

APPENDIX 501a

**POLICIES AND PROCEDURES
FOR PY 2010
CENTER OUTCOME MEASUREMENT SYSTEM
AND
CENTER QUALITY ASSESSMENT**

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I. CENTER REPORT CARD FOR PY 2010

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 2010 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' academic and career technical training attainments, 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 2010 Changes in Appendix 501a.** Provided below is a description of changes to the Center Report Card for PY 2010.

1. **Job-Training Match Crosswalk.** The JTM Crosswalk provides the link to determine whether a student's job is related to the career technical training received while at Job Corps. The JTM Crosswalk is the fundamental mechanism of the JTM measures in the Center Report Card; it is therefore essential that the crosswalk accurately links relevant jobs to appropriate training. While updates have been made to the JTM Crosswalk since its introduction in 1998 (for example, the conversion to O*NET-SOC 2009 placement codes), a major overhaul of the crosswalk and its structure was necessary to ensure the continued accuracy and validity of the outcomes reported. In PY 2010, an improved crosswalk is being introduced that more directly aligns training programs with jobs.
2. **Combination High School Diploma (HSD)/General Educational Development (GED)/Career Technical Training (CTT) Attainment Rate:** The Combination High School Diploma (HSD)/General Educational Development (GED)/Career Technical Training (CTT) Attainment Rate (Combination Attainment) measure is reintroduced in PY 2010 in order to highlight the importance of attaining both educational and career technical credentials for our students. Through PY 2003, a Combination Attainment measure was included in the Center OMS. During this time, performance on HSD/GED attainment and CTT completion was at its peak,

and centers were able to compensate for performance in other areas by focusing on these on-center attainments.

This measure was removed in PY 2004 to allow for the addition of other measures that would promote new program priorities. Statistics over the past several years, however, have shown a sharp decline in HSD/GED attainments, and most especially, CTT completion.

While there are many factors that contribute to the decrease in the HSD/GED and CTT attainment rate, the introduction of the Combination Attainment measure is anticipated to place renewed emphasis on these on-center accomplishments, highlight the importance the program is placing on standards-based education, and ultimately lead to improved on-center and post-program results. Based upon current performance levels, the goal for this measure is set at 40%, with a weight of 5%. Centers and regions have model-based goals for this measure.

- 3. Average Literacy Gains and Average Numeracy Gains Measures:** Two learning gains measures – a literacy gain measure and a numeracy gain measure – were introduced in PY 2004 to align the OMS with Common Measures. Two separate measures were added so as to reward achievement separately for literacy and numeracy gains (and motivate achievement in both) and encourage centers to not focus on one area over the other when students have tested low in both subjects. These measures benefitted centers by giving credit to those youth that have achieved significant gains in literacy and/or numeracy, but have not yet reached the proficiency required to attain a HSD or GED.

To further encourage centers to continue working with students when a gain had already been achieved, the algorithm for learning gains was revised in PY 2007 to measure the average number of gains made by the students in the pool. For PY 2010, further revisions are being made to the algorithm. Specifically, negative credits will be replaced by a “0” credit (i.e., if a student in the pool scored one level lower from the initial to highest follow-up TABE test, instead of a “-1” credit, a “0” credit will be given). While instances of negative crediting occur rarely, it appears to be more symptomatic of learning or testing issues rather than a true decrease in student ability.

The second modification to the algorithm is to measure gains on a scale of 13 Grade Level Equivalent (GLE) instead of the 6 Educational Functioning Level (EFL) scale that has been in place since the introduction of these measures. While the EFL scale must still be utilized for reporting on Common Measures, switching

to GLE for OMS purposes allows potential employers and Job Corps stakeholders to more intuitively understand the student's reading and math proficiency. Analyses have indicated that, overall, centers' performance remains comparable regardless of whether learning gains are reported using EFLs or GLEs.

In addition to changes to the algorithms of the two learning gains measures, a modification has been made regarding the initial TABE testing timeframe. All initial TABE tests must still occur within the first 21 calendar days on center. However, the calendar day count is suspended during the Summer and Winter Breaks and, during the time Medical Separations with Reinstatement Rights (MSWR) and Administrative Separations with Reinstatement Rights (ASWR) students are separated.

Based upon current performance levels, the national goal for both these measure is set at 2.5 GLE, with a weight of 5% each. Centers and regions continue to have model-based goals for these measures.

4. **Industry-Recognized Credential Attainment Rate:** A new measure is added to the OMS to support and align the program with the Credential Initiative that has been implemented nationally over the past two years. With the alignment of training programs to industry-based standards, Job Corps has begun placing increased emphasis on providing students with opportunities to receive industry-recognized credentials that will lead to better employment opportunities. The introduction of an Industry-Recognized Credential Attainment Rate measure also aligns the OMS with a new national reporting mandate that requires Job Corps to report on the number of credentials attained by its students.

This measure credits the attainment of a credential that is linked to the student's career technical training program as identified on the cover page of each Training Achievement Record (TAR). Completion of a training program offered by a National Training Contractor (NTC) is considered the equivalent to an industry-recognized credential and will be credited accordingly.

The goal for this measure is set at 50%. This measure is reported for informational purposes only, and is not weighted in PY 2010 in order to allow centers the time to establish baselines and to track their progress in meeting goals.

5. **Former Enrollee Initial Placement Rate:** The Post-Enrollment Placement Rate measure was introduced in PY 2004 (originally titled "All Terminee" Placement Rate) to align the OMS with Common Performance Measures reporting

requirements. This measure was considered to be a better summary indicator of placement at that time since Former Enrollee pools could be small, and combining the placement outcomes of both Former Enrollees and graduates appeared to allow for less potential skewing of performance.

Recent statistics, however, indicate that the Former Enrollee pool has increased substantially, while the pool for Graduates has decreased. As a result, this larger pool has had more influence on the measure than anticipated. For this reason, the Post-Enrollment Placement Rate measure is replaced in the PY 2010 Center OMS with a measure that focuses directly on the former enrollee placement.

The goal for Former Enrollee Placement Rate measure is set at 50%, with a weight of 5%.

6. **Graduate Initial Placement Rate:** The major emphasis within the Performance Management System remains on graduates, and particularly graduate placement. This emphasis will complement the Combination Attainment Rate and Industry-Recognized Credential Attainment Rate measures.

The weight of the Graduate Initial Placement Rate measure is increased in PY 2010 to 20%.

7. **Graduate Full-Time Job Placement Rate:** A new measure of Graduate Full-Time Job Placement Rate is introduced in PY 2010. Adding a measure of Graduate Full-Time Job Placement Rate will reinforce the importance of ensuring students are placed in gainful employment with long-term attachment to the workforce and a defined career path.

This measure is reported for informational purposes only, and is not weighted in PY 2010 in order to allow the system the time to establish baselines and track progress in meeting goals. The goal for the Graduate Full-Time Job Placement Rate measure is set at 80%.

8. **Graduate 6-Month Follow-up Placement Rate:** Performance on the Graduate 6-month Follow-up Placement Rate measure has not varied considerably during the past several years.

With an increased emphasis on initial graduate placement, the goal for the Graduate 6-month Follow-up Placement Rate is being decreased to 10%.

Provided on the next page is a summary table outlining the PY 2010 Center Report Card.

| PY 2010 CENTER REPORT CARD | | | |
|--|---|---------|-------------|
| Category | Definition | Goal | Weight |
| Direct Center Services – 45% | | | |
| High School Diploma (HSD)/General Educational Development (GED) Attainment Rate* | <u>No. of Students who attain either a HSD or GED</u> No. of Students without a HSD or GED at entry | 50% | 15% |
| Career Technical Training Completion Rate | No. of Students who complete a <u>Career Technical Training program</u> No. of Separated Students | 55% | 15% |
| Combination High School Diploma (HSD)/General Educational Development (GED)/Career Technical Training (CTT) Attainment Rate* | No. of Students who complete a Career Technical Training program and attain either a HSD or GED No. of Students without a HSD or GED at entry | 40% | 5% |
| Average Literacy Gain* | Sum of Grade Level Equivalent gains attained on <u>the highest valid subsequent TABE reading test</u> 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 | 2.5 GLE | 5% |
| Average Numeracy Gain* | Sum of Grade Level Equivalent gains attained <u>on the highest valid subsequent TABE math test</u> 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 | 2.5 GLE | 5% |
| Industry-Recognized Credential Attainment Rate | No. of Students who attain an approved industry-recognized <u>Credential or complete a NTC program</u> No. of Students who enter a Career Technical Training program | 50% | 0% |
| Short-Term Career Transition Services – 37.5% | | | |
| Career Technical Training Completer Job-Training Match/Post-Secondary Credit Placement Rate | No. of Career Technical Training program completers placed in a <u>training-related job, the military or post-secondary education/training</u> No. Career Technical Training program completers placed in a job, the military or post-secondary education/training | 70% | 5% |
| Former Enrollee Initial Placement Rate | No. of Former Enrollees placed in a job, <u>the military or education/training</u> No. of Former Enrollees whose placement records are due or received | 50% | 5% |
| Graduate Initial Placement Rate | No. of Graduates placed in a job, the military or education/training or <u>who transfer to an Advanced Training program at another center</u> No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center | 90% | 20% |
| Graduate Average Hourly Wage at Placement* | <u>Sum of hourly wages of Graduates placed in a job or the military</u> No. of Graduates placed in a job or the military | \$9.15 | 7.5% |
| Graduate Full-Time Job Placement Rate | <u>No. of Graduates placed in a full-time job or the military</u> No. of Graduates placed in a job or the military | 80% | 0% |
| Long-Term Career Transition Services – 17.5% | | | |
| Graduate 6-Month Follow-up Placement Rate | No. of Graduates who report they are in a job, the military, or <u>education/training on the 6-Month Follow-up Survey</u> No. of initially placed Graduates who complete the 6-Month Follow-Up Survey | 70% | 10% |
| Graduate 6-Month Average Weekly Earnings* | Sum of weekly earnings of Graduates who report they are in a job, the <u>military, or education/training on the 6-Month Follow-up Survey</u> 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 | No. of Graduates who report they are in a job, the military, or <u>education/training on the 12-Month Follow-up Survey</u> No. of initially placed Graduates who complete the 12-Month Follow-Up Survey | 70% | 2.5% |
| <i>*Model-based goal</i> | | | 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 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 (HSD)/General Educational Development (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 diploma. This measure supports the mission of Job Corps as many job opportunities require an academic diploma as a qualification.

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

Measure: The percentage of separated 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: The national goal is 50%; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the abilities of students at entry and unique barriers to GED testing) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center to set a center-specific goal. See Attachment 1 for a template of the factors utilized in the models and for specific goals.

Weight: 15%

Formula:
$$\frac{\text{Number of Students who attain either a HSD or GED}}{\text{Number of Students without a HSD or GED at entry}}$$

- 2. Career Technical Training (CTT) Completion Rate.** The Career Technical Training (CTT) Completion Rate measure also occurs during the CDP of the CDSS. During this time, intensive instruction is provided to assist students in completing a CTT program. This measure is important to ensure placement success, and also supports the mission of Job Corps to provide students with the necessary skills and education to become employable in the 21st century economy.

Pool: All students who separate from the program (excluding 30/45 day Level 1 ZTs)

Measure: The percentage of separated students who have completed a CTT program.

Goal: The national goal is 55%**.

****Note:** The CTT Completion Rate goal will remain at 55% during PY 2010 to account for the impact of the implementation of the new TARs. The goal will be reexamined for PY 2011.

Weight: 15%

Formula:
$$\frac{\text{Number of Students who complete a Career Technical Training program}}{\text{Number of Separated Students}}$$

- 3. Combination High School Diploma (HSD)/General Educational Development (GED)/Career Technical Training (CTT) Attainment Rate.** This indicator encourages the attainment of both academic and CTT as a basis for long-term success in employment, and recognizes the additional effort required of the center and the student to achieve both.

Pool: All separated students without a HSD or GED at entry into Job Corps (excluding 30/45 day Level 1 ZTs)

Measure: The percentage of separated students who complete a Career Technical Training (CTT) program **and** attain either a HSD or GED while enrolled in Job Corps.

Goal: The national goal is 40%; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the abilities of students at entry and unique barriers to GED testing) that have been shown to impact their outcomes for this

measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center to set a center-specific goal. See Attachment 1 for a template of the factors utilized in the models and for specific goals.

Weight: 5%

Formula:
$$\frac{\text{Number of Students who complete a Career Technical Training program and attain either a HSD or GED}}{\text{Number of Students without a HSD or GED at entry}}$$

- 4. 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 Grade Level Equivalent (GLE) of 8.0—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 calendar days on center.

Measure: The average of all of the positive GLE gains (negative gains will be counted as a zero gain) 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: The national goal is 2.5 GLE; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control, such as differences in students' academic abilities at entry, that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center to set a center-specific goal. See Attachment 1 for a template of the

factors utilized in the models and for specific goals.

Weight: 5%

Formula:
$$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE reading test}}{\text{Number of Students who score 552 or lower on the initial TABE reading test and Students who do not take a valid initial reading test during the first 21 days on center}}$$

Note: For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. Note: Summer and Winter Breaks and time separated under MSWR and ASWR do not count towards the 21 calendar day count. 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). GLEs range from 0.0 to 12.9 and each GLE is linked to a specific scale score. A gain is made when a student attains a higher GLE on a follow-up TABE test than the GLE of their initial TABE test; credit is given for the difference between the GLE of the highest follow-up TABE test score and the GLE of the initial TABE test. For example, moving from a GLE of 7.2 on the initial TABE test to a GLE of 8.5 on the highest subsequent TABE test equals a 1.3 credit for that student. If the student's highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

5. **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 a Grade Level Equivalent (GLE) of 8.0-- 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 of the positive GLE gains (negative gains will be counted as a zero gain) 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: The national goal is 2.5 GLE; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control, such as differences in students' academic abilities at entry, that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center to set a center-specific goal. See Attachment 1 for a template of the factors utilized in the models and for specific goals.

Weight: 5%

Formula:
$$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE math test}}{\text{Number of Students who score 551 or lower on the initial TABE math test and Students who do not take a valid initial math test during the first 21 days on center}}$$

Note: For crediting purposes, initial TABE tests must be administered within the first 21 days on center. Note: Summer and Winter Breaks and time separated under MSWR and ASWR do no count towards the 21 calendar day count. 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). GLEs range from 0.0 to 12.9 and each GLE is linked to a specific scale score. A gain is made when a student attains a higher GLE on a follow-up TABE test than the GLE of their initial TABE test; credit is given for the difference between the GLE of the highest follow-up TABE test score and the GLE of the initial TABE test. For example, moving from a GLE of 7.2 on the initial TABE test to a GLE of 8.5 on the highest subsequent TABE test equals a 1.3 credit for that student. If the student's highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

6. **Industry-Recognized Credential Attainment Rate.** This measure also occurs during the CDP of the CDSS. With the alignment of training programs to industry-based standards, Job Corps has begun placing increased emphasis on providing students with opportunities to receive industry-recognized credentials that will lead to better employment opportunities. The measure supports the mission of Job Corps to provide students with the necessary skills and education to become employable in the 21st century economy, and also aligns the OMS with a new national reporting mandate that requires Job Corps to report on the number of credentials attained by its students.

Pool: All students who enter a Career Technical Training (CTT) program (excluding 30/45 day Level 1 ZTs)

Measure: The percentage of separated students who have attained an approved industry-recognized credential that is linked to their CTT program or students who have completed a training program offered by a National Training Contractor (NTC).

| | |
|-----------------|---|
| <u>Goal:</u> | The national goal is 50%. |
| <u>Weight:</u> | 0% |
| <u>Formula:</u> | $\frac{\text{Number of Students who attain an approved industry-recognized credential or Students who complete an NTC program}}{\text{Number of Students who enter a Career Technical Training Program}}$ |

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, U.S. Virgin Islands, and U.S. 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 Job Training Match (JTM)/Post-Secondary Credit (PSC) Placement Rate.** A Job Training Match (JTM) Placement rate measure was added to the PY 2005 OMS to promote positive 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 Career Technical Training (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.

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:
$$\frac{\text{Number of Career Technical Training program completers placed in a training-related job, the military, post-secondary education or post-secondary training}}{\text{Number of Career Technical Training program completers placed in a job, the military, post-secondary education or post-secondary training}}$$

Note: The process created in PY 2007 for requesting that a job title be added to the JTM Crosswalk will continue to be available for PY 2010. 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 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. **Former Enrollee Initial 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.

Pool: All former enrollees whose initial placement records are due or

received¹.

Measure: The percentage of 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.

Goal: The national goal is 50%.

Weight: 5%

Formula:
$$\frac{\text{Number of Former Enrollees placed in a job, the military, an educational program, or a job/school combination}}{\text{Number of Former Enrollees whose initial placement records are due or received}}$$

- 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 in PRH Chapter 4, Exhibit 4-1, or who transfer to an approved AT program at another center.

Goal: The national goal is 90%.

Weight: 20%

Formula:
$$\frac{\text{Number of Graduates placed in a job, the military, an educational program, or a job/school combination or who transfer to an approved Advanced Training Program at another center}}{\text{Number of Graduates whose initial placement records are due or received or who transfer to an approved Advanced Training Program at another center}}$$

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."

- 4. Graduate Average Hourly Wage at Placement.** The Graduate Average Hourly 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 in PRH Chapter 4, Exhibit 4-1.

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

Goal: The national goal is \$9.15; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center to set a center-specific goal. See Attachment 1 for a template of the factors utilized in the models and for specific goals.

Weight: 7.5%

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

- 5. Graduate Full-Time Job Placement Rate.** The status of job placements as part-time and full-time is required to be reported under WIA. This measure also serves to reinforce the importance of ensuring graduates are placed in gainful employment with long-term attachment to the workforce and a defined career path.

Pool: All graduates placed in a job or the military according to the Job Corps placement definition in PRH Chapter 4, Exhibit 4-1.

Measure: The percentage of graduates in the pool who are placed in a full-time job or the military.

Goal: The national goal is 80%.

Weight: 0%

Formula:
$$\frac{\text{Number of Graduates placed in a full-time job or military}}{\text{Number of Graduates placed in a job or military}}$$

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 in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in PRH Chapter 4, Exhibit 4-1) during the week prior to the survey.

Goal: The national goal is 70%.

Weight: 10%

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 or in the military (that meets the Job Corps placement definition in PRH Chapter 4, Exhibit 4-1).

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

Goal: The national goal is \$425; centers and regions have model-based goal for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the characteristics of the labor market), that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center to set a center-specific

goal. See Attachment 1 for a template of the factors utilized in the models and 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 that complete the 12-month follow-up survey.

Measure: The percentage of graduates in the pool who report in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in PRH Chapter 4, Exhibit 4-1) during the week prior to the survey.

Goal: The national goal is 70%.

Weight: 2.5%

Formula:
$$\frac{\text{Number of Graduates who report they are in a job, the military, an education/training program, or a job/college combination on the 12-Month Follow-Up Survey}}{\text{Number of initially placed Graduates who complete the 12-Month Follow-Up Survey}}$$

- 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, where available, have been conducted to assist in establishing reasonable and attainable goals for the system.

The following measures have *national* goals:

- Career Technical Training (CTT) Completion Rate;
- Industry-Recognized Credential Attainment Rate;
- Career Technical Training Completer Job-Training Match/Post-Secondary

- Credit Placement Rate;
- Former Enrollee Initial Placement Rate;
- Graduate Initial Placement Rate;
- Graduate Full-Time Job Placement Rate;
- Graduate 6-Month Follow-Up Placement Rate; and,
- Graduate 12-Month Follow-Up Placement Rate.

The following measures have *model-based* goals:

- High School Diploma (HSD)/General Educational Development (GED) Attainment Rate;
- Combination High School Diploma (HSD)/General Educational Development (GED)/Career Technical Training (CTT) Attainment Rate;
- Average Literacy Gain;
- Average Numeracy Gain;
- Graduate Average Hourly 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 been modified from PY 2009 to allow for the addition of new measures. There has been an increase in the overall weight of the on-center (direct services) measures to 45% and a corresponding decrease in the overall weight of the long-term follow-up measures.

Within the direct services measures, equal emphasis is placed upon achievement of an academic certificate and completion of career technical training; average literacy and numeracy gain measures continue to be weighted at 5% each, while the newly introduced Combination Rate measure is also weighted at 5%. The Industry-Recognized Credential Attainment Rate measure is not weighted for PY 2010.

For the short-term CTS measures, heavier emphasis is placed on graduate outcomes (27.5% combined for Graduate Initial Placement Rate and Graduate Average Hourly Wage at Placement), with the CTT Completer JTM/PSC Placement Rate and Former Enrollee Initial Placement Rate each weighted at 5%. The newly introduced Graduate Full-Time Job Placement Rate measure is not weighted for PY 2010.

Under the long-term CTS measures, the 6-Month Follow-up Placement measure and the 6-Month Average Weekly Earnings are weighted at 10% and 5% respectively due to the

importance of both sustaining employment, and having that employment lead to economic self-sufficiency. The 12-Month Placement has less emphasis at 2.5%.

- H. Overall Rating.** The overall rating is the way in which results across each of the 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 2010

- 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 (On-Board Strength [OBS]);
 - The center quality rating (Quality Rating [QR]) based on an on-site review by a team of Federal representatives; and,
 - Students' perception of safety (Student Satisfaction Survey [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.

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.*

| 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 |

III. ROLES AND RESPONSIBILITIES

A. **National Office.** The Office of Job Corps is responsible for: establishing national policy for the Job Corps center performance measurement system; providing center-specific HSD/GED Attainment, Combination Attainment, Average Literacy and Numeracy Gains, Graduate Hourly Average Wage, and Graduate 6-Month Weekly 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 Department of Agriculture, 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 Center Quality Assessment components (OBS, SSS and QR) 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 2010 Center Goals for
HSD/GED Rate, Combination HSD/GED/CTT Rate,
Average Literacy Gain, Average Numeracy Gain, Graduate Average Hourly Wage at
Placement, and Graduate 6-Month Average Weekly Earnings**

| Center | | HSD/GED | Combination HSD/GED/ CTT | Literacy Gain | Numeracy Gain | Graduate Average Wage | Graduate 6-Month Average Weekly Earnings |
|--------|-------------------|---------|--------------------------------|------------------|------------------|-----------------------------|--|
| | National Goals | 50.0 | 40.0 | 2.50 | 2.50 | \$9.15 | \$425 |
| 10100 | Grafton | 53.4 | 41.7 | 2.38 | 2.46 | \$9.97 | \$455 |
| 10200 | Northlands | 55.3 | 42.7 | 2.39 | 2.44 | \$9.83 | \$466 |
| 10300 | Penobscot | 53.9 | 42.1 | 2.33 | 2.48 | \$9.17 | \$425 |
| 10400 | Westover | 49.3 | 39.4 | 2.36 | 2.42 | \$9.95 | \$462 |
| 10500 | New Haven | 43.5 | 36.4 | 2.31 | 2.44 | \$10.01 | \$463 |
| 10600 | Loring | 48.3 | 39.1 | 2.36 | 2.44 | \$9.59 | \$448 |
| 10700 | Shriver | 60.0 | 45.2 | 2.42 | 2.44 | \$9.97 | \$456 |
| 10800 | Exeter | 47.7 | 38.1 | 2.34 | 2.46 | \$9.22 | \$418 |
| 10900 | Hartford | 47.1 | 38.6 | 2.34 | 2.43 | \$9.83 | \$439 |
| 20100 | Arecibo | 57.5 | 53.8 | 7.16 | 6.00 | \$6.90 | \$308 |
| 20200 | Barranquitas | 54.3 | 50.6 | 7.26 | 6.01 | \$6.62 | \$308 |
| 20300 | Cassadaga | 47.4 | 38.6 | 2.31 | 2.47 | \$9.01 | \$420 |
| 20400 | Delaware Valley | 46.2 | 38.0 | 2.35 | 2.43 | \$8.76 | \$406 |
| 20500 | Edison | 48.5 | 39.0 | 2.32 | 2.44 | \$9.12 | \$423 |
| 20700 | Glenmont | 47.3 | 38.7 | 2.29 | 2.45 | \$8.83 | \$404 |
| 20800 | Iroquois | 44.9 | 37.1 | 2.50 | 2.40 | \$9.11 | \$422 |
| 20900 | Oneonta | 49.5 | 39.9 | 2.31 | 2.42 | \$9.07 | \$426 |
| 21000 | Ramey | 59.3 | 55.4 | 7.20 | 6.02 | \$6.88 | \$311 |
| 21100 | South Bronx | 50.2 | 40.3 | 2.38 | 2.44 | \$8.66 | \$392 |
| 30100 | Blue Ridge | 53.7 | 42.1 | 2.37 | 2.51 | \$9.02 | \$413 |
| 30200 | Charleston | 48.7 | 39.1 | 2.38 | 2.45 | \$9.05 | \$413 |
| 30400 | Flatwoods | 50.5 | 40.2 | 2.39 | 2.42 | \$9.53 | \$457 |
| 30500 | Harpers Ferry | 45.5 | 37.0 | 2.40 | 2.40 | \$9.30 | \$424 |
| 30600 | Keystone | 47.6 | 38.3 | 2.33 | 2.45 | \$9.20 | \$423 |
| 30700 | Old Dominion | 48.5 | 39.0 | 2.43 | 2.44 | \$9.21 | \$426 |
| 30800 | Philadelphia | 49.3 | 39.7 | 2.33 | 2.45 | \$9.10 | \$410 |
| 30900 | Pittsburgh | 53.0 | 41.6 | 2.36 | 2.48 | \$9.27 | \$427 |
| 31000 | Potomac | 51.3 | 40.7 | 2.46 | 2.39 | \$9.55 | \$435 |
| 31100 | Red Rock | 52.3 | 41.0 | 2.36 | 2.45 | \$9.14 | \$423 |
| 31200 | Woodland | 49.5 | 39.4 | 2.37 | 2.43 | \$9.24 | \$423 |
| 31300 | Woodstock | 49.0 | 39.3 | 2.37 | 2.43 | \$9.24 | \$419 |
| 31500 | Carl D.Perkins | 59.0 | 45.1 | 2.57 | 2.39 | \$9.17 | \$419 |
| 31600 | Earle C. Clements | 50.2 | 40.2 | 2.38 | 2.43 | \$9.21 | \$436 |
| 31700 | Frenchburg | 51.1 | 40.3 | 2.41 | 2.41 | \$8.91 | \$411 |

| Center | | HSD/GED | Combination HSD/GED/ CTT | Literacy Gain | Numeracy Gain | Graduate Average Wage | Graduate 6-Month Average Weekly Earnings |
|--------|--------------------|---------|--------------------------------|------------------|------------------|-----------------------------|--|
| | National Goals | 50.0 | 40.0 | 2.50 | 2.50 | \$9.15 | \$425 |
| 31800 | Great Onyx | 47.3 | 38.2 | 2.40 | 2.43 | \$9.17 | \$436 |
| 31900 | Pine Knot | 54.5 | 42.3 | 2.43 | 2.42 | \$9.43 | \$441 |
| 32000 | Whitney Young | 49.8 | 39.8 | 2.38 | 2.43 | \$8.99 | \$414 |
| 32100 | Muhlenberg | 49.8 | 39.9 | 2.34 | 2.44 | \$9.14 | \$425 |
| 32200 | Wilmington | 46.5 | 37.9 | 2.32 | 2.44 | \$9.20 | \$412 |
| 40100 | Atlanta | 51.5 | 40.8 | 2.36 | 2.47 | \$8.90 | \$397 |
| 40200 | Bamberg | 51.9 | 41.2 | 2.41 | 2.42 | \$9.11 | \$433 |
| 40300 | Finch-Henry | 43.8 | 36.5 | 2.35 | 2.37 | \$8.52 | \$386 |
| 40400 | Brunswick | 50.0 | 39.9 | 2.35 | 2.45 | \$8.95 | \$413 |
| 40800 | Gainesville | 45.9 | 37.4 | 2.35 | 2.45 | \$8.78 | \$404 |
| 41100 | Jacksonville | 51.5 | 40.7 | 2.46 | 2.39 | \$9.01 | \$423 |
| 41200 | Jacobs Creek | 48.7 | 39.4 | 2.34 | 2.43 | \$9.28 | \$445 |
| 41300 | Kittrell | 49.2 | 39.3 | 2.43 | 2.41 | \$8.84 | \$403 |
| 41500 | Lyndon Johnson | 47.3 | 38.0 | 2.37 | 2.43 | \$9.00 | \$418 |
| 41600 | Miami | 48.7 | 39.1 | 2.34 | 2.42 | \$8.82 | \$398 |
| 41700 | Mississippi | 47.4 | 38.2 | 2.36 | 2.41 | \$8.26 | \$384 |
| 41800 | Oconaluftee | 48.0 | 38.8 | 2.37 | 2.43 | \$8.89 | \$413 |
| 42000 | Schenck | 49.2 | 39.3 | 2.37 | 2.45 | \$9.48 | \$455 |
| 42100 | Turner | 45.2 | 37.1 | 2.36 | 2.44 | \$9.02 | \$421 |
| 42400 | Gadsden | 49.4 | 39.8 | 2.35 | 2.43 | \$8.64 | \$398 |
| 42500 | BL Hooks/Memphis | 44.2 | 36.8 | 2.33 | 2.41 | \$9.01 | \$424 |
| 42600 | Montgomery | 47.9 | 39.0 | 2.37 | 2.43 | \$8.73 | \$405 |
| 42700 | Homestead | 44.4 | 36.7 | 2.33 | 2.42 | \$8.79 | \$406 |
| 50100 | Atterbury | 53.8 | 42.3 | 2.41 | 2.43 | \$9.24 | \$440 |
| 50200 | Blackwell | 50.7 | 40.5 | 2.33 | 2.41 | \$9.49 | \$450 |
| 50300 | Cincinnati | 49.7 | 39.8 | 2.33 | 2.45 | \$9.19 | \$428 |
| 50400 | Cleveland | 46.7 | 37.9 | 2.35 | 2.42 | \$8.90 | \$409 |
| 50500 | Dayton | 50.0 | 39.9 | 2.36 | 2.44 | \$8.97 | \$417 |
| 50600 | Detroit | 45.8 | 37.5 | 2.28 | 2.45 | \$9.02 | \$411 |
| 50700 | Golconda | 50.2 | 40.0 | 2.35 | 2.41 | \$9.57 | \$454 |
| 50800 | Gerald R. Ford | 44.9 | 36.7 | 2.37 | 2.42 | \$8.78 | \$402 |
| 50900 | Hubert H. Humphrey | 50.9 | 40.6 | 2.43 | 2.45 | \$9.31 | \$422 |
| 51000 | Joliet | 50.6 | 40.3 | 2.31 | 2.42 | \$9.05 | \$413 |
| 51100 | Flint/Genesee | 46.7 | 37.9 | 2.30 | 2.45 | \$8.89 | \$415 |
| 51200 | Paul Simon Chicago | 53.2 | 41.6 | 2.32 | 2.43 | \$9.28 | \$432 |
| 60100 | Albuquerque | 53.0 | 41.5 | 2.38 | 2.42 | \$8.99 | \$420 |
| 60200 | Cass | 51.8 | 40.7 | 2.33 | 2.44 | \$9.20 | \$450 |
| 60300 | David Carrasco | 47.7 | 38.2 | 2.49 | 2.40 | \$8.15 | \$385 |
| 60400 | Gary | 51.5 | 40.7 | 2.46 | 2.42 | \$9.10 | \$429 |
| 60500 | Guthrie | 50.9 | 40.2 | 2.38 | 2.45 | \$8.89 | \$415 |

| Center | | HSD/GED | Combination HSD/GED/ CTT | Literacy Gain | Numeracy Gain | Graduate Average Wage | Graduate 6-Month Average Weekly Earnings |
|--------|-------------------|---------|--------------------------------|------------------|------------------|-----------------------------|--|
| | National Goals | 50.0 | 40.0 | 2.50 | 2.50 | \$9.15 | \$425 |
| 60600 | Laredo | 41.6 | 34.6 | 2.60 | 2.30 | \$7.64 | \$354 |
| 60700 | Little Rock | 47.4 | 38.2 | 2.34 | 2.45 | \$8.58 | \$384 |
| 60800 | North Texas | 51.8 | 40.8 | 2.42 | 2.43 | \$9.04 | \$423 |
| 60900 | New Orleans | 39.4 | 34.0 | 2.30 | 2.42 | \$8.69 | \$408 |
| 61000 | Ouachita | 45.0 | 36.8 | 2.37 | 2.37 | \$9.09 | \$429 |
| 61100 | Roswell | 54.8 | 42.4 | 2.43 | 2.42 | \$8.54 | \$403 |
| 61200 | Shreveport | 39.7 | 33.7 | 2.34 | 2.35 | \$8.30 | \$379 |
| 61300 | Talking Leaves | 52.7 | 41.2 | 2.42 | 2.40 | \$8.54 | \$404 |
| 61400 | Treasure Lake | 48.6 | 38.7 | 2.38 | 2.44 | \$8.80 | \$407 |
| 61500 | Tulsa | 48.5 | 38.8 | 2.37 | 2.42 | \$8.77 | \$407 |
| 61600 | Carville | 49.7 | 39.5 | 2.35 | 2.39 | \$8.76 | \$428 |
| 70100 | Denison | 50.6 | 39.9 | 2.43 | 2.46 | \$9.11 | \$422 |
| 70200 | Excelsior Springs | 50.3 | 39.8 | 2.30 | 2.46 | \$9.07 | \$419 |
| 70300 | Mingo | 53.0 | 41.3 | 2.40 | 2.41 | \$9.22 | \$448 |
| 70400 | Pine Ridge | 47.0 | 37.9 | 2.41 | 2.43 | \$9.28 | \$445 |
| 70500 | St Louis | 46.7 | 37.8 | 2.38 | 2.41 | \$8.98 | \$414 |
| 70600 | Flint Hills | 46.3 | 37.7 | 2.43 | 2.44 | \$8.96 | \$412 |
| 80100 | Anaconda | 57.3 | 43.6 | 2.46 | 2.43 | \$9.23 | \$450 |
| 80200 | Boxelder | 52.2 | 40.7 | 2.33 | 2.44 | \$8.88 | \$431 |
| 80300 | Clearfield | 54.3 | 42.2 | 2.43 | 2.43 | \$9.44 | \$446 |
| 80400 | Collbran | 54.6 | 42.6 | 2.37 | 2.43 | \$9.19 | \$430 |
| 80500 | Kicking Horse | 50.3 | 39.9 | 2.33 | 2.47 | \$8.97 | \$427 |
| 80600 | Trapper Creek | 53.9 | 41.6 | 2.52 | 2.41 | \$9.27 | \$440 |
| 80700 | Weber Basin | 52.8 | 40.9 | 2.35 | 2.45 | \$9.06 | \$432 |
| 80800 | Burdick | 53.6 | 41.6 | 2.45 | 2.44 | \$8.95 | \$416 |
| 90100 | Hawaii | 50.7 | 40.2 | 2.52 | 2.37 | \$9.02 | \$425 |
| 90200 | Inland Empire | 46.4 | 38.1 | 2.38 | 2.43 | \$9.78 | \$452 |
| 90300 | Los Angeles | 47.7 | 38.9 | 2.46 | 2.44 | \$9.76 | \$433 |
| 90400 | Phoenix | 49.9 | 39.7 | 2.43 | 2.42 | \$8.97 | \$415 |
| 90500 | Sacramento | 50.6 | 40.5 | 2.39 | 2.45 | \$10.0 6 | \$468 |
| 90600 | San Diego | 50.2 | 40.2 | 2.47 | 2.42 | \$10.0 5 | \$462 |
| 90700 | San Jose | 51.6 | 41.0 | 2.43 | 2.44 | \$10.1 8 | \$460 |
| 90800 | Sierra Nevada | 52.0 | 41.0 | 2.41 | 2.42 | \$9.15 | \$427 |
| 90900 | Treasure Island | 52.0 | 41.1 | 2.56 | 2.44 | \$9.81 | \$444 |
| 91000 | Fred G. Acosta | 44.4 | 36.5 | 2.46 | 2.43 | \$8.91 | \$406 |
| 91100 | Long Beach | 48.8 | 39.3 | 2.41 | 2.44 | \$9.68 | \$429 |
| 100100 | Angell | 54.6 | 42.2 | 2.38 | 2.50 | \$10.0 6 | \$469 |

| Center | | HSD/GED | Combination HSD/GED/ CTT | Literacy Gain | Numeracy Gain | Graduate Average Wage | Graduate 6-Month Average Weekly Earnings |
|--------|----------------------------|---------|--------------------------------|------------------|------------------|-----------------------------|--|
| | National Goals | 50.0 | 40.0 | 2.50 | 2.50 | \$9.15 | \$425 |
| 100200 | Cascades | 55.8 | 42.8 | 2.39 | 2.46 | \$9.99 | \$457 |
| 100300 | Columbia Basin | 59.7 | 45.1 | 2.40 | 2.48 | \$9.99 | \$466 |
| 100400 | Curlew | 54.0 | 41.8 | 2.43 | 2.44 | \$10.28 | \$492 |
| 100500 | Fort Simcoe | 52.8 | 41.4 | 2.44 | 2.43 | \$10.06 | \$493 |
| 100600 | Centennial | 57.8 | 44.0 | 2.46 | 2.46 | \$9.55 | \$450 |
| 100700 | Springdale | 55.4 | 42.6 | 2.37 | 2.47 | \$9.71 | \$443 |
| 100800 | Timber Lake | 53.9 | 41.8 | 2.36 | 2.47 | \$10.10 | \$482 |
| 100900 | Tongue Point | 56.8 | 43.5 | 2.45 | 2.48 | \$10.17 | \$475 |
| 101000 | Wolf Creek | 57.8 | 44.1 | 2.37 | 2.48 | \$10.41 | \$466 |
| 101100 | Alaska | 51.0 | 40.6 | 2.53 | 2.43 | \$10.42 | \$479 |
| 1 | Boston Region Total | 50.2 | 41.1 | 3.12 | 2.91 | \$9.03 | \$418 |
| 2 | Philadelphia Region Total | 50.2 | 40.0 | 2.38 | 2.44 | \$9.21 | \$424 |
| 3 | Atlanta Region Total | 47.7 | 38.6 | 2.36 | 2.43 | \$8.88 | \$408 |
| 4 | Dallas Region Total | 50.6 | 40.0 | 2.42 | 2.42 | \$8.92 | \$421 |
| 5 | Chicago Region Total | 49.4 | 39.4 | 2.36 | 2.43 | \$9.12 | \$424 |
| 6 | San Francisco Region Total | 51.9 | 40.9 | 2.44 | 2.44 | \$9.77 | \$451 |

**Center Model
PY 2010 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 | 21.0 | 21.0 | 0.0 | -0.0440 | 0.0000 |
| % Age 17 at Enrollment | 26.2 | 26.2 | 0.0 | -0.0341 | 0.0000 |
| % Age 18 at Enrollment | 21.1 | 21.1 | 0.0 | -0.0145 | 0.0000 |
| Initial TABE | | | | | |
| % Initial Reading Grade Level 6-7 | 24.8 | 24.8 | 0.0 | 0.1126 | 0.0000 |
| % Initial Reading Grade Level 8-10 | 26.7 | 26.7 | 0.0 | 0.2388 | 0.0000 |
| % Initial Reading Grade Level 11-12 | 8.4 | 8.4 | 0.0 | 0.3233 | 0.0000 |
| % Initial Math Grade Level 6-7 | 26.1 | 26.1 | 0.0 | 0.1401 | 0.0000 |
| % Initial Math Grade Level 8-10 | 14.3 | 14.3 | 0.0 | 0.2604 | 0.0000 |
| % Initial Math Grade Level 11-12 | 5.6 | 5.6 | 0.0 | 0.3135 | 0.0000 |
| Initial TABE Español | | | | | |
| % Initial Reading Grade Level 3-5 | 0.7 | 0.7 | 0.0 | 0.1484 | 0.0000 |
| % Initial Reading Grade Level 6-12 | 0.3 | 0.3 | 0.0 | 0.1780 | 0.0000 |
| % Initial Math Grade Level 3-5 | 1.2 | 1.2 | 0.0 | 0.2114 | 0.0000 |
| % Initial Math Grade Level 6-12 | 0.3 | 0.3 | 0.0 | 0.2911 | 0.0000 |
| % Pre-Test Barriers to GED Attainment | 16.6 | 16.6 | 0.0 | -0.0492 | 0.0000 |
| % Age 16 Enrollment and Ineligible to Take Test | 4.2 | 4.2 | 0.0 | -0.0288 | 0.0000 |
| | | | | Subtotal | 0.0 |
| | | | | National Goal | 50.0% |
| | | | | Model Adjusted Goal | 50.0% |

**Center Model
 PY 2010 Combination HSD/GED/CTT 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 | 21.0 | 21.0 | 0.0 | -0.0457 | 0.0000 |
| % Age 17 at Enrollment | 26.2 | 26.2 | 0.0 | -0.0356 | 0.0000 |
| % Age 18 at Enrollment | 21.1 | 21.1 | 0.0 | -0.0257 | 0.0000 |
| Initial TABE | | | | | |
| % Initial Reading Grade Level 6-7 | 24.8 | 24.8 | 0.0 | 0.0845 | 0.0000 |
| % Initial Reading Grade Level 8-10 | 26.7 | 26.7 | 0.0 | 0.1361 | 0.0000 |
| % Initial Reading Grade Level 11-12 | 8.4 | 8.4 | 0.0 | 0.1806 | 0.0000 |
| % Initial Math Grade Level 6-7 | 26.1 | 26.1 | 0.0 | 0.0814 | 0.0000 |
| % Initial Math Grade Level 8-10 | 14.3 | 14.3 | 0.0 | 0.1398 | 0.0000 |
| % Initial Math Grade Level 11-12 | 5.6 | 5.6 | 0.0 | 0.1836 | 0.0000 |
| Initial TABE Español | | | | | |
| % Initial Reading Grade Level 3-5 | 0.7 | 0.7 | 0.0 | 0.1647 | 0.0000 |
| % Initial Reading Grade Level 6-12 | 0.3 | 0.3 | 0.0 | 0.1718 | 0.0000 |
| % Initial Math Grade Level 3-5 | 1.2 | 1.2 | 0.0 | 0.1809 | 0.0000 |
| % Initial Math Grade Level 6-12 | 0.3 | 0.3 | 0.0 | 0.2646 | 0.0000 |
| % Pre-Test Barriers to GED Attainment | 16.6 | 16.6 | 0.0 | -0.0287 | 0.0000 |
| | | | | Subtotal | 0.0 |
| | | | | National Goal | 40.0% |
| | | | | Model Adjusted Goal | 40.0% |

**Center Model
PY 2010 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 8 or Lower at Enrollment | 14.2 | 14.2 | 0.0 | -0.0018 | 0.0000 |
| % Initial Tests Taken in TABE Español | 2.3 | 2.3 | 0.0 | 0.0469 | 0.0000 |
| % Initial Reading TABE Grade Level <3 | 10.0 | 10.0 | 0.0 | 0.0117 | 0.0000 |
| % Initial Reading TABE Grade Level 3-4 | 23.2 | 23.2 | 0.0 | 0.0064 | 0.0000 |
| % Initial Reading TABE Grade Level 5-6 | 50.4 | 50.4 | 0.0 | 0.0050 | 0.0000 |
| % Initial Math TABE Grade Level 5-6 | 39.2 | 39.2 | 0.0 | 0.0044 | 0.0000 |
| % Initial Math TABE Grade Level 7-8 | 13.2 | 13.2 | 0.0 | 0.0083 | 0.0000 |
| % Initial Math TABE Grade Level 9-12 | 4.9 | 4.9 | 0.0 | 0.0122 | 0.0000 |
| Subtotal | | | | | 0.0 |
| National Goal | | | | | 2.50 |
| Model Adjusted Goal | | | | | 2.50 |

**Center Model
PY 2010 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 8 or Lower at Enrollment | 14.2 | 14.2 | 0.0 | -0.0018 | 0.0000 |
| % Initial Tests Taken in TABE Español | 2.3 | 2.3 | 0.0 | 0.0469 | 0.0000 |
| % Initial Math TABE Grade Level <3 | 10.0 | 10.0 | 0.0 | 0.0117 | 0.0000 |
| % Initial Math TABE Grade Level 3-6 | 23.2 | 23.2 | 0.0 | 0.0064 | 0.0000 |
| % Initial Reading TABE Grade Level 5-6 | 50.4 | 50.4 | 0.0 | 0.0050 | 0.0000 |
| % Initial Reading TABE Grade Level 7-8 | 39.2 | 39.2 | 0.0 | 0.0044 | 0.0000 |
| % Initial Reading TABE Grade Level 9-12 | 13.2 | 13.2 | 0.0 | 0.0083 | 0.0000 |
| Subtotal | | | | | 0.0 |
| National Goal | | | | | 2.50 |
| Model Adjusted Goal | | | | | 2.50 |

**Center Model
PY 2010 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 | 0.1199 | 0.0000 |
| % High School Diploma or GED at Enrollment | 33.7 | 33.7 | 0.0 | 0.0034 | 0.0000 |
| Average Initial TABE Reading GLE | 8.0 | 8.0 | 0.0 | 0.0217 | 0.0000 |
| Average Initial TABE Math GLE | 7.2 | 7.2 | 0.0 | 0.0771 | 0.0000 |
| % Training in Advanced Manufacturing | 5.8 | 5.8 | 0.0 | 0.0072 | 0.0000 |
| % Training in Automotive and Machine Repair | 3.5 | 3.5 | 0.0 | -0.0027 | 0.0000 |
| % Training in Construction | 27.1 | 27.1 | 0.0 | 0.0040 | 0.0000 |
| % Training in Finance and Business | 17.5 | 17.5 | 0.0 | -0.0057 | 0.0000 |
| % Training in Health Care | 24.1 | 24.1 | 0.0 | -0.0025 | 0.0000 |
| % Training in Homeland Security | 5.0 | 5.0 | 0.0 | -0.0024 | 0.0000 |
| % Training in Hospitality | 8.6 | 8.6 | 0.0 | -0.0065 | 0.0000 |
| % Training in Information Technology | 3.3 | 3.3 | 0.0 | -0.0015 | 0.0000 |
| % Training in Renewable Resources and Energy | 1.1 | 1.1 | 0.0 | 0.0077 | 0.0000 |
| % Training in Retail Sales and Services | 1.3 | 1.3 | 0.0 | -0.0059 | 0.0000 |
| % Training in Transportation | 2.9 | 2.9 | 0.0 | 0.0083 | 0.0000 |
| Average Wage in All Industries in County (\$1,000's) | 43.0 | 43.0 | 0.0 | 0.0261 | 0.0000 |
| % Placed in Job in State With High Minimum Wage | 16.6 | 16.6 | 0.0 | 0.0100 | 0.0000 |
| Average Percent of Families in Poverty in County | 10.5 | 10.5 | 0.0 | -0.0385 | 0.0000 |
| Subtotal | | | | | 0.0 |
| National Goal | | | | | \$9.15 |
| Model Adjusted Goal | | | | | \$9.15 |

**Center Model
PY 2010 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 | 18.8 | 18.8 | 0.0 | 9.5888 | 0.0000 |
| Average Initial TABE Reading GLE | 8.3 | 8.3 | 0.0 | 2.1948 | 0.0000 |
| Average Initial TABE Math GLE | 7.5 | 7.5 | 0.0 | 5.1888 | 0.0000 |
| % Training in Advanced Manufacturing | 5.9 | 5.9 | 0.0 | 0.6840 | 0.0000 |
| % Training in Automotive and Machine Repair | 3.4 | 3.4 | 0.0 | -0.1797 | 0.0000 |
| % Training in Construction | 27.8 | 27.8 | 0.0 | 0.1848 | 0.0000 |
| % Training in Finance and Business | 18.6 | 18.6 | 0.0 | -0.4949 | 0.0000 |
| % Training in Health Care | 23.0 | 23.0 | 0.0 | -0.2438 | 0.0000 |
| % Training in Homeland Security | 4.5 | 4.5 | 0.0 | -0.0781 | 0.0000 |
| % Training in Hospitality | 8.0 | 8.0 | 0.0 | -0.5469 | 0.0000 |
| % Training in Information Technology | 3.7 | 3.7 | 0.0 | -0.1117 | 0.0000 |
| % Training in Renewable Resources and Energy | 1.2 | 1.2 | 0.0 | 0.4902 | 0.0000 |
| % Training in Retail Sales and Services | 1.4 | 1.4 | 0.0 | -0.6473 | 0.0000 |
| % Training in Transportation | 2.6 | 2.6 | 0.0 | 0.9434 | 0.0000 |
| Average Wage in All Industries in County (\$1,000's) | 42.8 | 42.8 | 0.0 | 0.8198 | 0.0000 |
| % Placed in Job in State With High Minimum Wage | 17.3 | 17.3 | 0.0 | 0.3967 | 0.0000 |
| Average Percent of Families in Poverty in County | 10.5 | 10.5 | 0.0 | -1.9204 | 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 2010 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, Combo Attainment, Credential Attainment, Literacy & Numeracy Gains | As applicable | As applicable | n/a | n/a | |
| | Graduate Placement | 1 | 1 | n/a | n/a | |
| | JTM/PSC Placement Full-Time Job Placement | 0 | 0 | n/a | n/a | |
| Graduate Separates from AT Center | CTT Completion Credential Attainment | n/a | n/a | 1 | 1/0 As applicable | |
| Graduate Placed or Placement Window Closes | Placed in Job/ Military | Graduate Placement | n/a | n/a | 1 | 1 |
| | | JTM/PSC Placement | 1 | 1/0 | 1 | 1/0 |
| | | Full-Time Job Placement | | As applicable | | As applicable |
| | Placed in School | Graduate Wage at Placement | 1 | add wage to total | 1 | add wage to total |
| | | Graduate Placement | n/a | n/a | 1 | 1 |
| | | Graduate Placement | n/a | n/a | 1 | 1 |
| Not Placed | Graduate Placement | n/a | n/a | 1 | 0 | |
| 6- and 12-Month Follow-up Surveys | If placed graduate and survey completed | Graduate 6- and/or 12-Month Follow-up Placement | 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 | Graduate 6-Month Average Weekly Earnings | 1 As applicable | add earnings to total As applicable | 1 As applicable | add earnings to total As applicable |

Note: This does not apply to Advanced Career Training (ACT) transfers.

**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.
7. Submit the appeal with documentation to:

Office of Job Corps, Program Performance 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 CTT/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> |
|--|

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:

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-SOC 2009, for the proposed job training match placement.
2. Enter the office code as found in O*NET-SOC 2009.
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-SOC 2009 |
| 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: |
| | | : | : |