

APPENDIX 501a

**POLICIES AND PROCEDURES
FOR PY 2011
CENTER OUTCOME MEASUREMENT SYSTEM
AND
CENTER QUALITY ASSESSMENT**

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I. CENTER REPORT CARD FOR PY 2011

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 2011 Outcome Measurement System (OMS) Report Cards.

- A. **Overview.** The Center Report Card is one of two systems that assess Job Corps center performance. The Center Report Card measures and accounts for performance across all Job Corps centers. This system collects and evaluates data regarding students' academic and career technical training (CTT) attainments, placements, and continued placement at 6 and 12 months following the initial placement. The performance measures (also known as metrics) are derived from Workforce Investment Act (WIA) and Common Performance Measures requirements, as well as U.S. Department of Labor (DOL) priorities.

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 2011 Changes in Appendix 501a.** Provided below is a description of changes to the Center Report Card for PY 2011.

In PY 2011, the performance measures for the Center Report Card will remain intact. However, performance goals and weights in select measures are being minimally adjusted. Performance goals are being increased for several measures to emphasize focus and provide progressive, yet attainable, goals. Further, the Industry-Recognized Credential Attainment Rate is assigned a weight, resulting in a corresponding reduction in the weight for the Graduate Initial Placement Rate measure.

As a result of these adjustments, the Center Report Card is now balanced evenly at 50% between Direct Center Services (on center measures) and Short-Term/Long-Term Career Transition Services (post-center measures). Changes in the PY 2011 Center Report Card are as follows:

1. **High School Diploma (HSD) or General Educational Development (GED) Attainment:** For PY 2011, the goal for HSD or GED Attainment is increased from 50% to 55%. Centers and regions have model-based goals for this measure.
2. **Career Technical Training Completion Rate:** For PY 2011, the goal for CTT Completion is increased from 55% to 60%.

- 3. Combination High School Diploma (HSD) or General Educational Development (GED), and Career Technical Training (CTT) Attainment Rate:** For PY 2011, the goal for the Combo HSD or GED and CTT rate is increased from 40% to 45%. Centers and regions have model-based goals for this measure.
- 4. Career Technical Training Industry-Recognized Credential Attainment Rate:** The Industry-Recognized Credential Attainment Rate measure was introduced in PY 2010 for information purposes only in order to allow centers time to establish baselines and track their progress in meeting goals. For PY 2011, the goal for Industry-Recognized Credential Attainment remains at 50%, and is now weighted at 5%.
- 5. Career Technical Training Completer Job-Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate:** For PY 2011, the goal for CTT completer JTM/PSC Placement is increased from 70% to 75%.
- 6. Graduate Initial Placement Rate:** For PY 2011, in order to balance the inclusion of weighting the Industry-Recognized Certificate Attainment measure, the weight of the Graduate Initial Placement Rate measure is reduced from 20% to 15%.
- 7. Graduate Average Hourly Wage at Placement:** In PY 2011, the goal for Graduate Average Hourly Wage at Placement is increased from \$9.15 per hour to \$9.50 per hour. Centers and regions have model-based goals for this measure.

Provided on the next page is a summary table outlining the PY 2011 Center Report Card.

PY 2011 CENTER REPORT CARD			
Measure	Definition	Goal	Weight
Direct Center Services – 50%			
High School Diploma (HSD) or /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	55%	15%
Career Technical Training Completion Rate	No. of Students who complete a <u>Career Technical Training program</u> No. of Separated Students	60%	15%
Combination High School Diploma (HSD) or General Educational Development (GED), and 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	45%	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%
Career Technical Training Industry-Recognized Credential Attainment Rate	No. of Career Technical Training Students who attain an approved industry-recognized <u>Credential or complete an NTC program</u> No. of Students Assigned to a Career Technical Training program	50%	5%
Short-Term Career Transition Services – 32.5%			
Career Technical Training Completer Job-Training Match (JTM)/Post-secondary Credit (PSC) 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	75%	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 who transfer to an Advanced Training program at another center No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	15%
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	\$9.50	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. **Impact of Level 1 Zero Tolerance Separations on the Center Report Card.** Students who separate due to Level 1 Zero Tolerance (ZT) infractions under code 5.1A or code 5.2B in 30 days or less, or under code 5.2A 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.

