlanta Total	49.1	47.9	47.7	\$7.94	\$352
	Chicago/Kansas City Total	48.4	46.5	48.2	\$8.27	\$372
	Dallas/Denver Total	52.0	48.5	47.2	\$8.05	\$362
	San Francisco/Seattle Total	51.7	50.0	48.7	\$8.84	\$391

Attachment 2

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

GENERAL INSTRUCTIONS

1. Use this form to file an appeal for 6-month or 12-month survey data.
2. The appeal must be filed by the last day of the month following the month in which the student's record first appears on the Center OMS-20 or the CTS OMS-20.
3. Job Corps centers, CTS agencies, and National Training Contractors (NTCs) may file an appeal.
4. Appeals **must** be submitted with supporting documentation.
5. Submit the appeal with documentation to the National Office of Job Corps, Program Accountability 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. Enter the student's nine-digit social security number in the boxes.
2. Print the student's name, last name, first name, and middle initial.
3. Print the name of the center from which the student terminated.
4. Record the month, day, and year that the student reported to work or school.

- 5-6. You must determine the dates of the survey week from data stored in CIS, for the student whose data you are appealing. Query the information by entering the student's SSN. Record the start and end date in the appropriate boxes in #5 and #6.

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

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

Section A: Employment

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

1. Print the employer's name.
2. Enter the total number of hours in the boxes that the student worked in the relevant week. The student must have worked the minimum number of hours required for a valid Job Corps placement during the 7-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 item 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 item 4. Note, the student must have earned at least 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 item 4.

You must attach written documentation of employment information. Pay information must either: (1) at a minimum, include the 7-day period prior to the date surveyed, but a more expansive period may be covered; or (2) show that the student worked a minimum of 20 hours during the dates that cover the survey week. For example: the survey week is from September 4th to September 10th. The student is paid by the week and the pay stub covers September 6th to September 12th when the student worked 22 hours. The overlap in dates and the documentation of the minimum required hours will serve as valid documentation. Written documentation may include a pay stub, written statement on letterhead, or business card stamp on an employer verification form.

Section B: Education

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

1. Print the name of the school or training institution.
2. Check the type of school/training program or college the student attends. Note, in order to qualify, this schooling/training must meet 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), enter the **number of hours the student attended during the survey week.**
4. Enter the type of “other” training 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 7-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 six-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	First Name	MI			
3. Center Attended		4. Date Reported to Initial Placement (Work or School):	Month	Day	Year

Query 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 the 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 that the 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 (Six-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:

