

APPENDIX 501a

**POLICIES AND PROCEDURES
FOR PY 2006
CENTER OUTCOME MEASUREMENT SYSTEM
AND
CENTER QUALITY ASSESSMENT**

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I. CENTER REPORT CARD FOR PY 2006

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 2006 Outcome Measurement Systems (OMS).

- A. **Overview.** The Center Report Card is one of two 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, 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 2006 Changes in Appendix 501a.** Provided below is a description of changes to the Center Report Card for PY 2006:

1. **Literacy Gain Rate and Numeracy Gain Rate.** Two learning gains measures (a literacy gain measure and a numeracy gain measure) were added to the Center Report Card in PY 2004 in anticipation of the Common Measures. The national goals for both measures have been increased for PY 2006 as the majority of centers were exceeding their goals during the previous program year. These measures continue to have model-based goals to account for differences in students' academic abilities at entry.
2. **Graduate Average Wage at Placement.** The national goal for the Graduate Average Wage at Placement is increased from \$8.45 to **\$8.65** per hour to ensure that the measure continues to be ambitious, emphasizing continuous improvement in this area as a large proportion of centers and Career Transition Services (CTS) agencies were achieving their PY 2005 goals. This continues to be a model-based goal for centers and CTS agencies, and upgrades will continue to be credited. Wages associated with upgrades will be credited where applicable according to the criteria defined in Attachment 2.
3. **Graduate 6-Month Average Weekly Earnings.** The national goal for this measure is increased from \$380 to **\$390** per week. Consistent with the philosophy of setting ambitious performance goals, this goal is raised by a small degree. As with the graduate placement wage, the majority of centers and CTS agencies were achieving their PY 2005 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.

Provided on the next page is a summary table outlining the PY 2006 Center Report Card.

PY 2006 CENTER REPORT CARD			
Category	Definition	Goal	Weight
Direct Center Services – 35%			
High School Diploma/GED Attainment Rate*	$\frac{\text{No. of Students who Attain a HSD or GED}}{\text{No. of Students without a HSD or GED at Entry}}$	50%	10%
Vocational Completion Rate	$\frac{\text{No of Students who Complete a Vocational Training Program}}{\text{No. of Students Who Exit the Program}}$	65%	15%
Literacy Gain Rate*	No. of Students who increase at least one educational functioning level on the highest valid subsequent TABE reading test No. of Students who score 552 or lower on the initial TABE reading test or who do not take a valid initial reading test during the first 21 days on center	55%	5%
Numeracy Gain Rate*	No. of Students who increase at least one educational functioning level on the highest valid subsequent TABE math test No. of Students who score 551 or lower on the initial TABE math test or who do not take a valid initial math test during the first 21 days on center	55%	5%
Short-Term Career Transition Services – 35%			
Vocational Completer JTM Placement Rate	$\frac{\text{No. of vocational completers placed in training-related jobs or the military}}{\text{All vocational completers who were placed in jobs or the military.}}$	65%	0%
Post-Enrollment Placement Rate	$\frac{\text{No. of Former Enrollees and Graduates Placed in a Job, the Military or School or Graduates who transfer to an AT program}}{\text{No. of Former Enrollees and Graduates Due or Received, or Graduates who transfer to an AT program}}$	85%	10%
Graduate Placement Rate	$\frac{\text{No. of Graduates Placed in a Job, the Military or School or who transfer to an AT program}}{\text{No. of Graduates Due or Received or who transfer to an AT program}}$	95%	15%
Graduate Average Wage at Placement*	$\frac{\text{Sum of Wages of Graduates Placed in a Job or the Military}}{\text{No. of Graduates Placed in a Job or the Military}}$	\$8.65	10%
Long-Term Career Transition Services – 30%			
Graduate 6-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates in Job, Military, or School at 6 months after Initial Placement}}{\text{No. of Initially Placed Graduates who Complete the 6-month follow-up survey}}$	70%	20%
Graduate 6-Month Average Weekly Earnings *	$\frac{\text{Sum of Weekly Earnings of Graduates in a Job or the Military at 6 months after Initial Placement}}{\text{No. of Placed Graduates in a Job or the Military at 6 months after Initial Placement}}$	\$390	5%
Graduate 12-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates in Job, Military, or School at 12 months after Initial Placement}}{\text{No. of Initially Placed Graduates who Complete the 12-month follow-up survey}}$	70%	5%
*Model-based goal			100%

C. **Direct Center Services Measures.** Students who separate due to Level 1 Zero Tolerance (ZT) infractions under code 05.1A or code 05.2B in 30 days or less, or under code 05.2A in 45 days or less will not be included in the Center Report Card. Students who exit the program due to Level 1 ZT infractions incurred after 30/45 days will be included in all pools for on-center measures, and credit will be given for academic and/or vocational credentials earned prior to separation. However, students who exit for Level 1 ZT infractions are considered neither former enrollees nor graduates, and are excluded from all post-center pools since they are ineligible for post-center services.

1. **High School Diploma/GED Attainment Rate.** This measure occurs during the Career Development Period (CDP) of the Career Development Services System (CDSS). During this time, intensive instruction is provided to assist eligible students in achieving an academic credential.

Pool: All students without a High School Diploma (HSD) or GED (General Educational Development) at entry into Job Corps (excluding 30/45 day Level 1 ZTs)

Measure: The percentage of students who had attained a HSD or GED 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 HSD and GED 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: 10%

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

2. **Vocational Completion Rate.** This measure also occurs during the CDP of the 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 students who exit the program (excluding 30/45 day Level 1 ZTs)

Measure: The percentage of students who exit the program and who complete a vocational training program.

Goal: The national goal is 65%.

Weight: 15%

Formula:
$$\frac{\text{Number of Students Who Complete a Vocational Training Program}}{\text{Number of Students Who Exit the Program}}$$

- 3. Literacy Gain Rate.** This measure occurs during the CDP. This indicator supports programs such as the HSD Initiative and the Limited English Proficiency (LEP) Initiative and will help centers by tracking those youth who have achieved significant gains in literacy, but who have not yet reached the proficiency required to obtain an HSD or pass the GED.

Pool: All students who exit the program (excluding 30/45 day Level 1 ZTs) who scored less than or equal to a valid Tests of Adult Basic Education (TABE) score of 552 (751 in the TABE Español test, levels E and M)—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 an initial reading test during the first 21 days on center.

Measure: The percentage of students in the pool who increased at least one educational functioning level on the highest subsequent TABE reading test (level E, M, or D) taken 30 or more days after the initial TABE reading test.

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:

$$\frac{\text{Number of Students Who Increase at Least One Educational Functioning Level on the Highest Subsequent TABE Reading Test}}{\text{Number of Students Who Score 552 or Lower on the Initial TABE Reading Test or Who Do Not Take an Initial Reading Test During the first 21 days on center}}$$

Note: For crediting purposes, initial TABE tests must be administered within the first 21 days on center. If a student does not attain a valid test score (as defined in Appendix 301) the initial reading TABE test must be retaken within the 21-day period, and only the valid test score will count as the initial test score. Individuals who take their initial test on their 22nd day on center (or later) are treated as not having an initial test, are included in the pool along with those who do not take a test, and cannot obtain a literacy gain. For crediting of learning gains, a follow-up test must be 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 the TABE reading scores, TABE Español reading scores, and educational functioning levels.

Educational Functioning (ABE) Level	Total TABE Reading Scores	Total Spanish TABE Reading Scores
1	367 and below	528 and below
2	368–460	529–678
3	461–517	679–724
4	518–566	725–759
5	567–595	760–769
6	596 and above	770 and above

As indicated above, a gain occurs when a student advances 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.

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

Pool: All students (excluding 30/45 day Level 1 ZTs) who scored less than or equal to a valid TABE score of 551 (764 in the TABE Español test, levels E and M) -- which corresponds to an ABE level of 4 -- on the initial TABE math test (level E, M, or D) or who did not take an initial math test during the first 21 days on center.

Measure: The percentage of students in the pool who increased at least one educational functioning level on the highest subsequent TABE math test (level E, M, or D) taken 30 or more days after the initial TABE reading test.

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:
$$\frac{\text{Number of Students Who Increase at Least One Educational Functioning Level on the Highest Subsequent TABE Math Test}}{\text{Number of Students Who Score 551 or Lower On the Initial TABE Math Test or Who Do Not Take An Initial Math Test During the first 21 days on center}}$$

Note: For crediting purposes, initial TABE tests must be administered within the first 21 days on center. If a student does not attain a valid test score (as defined in Appendix 301) the initial math TABE test must be retaken within the 21-day period, and only the valid test score will count as the initial test score. Individuals who take their initial test on their 22nd day on center (or later) are treated as not having an initial test, are included in the pool along with those who do not take a test, and cannot obtain a numeracy gain. For crediting of learning gains, a follow-up test must be 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 the TABE math scores, TABE Español math scores, and educational functioning levels.

Educational Functioning (ABE) Level	Total TABE Math Scores	Total Spanish TABE Math Scores
1	313 and below	540 and below
2	314–441	541–677
3	442–505	678–729
4	506–565	730–776
5	566–594	777–789
6	595 and above	790 and above

As indicated above, a gain occurs when a student advances 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. Short-Term Career Transition Services Measures. The following criteria apply to the short-term CTS measures:

- The federal minimum wage requirement applies for all states (except for Puerto Rico, Virgin Islands, and the Trust Territories) to all these measures;
- Initial placement upgrades that occur during the placement window for former enrollees and graduates will be credited, and may change the statistical status associated with a particular student. See Attachment 2 for a chart outlining the upgrade hierarchy;
- An automatic education placement credit is given to the sending center for graduates who transfer to an approved Advanced Training (AT) program at another center. See Attachment 3 for a chart outlining allowable center credits for AT transfers. This does not apply to Advanced Career Training (ACT) transfers; and,
- Valid placements that are deemed “non-credited” by the Job Corps Data Center (JCDC) due to errors in meeting the requirements for verification and/or reporting timelines specified in the Policy and Requirements Handbook (PRH) Chapter 4, Section 4.5 R2 and R3, shall be included in the Center Report Card regional and national totals only. However, all entities may receive credit for the 6- and 12-month outcomes of these graduates, provided they participate in the applicable follow-up surveys. These graduates will also receive career transition services since their placements are valid making them eligible for the full array of services afforded their separation status.

1. Vocational Completer JTM Placement Rate. This measure was added to the PY 2005 OMS, and was intended to lead to improved student long-term outcomes and career success by encouraging student placement in the vocations for which they have been trained. The JTM Placement Rate measures the percentage of vocational completers placed in jobs that are related to the vocational training program in which they were trained. Performance in this measure continues to be listed for accountability and monitoring purposes only, **and is not weighted for PY 2006.**

Pool: All vocational completers placed in a job or the military.

Measure: The percentage of vocational completers in the pool who are initially placed, or have a placement upgrade, in a training-related job or the military.

Goal: The national goal is 65%.

Weight: 0% (Informational only)

Formula:
$$\frac{\text{Number of Vocational Completers Placed in a Training-related Job or the Military}}{\text{Number of Vocational Completers Placed in a Job or the Military}}$$

2. Post-Enrollment 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 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 more closely aligns the system with the guidelines in the Common Measures initiative, which specifies a placement measure for all students who exit the program.

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: The percentage of graduates and former enrollees in the pool who are placed in a job, the military, an educational program, or a job/school 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:
$$\frac{\text{Number of Former Enrollees and Graduates Placed in a Job, the Military, an Educational Program, or a Job/School Combination or Graduates Who Transfer to an Approved AT Program at Another Center}}{\text{Number of Former Enrollees and Graduates Whose Initial Placement Records are Due or Received or Graduates Who Transfer to an Approved AT Program at Another Center}}$$

- 3. Graduate Placement Rate.** The Graduate Placement Rate must be measured as required under WIA, and it also serves as a strong indicator of the program's success in preparing Job Corps 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, the military, an educational program, or a job/school combination according to the Job Corps placement definition, or who transfer to an approved AT program at another center.

Goal: The national goal is 95%.

Weight: 15%

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."

Formula:
$$\frac{\text{Number of Graduates Placed in a Job, the Military, an Educational Program, or a Job/School Combination or Who Transfer to an Approved AT Program at Another Center}}{\text{Number of Graduates Whose Initial Placement Records are Due or Received or Who Transfer to an Approved AT Program at Another Center}}$$

- 4. Graduate Average Wage at Placement.** The graduate average wage at 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 placed in a job or the military according to the Job Corps placement definition.

Measure: The average hourly wage of graduates in the pool associated with their initial or upgrade placement in a job 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: 10%

Formula:
$$\frac{\text{Sum of Wages of Graduates Placed in a Job or Military}}{\text{Number of Graduates Placed in a Job or Military}}$$

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, the military, or an educational program, who complete the 6-month follow-up survey.

Measure: The percentage of graduates in the pool who report they are employed or enrolled in an educational program according to the Job Corps placement definition.

Goal: The national goal is 70%.

Weight: 20%

Formula:
$$\frac{\text{Number of Initially Placed Graduates Who Report they are in a Job, the Military, an Educational Program, or a Job/School Combination in the 6th Month After Initial Placement}}{\text{Number of Initially Placed Graduates Who Complete the 6-Month Follow-Up Survey}}$$

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

<u>Pool:</u>	All initially placed graduates who complete the 6-month follow-up survey and report in the survey they are working at a job or the military (that meets the Job Corps definition of placement).
<u>Measure:</u>	The average weekly earnings of placed graduates in the pool.
<u>Goal:</u>	Like the Graduate Average Wage at Placement measure, a model-based goal is used. See Attachment 1 for specific goals.
<u>Weight:</u>	5%
<u>Formula:</u>	$\frac{\text{Sum of Weekly Earnings of Graduates Who Report they are in a Job or the Military in the 6}^{\text{th}} \text{ Month After Initial Placement}}{\text{Number of Graduates Who Report they in a Job or the Military in the 6}^{\text{th}} \text{ Month After Initial Placement}}$

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

<u>Pool:</u>	All graduates initially placed in a job, the military or an educational program, and who complete the 12-month follow-up survey.
<u>Measure:</u>	The percentage of graduates in the pool who report they are employed or enrolled in an educational program according to the Job Corps placement definition.
<u>Goal:</u>	The national goal is 70%.
<u>Weight:</u>	5%
<u>Formula:</u>	$\frac{\text{Number of Initially Placed Graduates Who Report they are in a Job, the Military, an Educational Program, or a Job/School Combination in the 12}^{\text{th}} \text{ Month After Initial Placement}}{\text{Number of Initially Placed Graduates Who Complete the 12-Month Follow-Up Survey}}$

- 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:

- Vocational Completion Rate;
- Vocational Completer JTM Placement Rate;
- Post-Enrollment 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:

- HSD/GED Attainment Rate;
- Literacy Gain Rate;
- Numeracy Gain Rate;
- Graduate Average Wage at 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. It is important to note that the JTM Placement Rate continues to be captured for informational purposes only in PY 2006, and will not be weighted in the Center Report Card. No changes have been made to the weighting scheme of the Center Report Card from PY 2005.
- H. Overall Rating.** The overall rating is the way in which results across each of the nine weighted 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 ASSESSMENT FOR PY 2006

- A. Overview.** The Center Quality Assessment is the second component that is used for evaluating center performance by reviewing 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. To capture an accurate reflection of center quality, focus is placed 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 results of each center's OBS, QR, and SSS stands alone; there is no aggregation of performance results across each of these components. These three elements are valuable tools for assessing the operation of a Job Corps center, and supplement 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.

- B. Student On-Board Strength (OBS).** The OBS is an efficiency rating that depicts the extent to which the centers operate at full capacity. The measure is calculated by the percent of planned capacity (beds available) that is utilized on a cumulative basis. This measure reflects quarterly cumulative results. **The national goal for OBS is 100%.**
- C. Center Quality Rating.** 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 quality 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. An overall score of 5.0 or above is considered acceptable.

In addition to assessing the above functional areas, the National Office of Job Corps requires mandatory audits of student records concurrent with annual center quality assessments to validate performance data (see Job Corps Information Notice 04-14 and Attachment 04-14a, dated December 10, 2004). The mandatory audits are a direct response to data integrity concerns identified in audits of Job Corps centers by the Office of Inspector General (OIG). The National Office of Job Corps will provide Regional Office staff with comprehensive training of standardized audit methodology to be rigorously implemented across all Regions in order to ensure system-wide data integrity. If irregularities are identified the National Office of Job Corps will take steps to recover overpayments.

- D. Student Satisfaction Survey (SSS).** The SSS elicits students' perceptions on a broad range of services and center activities, and focuses on students' experiences during the last month. The SSS is administered quarterly to all students enrolled in Job Corps, including new arrivals. The survey is available in both English and Spanish.

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. The 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 answer categories, other than what is provided in the protocol, are to be provided to the students. Centers are also 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.

Prohibited “Coaching” Activities. The National Office is committed to ensuring the integrity of the quarterly Student Satisfaction Survey results. In an attempt to provide greater clarification, the National Office has developed the following guidelines for centers in regard to “coaching.” Copies of this guidance are included with the survey package sent quarterly to centers.

It is inappropriate for anyone at the center (staff or students) to attempt to bias student responses before, during or after the survey in any way. This does not preclude utilizing the results of the survey in discussions with students regarding center improvement.

More specifically, the following activities are strictly prohibited:

- Coaching students to answer the survey in a particular way by providing or suggesting “correct” or “incorrect” answers to questions;
- Paraphrasing questions and/or providing interpretations to questions (e.g., encouraging students to answer certain items positively, or to refrain from answering certain items negatively);
- Coaching student proctors to interpret questions to students in a way that biases responses towards positive outcomes for the center;
- Promising or implying that rewards, (such as new equipment, services, privileges, etc.) would be granted or secured for center-wide positive survey results;
- Conducting meetings, pep rallies, group activities that include discussions, presentations or guidelines regarding survey questions or possible answers; and/or,
- Suggesting that negative responses or a lack of response to the survey will result in negative consequences for the student or the center (e.g., the center will be closed).

Finally, although a high response rate is desirable, centers are reminded that the survey is voluntary and students have the right to decline the survey, or to skip over questions they choose not to answer, without fear of repercussions from the center.

The survey includes 12 questions on personal safety issues that are used to calculate the center’s performance on student safety. When assessing center quality, the results from the 12 questions related to the student’s perception of safety are used for calculating the center’s performance. The 12 safety questions are presented on the following page.

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 in 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 seven 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 of Job Corps is responsible for establishing national policy for the Job Corps center performance measurement system; providing center-specific HSD/GED, literacy, numeracy, graduate average wage and graduate 6-month earnings goals; monitoring the JCDC issuance of the Center Report Card and Center Quality Assessment indicators; tracking performance of Job Corps centers, distributing information, providing training to Regional Office staff of standardized audit methodology, and providing technical assistance or other 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.

STUDENT SATISFACTION SURVEY – SAFETY ITEMS		
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

- 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 Report Card goals and through the Center Quality Assessment; and, considering performance in both the Center Report Card and Center Quality Assessment components (OBS, QR, and SSS) in procurement and contract administration activities.

Center performance pursuant to the Center Report Card and Center Quality Assessment are 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 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 Center Information System (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 and 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's performance.

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.** The JCDC is responsible for ensuring that the Center Report Card, Center Quality Assessment components, and other reports are issued in accordance with the target release dates. The JCDC coordinates specifications of the Center Report Card and the reports for the three quality assessment components 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 of Job Corps 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 2006 Center Goals for GED/HSD Rate, Literacy Gain Rate, Numeracy Gain Rate, Graduate Average Wage, and Graduate Average 6-Month Weekly Earnings

Center Code	Center	HSD/ GED	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate Average 6-Month Weekly Earnings
	National Goals	50.0	55.0	55.0	\$8.65	\$390
10100	Grafton	47.2	53.1	54.9	\$9.52	\$423
10200	Northlands	50.4	53.7	55.7	\$9.06	\$416
10300	Penobscot	53.9	55.9	55.6	\$8.49	\$379
10400	Westover	44.6	55.3	54.9	\$9.67	\$426
10500	New Haven	50.9	53.9	53.2	\$9.71	\$431
10600	Loring	52.7	55.4	55.0	\$9.18	\$409
10700	Shriver	57.8	54.1	55.0	\$9.53	\$417
20100	Arecibo	47.1	54.2	54.9	\$6.18	\$271
20200	Barranquitas	51.2	54.2	54.9	\$6.50	\$271
20300	Cassadaga	47.8	51.8	55.3	\$8.37	\$373
20400	Delaware Valley	41.7	54.8	54.9	\$8.11	\$370
20500	Edison	50.0	54.6	55.1	\$8.89	\$405
20700	Glenmont	47.1	54.3	54.1	\$8.21	\$363
20800	Iroquois	50.0	52.9	53.3	\$8.56	\$385
20900	Oneonta	45.4	52.6	55.4	\$8.53	\$391
21000	Ramey	51.3	54.2	54.9	\$6.52	\$282
21100	South Bronx	47.3	54.1	54.9	\$7.95	\$357
30100	Blue Ridge	54.5	52.9	54.4	\$8.21	\$360
30200	Charleston	61.0	57.1	52.2	\$8.53	\$378
30400	Flatwoods	48.4	53.0	54.8	\$9.03	\$406
30500	Harpers Ferry	49.9	54.3	53.3	\$8.74	\$384
30600	Keystone	44.4	54.9	56.6	\$8.48	\$388
30700	Old Dominion	59.5	54.4	55.2	\$8.58	\$383
30800	Philadelphia	50.6	54.3	56.3	\$8.27	\$367
30900	Pittsburgh	51.3	54.5	56.7	\$8.60	\$385
31000	Potomac	54.1	56.6	53.5	\$8.92	\$398
31100	Red Rock	49.5	54.8	54.5	\$8.67	\$407
31200	Woodland	49.1	55.0	53.5	\$8.65	\$392
31300	Woodstock	49.4	55.5	54.8	\$8.71	\$396
31500	Carl D.Perkins	54.8	56.0	53.5	\$8.47	\$384
31600	Earle C. Clements	48.5	54.2	55.7	\$8.72	\$402
31700	Frenchburg	44.5	52.8	54.7	\$8.42	\$387
31800	Great Onyx	47.1	55.4	55.3	\$8.62	\$385
31900	Pine Knot	47.0	53.0	55.2	\$8.71	\$403
32000	Whitney Young	46.4	53.9	55.6	\$8.39	\$373
32100	Muhlenberg	46.1	56.2	55.0	\$8.34	\$385
40100	Atlanta	52.5	54.6	55.3	\$8.35	\$369
40200	Bamberg	48.1	54.9	54.8	\$8.45	\$372
40300	Batesville	43.8	54.2	53.8	\$7.58	\$342

Center Code	Center	HSD/ GED	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate Average 6-Month Weekly Earnings
40400	Brunswick	50.1	53.4	54.1	\$8.39	\$383
40800	Gainesville	43.7	53.8	55.3	\$8.23	\$372
41100	Jacksonville	53.9	54.9	54.4	\$8.48	\$375
41200	Jacobs Creek	47.0	53.8	54.1	\$8.68	\$404
41300	Kittrell	45.6	53.7	53.6	\$8.15	\$366
41500	Lyndon Johnson	50.0	54.1	54.3	\$8.58	\$386
41600	Miami	44.6	55.0	54.4	\$8.23	\$363
41700	Mississippi	43.7	54.7	52.7	\$7.71	\$342
41800	Oconaluftee	45.7	52.4	56.0	\$8.46	\$388
42000	Schenck	48.2	53.3	54.5	\$8.80	\$405
42100	Turner	47.8	55.5	53.8	\$8.32	\$383
42400	Gadsden	47.4	53.3	54.1	\$7.97	\$351
42500	Memphis	43.6	54.4	54.4	\$8.18	\$368
42600	Montgomery	49.9	54.7	54.2	\$8.21	\$364
42700	Homestead	47.5	57.0	55.5	\$8.32	\$373
50100	Atterbury	48.7	56.1	53.7	\$8.70	\$394
50200	Blackwell	48.7	51.8	54.5	\$8.98	\$409
50300	Cincinnati	54.0	54.6	54.1	\$8.80	\$406
50400	Cleveland	47.6	54.0	55.0	\$8.41	\$384
50500	Dayton	51.7	53.9	54.0	\$8.46	\$380
50600	Detroit	45.7	53.0	56.4	\$8.53	\$386
50700	Golconda	53.6	53.9	54.2	\$8.89	\$412
50800	Gerald R. Ford	37.7	53.9	56.1	\$8.34	\$372
50900	Hubert Humphrey	50.1	56.4	56.2	\$8.78	\$389
51000	Joliet	50.4	52.3	55.3	\$8.53	\$393
51100	Flint/Genesee	48.5	53.9	55.9	\$8.63	\$386
51200	Paul Simon Chicago	53.2	52.6	54.0	\$8.74	\$389
60100	Albuquerque	49.0	55.9	54.9	\$8.34	\$379
60200	Cass	51.9	52.0	55.4	\$8.69	\$399
60300	David Carrasco	49.7	55.3	53.8	\$7.51	\$336
60400	Gary	59.0	56.7	53.3	\$8.52	\$393
60500	Guthrie	50.4	54.2	55.2	\$8.23	\$372
60600	Laredo	43.9	62.1	53.6	\$7.25	\$333
60700	Little Rock	44.7	53.0	55.7	\$7.99	\$354
60800	North Texas	54.8	54.8	54.3	\$8.57	\$389
61000	Ouachita	40.0	53.8	54.3	\$8.52	\$390
61100	Roswell	55.1	56.0	52.3	\$7.86	\$360
61200	Shreveport	42.3	54.9	52.5	\$7.66	\$339
61300	Talking Leaves	58.1	54.3	54.3	\$8.01	\$359
61400	Treasure Lake	49.8	52.3	54.0	\$8.23	\$377
61500	Tulsa	50.6	55.3	55.5	\$8.14	\$355
70100	Denison	53.3	53.7	56.3	\$8.56	\$384
70200	Excelsior Springs	50.2	53.8	55.5	\$8.54	\$377
70300	Mingo	53.2	53.7	55.1	\$8.58	\$393
70400	Pine Ridge	52.8	52.2	55.8	\$8.80	\$401
70500	St Louis	46.7	55.2	55.1	\$8.51	\$385
70600	Flint Hills	52.6	53.6	56.5	\$8.38	\$365

Center Code	Center	HSD/ GED	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate Average 6-Month Weekly Earnings
80100	Anaconda	53.0	52.2	54.5	\$8.63	\$406
80200	Boxelder	55.7	54.7	54.0	\$8.36	\$387
80300	Clearfield	55.5	55.5	55.8	\$8.94	\$413
80400	Collbran	57.6	51.8	54.8	\$8.78	\$389
80500	Kicking Horse	50.8	52.7	55.6	\$8.38	\$378
80600	Trapper Creek	53.3	53.9	54.8	\$8.60	\$398
80700	Weber Basin	52.0	55.3	56.3	\$8.67	\$400
80800	Burdick	50.1	54.2	55.7	\$8.15	\$375
90100	Hawaii	48.4	60.7	56.0	\$8.37	\$371
90200	Inland Empire	50.7	57.3	56.5	\$9.38	\$415
90300	Los Angeles	41.9	57.2	56.9	\$9.19	\$395
90400	Phoenix	49.9	57.0	54.4	\$8.53	\$380
90500	Sacramento	49.8	56.3	57.0	\$9.54	\$420
90600	San Diego	53.5	56.9	56.8	\$9.71	\$423
90700	San Jose	50.3	58.0	57.4	\$9.69	\$422
90800	Sierra Nevada	49.6	58.8	55.5	\$8.73	\$397
90900	Treasure Island	47.4	62.5	58.2	\$9.51	\$423
91000	Fred G. Acosta	50.6	57.9	56.3	\$8.29	\$385
91100	Long Beach	43.4	55.8	57.4	\$9.18	\$405
100100	Angell	54.7	54.8	58.2	\$9.43	\$430
100200	Cascades	54.3	54.6	55.5	\$9.61	\$424
100300	Columbia Basin	61.6	54.9	56.1	\$9.80	\$427
100400	Curlew	53.5	55.4	55.5	\$10.17	\$452
100500	Fort Simcoe	60.2	54.0	54.9	\$9.56	\$434
100600	Centennial	55.1	54.0	55.5	\$8.91	\$402
100700	Springdale	55.3	54.3	57.9	\$9.39	\$415
100800	Timber Lake	60.5	55.9	56.4	\$9.86	\$446
100900	Tongue Point	54.6	56.5	56.2	\$9.62	\$424
101000	Wolf Creek	56.3	54.9	54.9	\$9.72	\$433
101100	Alaska	53.1	58.8	55.7	\$9.70	\$435

Note: Model-based goals for the following centers are not presented in the above table: Exeter, Hartford, Wilmington, Gulfport, Carville and New Orleans. These centers will be notified individually of their model-based goals as appropriate.

Center Model
PY 2006 HSD/GED Attainment Rate Model Worksheet
National Total

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Center Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
% Initial Reading Functional Level 4	38.1	38.1	0.0	0.1449	0.0000
% Initial Reading Functional Level 5	15.4	15.4	0.0	0.2928	0.0000
% Initial Reading Functional Level 6	12.5	12.5	0.0	0.3729	0.0000
% Initial Math Functional Level 4	34.4	34.4	0.0	0.1584	0.0000
% Initial Math Functional Level 5	9.6	9.6	0.0	0.2876	0.0000
% Initial Math Functional Level 6	6.9	6.9	0.0	0.3345	0.0000
% Age 16 at Enrollment	20.1	20.1	0.0	-0.0841	0.0000
% Age 17 at Enrollment	25.8	25.8	0.0	-0.0556	0.0000
% Age 18 at Enrollment	20.5	20.5	0.0	-0.0308	0.0000
% Testing Barriers to GED Attainment	42.0	42.0	0.0	-0.0363	0.0000
Subtotal					0.0
National Goal					50.0%
Model Adjusted Goal					50.0%

Center Model
PY 2006 Literacy Gain Model Worksheet
National Total

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Center Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
% Completed Grade 9 & No GED/HSD at Enrollment	24.2	24.2	0.0	0.0205	0.0000
% Completed Grade 10 & No GED/HSD at Enrollment	23.0	23.0	0.0	0.0501	0.0000
% Completed Grade 11 or GED/HSD at Enrollment	39.2	39.2	0.0	0.0764	0.0000
% Initial Reading Functional Level 1	2.9	2.9	0.0	0.2980	0.0000
% Initial Reading Functional Level 2	14.0	14.0	0.0	0.2551	0.0000
% Initial Reading Functional Level 3	38.8	38.8	0.0	0.2020	0.0000
% Initial Math Functional Level 2	20.2	20.2	0.0	0.1316	0.0000
% Initial Math Functional Level 3	43.3	43.3	0.0	0.2242	0.0000
% Initial Math Functional Level 4	28.7	28.7	0.0	0.2902	0.0000
% Initial Math Functional Level 5	4.6	4.6	0.0	0.3174	0.0000
% Initial Math Functional Level 6	2.1	2.1	0.0	0.3740	0.0000
Subtotal					0.0
National Goal					55.0%
Model Adjusted Goal					55.0%

Center Model
PY 2006 Numeracy Gain Model Worksheet
National Total

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Center Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
% Completed Grade 9 & No GED/HSD at Enrollment	23.2	23.2	0.0	0.0174	0.0000
% Completed Grade 10 & No GED/HSD at Enrollment	22.6	22.6	0.0	0.0513	0.0000
% Completed Grade 11 or GED/HSD at Enrollment	41.3	41.3	0.0	0.0835	0.0000
% Initial Math Functional Level 1	0.9	0.9	0.0	0.1752	0.0000
% Initial Math Functional Level 2	16.3	16.3	0.0	0.1796	0.0000
% Initial Math Functional Level 3	44.0	44.0	0.0	0.1598	0.0000
% Initial Reading Functional Level 5	12.9	12.9	0.0	0.0621	0.0000
% Initial Reading Functional Level 6	7.7	7.7	0.0	0.1031	0.0000
Subtotal					0.0
National Goal					55.0%
Model Adjusted Goal					55.0%

Center Model
PY 2006 Graduate Average Wage Model Worksheet
National Total

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Center Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
Average Age at Enrollment	19.0	19.0	0.0	0.1374	0.0000
% High School Diploma or GED at Enrollment	33.7	33.7	0.0	0.0019	0.0000
% Initial Reading Functional Level 4	34.6	34.6	0.0	0.0018	0.0000
% Initial Reading Functional Level 5	18.6	18.6	0.0	0.0030	0.0000
% Initial Reading Functional Level 6	22.1	22.1	0.0	0.0038	0.0000
% Initial Math Functional Level 4	36.4	36.4	0.0	0.0020	0.0000
% Initial Math Functional Level 5	13.1	13.1	0.0	0.0037	0.0000
% Initial Math Functional Level 6	13.1	13.1	0.0	0.0052	0.0000
% Training in Bricklayer or Cement Occs.	4.6	4.6	0.0	0.0058	0.0000
% Training in Business Occs.	22.7	22.7	0.0	-0.0059	0.0000
% Training in Carpentry Occs.	6.3	6.3	0.0	0.0072	0.0000
% Training in Construction Occs.	11.6	11.6	0.0	0.0031	0.0000
% Training in Food Service Occs.	9.6	9.6	0.0	-0.0076	0.0000
% Training in Health Occs.	15.2	15.2	0.0	-0.0044	0.0000
% Training in Service Occs.	9.5	9.5	0.0	-0.0055	0.0000
% Training in Welding Occs.	4.8	4.8	0.0	0.0084	0.0000
% Training in Other Occs.	15.7	15.7	0.0	-0.0011	0.0000
Average Wage in All Industries in County (\$1,000's)	37.1	37.1	0.0	0.0330	0.0000
% Placed in Job in State With Higher Minimum Wage than Federal Minimum Wage	17.4	17.4	0.0	0.0107	0.0000
Average Percent of Families in Poverty in County	10.3	10.3	0.0	-0.0496	0.0000
Subtotal					0.00
National Goal					\$8.65
Model Adjusted Goal					\$8.65

Center Model
PY 2006 Graduate 6-Month Average Weekly Earnings Model Worksheet
National Total

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Center Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
Average Age at Enrollment	19.1	19.1	0.0	7.8998	0.0000
% Initial Reading Functional Level 4	34.2	34.2	0.0	0.0899	0.0000
% Initial Reading Functional Level 5	18.7	18.7	0.0	0.1955	0.0000
% Initial Reading Functional Level 6	23.6	23.6	0.0	0.1737	0.0000
% Initial Math Functional Level 4	36.9	36.9	0.0	0.1224	0.0000
% Initial Math Functional Level 5	14.3	14.3	0.0	0.1530	0.0000
% Initial Math Functional Level 6	14.3	14.3	0.0	0.2866	0.0000
% Training in Bricklayer or Cement Occs.	4.2	4.2	0.0	0.1950	0.0000
% Training in Business Occs.	22.6	22.6	0.0	-0.4991	0.0000
% Training in Carpentry Occs.	5.6	5.6	0.0	0.3069	0.0000
% Training in Construction Occs.	11.6	11.6	0.0	0.3078	0.0000
% Training in Food Service Occs.	9.1	9.1	0.0	-0.4912	0.0000
% Training in Health Occs.	15.5	15.5	0.0	-0.3444	0.0000
% Training in Mechanical Occs.	5.2	5.2	0.0	0.2506	0.0000
% Training in Service Occs.	11.0	11.0	0.0	-0.3306	0.0000
% Training in Welding Occs.	4.6	4.6	0.0	0.6001	0.0000
% Training in Other Occs.	10.6	10.6	0.0	0.0050	0.0000
Average Wage in All Industries in County (\$1,000's)	36.9	36.9	0.0	1.6680	0.0000
% Placed in Job in State With Higher Minimum Wage than Federal Minimum Wage	18.4	18.4	0.0	0.3548	0.0000
Average Percent of Families in Poverty in County	10.3	10.3	0.0	-2.5128	0.0000
Subtotal					0
National Goal					\$390
Model Adjusted Goal					\$390

Attachment 2

INITIAL PLACEMENTS AND ALLOWABLE UPGRADES	
INITIAL PLACEMENT CATEGORY	ALLOWABLE UPGRADES
A. Full-time JTM	<ul style="list-style-type: none"> • Full-time JTM with Wage Increase
B. Other Full-time Job Placement	<ul style="list-style-type: none"> • Full-time JTM with same or higher Wage • Full-time Job with Wage Increase
C. Full-time Job/College Combination	<ul style="list-style-type: none"> • Any Full-time Job Placement
D. School/Training	<ul style="list-style-type: none"> • Any Full-time Job Placement
E. Part-time JTM	<ul style="list-style-type: none"> • Full-time JTM with same or higher Wage
F. Non-JTM Part-time Job Placement	<ul style="list-style-type: none"> • Full-time JTM with same or higher Wage • Any Full-time Job Placement with same or higher Wage • Part-time Job: <ul style="list-style-type: none"> – JTM with same or higher Wage – Wage Increase
G. Part-time Job/College Combination	<ul style="list-style-type: none"> • Any Full-time Placement • Any Part-time Job Placement

Attachment 3

PY 2006 Center Report Card Pools and Credits for Graduates Transferred to Advanced Training Programs						
Event	Measure(s)	Sending Center		AT Center		
		Pool	Credit	Pool	Credit	
Graduate Transferred to AT Center	HSD/GED, Vocational Completion, Literacy & Numeracy Gains	As applicable	As applicable	n/a	n/a	
	Post-Enrollment Placement, Graduate Placement	1	1	n/a	n/a	
	JTM Placement	0	0	n/a	n/a	
Graduate Separates from AT Center	Vocational Completion	n/a	n/a	1	1/0 As applicable	
Graduate Placed or Placement Window Closes	Placed in Job/ Military	Post-Enrollment Placement, Graduate Placement	n/a	n/a	1	1
		JTM Placement	1	1/0 As applicable	1	1/0 As applicable
		Graduate Wage at Placement	1	add wage to total	1	add wage to total
	Placed in School	Post-Enrollment Placement, Graduate Placement	n/a	n/a	1	1
		Placed in combination of School & Job	n/a	n/a	1	1
		Not Placed	n/a	n/a	1	0
6- and 12-Month Follow-up Surveys	If placed graduate and survey completed	1 As applicable	1/0 As applicable	1 As applicable	1/0 As applicable	
	If placed graduate and 6-month survey completed and student is working in a job or the military	1 As applicable	add earnings to total As applicable	1 As applicable	add earnings to total As applicable	

**Instructions for Filing an Appeal of
6- or 12-Month Follow-up Survey Data**

GENERAL INSTRUCTIONS

1. Use this form to file an appeal for 6-month or 12-month survey data.
2. The appeal must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, VES-20, or 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 box(es) 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 last name, followed by middle initial, and first name.
3. Print the name of the center from which the student separated.
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.
If no survey record appears in CIS, then an appeal cannot be filed.

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 that the student worked in the survey 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 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. Documentation through The Work Number detailing the student's employment information in such a way as to meet Job Corps' placement requirements is also accepted for verification *only* if accompanied by the student's pay stub.

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 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” 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 form.

