

APPENDIX 501a

**POLICIES AND PROCEDURES
FOR PY 2009
CENTER OUTCOME MEASUREMENT SYSTEM
AND
CENTER QUALITY ASSESSMENT**

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I. CENTER REPORT CARD FOR PY 2009

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 2009 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 career technical training (CTT) 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 2009 Changes in Appendix 501a.** In keeping with the National Director's mandate to preserve a stable Outcome Measurement System, no changes were made to the Center Report Card for PY 2009.

Provided on the next page is a summary table outlining the PY 2009 Center Report Card.

PY 2009 CENTER REPORT CARD			
Category	Definition	Goal	Weight
Direct Center Services – 40%			
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%	15%
CTT Completion Rate	$\frac{\text{No. of Students who Complete a CTT Training Program}}{\text{No. of Students who Exit the Program}}$	55%**	15%
Average Literacy Gain*	$\frac{\text{No. of Educational Functioning Level Gains Attained (including negative and zero gains) on the Highest Valid Subsequent TABE Reading Test}}{\text{No. of Students who Score 552 or Lower on the Initial TABE Reading Test or who do not take a Valid Initial Reading Test during the First 21 days on Center}}$	1 EFL	5%
Average Numeracy Gain*	$\frac{\text{No. of Educational Functioning Level Gains Attained (including negative and zero gains) on the Highest Valid Subsequent TABE Math Test}}{\text{No. of Students who Score 551 or Lower on the Initial TABE Math Test or who do not take a Valid Initial Math Test during the First 21 days on Center}}$	1 EFL	5%
Short-Term Career Transition Services – 37.5%			
CTT Completer JTM/PSC Placement Rate	$\frac{\text{No. of CTT completers Placed in Training-related Jobs or the Military or in Post-secondary Education/Training}}{\text{All CTT completers who were Placed in Jobs or the Military or in Post-secondary Education/Training.}}$	70%	5%
Post-Enrollment Placement Rate	$\frac{\text{No. of Former Enrollees and Graduates Placed in a Job, the Military or Education/Training or Graduates who Transfer to an AT Program}}{\text{No. of Former Enrollees and Graduates Due or Received, or Graduates who transfer to an AT Program}}$	80%	10%
Graduate Initial Placement Rate	$\frac{\text{No. of Graduates Placed in a Job, the Military or Education/Training or who transfer to an AT program}}{\text{No. of Graduates Due or Received or who Transfer to an AT Program}}$	90%	15%
Graduate Average Wage at Placement*	$\frac{\text{Sum of Wages of Graduates Placed in a Job or the Military}}{\text{No. of Graduates Placed in a Job or the Military}}$	\$9.15	7.5%
Long-Term Career Transition Services – 22.5%			
Graduate 6-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates who Report they are in a Job, the Military, or Education/Training on the 6-Month Follow-up Survey}}{\text{No. of Initially Placed Graduates who Complete the 6-Month Follow-Up Survey}}$	70%	15%
Graduate 6-Month Average Weekly Earnings *	$\frac{\text{Sum of Weekly Earnings of Graduates who Report they are in a Job or the Military on the 6-Month Follow-up Survey}}{\text{No. of Graduates who Report they are in a Job or the Military on the 6-Month Follow-Up Survey}}$	\$425	5%
Graduate 12-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates who Report they are in a Job, the Military, or Education/Training on the 12-Month Follow-up Survey}}{\text{No. of Initially Placed Graduates who Complete the 12-Month Follow-Up Survey}}$	70%	2.5%
*Model-based goal **Note: the CTT Completion Rate goal continues to be temporarily adjusted to 55% during PY 2009 to account for the impact of the implementation of the new TARs. The goal will be reexamined for PY 2010.			100%

C. Direct Center Services Measures. Students that 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 CTT 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 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: 15%

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

2. Career Technical Training (CTT) 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 trade. CTT 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 CTT program.

Goal: The national goal is 55%**.

****Note:** The CTT Completion Rate goal will remain at 55% during PY 2009 to account for the impact of the implementation of the new TARs. The goal will be reexamined for PY 2010.

Weight: 15%

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

- 3. Average Literacy Gain.** This measure occurs during the CDP of the CDSS. This indicator supports programs such as the HSD Initiative and the English Language Learners (ELL) 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. Please note that centers must adhere to policy as stated in Appendix 301 for academic program operations.

Pool: All students who exit the program (excluding 30/45 day Level 1 ZTs) who scored less than or equal to a valid TABE score of 552 (751 in the TABE Español test, levels E and M)—which corresponds to a Educational Functioning Level (EFL) level of 4—on the initial TABE reading test (level E, M, or D) or initial TABE Español reading test (level E or M) and students who did not take an initial reading test during the first 21 days on center.

Measure: The average of all the educational functioning level gains (positive or negative) made by the students in the pool on the highest valid subsequent TABE reading test (level E, M, or D) or TABE Español reading test (level E or M) 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:
$$\frac{\text{Sum of Educational Functioning Level Gains Attained (including zero and negative gains) on the Highest Valid Subsequent TABE Reading Test}}{\text{Number of Students Who Score 552 or Lower on the Initial TABE Reading Test and Students who do not Take an Initial Reading Test During the First 21 days on Center}}$$

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, in accordance with testing guidelines (PRH Appendix 301).

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 Level	Total TABE Reading Scores	Total TABE Español 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) regardless of the number of points by which their score increased; one positive credit is received for each educational level increase a student attains from the initial TABE EFL.

Similarly, one negative credit is received for each educational level decrease a student attains from the initial TABE EFL.

For example: If a student scores a 516 on the initial TABE reading test and then scores a 518 on the highest subsequent TABE reading test, then there has been an increase of one educational level (from level 3 to level 4) and a credit of 1 is given for that student. If a student scores 459 on the initial TABE reading test and then scores a 520 on the highest subsequent test, a credit of 2 is given for that student. If however a student scores a 518 on the first reading TABE test and then scores a 560 on a subsequent test, a 0 credit is given for that student. If a student scores a 518 on the first reading TABE test and then scores a 515 on the highest subsequent test, a -1 credit is given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero and negative gains) by the number of students in the pool.

4. **Average Numeracy Gain.** As with the literacy gain measure, this measure occurs during CDP of the CDSS. This indicator supports programs such as the HSD Initiative and the ELL Initiative and will help centers by tracking those youth who have achieved significant gains in numeracy, but who have not yet reached the proficiency required to pass the HSD or GED. Please note that centers must adhere to policy as stated in Appendix 301 for academic program operations.

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 EFL of 4 -- on the initial TABE math test (level E, M, or D) or initial TABE Español math test (level E or M) and students who did not take an initial math test during the first 21 days on center.

Measure: The average of all the educational functioning level gains (positive or negative) made by the students in the pool on the highest valid subsequent TABE math test (level E, M, or D) or TABE Español math test (level E or M) taken 30 or more days after the initial TABE math 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:

$$\frac{\text{Sum of Educational Functioning Level Gains Attained (including zero and negative gains) on the Highest Valid Subsequent TABE Math Test}}{\text{Number of Students Who Score 551 or Lower on the Initial TABE Math Test and Students who do not Take an Initial Math Test During the First 21 days on Center}}$$

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 in accordance with testing guidelines (PRH Appendix 301).

As with the Average Literacy Gain, 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 Level	Total TABE Math Scores	Total TABE Español 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) regardless of the number of points by which their score increased; one positive credit is received for each educational level increase a student attains from the initial TABE EFL.

Similarly, one negative credit is received for each educational level decrease a student attains from the initial TABE EFL.

For example: If a student scores a 503 on the initial TABE math test and then scores a 515 on the highest subsequent TABE math test, then there has been an increase of one educational level (from level 3 to level 4) and a credit of 1 is given for that student. If a student scores 440 on the initial TABE math test and then scores a 507 on the highest subsequent test, a credit of 2 is given for that student. If however a student scores a 510 on the first math TABE test and then scores a 550 on a subsequent test, a 0 credit is given for that student. If a student scores a 507 on the initial math TABE test and then scores a 504 on the highest subsequent test, a -1 credit is given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero and negative gains) by the number of students in the pool.

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 the short-term CTS 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 requirement for the verification and reporting timeline specified in 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. Career Technical Training (CTT) Completer JTM/PSC Placement Rate.** A JTM Placement rate 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 trade for which they have been trained. In PY 2007, the measure was expanded to credit CTT completers who enter a post-secondary education or post-secondary training placement (PSC), as well as CTT completers placed in the military or in jobs that are related to the CTT program in which they were trained. Performance in this measure continues to be weighted at 5% for PY 2009.

Pool: All CTT completers placed in a job or the military, or who enter post-secondary education or post-secondary training placements.

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

Goal: The national goal is 70%.

Weight: 5%

Formula:
$$\frac{\text{Number of CTT Completers Placed in a Training-related Job, the Military, Post-secondary Education or Post-secondary Training}}{\text{Number of CTT Completers Placed in a Job, the Military, Post-secondary Education or Post-secondary Training}}$$

Note: The process created in PY 2007 for requesting that a job title be added to the Job-Training Match (JTM) Crosswalk will continue to be available for PY 2009. However, a request should be submitted only if the current JTM Crosswalk does not contain an appropriate job title that is directly related to one of the new Training Achievement Records (TAR), released in PY 2006 or thereafter. If the request is approved, the new job title will be added to the placement portion of the JTM crosswalk, and JTM placement credit will be given as appropriate to those students who complete the identified TAR and are placed, as of July 1, 2007, in a position with the approved job title. Please see Attachment 5 for the request form and instructions.

- 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 therefore 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 80%.

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 Initial Placement Rate.** The Graduate Initial Placement Rate, which must be reported under WIA, 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 90%.

Weight: 15%

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

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."

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: 7.5%

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, an educational program or a job/school combination who complete the 6-month follow-up survey.

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

Goal: The national goal is 70%.

Weight: 15%

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

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

Pool: All initially placed graduates who complete the 6-month follow-up survey and report in the survey they are in a job (that meets the Job Corps definition of placement) or in the military.

Measure: The average weekly earnings of placed graduates in the pool.

Goal: Like the Graduate Average Wage at Placement measure, a model-based goal is used. See Attachment 1 for specific goals.

Weight: 5%

Formula:
$$\frac{\text{Sum of Weekly Earnings of Graduates who Report they are in a Job or the Military on the 6-Month Follow-up Survey}}{\text{Number of Graduates Who Report they in a Job or the Military on the 6-Month Follow-Up Survey}}$$

- 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.

Pool: All graduates initially placed in a job, the military, an educational program or a job/school combination who complete the 12-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: 2.5%

Formula:
$$\frac{\text{Number of Initially Placed Graduates who Report they are in a Job, the Military, an Educational Program, or a Job/School Combination on the 12-Month Follow-Up Survey}}{\text{Number of Initially Placed Graduates who Complete the 12-Month Follow-Up Survey}}$$

- 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:

- CTT Completion Rate;
- CTT Completer JTM/PSC Placement Rate;
- Post-Enrollment Placement Rate;
- Graduate Initial 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;
- Average Literacy Gain;
- Average Numeracy Gain;
- 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; the importance attached to each measure; and the number of students in the pool for each measure.

The weighting scheme of the Center Report Card has not been modified from PY 2008.

- H. **Overall Rating**. The overall rating is the way in which results across each of the eleven 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 2009

- A. **Overview**. The Center Quality Assessment, which reviews the quality of the program and services offered at all Job Corps centers, is the second component that is used for evaluating center performance. 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 supplement the Center Report Card by qualifying the statistics, and are valuable tools for assessing the operation of a Job Corps center by accounting 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)**. 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 (number of students that center is authorized to serve on any given day) that is utilized on a cumulative basis. **The national goal for OBS is 100%.**
- C. **Center Quality Rating**. The Quality/Compliance Rating system consists of an on-site center assessment by a Regional Office team, usually conducted as part of the center 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 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 of the PRH. The center is given a score of 0 to 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 4.0 or above is considered satisfactory.

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).

- 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 to all students enrolled in Job Corps, including new arrivals, and is available in both English and Spanish. Beginning in August 2008, per Job Corps Program Instruction Notice 08-06, the frequency of SSS administration was reduced from *quarterly* to *semi-annually*, and is now administered in September and March.

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. Every 6 months, staff must carefully read the instructions and materials to ensure their familiarity with the protocol for that semi-annual 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 cannot be done in conjunction with the SSS and should be accomplished at some other time during the program year.

Prohibited "Coaching" Activities. The National Office is committed to ensuring the integrity of the semi-annual SSS 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 semi-annually 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, and/or 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).

Although a high response rate is desirable, centers are reminded that the survey is voluntary, and that 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, where 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.

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

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.
- 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 recommendations. 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 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 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 center 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. Complete and accurate 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 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. 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. JCDC provides: Help Desk services regarding Job Corps center data, and reporting and oversight of CIS; Help Desk services to the National Office of Job Corps and Regional Offices regarding Job Corps center data and reporting; and training and services to the regions on CIS.

Attachment 1

PY 2009 Center Goals for HSD/GED Rate, Average Literacy Gain, Average Numeracy Gain, Graduate Average Wage, and Graduate Average 6-Month Weekly Earnings

Centers		HSD/GED	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
National Goals		50.0	1.00	1.00	\$9.15	\$425
10100	Grafton	52.6	0.93	0.98	\$10.05	\$462
10200	Northlands	52.4	0.96	0.96	\$9.74	\$455
10300	Penobscot	53.3	0.92	0.98	\$9.00	\$412
10400	Westover	49.0	0.95	0.98	\$10.11	\$470
10500	New Haven	47.4	0.93	1.00	\$10.28	\$470
10600	Loring	48.5	0.95	0.98	\$9.59	\$438
10700	Shriver	57.0	0.94	0.94	\$10.12	\$457
10800	Exeter	48.4	0.92	1.00	\$9.84	\$454
10900	Hartford	46.4	0.95	0.97	\$9.98	\$455
20100	Arecibo	63.5	2.80	2.30	\$6.82	\$308
20200	Barranquitas	63.3	2.85	2.42	\$6.70	\$316
20300	Cassadaga	52.1	0.85	1.00	\$9.06	\$418
20400	Delaware Valley	44.0	0.94	0.99	\$8.74	\$403
20500	Edison	46.1	0.92	1.00	\$9.22	\$430
20700	Glenmont	45.9	0.90	1.00	\$8.79	\$406
20800	Iroquois	50.3	0.96	0.95	\$9.18	\$423
20900	Oneonta	47.9	0.90	0.97	\$9.09	\$421
21000	Ramey	66.9	2.72	2.35	\$6.81	\$313
21100	South Bronx	48.2	0.94	0.98	\$8.41	\$383
30100	Blue Ridge	53.7	0.92	0.99	\$8.85	\$401
30200	Charleston	52.6	0.98	0.95	\$9.10	\$409
30400	Flatwoods	51.6	0.97	0.95	\$9.80	\$463
30500	Harpers Ferry	45.4	0.97	0.98	\$9.40	\$429
30600	Keystone	45.6	0.97	1.01	\$9.14	\$421
30700	Old Dominion	54.0	0.99	0.95	\$9.20	\$426
30800	Philadelphia	47.5	0.91	0.98	\$8.87	\$403
30900	Pittsburgh	51.5	0.90	1.00	\$9.24	\$420
31000	Potomac	51.3	1.02	0.90	\$9.54	\$436
31100	Red Rock	48.2	0.95	0.97	\$9.23	\$431
31200	Woodland	47.6	0.97	0.95	\$9.22	\$424
31300	Woodstock	48.8	0.96	0.96	\$9.18	\$424
31500	Carl D.Perkins	59.9	1.02	0.91	\$9.10	\$417
31600	Earle C. Clements	49.6	0.96	0.98	\$9.15	\$434
31700	Frenchburg	50.2	0.97	0.99	\$8.99	\$426
31800	Great Onyx	47.4	0.93	0.97	\$9.13	\$429

Centers		HSD/GED	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
31900	Pine Knot	53.7	0.95	0.95	\$9.32	\$436
32000	Whitney Young	48.4	0.96	0.97	\$8.85	\$410
32100	Muhlenberg	47.5	0.94	0.98	\$8.89	\$410
32200	Wilmington	46.8	0.92	0.97	\$9.08	\$410
40100	Atlanta	50.2	0.92	0.98	\$8.74	\$396
40200	Bamberg	54.5	0.96	0.94	\$8.87	\$406
40300	Batesville	43.3	0.94	0.94	\$8.28	\$383
40400	Brunswick	50.2	0.92	0.97	\$8.91	\$415
40800	Gainesville	46.0	0.94	0.98	\$8.64	\$399
41100	Jacksonville	50.2	0.96	0.95	\$8.91	\$414
41200	Jacobs Creek	48.9	0.95	0.97	\$9.26	\$427
41300	Kittrell	50.3	0.92	0.94	\$8.73	\$399
41500	Lyndon Johnson	50.0	0.96	0.96	\$9.01	\$430
41600	Miami	47.0	0.94	0.98	\$8.64	\$398
41700	Mississippi	47.2	0.95	0.94	\$8.21	\$385
41800	Oconaluftee	48.3	0.94	0.96	\$8.76	\$406
42000	Schenck	48.3	0.91	0.99	\$9.47	\$451
42100	Turner	46.7	0.94	0.96	\$8.84	\$412
42400	Gadsden	48.1	0.94	0.97	\$8.53	\$393
42500	BL Hooks/Memphis	45.2	0.93	0.95	\$8.73	\$403
42600	Montgomery	48.7	0.94	0.96	\$8.47	\$391
42700	Homestead	46.0	0.96	0.99	\$8.70	\$404
50100	Atterbury	54.0	0.95	0.95	\$9.29	\$438
50200	Blackwell	49.4	0.88	0.99	\$9.60	\$459
50300	Cincinnati	52.7	0.91	0.99	\$9.21	\$434
50400	Cleveland	46.4	0.94	0.98	\$8.87	\$407
50500	Dayton	49.2	0.93	0.99	\$8.87	\$415
50600	Detroit	46.0	0.90	1.00	\$9.16	\$419
50700	Golconda	51.1	0.92	0.97	\$9.57	\$461
50800	Gerald R. Ford	44.2	0.94	1.01	\$8.78	\$403
50900	Hubert H. Humphrey	49.4	1.02	1.00	\$9.24	\$415
51000	Joliet	50.2	0.88	0.97	\$8.96	\$409
51100	Flint/Genesee	47.0	0.89	1.00	\$8.95	\$418
51200	Paul Simon Chicago	52.6	0.92	0.95	\$9.37	\$434
60100	Albuquerque	51.8	0.95	0.95	\$8.89	\$418
60200	Cass	51.6	0.90	1.01	\$9.28	\$436
60300	David Carrasco	47.7	1.03	0.95	\$8.04	\$384
60400	Gary	50.9	1.01	0.95	\$9.04	\$424
60500	Guthrie	50.6	0.96	0.98	\$8.93	\$409
60600	Laredo	43.3	1.24	0.90	\$7.59	\$359
60700	Little Rock	44.3	0.91	0.99	\$8.42	\$383

Centers		HSD/GED	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
60800	North Texas	52.9	0.94	0.97	\$9.06	\$419
60900	New Orleans	43.9	0.92	0.97	\$8.62	\$403
61000	Ouachita	44.4	0.98	0.96	\$9.00	\$429
61100	Roswell	55.3	1.01	0.90	\$8.34	\$392
61200	Shreveport	44.6	0.96	0.93	\$8.14	\$372
61300	Talking Leaves	52.5	0.92	0.95	\$8.24	\$392
61400	Treasure Lake	48.0	0.94	1.01	\$8.84	\$426
61500	Tulsa	50.2	0.95	0.98	\$8.74	\$397
61600	Carville	46.7	0.92	0.95	\$8.71	\$408
70100	Denison	52.2	0.97	1.00	\$9.08	\$421
70200	Excelsior Springs	49.4	0.91	1.00	\$9.01	\$417
70300	Mingo	51.7	0.97	0.95	\$9.21	\$435
70400	Pine Ridge	49.2	0.99	0.99	\$9.27	\$448
70500	St Louis	46.6	0.96	0.97	\$8.91	\$411
70600	Flint Hills	52.7	0.95	0.99	\$8.79	\$407
80100	Anaconda	56.5	0.96	0.97	\$9.25	\$439
80200	Boxelder	57.2	0.91	0.96	\$8.88	\$431
80300	Clearfield	52.6	1.00	0.97	\$9.46	\$449
80400	Collbran	53.7	0.88	0.98	\$9.20	\$429
80500	Kicking Horse	51.5	0.89	0.99	\$8.88	\$413
80600	Trapper Creek	51.9	0.98	0.95	\$9.18	\$438
80700	Weber Basin	50.7	0.94	1.02	\$9.07	\$434
80800	Burdick	51.5	0.96	0.98	\$8.76	\$410
90100	Hawaii	50.3	1.07	0.95	\$9.59	\$456
90200	Inland Empire	44.2	0.99	1.03	\$9.86	\$460
90300	Los Angeles	46.1	1.01	1.00	\$9.70	\$436
90400	Phoenix	48.0	1.02	0.96	\$8.94	\$417
90500	Sacramento	50.3	0.95	0.98	\$10.08	\$467
90600	San Diego	50.3	0.99	0.99	\$10.14	\$476
90700	San Jose	51.2	1.02	1.00	\$10.15	\$472
90800	Sierra Nevada	49.9	1.01	0.97	\$9.19	\$430
90900	Treasure Island	49.6	1.13	0.98	\$9.91	\$449
91000	Fred G. Acosta	49.7	1.04	0.99	\$8.92	\$414
91100	Long Beach	43.7	0.98	1.00	\$9.63	\$440
100100	Angell	54.0	0.93	1.04	\$9.98	\$467
100200	Cascades	55.8	0.98	1.01	\$9.97	\$461
100300	Columbia Basin	56.8	0.95	0.99	\$10.14	\$477
100400	Curlew	52.4	0.99	1.00	\$10.51	\$501
100500	Fort Simcoe	59.1	0.97	0.96	\$10.02	\$473
100600	Centennial	57.0	0.93	0.99	\$9.61	\$441
100700	Springdale	54.1	0.92	1.02	\$9.81	\$453

Centers		HSD/GED	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
100800	Timber Lake	53.4	0.96	1.00	\$10.09	\$477
100900	Tongue Point	57.6	0.96	1.01	\$10.15	\$469
101000	Wolf Creek	54.9	0.96	1.00	\$10.22	\$488
101100	Alaska	53.9	1.01	0.94	\$10.42	\$479
1	Boston Region Total	50.7	1.21	1.16	\$9.09	\$418
2	Philadelphia Region Total	49.7	0.96	0.97	\$9.17	\$423
3	Atlanta Region Total	48.1	0.94	0.97	\$8.74	\$405
4	Dallas Region Total	50.6	0.98	0.96	\$8.90	\$417
5	Chicago Region Total	49.7	0.94	0.98	\$9.10	\$424
6	San Francisco Region Total	51.1	1.00	0.99	\$9.83	\$457

**Center Model
PY 2009 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)
% Age 16 at Enrollment	22.8	22.8	0.0	-0.0701	0.0000
% Age 17 at Enrollment	27.2	27.2	0.0	-0.0445	0.0000
% Age 18 at Enrollment	20.5	20.5	0.0	-0.0224	0.0000
% Pre-Test Barriers to GED Attainment	15.7	15.7	0.0	-0.0260	0.0000
% Age 16 Enrollment and Ineligible to Take Test	4.6	4.6	0.0	-0.0348	0.0000
Initial TABE - All Centers excluding Puerto Rico					
% Initial Reading Functional Level 4	35.9	35.9	0.0	0.1302	0.0000
% Initial Reading Functional Level 5	15.7	15.7	0.0	0.2530	0.0000
% Initial Reading Functional Level 6	9.7	9.7	0.0	0.3243	0.0000
% Initial Math Functional Level 4	32.8	32.8	0.0	0.1610	0.0000
% Initial Math Functional Level 5	8.3	8.3	0.0	0.2986	0.0000
% Initial Math Functional Level 6	6.0	6.0	0.0	0.3318	0.0000
Initial TABE - Puerto Rico					
% Initial Reading Functional Level 2	0.8	0.8	0.0	0.1449	0.0000
% Initial Reading Functional Level	0.4	0.4	0.0	0.2570	0.0000
% Initial Reading Functional Level 4-6	0.4	0.4	0.0	0.2826	0.0000
% Initial Math Functional Level 2	0.6	0.6	0.0	0.1702	0.0000
% Initial Math Functional Level 3	0.7	0.7	0.0	0.1938	0.0000
% Initial Math Functional Level 4-6	0.3	0.3	0.0	0.2693	0.0000
Subtotal					0.0
National Goal					50.0%
Model Adjusted Goal					50.0%

**Center Model
PY 2009 Average 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	24.9	24.9	0.0	0.0005	0.0000
% Completed Grade 10 & No GED/HSD at Enrollment	22.7	22.7	0.0	0.0008	0.0000
% Completed Grade 11 or GED/HSD at Enrollment	37.9	37.9	0.0	0.0010	0.0000
Initial TABE - All Centers excluding Puerto Rico					
% Initial Reading Functional Level 1	2.9	2.9	0.0	0.0107	0.0000
% Initial Reading Functional Level 2	13.9	13.9	0.0	0.0069	0.0000
% Initial Reading Functional Level 3	40.7	40.7	0.0	0.0040	0.0000
% Initial Math Functional Level 3	45.6	45.6	0.0	0.0025	0.0000
% Initial Math Functional Level 4	26.7	26.7	0.0	0.0045	0.0000
% Initial Math Functional Level 5	3.9	3.9	0.0	0.0062	0.0000
% Initial Math Functional Level 6	1.5	1.5	0.0	0.0079	0.0000
Initial TABE - Puerto Rico					
% Initial Reading Functional Level 1	0.2	0.2	0.0	0.0270	0.0000
% Initial Reading Functional Level 2	1.2	1.2	0.0	0.0167	0.0000
% Initial Reading Functional Level 3	0.6	0.6	0.0	0.0119	0.0000
% Initial Math Functional Level 2	0.8	0.8	0.0	0.0095	0.0000
% Initial Math Functional Level 3	0.9	0.9	0.0	0.0103	0.0000
% Initial Math Functional Level 4-6	0.3	0.3	0.0	0.0128	0.0000
Subtotal					0.0
National Goal					1.00
Model Adjusted Goal					1.00

**Center Model
PY 2009 Average 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	24.0	24.0	0.0	0.0005	0.0000
% Completed Grade 10 & No GED/HSD at Enrollment	22.5	22.5	0.0	0.0006	0.0000
% Completed Grade 11 or GED/HSD at Enrollment	39.9	39.9	0.0	0.0009	0.0000
Initial TABE - All Centers excluding Puerto Rico					
% Initial Math Functional Level 1	0.6	0.6	0.0	0.0120	0.0000
% Initial Math Functional Level 2	16.1	16.1	0.0	0.0054	0.0000
% Initial Math Functional Level 3	46.0	46.0	0.0	0.0031	0.0000
% Initial Reading Functional Level 3	30.1	30.1	0.0	0.0008	0.0000
% Initial Reading Functional Level 4	36.7	36.7	0.0	0.0021	0.0000
% Initial Reading Functional Level 5	13.0	13.0	0.0	0.0028	0.0000
% Initial Reading Functional Level 6	5.6	5.6	0.0	0.0045	0.0000
Initial TABE - Puerto Rico					
% Initial Math Functional Level 1	0.1	0.1	0.0	0.0239	0.0000
% Initial Math Functional Level 2	0.7	0.7	0.0	0.0156	0.0000
% Initial Math Functional Level 3	0.8	0.8	0.0	0.0079	0.0000
% Initial Reading Functional Level 2	0.9	0.9	0.0	0.0063	0.0000
% Initial Reading Functional Level 3	0.4	0.4	0.0	0.0096	0.0000
% Initial Reading Functional Level 4-6	0.4	0.4	0.0	0.0115	0.0000
Subtotal					0.0
National Goal					1.00
Model Adjusted Goal					1.00

**Center Model
PY 2009 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	18.8	18.8	0.0	0.1553	0.0000
% High School Diploma or GED at Enrollment	32.2	32.2	0.0	0.0039	0.0000
% Initial Reading Functional Level 4	34.3	34.3	0.0	0.0014	0.0000
% Initial Reading Functional Level 5	20.2	20.2	0.0	0.0020	0.0000
% Initial Reading Functional Level 6	19.5	19.5	0.0	0.0031	0.0000
% Initial Math Functional Level 4	36.2	36.2	0.0	0.0020	0.0000
% Initial Math Functional Level 5	13.0	13.0	0.0	0.0033	0.0000
% Initial Math Functional Level 6	12.9	12.9	0.0	0.0059	0.0000
% Training in Bricklayer or Cement Occs.	3.2	3.2	0.0	0.0055	0.0000
% Training in Business Occs.	22.3	22.3	0.0	-0.0073	0.0000
% Training in Carpentry Occs.	6.2	6.2	0.0	0.0067	0.0000
% Training in Construction Occs.	12.8	12.8	0.0	0.0039	0.0000
% Training in Food Service Occs.	9.2	9.2	0.0	-0.0091	0.0000
% Training in Health Occs.	17.7	17.7	0.0	-0.0046	0.0000
% Training in Service Occs.	9.0	9.0	0.0	-0.0049	0.0000
% Training in Welding Occs.	5.2	5.2	0.0	0.0104	0.0000
% Training in Other Occs.	14.4	14.4	0.0	-0.0006	0.0000
Average Wage in All Industries in County (\$1,000's)	41.9	41.9	0.0	0.0330	0.0000
% Placed in Job in State With High Minimum Wage	17.7	17.7	0.0	0.0110	0.0000
Average Percent of Families in Poverty in County	10.3	10.3	0.0	-0.0431	0.0000
Subtotal					0.0
National Goal					\$9.15
Model Adjusted Goal					\$9.15

**Center Model
PY 2009 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	18.9	18.9	0.0	10.0858	0.0000
% Initial Reading Functional Level 6	22.3	22.3	0.0	0.1562	0.0000
% Initial Math Functional Level 4	35.6	35.6	0.0	0.1436	0.0000
% Initial Math Functional Level 5	14.2	14.2	0.0	0.3064	0.0000
% Initial Math Functional Level 6	15.0	15.0	0.0	0.3052	0.0000
% Training in Bricklayer or Cement Occs.	3.8	3.8	0.0	0.3881	0.0000
% Training in Business Occs.	22.6	22.6	0.0	-0.5326	0.0000
% Training in Carpentry Occs.	6.3	6.3	0.0	0.2147	0.0000
% Training in Construction Occs.	12.5	12.5	0.0	0.2291	0.0000
% Training in Food Service Occs.	9.1	9.1	0.0	-0.6051	0.0000
% Training in Health Occs.	17.2	17.2	0.0	-0.3065	0.0000
% Training in Service Occs.	9.0	9.0	0.0	-0.2696	0.0000
% Training in Welding Occs.	5.1	5.1	0.0	0.8224	0.0000
% Training in Other Occs.	14.3	14.3	0.0	0.0594	0.0000
Average Wage in All Industries in County (\$1,000's)	41.5	41.5	0.0	1.1102	0.0000
% Placed in Job in State With High Minimum Wage	18.3	18.3	0.0	0.4685	0.0000
Average Percent of Families in Poverty in County	10.5	10.5	0.0	-2.3217	0.0000
Subtotal					0.0
National Goal					\$425
Model Adjusted Goal					\$425

Attachment 2

INITIAL PLACEMENT CATEGORY	ALLOWABLE UPGRADES
A. Full-time JTM Job Placement	<ul style="list-style-type: none"> • Full-time JTM with Wage Increase
B. Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC)	<ul style="list-style-type: none"> • Full-time JTM Job Placement
C. Full-time Non-JTM Job Placement	<ul style="list-style-type: none"> • Full-time JTM with same or higher Wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job with Wage Increase
D. Part-time JTM Job Placement	<ul style="list-style-type: none"> • Full-time JTM Job Placement with same or higher Wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Part-time JTM Job with higher Wage
E. Part-time Job/College Combination (PSC)	<ul style="list-style-type: none"> • Full-time JTM Job Placement • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Part-time JTM Job Placement
F. Part-time Non-JTM Job Placement	<ul style="list-style-type: none"> • Full-time JTM with same or higher Wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement with same or higher Wage • Part-time JTM Job with same or higher Wage • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job with Wage Increase
G. High School, Other Training Program, OJT/Subsidized Employment	<ul style="list-style-type: none"> • Full-time JTM Job Placement • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement • Part-time JTM Job Placement • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job Placement

Attachment 3

PY 2009 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, CTT Completion, Literacy & Numeracy Gains	As applicable	As applicable	n/a	n/a	
	Post-Enrollment Placement, Graduate Placement	1	1	n/a	n/a	
	JTM/PSC Placement	0	0	n/a	n/a	
Graduate Separates from AT Center	CTT 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/PSC 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, CTT-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.
Note: Do not include the student's Social Security Number on any documentation.
5. Submit the appeal with documentation to:

National Office of Job Corps, Program Accountability Team
200 Constitution Avenue, NW, Room N-4507
Washington D.C. 20210

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 Job Corps-assigned student identification number.
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. The survey week is the 7 day period (Sunday through Saturday) prior to the survey date. Query the information by entering the student's identification number. Record the start and end date in the appropriate boxes in #5 and #6.

Note: 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 during the survey week. The student must have worked the minimum number of hours required to meet Job Corps' placement definition during the 7 day period represented by the survey week for the job(s) to qualify for credit. Additionally, the job placement must meet any additional criteria as stipulated in Exhibit 4-1.
3. Check the appropriate box to indicate the student's earnings unit (i.e., if the student was paid hourly, weekly, monthly, or daily) as indicated on the student's pay stub.
4. Enter the dollar amount of earnings on the line that corresponds with the earnings unit selected as indicated on the student's pay stub. **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 earned other payments from this job during the survey week (e.g., bonus, tips, commission, etc.), enter the dollar amount on the appropriate line of item 4.

You must attach written documentation of employment information. Pay information must either: (1) at a minimum, include the complete 7 day period (Sunday through Saturday) prior to the date surveyed; and (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 a business card/official stamp affixed to 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. **Please see Exhibit 4-2 for further information regarding documentation requirements.**

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 appropriate box to indicate the type of school, college, or training program the student attends. The student must have attended school/training for the minimum number of hours required, or be enrolled for the minimum number of credits, to meet Job Corps' educational placement definition during the 7 day period represented by the survey week for the placement to qualify for credit. Additionally, the educational placement must meet any additional criteria as stipulated in Exhibit 4-1.
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 CTT 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. If other training was completed during the survey week, please specify the type of program and training.

You must attach written documentation from the school or training program or college (on official letterhead or with an official stamp) documenting that the student was enrolled/attending during the 7 day period covered by the survey week. Please see Exhibit 4-2 for further information regarding documentation requirements.

Information of Person Completing the Form

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

U.S. Department of Labor

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

Student Information: (Please Print)				Check Box for Appeal:				
1. Student Identification Number				6-Month Placement <input type="checkbox"/>	6-Month Earnings <input type="checkbox"/>	12-Month Placement <input type="checkbox"/>	12-Month Earnings <input type="checkbox"/>	
2. Last Name		MI	First Name					
3. Center Attended				4. 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 appeal is for employment during the week. Attach a pay stub for the time-period that includes the start and end dates.

1. Employer's Name:	
2. Total Hours: (worked during the week in question)	
3. 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. Other weekly payments (e.g. ,bonuses, tips, commissions, etc.)	\$

*** Earnings per hour must equal or exceed the Federal Minimum Wage to qualify as a valid placement.**

Section B: Complete this section if the appeal is for education data. Attach a letter from the institution stating student was enrolled/attended for the minimum hours required for a valid Job Corps placement during the week.

1. Enter Name of School/Training Institution:	
2. Type of School/Training Program (check one):	3. Enter Information on School/Training Below:
<input type="checkbox"/> High School	Grade: _____ Hours attended in week: _____
<input type="checkbox"/> Post-secondary CTTal/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: _____	

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Signature:
3. Agency Name/Code (6- Digit ID Code):	4. Your Telephone: ())
National Office Use Only:	5. Date Form Submitted:
Reviewed by:	<input type="checkbox"/> Approved: <input type="checkbox"/> Not Approved: Date: _____

Attachment 5

<p style="text-align: center;">Instructions for Filing a Request to Add a Job Title to the Job-Training Match (JTM) Crosswalk</p>
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GENERAL INSTRUCTIONS

1. This form is to be used to request that a Job Placement Title be added to the Job-Training Match (JTM) Crosswalk. This form should be submitted only if the current JTM Crosswalk does not contain an appropriate job title that is directly related to one of the new Training Achievement Records (TAR), which were released in PY 2006 or thereafter. If the request is approved, the new job title will be added to the placement portion of the JTM crosswalk, and JTM placement credit will be given as appropriate to students who complete the identified TAR and are placed, as of July 1, 2007, in a position with the identified job title.
2. The request 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 a request.
4. Submit the appeal with documentation to:

National Office of Job Corps, Career Technical Training Team
200 Constitution Avenue, NW, Room N-4507
Washington D.C. 20210

INSTRUCTIONS FOR COMPLETING THE REQUEST FORM

Student Information

1. Enter the student's Job Corps Student Identification Number in the box.
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.

Proposed Job Training Matches

1. Enter the official title, as found in O*NET-98 or O*NET-SOC, for the proposed job training match placement.
2. Enter the office code as found in O*NET-98 or O*NET-SOC.
3. Provide rationale for the proposed job training match placement title. Appropriate Job Training Match placement titles must: (a) correspond to the training received by the student, and (b) require moderate training, greater than on-the-job training, for attainment. Job placements that do not require any training or experience will be not be considered.

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.

NATIONAL OFFICE OF JOB CORPS

FORM TO REQUEST ADDITION OF A JOB TITLE TO THE JOB-TRAINING MATCH CROSSWALK

Student Information: (Please Print)				
1. Student ID#				
2. Last Name		MI	First Name	
3. Center Attended	4. Date Reported to Initial Placement:	Month	Day	Year

Proposed Job Training Match	
1. Job Title	2. O*NET-98 or O*NET-SOC
3. Rationale for JTM Placement:	

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Signature:
3. Agency Name/Code (6- Digit ID Code):	4. Your Telephone: ()
National Office Use Only:	5. Date Form Submitted:
Reviewed by:	<input type="checkbox"/> Approved: <input type="checkbox"/> Not Approved Date: :