The list of Level 1 ZT infractions can be found in the Job Corps Policy and Requirements Handbook (PRH), Chapter 3, Exhibit 3.1 (Infraction Levels and Appropriate Center Actions).

- D. **Direct Center Services Measures.** Provided below is a description of the on-center, or direct center services, performance measures.

1. **High School Diploma (HSD) or 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 the achievement of an academic credential is linked to enhanced employment opportunities.

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 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 55%; 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 60%.

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) or General Educational Development (GED), and Career Technical Training (CTT) Attainment Rate.** This indicator encourages the completion of both academic and CTT programs 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 CTT program **and** attain either a HSD or GED while enrolled in Job Corps.

Goal: The national goal is 45%; 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 Learner (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 a 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 Tests of Adult Basic Education (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 medical separation with reinstatement rights (MSWR) and administrative separations with reinstatement rights (ASWR) do not count toward 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 not count toward 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. Career Technical Training Industry-Recognized Credential Attainment Rate.** This measure also occurs during the CDP of the CDSS. With the alignment of training programs with 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.

<u>Pool:</u>	All students who are assigned to a CTT program (excluding 30/45 day Level 1 ZTs)
<u>Measure:</u>	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>	5%
<u>Formula:</u>	$\frac{\text{Number of Career Technical Training Students who attain an approved industry-recognized credential or Students who complete an NTC program}}{\text{Number of Students Assigned to a Career Technical Training program}}$

E. Short-Term Career Transition Services Measures. Provided below is a description of the post-center, short-term career transition services performance measures. The following criteria apply to these 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 timelines 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, crediting CTT completers initially placed in training-related jobs or the military, was added in PY 2005, and was intended to lead to improved student long-term outcomes and career success by encouraging student placement in the trades for which they have been trained. In PY 2007, to further align with the program's emphasis on education, the measure was expanded to also credit CTT completers that enter a post-secondary education or post-secondary training as Post-secondary Credit (PSC). In PY 2010, the Office of Job Corps issued a new release of the JTM Crosswalk to refine alignment with O*NET-SOC, the industry-recognized national occupational database.

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

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 75%.

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 the addition of a job title to the JTM Crosswalk will continue to be available for PY 2011. A request should be submitted only if the current JTM Crosswalk does not contain an appropriate job code that is directly related to one of the new Training Achievement Records (TARs), released in PY 2006 or thereafter. If the request is approved, the new job code 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 in a position that is properly assigned the identified job code. 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 students who graduate from the program.

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 engagement and retention 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%.

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."

Weight: 15%

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

- 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 \$9.50; 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 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:
$$\frac{\text{Number of Graduates placed in a full-time job or military}}{\text{Number of Graduates placed in a job or military}}$$

F. Long-Term Career Transition Services Measures. Provided below is a description of the post-center, long-term career transition services performance 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).

<u>Measure:</u>	The average weekly earnings of placed graduates in the pool.
<u>Goal:</u>	The national goal is \$425; 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.
<u>Weight:</u>	5%
<u>Formula:</u>	$\frac{\text{Sum of weekly earnings of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey}}{\text{Number of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey}}$

- 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.

<u>Pool:</u>	All graduates initially placed in a job, the military, an educational program, or a job/school combination who complete the 12-month follow-up survey.
<u>Measure:</u>	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.
<u>Goal:</u>	The national goal is 70%.
<u>Weight:</u>	2.5%
<u>Formula:</u>	$\frac{\text{Number of Graduates who report they are in a job, the military, an education/training program, or a job/college combination on the 12-Month Follow-up Survey}}{\text{Number of initially placed Graduates who complete the 12-Month Follow-up Survey}}$

- G. 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;
- Career Technical Training Industry-Recognized Credential Attainment Rate;
- Career Technical Training Completer Job-Training Match (JTM)/Post-secondary Credit (PSC) 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) or General Educational Development (GED) Attainment Rate;
- Combination High School Diploma (HSD) or General Educational Development (GED), and 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.

H. Weights. A weight is assigned to each measure to reflect: 1) areas of emphasis in centers' accountability for achieving positive student outcomes; 2) the importance attached to each measure; and 3) the number of students in the pool for each measure.

The weighting scheme of the Center Report Card has been modified from PY 2010 to adjust for the inclusion of the Industry-Recognized Credential Attainment measure. The overall weight of the on-center (direct services) measures is increased to 50%, resulting in a corresponding decrease in the overall weight of the short-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 at 15% each; average literacy and numeracy gain measures continue to be weighted at 5% each, while the

Combination Rate measure and the Industry-Recognized Credential Attainment Rate measure are both also weighted at 5%.

For the short-term CTS measures, heavier emphasis is placed on graduate outcomes (22.5% 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 Graduate Full-Time Job Placement Rate measure continues to be unweighted for PY 2011.

Weights for the long-term CTS measures remain intact in PY 2011. 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 is weighted at 2.5%.

- I. Overall Rating.** 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 2011

- 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 stand alone; there is no aggregation of performance results across 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 (QIs) 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 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 on the day of the survey 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 the survey protocol is followed explicitly. 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 occur 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 toward 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	Never or Not in the Last Month	Once or Twice

between students on center?		
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 is used by Regional Offices to make contract recommendations. 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 will also be taken into account in procurement-related decisions.

- C. **Center Operators.** Center operators, including the U.S. Department of Agriculture, Forest Service, 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 the Government Accountability 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).** 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 2011 Center Goals for HSD/GED Rate, Combination HSD/GED/CTT Rate, Average Literacy Gain, Average Numeracy Gain, Graduate Average Wage, 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	55.0	45.0	2.50	2.50	\$9.50	\$425
10100	Grafton	56.5	45.9	2.35	2.46	\$10.15	\$448
10200	Northlands	53.5	42.9	2.42	2.44	\$10.15	\$462
10300	Penobscot	55.1	44.1	2.35	2.46	\$9.59	\$435
10400	Westover	55.6	45.3	2.36	2.43	\$10.14	\$451
10500	New Haven	46.0	38.9	2.28	2.45	\$9.88	\$433
10600	Loring	51.9	42.3	2.38	2.43	\$9.92	\$450
10700	Shriver	64.3	50.2	2.38	2.44	\$10.28	\$449
10800	Exeter	53.6	42.8	2.36	2.47	\$9.62	\$425
10900	Hartford	53.1	44.2	2.33	2.43	\$10.13	\$433
20100	Arecibo	62.3	56.9	7.15	5.85	\$7.61	\$318
20200	Barranquitas	62.0	56.4	7.22	5.87	\$7.42	\$313
20300	Cassadaga	50.5	41.4	2.30	2.44	\$9.36	\$422
20400	Delaware Valley	52.1	43.7	2.31	2.41	\$9.22	\$399
20500	Edison	54.8	44.9	2.35	2.44	\$9.52	\$420
20700	Glenmont	53.8	44.6	2.30	2.44	\$9.25	\$407
20800	Iroquois	45.6	38.6	2.45	2.41	\$9.40	\$424
20900	Oneonta	48.8	40.4	2.30	2.40	\$9.48	\$425
21000	Ramey	63.2	57.9	7.14	5.88	\$7.48	\$325
21100	South Bronx	48.8	40.6	2.41	2.44	\$9.25	\$407
30100	Blue Ridge	58.2	47.1	2.34	2.49	\$9.40	\$417

Center		HSD/GED	Combination HSD/GED/ CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
30200	Charleston	54.3	44.7	2.39	2.45	\$9.38	\$416
30400	Flatwoods	57.1	46.5	2.40	2.43	\$9.74	\$448
30500	Harpers Ferry	55.9	45.5	2.36	2.42	\$9.60	\$425
30600	Keystone	54.7	44.8	2.36	2.46	\$9.52	\$424
30700	Old Dominion	51.3	42.0	2.37	2.44	\$9.57	\$425
30800	Philadelphia	56.5	46.1	2.37	2.47	\$9.51	\$413
30900	Pittsburgh	58.0	46.8	2.38	2.47	\$9.60	\$423
31000	Potomac	57.7	46.9	2.46	2.40	\$9.84	\$436
31100	Red Rock	58.5	47.0	2.37	2.45	\$9.44	\$424
31200	Woodland	55.1	45.1	2.37	2.43	\$9.61	\$420
31300	Woodstock	53.8	44.4	2.39	2.43	\$9.60	\$423
31500	Carl D.Perkins	64.2	50.5	2.52	2.37	\$9.43	\$427
31600	Earle C. Clements	56.2	46.1	2.37	2.44	\$9.63	\$440
31700	Frenchburg	54.9	45.0	2.36	2.44	\$9.27	\$410
31800	Great Onyx	57.4	46.5	2.35	2.42	\$9.52	\$435
31900	Pine Knot	59.6	47.6	2.39	2.44	\$9.73	\$458
32000	Whitney Young	55.1	45.2	2.41	2.43	\$9.37	\$421
32100	Muhlenberg	55.9	45.8	2.35	2.45	\$9.58	\$436
32200	Wilmington	52.6	42.6	2.28	2.42	\$9.50	\$410
40100	Atlanta	56.0	45.7	2.35	2.47	\$9.27	\$402
40200	Bamberg	57.0	46.6	2.35	2.44	\$9.26	\$424
40300	Finch-Henry	50.1	42.4	2.37	2.38	\$9.00	\$402
40400	Brunswick	54.0	44.5	2.36	2.43	\$9.40	\$415
40800	Gainesville	49.1	40.5	2.31	2.44	\$9.17	\$414
41000	Gulfport	52.9	43.5	2.35	2.43	\$9.27	\$416
41100	Jacksonville	56.9	46.2	2.37	2.44	\$9.33	\$420

Center		HSD/GED	Combination HSD/GED/ CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
41200	Jacobs Creek	55.2	45.5	2.36	2.42	\$9.62	\$449
41300	Kittrell	52.6	42.5	2.40	2.40	\$9.24	\$408
41500	Lyndon Johnson	48.5	40.1	2.33	2.42	\$9.44	\$420
41600	Miami	53.5	44.3	2.36	2.43	\$9.08	\$396
41700	Mississippi	52.7	43.6	2.35	2.42	\$8.85	\$390
41800	Oconaluftee	54.4	43.4	2.35	2.40	\$9.27	\$416
42000	Schenck	52.7	42.6	2.34	2.43	\$9.80	\$463
42100	Turner	49.7	40.9	2.34	2.44	\$9.39	\$424
42400	Gadsden	56.2	45.8	2.34	2.44	\$9.02	\$401
42500	BL Hooks/Memphis	49.5	42.1	2.31	2.40	\$9.44	\$424
42600	Montgomery	52.1	43.6	2.34	2.43	\$9.11	\$411
42700	Homestead	51.3	43.0	2.36	2.44	\$9.18	\$411
50100	Atterbury	57.8	46.8	2.37	2.43	\$9.54	\$436
50200	Blackwell	56.6	46.1	2.38	2.40	\$9.75	\$447
50300	Cincinnati	53.2	44.2	2.29	2.45	\$9.38	\$420
50400	Cleveland	51.7	43.1	2.38	2.44	\$9.27	\$410
50500	Dayton	57.0	46.3	2.37	2.45	\$9.31	\$420
50600	Detroit	50.6	42.5	2.27	2.46	\$9.22	\$400
50700	Golconda	53.9	44.3	2.32	2.41	\$9.86	\$450
50800	Gerald R. Ford	51.7	42.9	2.34	2.45	\$9.06	\$397
50900	Hubert H. Humphrey	58.5	47.2	2.44	2.46	\$9.56	\$416
51000	Joliet	57.3	46.3	2.30	2.42	\$9.37	\$417
51100	Flint/Genesee	52.0	43.3	2.32	2.46	\$9.16	\$409
51200	Paul Simon Chicago	58.9	47.3	2.28	2.42	\$9.64	\$429
60100	Albuquerque	57.0	46.2	2.34	2.40	\$9.43	\$427
60200	Cass	57.4	46.3	2.33	2.45	\$9.53	\$446

Center		HSD/GED	Combination HSD/GED/ CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
60300	David Carrasco	52.8	43.5	2.49	2.39	\$8.66	\$389
60400	Gary	56.9	46.2	2.46	2.43	\$9.49	\$427
60500	Guthrie	56.5	45.8	2.38	2.44	\$9.29	\$416
60600	Laredo	43.4	37.8	2.60	2.33	\$8.17	\$370
60700	Little Rock	52.7	43.5	2.34	2.45	\$8.98	\$396
60800	North Texas	54.9	44.9	2.42	2.44	\$9.41	\$414
60900	New Orleans	44.9	38.3	2.29	2.41	\$9.12	\$410
61000	Ouachita	50.9	42.4	2.42	2.39	\$9.45	\$434
61100	Roswell	58.0	46.6	2.38	2.40	\$8.97	\$408
61200	Shreveport	43.0	36.7	2.30	2.34	\$8.74	\$384
61300	Talking Leaves	61.8	48.7	2.48	2.39	\$9.02	\$403
61400	Treasure Lake	53.9	44.1	2.46	2.42	\$9.23	\$412
61500	Tulsa	52.8	43.6	2.39	2.42	\$9.18	\$414
61600	Carville	53.3	43.9	2.32	2.36	\$9.18	\$413
70100	Denison	53.1	42.7	2.41	2.47	\$9.42	\$427
70200	Excelsior Springs	57.1	46.1	2.29	2.46	\$9.44	\$421
70300	Mingo	58.4	46.8	2.32	2.39	\$9.40	\$443
70400	Pine Ridge	50.1	40.8	2.42	2.44	\$9.49	\$447
70500	St Louis	51.2	42.6	2.36	2.42	\$9.32	\$412
70600	Flint Hills	49.5	40.8	2.45	2.44	\$9.38	\$427
80100	Anaconda	62.4	49.2	2.42	2.44	\$9.58	\$453
80200	Boxelder	57.1	45.0	2.36	2.44	\$9.46	\$436
80300	Clearfield	59.3	47.6	2.44	2.45	\$9.77	\$448
80400	Collbran	59.1	47.4	2.34	2.44	\$9.50	\$429
80500	Kicking Horse	53.0	42.7	2.31	2.47	\$9.40	\$427
80600	Trapper Creek	60.9	48.1	2.51	2.43	\$9.68	\$448

Center		HSD/GED	Combination HSD/GED/ CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
80700	Weber Basin	57.0	45.6	2.37	2.46	\$9.40	\$432
80800	Burdick	60.2	47.8	2.42	2.44	\$9.30	\$428
90100	Hawaii	56.9	46.0	2.55	2.41	\$9.37	\$412
90200	Inland Empire	54.1	44.8	2.39	2.46	\$10.04	\$443
90300	Los Angeles	55.3	45.6	2.46	2.46	\$10.05	\$421
90400	Phoenix	56.3	45.9	2.42	2.41	\$9.40	\$422
90500	Sacramento	55.9	45.8	2.41	2.45	\$10.27	\$461
90600	San Diego	54.8	45.2	2.49	2.43	\$10.30	\$454
90700	San Jose	57.1	46.6	2.45	2.45	\$10.32	\$448
90800	Sierra Nevada	56.9	46.3	2.44	2.43	\$9.48	\$429
90900	Treasure Island	56.6	46.1	2.53	2.44	\$10.02	\$435
91000	Fred G. Acosta	54.5	44.8	2.44	2.43	\$9.28	\$417
91100	Long Beach	54.9	45.1	2.44	2.45	\$10.05	\$429
100100	Angell	61.1	48.5	2.37	2.49	\$10.40	\$468
100200	Cascades	60.9	48.1	2.42	2.47	\$10.16	\$450
100300	Columbia Basin	65.3	50.7	2.38	2.47	\$10.23	\$454
100400	Curlew	61.6	48.7	2.39	2.46	\$10.52	\$478
100500	Fort Simcoe	62.1	49.2	2.49	2.44	\$10.41	\$480
100600	Centennial	64.0	50.2	2.46	2.46	\$9.84	\$442
100700	Springdale	59.5	47.4	2.40	2.49	\$10.00	\$437
100800	Timber Lake	60.8	48.2	2.39	2.47	\$10.44	\$476
100900	Tongue Point	61.7	48.7	2.47	2.47	\$10.39	\$463
101000	Wolf Creek	63.4	49.7	2.41	2.47	\$10.35	\$463
101100	Alaska	54.3	43.6	2.51	2.43	\$10.53	\$464
	Regional Totals						
1	Boston	53.9	45.0	3.15	2.89	\$9.44	\$417

	Center	HSD/GED	Combination HSD/GED/ CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
2	Philadelphia	56.2	45.8	2.38	2.44	\$9.56	\$427
3	Atlanta	52.5	43.3	2.35	2.43	\$9.26	\$413
4	Dallas	55.3	45.0	2.41	2.42	\$9.33	\$422
5	Chicago	54.3	44.5	2.35	2.44	\$9.41	\$423
6	San Francisco	58.0	46.8	2.45	2.45	\$10.04	\$444

**Center Model
PY 2011 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	16.8	16.8	0.0	-0.0496	0.0000
% Age 17 at Enrollment	23.5	23.5	0.0	-0.0519	0.0000
% Age 18 at Enrollment	22.0	22.0	0.0	-0.0293	0.0000
Initial TABE					
% Initial Reading Grade Level 6-7	24.6	24.6	0.0	0.1148	0.0000
% Initial Reading Grade Level 8-10	27.2	27.2	0.0	0.2282	0.0000
% Initial Reading Grade Level 11-12	8.4	8.4	0.0	0.2884	0.0000
% Initial Math Grade Level 6-7	26.3	26.3	0.0	0.1279	0.0000
% Initial Math Grade Level 8-10	14.0	14.0	0.0	0.2239	0.0000
% Initial Math Grade Level 11-12	5.5	5.5	0.0	0.2741	0.0000
Initial TABE Español					
% Initial Reading Grade Level 3-5	0.8	0.8	0.0	0.0950	0.0000
% Initial Reading Grade Level 6-12	0.2	0.2	0.0	0.1551	0.0000
% Initial Math Grade Level 3-5	1.3	1.3	0.0	0.2282	0.0000
% Initial Math Grade Level 6-12	0.3	0.3	0.0	0.2743	0.0000
% Pre-Test Barriers to GED Attainment	18.1	18.1	0.0	-0.0645	0.0000
% Age 16 Enrollment and Ineligible to Take Test	3.2	3.2	0.0	-0.0270	0.0000
				Subtotal	0.0
				National Goal	55.0%
				Model Adjusted Goal	55.0%

**Center Model
 PY 2011 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	16.8	16.8	0.0	-0.0475	0.0000
% Age 17 at Enrollment	23.5	23.5	0.0	-0.0553	0.0000
% Age 18 at Enrollment	22.0	22.0	0.0	-0.0355	0.0000
Initial TABE					
% Initial Reading Grade Level 6-7	24.6	24.6	0.0	0.0818	0.0000
% Initial Reading Grade Level 8-10	27.2	27.2	0.0	0.1353	0.0000
% Initial Reading Grade Level 11-12	8.4	8.4	0.0	0.1639	0.0000
% Initial Math Grade Level 6-7	26.3	26.3	0.0	0.0763	0.0000
% Initial Math Grade Level 8-10	14.0	14.0	0.0	0.1198	0.0000
% Initial Math Grade Level 11-12	5.5	5.5	0.0	0.1636	0.0000
Initial TABE Español					
% Initial Reading Grade Level 3-5	0.8	0.8	0.0	0.1166	0.0000
% Initial Reading Grade Level 6-12	0.2	0.2	0.0	0.1655	0.0000
% Initial Math Grade Level 3-5	1.3	1.3	0.0	0.1879	0.0000
% Initial Math Grade Level 6-12	0.3	0.3	0.0	0.2120	0.0000
% Pre-Test Barriers to GED Attainment	18.1	18.1	0.0	-0.0492	0.0000
Subtotal					0.0
National Goal					45.0%
Model Adjusted Goal					45.0%

**Center Model
PY 2011 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	13.8	13.8	0.0	-0.0026	0.0000
% Initial Tests Taken in TABE Español	2.4	2.4	0.0	0.0461	0.0000
% Initial Reading TABE Grade Level <3	10.1	10.1	0.0	0.0128	0.0000
% Initial Reading TABE Grade Level 3-4	23.1	23.1	0.0	0.0076	0.0000
% Initial Reading TABE Grade Level 5-6	50.6	50.6	0.0	0.0056	0.0000
% Initial Math TABE Grade Level 5-6	38.9	38.9	0.0	0.0042	0.0000
% Initial Math TABE Grade Level 7-8	13.5	13.5	0.0	0.0075	0.0000
% Initial Math TABE Grade Level 9-12	4.8	4.8	0.0	0.0114	0.0000
				Subtotal	0.00
				National Goal	2.50
				Model Adjusted Goal	2.50

**Center Model
PY 2011 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	12.9	12.9	0.0	-0.0025	0.0000
% Initial Tests Taken in TABE Español	1.9	1.9	0.0	0.0352	0.0000
% Initial Math TABE Grade Level <3	4.3	4.3	0.0	0.0058	0.0000
% Initial Math TABE Grade Level 3-6	77.3	77.3	0.0	0.0028	0.0000
% Initial Reading TABE Grade Level 5-6	35.3	35.3	0.0	0.0011	0.0000
% Initial Reading TABE Grade Level 7-8	19.6	19.6	0.0	0.0020	0.0000
% Initial Reading TABE Grade Level 9-12	20.2	20.2	0.0	0.0038	0.0000
Subtotal					0.00
National Goal					2.50
Model Adjusted Goal					2.50

**Center Model
PY 2011 Graduate Average Wage Model Worksheet
National Total**

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Center Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
Average Age at Enrollment	19.1	19.1	0.0	0.0946	0.0000
% High School Diploma or GED at Enrollment	39.3	39.3	0.0	0.0022	0.0000
Average Initial TABE Reading GLE	8.0	8.0	0.0	0.0245	0.0000
Average Initial TABE Math GLE	7.2	7.2	0.0	0.0876	0.0000
% Training in Advanced Manufacturing	5.8	5.8	0.0	0.0060	0.0000
% Training in Construction	24.7	24.7	0.0	0.0025	0.0000
% Training in Finance and Business	15.3	15.3	0.0	-0.0061	0.0000
% Training in Health Care	27.2	27.2	0.0	-0.0029	0.0000
% Training in Hospitality	9.3	9.3	0.0	-0.0071	0.0000
% Training in Renewable Resources and Energy	1.0	1.0	0.0	0.0073	0.0000
% Training in Retail Sales and Services	1.2	1.2	0.0	-0.0062	0.0000
% Training in Transportation	3.3	3.3	0.0	0.0077	0.0000
% Training in Other Industry	12.1	12.1	0.0	-0.0014	0.0000
Average Wage in All Industries in County (\$1,000's)	43.3	43.3	0.0	0.0260	0.0000
% Placed in Job in State With High Minimum Wage	15.7	15.7	0.0	0.0088	0.0000
Average Percent of Families in Poverty in County	10.4	10.4	0.0	-0.0291	0.0000
Subtotal					0.00
National Goal					\$9.50
Model Adjusted Goal					\$9.50

**Center Model
PY 2011 Graduate 6-Month Average Weekly Earnings Model Worksheet
National Total**

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Center Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
Average Age at Enrollment	19.0	19.0	0.0	7.0056	0.0000
Average Initial TABE Reading GLE	8.2	8.2	0.0	1.5227	0.0000
Average Initial TABE Math GLE	7.5	7.5	0.0	6.5887	0.0000
% Training in Advanced Manufacturing	5.5	5.5	0.0	0.5568	0.0000
% Training in Construction	25.2	25.2	0.0	0.1312	0.0000
% Training in Finance and Business	16.6	16.6	0.0	-0.5587	0.0000
% Training in Health Care	27.3	27.3	0.0	-0.2341	0.0000
% Training in Hospitality	8.2	8.2	0.0	-0.5386	0.0000
% Training in Renewable Resources and Energy	0.9	0.9	0.0	0.5997	0.0000
% Training in Retail Sales and Services	1.3	1.3	0.0	-0.6627	0.0000
% Training in Transportation	2.9	2.9	0.0	0.7308	0.0000
% Training in Other Industry	12.0	12.0	0.0	-0.0244	0.0000
Average Wage in All Industries in County (\$1,000's)	43.2	43.2	0.0	0.6171	0.0000
% Placed in Job in State With High Minimum Wage	16.8	16.8	0.0	0.2781	0.0000
Average Percent of Families in Poverty in County	10.5	10.5	0.0	-1.6494	0.0000
Subtotal					0
National Goal					\$425
Model Adjusted Goal					\$425

Attachment 2

PY 2011 INITIAL PLACEMENT AND ALLOWABLE UPGRADES	
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 2011 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	0	0	n/a	n/a	
	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	1/0
		JTM/PSC Placement	As applicable	As applicable	1	1/0
		Full-Time Job Placement	n/a	n/a	1	1/0
		Graduate Wage at Placement	n/a	add wage to total	n/a	add wage to total
	Placed in School	Graduate Placement	n/a	n/a	1	1
		JTM/PSC Placement	As applicable	As applicable	1	1
	Placed in combination of School & Job	Graduate Placement	n/a	n/a	1	1
		JTM/PSC Placement	As applicable	As applicable	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	n/a	add earnings to total As applicable	n/a	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 DC 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 seven-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 seven-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 seven-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 seven-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 seven-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.. Print your name where indicated.
- 2.. Record the name of the center or placement agency where you work and the appropriate 6-digit identification code for your center/agency.
- 3.. Record the telephone number at which you may be reached.
- 4.. Record the email address at which you may be reached.
5. Sign your name where indicated.
6. 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. Agency Name/Code (6- Digit ID Code):
3. Your Telephone: ()	4. Your Email address:
5. Signature:	6. Date form submitted:
National Office Use Only:	Reviewed by:
<input type="checkbox"/> Approved	Reason for Denial:
<input type="checkbox"/> Not Approved	

Attachment 5

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

GENERAL INSTRUCTIONS

1. This form is to be used to request that a Job Placement Code 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 code that is directly related to one of the new Training Achievement Records (TARs), which were released in PY 2006 or thereafter. If the request is approved, the new job code 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 in a position that is properly assigned the identified job code.
2. The request must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, VES-20, or CTS OMS-20.
3. Job Corps centers, CTS agencies, and National Training Contractors (NTCs) may file a request.
4. Submit the appeal with documentation to:

National Office of Job Corps, Career Technical Training Team
200 Constitution Avenue, NW, Room N-4507
Washington, DC 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 Match Codes

1. Enter the proposed official job code, as found in O*NET-SOC, Example: 31-1011.00
2. Enter the proposed official job title as found in O*NET-SOC, Example: Home Health Aides
3. Provide rationale for the proposed job training match placement code/title addition. 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. Record the email address at which you may be reached.
6. Enter the date you are submitting the appeal form.

NATIONAL OFFICE OF JOB CORPS

FORM TO REQUEST ADDITION OF A JOB CODE 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 Code	
1. O*NET-SOC Job Code	2. O*NET-SOC Job Title
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: ()
<i>National Office Use Only:</i>	5. Your Email Address:
Reviewed by:	6. Date Form Submitted:
Date:	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved