

APPENDIX 501a

**POLICIES AND PROCEDURES
FOR PY 2012
CENTER OUTCOME MEASUREMENT SYSTEM
AND
CENTER QUALITY ASSESSMENT**

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I. CENTER REPORT CARD FOR PY 2012

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 Program Year (PY) 2012 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 of 1998 (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 2012 Changes in Appendix 501a.** Provided below is a description of changes to the Center Report Card for PY 2012.

In PY 2012, the performance measures and weights for the Center Report Card will remain intact. However, performance goals in select measures are being minimally increased. Job Corps center performance in PY 2011 improved significantly over previous years. In fact, performance far exceeded goals in several categories. In PY 2012, goals are being adjusted to recalibrate the measurement system and reestablish progressive, yet attainable, goals.

Changes in the PY 2012 Center Report Card are as follows:

1. **High School Diploma (HSD) or General Educational Development (GED) Attainment:** For PY 2012, the goal for HSD or GED Attainment is increased from 55% to 60%. Centers and regions have model-based goals for this measure.
2. **Career Technical Training (CTT) Completion Rate:** For PY 2012, the goal for CTT Completion is increased from 60% to 65%.

- 3. Combination High School Diploma (HSD) or General Educational Development (GED), and Career Technical Training (CTT) Attainment Rate:** For PY 2012, the goal for the Combo HSD or GED and CTT rate is increased from 45% to 50%. Centers and regions have model-based goals for this measure.
- 4. Average Literacy Gain:** For PY 2012, the goal for Average Literacy Gain is increased from 2.5 Grade Level Equivalents (GLEs) to 2.75 GLEs. Centers and regions have model-based goals for this measure.
- 5. Average Numeracy Gain:** For PY 2012, the goal for Average Numeracy Gain is increased from 2.5 GLEs to 2.75 GLEs. Centers and regions have model-based goals for this measure.
- 6. Career Technical Training (CTT) Industry-Recognized Credential Attainment Rate:** The Industry-Recognized Credential Attainment Rate measure was introduced in PY 2010 for informational purposes only in order to allow centers time to establish baselines and track their progress in meeting goals. The initial goal of 50% was based on historical data for PY 2010; actual performance during PY 2011 far exceeded the goal. For PY 2012, the goal for Industry-Recognized Credential Attainment is increased from 50% to 80%.
- 7. Graduate Average Hourly Wage at Placement:** In PY 2012, the goal for Graduate Average Hourly Wage at Placement is increased from \$9.50 per hour to \$9.70 per hour. Centers and regions have model-based goals for this measure.

Provided on the next page is a summary table outlining the PY 2012 Center Report Card.

PY 2012 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	60%	15%
Career Technical Training Completion Rate	No. of Students who complete a <u>Career Technical Training program</u> No. of Separated Students	65%	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	50%	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	2.75 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	2.75 GLE	5%
Career Technical Training Industry-Recognized Credential Attainment Rate	No. of Career Technical Training Students who attain an approved <u>industry-recognized credential or complete an NTC program</u> No. of Students Assigned to a Career Technical Training program	80%	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 <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%	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	\$9.70	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 (ZT) Separations on the Center Report Card.

Students who separate due to Level 1 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 60%; 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 65%.

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 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: 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 2.75 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 2.75 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.

Pool: All students who are assigned to a 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).

Goal: The national goal is 80%.

Weight: 5%

Formula:
$$\frac{\text{Number of Career Technical Training Students who attain an approved industry-recognized credential or Students who complete an NTC program}}{\text{Number of Students Assigned to a Career Technical Training program}}$$

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.** In PY 2005, a Job Training Match (JTM) Placement rate measure, crediting CTT completers initially placed in training-related jobs or the military, was added into the Center Report Card. The measure 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 2010, 2011, and 2012, the Office of Job Corps issued revised versions 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:
$$\frac{\text{Number of Career Technical Training program completers placed in a training-related job, the military, post-secondary education, or post-secondary training}}{\text{Number of Career Technical Training program completers placed in a job, the military, post-secondary education, or post-secondary training}}$$

The process created in PY 2007 for requesting the addition of an O*NET-SOC placement code to the JTM Crosswalk will continue to be available for PY 2012.

A request should be submitted only if the current JTM Crosswalk does not already

contain a specific placement code that: (a) is the most appropriate O*NET-SOC code to describe a placement outcome, and (b) is directly related to one of the Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement 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,

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."

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: 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 \$9.70; 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:
$$\frac{\text{Number of initially placed Graduates who report they are in a job, the military, an educational program, or a job/school combination on the 6-Month Follow-up Survey}}{\text{Number of initially placed Graduates}}$$

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 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: 5%

Formula:
$$\frac{\text{Sum of weekly earnings of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey}}{\text{Number of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey}}$$

- 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.

Pool: All graduates initially placed in a job, the military, an educational program, or a job/school combination who complete the 12-month follow-up survey.

Measure: The percentage of graduates in the pool who report 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>	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 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;
- CTT Industry-Recognized Credential Attainment Rate;
- CTT 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:

- HSD or GED Attainment Rate;
- Combination HSD or GED, and CTT Attainment Rate;
- Average Literacy Gain;
- Average Numeracy Gain;
- Graduate Average Hourly Wage at Placement; and
- Graduate 6-Month Average Weekly Earnings.

Details regarding model-based goals can be found in the PRH, Chapter 5, Appendix 501, Introduction, D.2.(b).

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 remains intact for PY 2012. As indicated in the summary table, the Center Report card remains evenly balanced at 50% between Direct Center Services (on-center measures) and Short-Term/Long-Term Career Transition Services (post-center measures).

- 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 2012

- 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., six 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 seven 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 seven 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.

Regional Offices use center performance pursuant to the Center Report Card and Center Quality Assessment 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).

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, 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 2012 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	60.0	50.0	2.75	2.75	\$9.70	\$425
10100	Grafton	61.0	50.5	2.69	2.79	\$10.26	\$441
10200	Northlands	58.6	48.4	2.80	2.74	\$10.36	\$455
10300	Penobscot	60.0	48.9	2.73	2.77	\$9.80	\$433
10400	Westover	58.7	49.1	2.71	2.74	\$10.22	\$441
10500	New Haven	53.1	45.0	2.62	2.76	\$9.98	\$423
10600	Loring	63.5	52.1	2.77	2.75	\$10.11	\$447
10700	Shriver	67.7	54.2	2.81	2.76	\$10.56	\$451
10800	Exeter	61.3	49.7	2.74	2.78	\$9.89	\$432
10900	Hartford	53.1	45.1	2.69	2.75	\$10.32	\$428
20100	Arecibo	67.3	60.8	7.58	6.31	\$7.79	\$327
20200	Barranquitas	68.0	61.1	7.64	6.35	\$7.61	\$325
20300	Cassadaga	55.9	46.9	2.69	2.76	\$9.48	\$418
20400	Delaware Valley	57.3	48.3	2.69	2.72	\$9.49	\$406
20500	Edison	58.2	48.8	2.71	2.76	\$9.71	\$418
20700	Glenmont	55.4	46.5	2.69	2.76	\$9.47	\$412
20800	Iroquois	52.0	44.5	2.75	2.75	\$9.55	\$420
20900	Oneonta	55.0	46.2	2.64	2.71	\$9.76	\$429

Center		HSD/GED	Combination HSD/GED/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
21000	Ramey	67.0	60.4	7.54	6.35	\$7.42	\$323
21100	South Bronx	57.2	48.3	2.77	2.76	\$9.61	\$416
30100	Blue Ridge	61.2	51.2	2.65	2.82	\$9.58	\$411
30200	Charleston	59.1	49.7	2.77	2.77	\$9.61	\$413
30400	Flatwoods	62.6	51.9	2.76	2.75	\$10.10	\$456
30500	Harpers Ferry	62.4	51.4	2.74	2.77	\$10.00	\$423
30600	Keystone	59.9	49.9	2.72	2.78	\$9.69	\$420
30700	Old Dominion	58.2	48.8	2.73	2.76	\$9.71	\$425
30800	Philadelphia	62.0	51.4	2.74	2.79	\$9.60	\$405
30900	Pittsburgh	62.1	51.3	2.75	2.78	\$9.82	\$425
31000	Potomac	61.5	51.2	2.77	2.74	\$10.05	\$441
31100	Red Rock	61.7	50.8	2.76	2.75	\$9.58	\$427
31200	Woodland	57.5	48.7	2.71	2.76	\$9.82	\$419
31300	Woodstock	57.9	48.9	2.77	2.74	\$9.86	\$431
31500	Carl D.Perkins	67.5	54.5	2.87	2.71	\$9.58	\$425
31600	Earle C. Clements	60.9	51.0	2.74	2.76	\$9.78	\$442
31700	Frenchburg	56.8	48.0	2.69	2.76	\$9.49	\$411
31800	Great Onyx	61.7	51.1	2.74	2.73	\$9.73	\$433
31900	Pine Knot	64.5	52.7	2.71	2.77	\$9.85	\$452
32000	Whitney Young	59.1	49.6	2.77	2.75	\$9.47	\$416
32100	Muhlenberg	60.8	50.9	2.73	2.78	\$9.80	\$442
32200	Wilmington	58.8	48.6	2.63	2.74	\$9.73	\$409
40100	Atlanta	60.3	50.4	2.67	2.77	\$9.39	\$401
40200	Bamberg	63.1	52.2	2.70	2.76	\$9.47	\$418

Center		HSD/GED	Combination HSD/GED/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
40300	Finch-Henry	54.7	47.2	2.73	2.71	\$9.06	\$401
40400	Brunswick	58.8	49.6	2.71	2.74	\$9.46	\$417
40800	Gainesville	55.5	46.7	2.69	2.76	\$9.42	\$416
41000	Gulfport	60.4	50.6	2.68	2.74	\$9.43	\$415
41100	Jacksonville	62.0	51.5	2.68	2.78	\$9.55	\$420
41200	Jacobs Creek	61.4	51.0	2.75	2.74	\$9.80	\$446
41300	Kittrell	58.2	48.4	2.69	2.74	\$9.36	\$401
41500	Lyndon Johnson	54.5	46.1	2.72	2.73	\$9.65	\$428
41600	Miami	60.0	50.1	2.69	2.77	\$9.28	\$396
41700	Mississippi	56.3	47.8	2.71	2.73	\$9.08	\$394
41800	Oconaluftee	63.2	51.2	2.94	2.68	\$9.43	\$415
42000	Schenck	60.0	49.3	2.71	2.74	\$9.93	\$461
42100	Turner	59.9	50.1	2.70	2.74	\$9.55	\$423
42400	Gadsden	60.6	50.4	2.68	2.76	\$9.10	\$395
42500	BL Hooks/Memphis	55.0	47.3	2.69	2.74	\$9.60	\$426
42600	Montgomery	56.5	48.2	2.69	2.74	\$9.23	\$406
42700	Homestead	57.0	48.2	2.77	2.75	\$9.36	\$410
42800	Pinellas County	58.8	49.3	2.73	2.77	\$9.43	\$415
50100	Atterbury	62.9	51.8	2.75	2.75	\$9.64	\$425
50200	Blackwell	61.2	50.4	2.73	2.70	\$10.00	\$447
50300	Cincinnati	57.9	49.2	2.68	2.77	\$9.49	\$411
50400	Cleveland	56.2	47.9	2.76	2.76	\$9.41	\$407
50500	Dayton	62.2	51.6	2.71	2.77	\$9.48	\$412
50600	Detroit	54.3	46.6	2.64	2.79	\$9.29	\$394

Center		HSD/GED	Combination HSD/GED/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
50700	Golconda	59.6	49.6	2.68	2.70	\$10.00	\$464
50800	Gerald R. Ford	55.4	47.0	2.71	2.77	\$9.08	\$392
50900	Hubert H. Humphrey	61.4	51.1	2.81	2.77	\$9.76	\$423
51000	Joliet	62.1	51.3	2.67	2.74	\$9.58	\$410
51100	Flint/Genesee	56.2	47.7	2.68	2.78	\$9.25	\$405
51200	Paul Simon Chicago	63.5	52.2	2.65	2.73	\$9.81	\$427
51300	Milwaukee	59.4	49.7	2.63	2.75	\$9.57	\$418
51400	Ottumwa	59.4	49.7	2.70	2.75	\$9.57	\$418
60100	Albuquerque	61.2	50.6	2.68	2.72	\$9.65	\$428
60200	Cass	60.2	49.8	2.66	2.77	\$9.80	\$445
60300	David Carrasco	57.2	47.9	2.90	2.69	\$8.70	\$389
60400	Gary	60.9	50.6	2.79	2.74	\$9.72	\$430
60500	Guthrie	61.2	50.4	2.77	2.75	\$9.50	\$417
60600	Laredo	46.3	41.0	2.95	2.64	\$8.21	\$373
60700	Little Rock	57.4	48.2	2.67	2.78	\$9.08	\$397
60800	North Texas	59.1	49.4	2.77	2.76	\$9.58	\$413
60900	New Orleans	55.7	47.2	2.68	2.72	\$9.35	\$398
61000	Ouachita	52.4	44.5	2.82	2.70	\$9.68	\$436
61100	Roswell	62.3	51.0	2.75	2.72	\$9.08	\$408
61200	Shreveport	50.9	43.6	2.65	2.65	\$8.90	\$381
61300	Talking Leaves	68.6	54.6	2.95	2.68	\$9.12	\$404
61400	Treasure Lake	56.7	47.5	2.84	2.75	\$9.52	\$421
61500	Tulsa	58.4	48.7	2.80	2.75	\$9.41	\$415
61600	Carville	56.8	48.2	2.71	2.69	\$9.42	\$413

Center		HSD/GED	Combination HSD/GED/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
70100	Denison	58.7	48.1	2.74	2.79	\$9.62	\$429
70200	Excelsior Springs	60.4	49.9	2.64	2.78	\$9.73	\$429
70300	Mingo	61.1	50.4	2.69	2.69	\$9.59	\$443
70400	Pine Ridge	55.8	46.5	2.79	2.74	\$9.77	\$448
70500	St Louis	57.4	48.4	2.72	2.74	\$9.64	\$422
70600	Flint Hills	56.4	47.2	2.81	2.76	\$9.54	\$428
80100	Anaconda	65.2	52.8	2.76	2.78	\$10.02	\$467
80200	Boxelder	67.4	54.1	2.75	2.74	\$9.74	\$444
80300	Clearfield	64.4	52.7	2.80	2.77	\$10.03	\$447
80400	Collbran	61.5	50.1	2.70	2.77	\$9.79	\$426
80500	Kicking Horse	58.8	48.2	2.70	2.77	\$9.54	\$423
80600	Trapper Creek	63.9	52.0	2.87	2.76	\$9.89	\$452
80700	Weber Basin	62.0	50.3	2.72	2.80	\$9.64	\$433
80800	Burdick	63.4	51.5	2.76	2.76	\$9.56	\$431
90100	Hawaii	61.4	50.9	2.87	2.73	\$9.68	\$422
90200	Inland Empire	60.5	50.5	2.73	2.80	\$10.15	\$435
90300	Los Angeles	60.2	50.6	2.82	2.78	\$10.26	\$422
90400	Phoenix	59.1	49.5	2.76	2.71	\$9.59	\$420
90500	Sacramento	60.6	50.4	2.78	2.76	\$10.49	\$450
90600	San Diego	60.0	50.0	2.87	2.75	\$10.47	\$446
90700	San Jose	61.8	51.2	2.81	2.76	\$10.51	\$447
90800	Sierra Nevada	61.9	51.4	2.80	2.75	\$9.66	\$436
90900	Treasure Island	62.6	51.4	2.89	2.75	\$10.18	\$425
91000	Fred G. Acosta	58.1	48.8	2.80	2.75	\$9.45	\$419

Center		HSD/GED	Combination HSD/GED/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
91100	Long Beach	60.5	50.4	2.81	2.77	\$10.23	\$425
100100	Angell	66.6	53.7	2.76	2.79	\$10.60	\$471
100200	Cascades	65.3	52.5	2.82	2.76	\$10.38	\$442
100300	Columbia Basin	67.7	54.0	2.74	2.79	\$10.48	\$448
100400	Curlew	68.2	54.6	2.79	2.78	\$10.77	\$478
100500	Fort Simcoe	67.8	54.5	2.82	2.75	\$10.56	\$470
100600	Centennial	68.1	54.5	2.77	2.77	\$10.08	\$448
100700	Springdale	63.6	51.9	2.72	2.80	\$10.05	\$420
100800	Timber Lake	62.9	50.5	2.76	2.79	\$10.65	\$471
100900	Tongue Point	68.2	54.6	2.83	2.78	\$10.62	\$460
101000	Wolf Creek	69.3	55.0	2.78	2.78	\$10.53	\$463
101100	Alaska	59.3	49.1	2.84	2.75	\$10.67	\$451
	Regional Totals						
1	Boston Region Total	59.3	50.0	2.76	2.74	\$9.67	\$417
2	Philadelphia Region Total	60.7	50.5	2.74	2.76	\$9.74	\$428
3	Atlanta Region Total	58.6	49.2	2.71	2.75	\$9.42	\$413
4	Dallas Region Total	59.9	49.6	2.78	2.74	\$9.55	\$423
5	Chicago Region Total	59.1	49.4	2.71	2.75	\$9.59	\$422
6	San Francisco Region Total	62.7	51.5	2.81	2.76	\$10.24	\$441

**Center Model
PY 2012 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	Weights	(3 x 4)
% Age 16 at Enrollment	14.0	14.0	(1.0) ²	-0.0802	0.0000
% Age 17 at Enrollment	21.7	21.7	0.0	-0.0629	0.0000
% Age 18 at Enrollment	22.3	22.3	0.0	-0.0435	0.0000
Initial TABE					
% Initial Reading TABE Grade Level <3	5.9	5.9	0.0	-0.2367	0.0000
% Initial Reading TABE Grade Level 3-4	14.5	14.5	0.0	-0.2442	0.0000
% Initial Reading TABE Grade Level 5-6	32.4	32.4	0.0	-0.1900	0.0000
% Initial Reading TABE Grade Level 7-8	19.7	19.7	0.0	-0.0977	0.0000
% Initial Reading TABE Grade Level 9-10	17.1	17.1	0.0	-0.0286	0.0000
% Initial Math TABE Grade Level <3	3.5	3.5	0.0	-0.3701	0.0000
% Initial Math TABE Grade Level 3-4	27.5	27.5	0.0	-0.2812	0.0000
% Initial Math TABE Grade Level 5-6	35.8	35.8	0.0	-0.1931	0.0000
% Initial Math TABE Grade Level 7-8	18.3	18.3	0.0	-0.0823	0.0000
% Initial Math TABE Grade Level 9-10	7.4	7.4	0.0	-0.0175	0.0000
Initial TABE Español					
% Initial Reading TABE Grade Level <3 PR	0.9	0.9	0.0	-0.2877	0.0000
% Initial Reading TABE Grade Level 3-4 PR	0.6	0.6	0.0	-0.1983	0.0000
% Initial Reading TABE Grade Level 5-6 PR	0.3	0.3	0.0	-0.1238	0.0000
% Initial Math TABE Grade Level <3 PR	0.2	0.2	0.0	-0.1909	0.0000
% Pre-Test Barriers to GED Attainment	16.3	16.3	0.0	-0.0439	0.0000
				Subtotal	0.0
				National Goal	60.0%
				Model Adjusted Goal	60.0%

**Center Model
 PY 2012 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	14.0	14.0	0.0	-0.0775	0.0000
% Age 17 at Enrollment	21.7	21.7	0.0	-0.0640	0.0000
% Age 18 at Enrollment	22.3	22.3	0.0	-0.0471	0.0000
Initial TABE					
% Initial Reading TABE Grade Level <3	5.9	5.9	0.0	-0.1363	0.0000
% Initial Reading TABE Grade Level 3-4	14.5	14.5	0.0	-0.1373	0.0000
% Initial Reading TABE Grade Level 5-6	32.4	32.4	0.0	-0.0937	0.0000
% Initial Reading TABE Grade Level 7-8	19.7	19.7	0.0	-0.0519	0.0000
% Initial Reading TABE Grade Level 9-10	17.1	17.1	0.0	-0.0189	0.0000
% Initial Math TABE Grade Level <3	3.5	3.5	0.0	-0.2631	0.0000
% Initial Math TABE Grade Level 3-4	27.5	27.5	0.0	-0.1779	0.0000
% Initial Math TABE Grade Level 5-6	35.8	35.8	0.0	-0.1163	0.0000
% Initial Math TABE Grade Level 7-8	18.3	18.3	0.0	-0.0620	0.0000
% Initial Math TABE Grade Level 9-10	7.4	7.4	0.0	-0.0296	0.0000
Initial TABE Español					
% Initial Reading TABE Grade Level <3 PR	0.9	0.9	0.0	-0.1078	0.0000
% Initial Math TABE Grade Level <3 PR	0.2	0.2	0.0	-0.1649	0.0000
% Pre-Test Barriers to GED Attainment	16.3	16.3	0.0	-0.0337	0.0000
Subtotal					0.0
National Goal					50.0%
Model Adjusted Goal					50.0%

**Center Model
PY 2012 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	Weights	(3 x 4)
% Completed Grade 8 or Lower at Enrollment	14.1	14.1	0.0 (1-2)	-0.0025	0.0000
% Initial Reading TABE Grade Level <2	2.9	2.9	0.0	0.0137	0.0000
% Initial Reading TABE Grade Level 2-3	16.0	16.0	0.0	0.0112	0.0000
% Initial Reading TABE Grade Level 4	14.1	14.1	0.0	0.0063	0.0000
% Initial Reading TABE Grade Level 5-6	50.6	50.6	0.0	0.0050	0.0000
% Initial Math TABE Grade Level <3	5.4	5.4	0.0	-0.0167	0.0000
% Initial Math TABE Grade Level 3-4	37.9	37.9	0.0	-0.0111	0.0000
% Initial Math TABE Grade Level 5-6	38.3	38.3	0.0	-0.0074	0.0000
% Initial Math TABE Grade Level 7-8	13.6	13.6	0.0	-0.0042	0.0000
Subtotal					0.00
National Goal					2.75
Model Adjusted Goal					2.75

**Center Model
 PY 2012 Average Literacy Gain Model Worksheet (Puerto Rican Centers)
 National Total**

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Center Average	National Average	Differences	Weights	(3 x 4)
% Completed Grade 8 or Lower at Enrollment	14.1	14.1	0.0	0.0025	0.0000
% Initial Tests Taken in TABE Español	2.5	2.5	(1-2) 0.0	0.0476	0.0000
% Initial Reading TABE Grade Level <2	2.9	2.9	0.0	0.0137	0.0000
% Initial Reading TABE Grade Level 2-3	16.0	16.0	0.0	0.0112	0.0000
% Initial Reading TABE Grade Level 4	14.1	14.1	0.0	0.0063	0.0000
% Initial Reading TABE Grade Level 5-6	50.6	50.6	0.0	0.0050	0.0000
% Initial Math TABE Grade Level <3	5.4	5.4	0.0	0.0167	0.0000
% Initial Math TABE Grade Level 3-4	37.9	37.9	0.0	0.0111	0.0000
% Initial Math TABE Grade Level 5-6	38.3	38.3	0.0	0.0074	0.0000
% Initial Math TABE Grade Level 7-8	13.6	13.6	0.0	0.0042	0.0000
				Subtotal	0.00
				National Goal	2.75
				Model Adjusted Goal	2.75

**Center Model
PY 2012 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	Weights	(3 x 4)
% Completed Grade 8 or Lower at Enrollment	13.2	13.2	0.0	-0.0028	0.0000
% Initial Math TABE Grade Level <3	4.3	4.3	0.0	0.0048	0.0000
% Initial Math TABE Grade Level 3-4	32.7	32.7	0.0	0.0032	0.0000
% Initial Math TABE Grade Level 5-6	44.8	44.8	0.0	0.0026	0.0000
% Initial Reading TABE Grade Level <3	7.5	7.5	0.0	-0.0054	0.0000
% Initial Reading TABE Grade Level 3-4	17.1	17.1	0.0	-0.0046	0.0000
% Initial Reading TABE Grade Level 5-6	35.3	35.3	0.0	-0.0042	0.0000
% Initial Reading TABE Grade Level 7-8	19.9	19.9	0.0	-0.0031	0.0000
% Initial Reading TABE Grade Level 9-10	14.9	14.9	0.0	-0.0020	0.0000
				Subtotal	0.00
				National Goal	2.75
				Model Adjusted Goal	2.75

**Center Model
 PY 2012 Average Numeracy Gain Model Worksheet (Puerto Rican Centers)
 National Total**

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Center Average	National Average	Differences	Weights	(3 x 4)
% Completed Grade 8 or Lower at Enrollment	13.2	13.2	0.0	0.0028	0.0000
% Initial Tests Taken in TABE Español	2.0	2.0	0.0	0.0375	0.0000
% Initial Math TABE Grade Level <3	4.3	4.3	0.0	0.0048	0.0000
% Initial Math TABE Grade Level 3-4	32.7	32.7	0.0	0.0032	0.0000
% Initial Math TABE Grade Level 5-6	44.8	44.8	0.0	0.0026	0.0000
% Initial Reading TABE Grade Level <3	7.5	7.5	0.0	0.0054	0.0000
% Initial Reading TABE Grade Level 3-4	17.1	17.1	0.0	0.0046	0.0000
% Initial Reading TABE Grade Level 5-6	35.3	35.3	0.0	0.0042	0.0000
% Initial Reading TABE Grade Level 7-8	19.9	19.9	0.0	0.0031	0.0000
% Initial Reading TABE Grade Level 9-10	14.9	14.9	0.0	0.0020	0.0000
				Subtotal	0.00
				National Goal	2.75
				Model Adjusted Goal	2.75

**Center Model
PY 2012 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	Weights	(3 x 4)
Average Age at Enrollment	19.3	19.3	(1.02)	0.1032	0.0000
% High School Diploma or GED at Enrollment	42.6	42.6	0.0	0.0022	0.0000
% Initial Reading TABE Grade Level 8-9	22.9	22.9	0.0	0.0015	0.0000
% Initial Reading TABE Grade Level 10-11	16.1	16.1	0.0	0.0019	0.0000
% Initial Reading TABE Grade Level 12	11.9	11.9	0.0	0.0031	0.0000
% Initial Math TABE Grade Level 6-7	27.8	27.8	0.0	0.0023	0.0000
% Initial Math TABE Grade Level 8-9	15.1	15.1	0.0	0.0034	0.0000
% Initial Math TABE Grade Level 10-11	9.6	9.6	0.0	0.0054	0.0000
% Initial Math TABE Grade Level 12	8.5	8.5	0.0	0.0077	0.0000
% Training in Advanced Manufacturing	6.1	6.1	0.0	0.0091	0.0000
% Training in Construction	24.6	24.6	0.0	0.0035	0.0000
% Training in Finance and Business	13.5	13.5	0.0	-0.0067	0.0000
% Training in Health Care	27.4	27.4	0.0	-0.0034	0.0000
% Training in Hospitality	9.9	9.9	0.0	-0.0078	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.0044	0.0000
% Training in Retail Sales and Services	1.2	1.2	0.0	-0.0069	0.0000
% Training in Transportation	3.6	3.6	0.0	0.0092	0.0000
% Training in Other Industry	12.6	12.6	0.0	-0.0014	0.0000
Average Wage in All Industries in County (\$1,000's)	44.5	44.5	0.0	0.0277	0.0000
% Placed in Job in State With High Minimum Wage	15.7	15.7	0.0	0.0081	0.0000
Average Percent of Families in Poverty in County	11.1	11.1	0.0	-0.0411	0.0000
Subtotal					0.00
National Goal					\$9.70
Model Adjusted Goal					\$9.70

**Center Model
 PY 2012 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	Weights	(3 x 4)
Average Age at Enrollment	19.3	19.3	(1.0) ²	6.2488	0.0000
% Initial Reading TABE Grade Level 8-9	23.0	23.0	0.0	0.0632	0.0000
% Initial Reading TABE Grade Level 10-11	17.2	17.2	0.0	0.1016	0.0000
% Initial Reading TABE Grade Level 12	13.0	13.0	0.0	0.0674	0.0000
% Initial Math TABE Grade Level 6-7	27.8	27.8	0.0	0.1878	0.0000
% Initial Math TABE Grade Level 8-9	15.9	15.9	0.0	0.3232	0.0000
% Initial Math TABE Grade Level 10-11	10.5	10.5	0.0	0.3709	0.0000
% Initial Math TABE Grade Level 12	10.2	10.2	0.0	0.5235	0.0000
% Training in Advanced Manufacturing	5.7	5.7	0.0	0.7132	0.0000
% Training in Construction	23.9	23.9	0.0	0.1864	0.0000
% Training in Finance and Business	14.9	14.9	0.0	-0.6219	0.0000
% Training in Health Care	28.2	28.2	0.0	-0.2946	0.0000
% Training in Hospitality	9.0	9.0	0.0	-0.6321	0.0000
% Training in Renewable Resources and Energy	1.0	1.0	0.0	0.4306	0.0000
% Training in Retail Sales and Services	1.3	1.3	0.0	-0.5677	0.0000
% Training in Transportation	3.6	3.6	0.0	0.7914	0.0000
% Training in Other Industry	12.6	12.6	0.0	-0.0054	0.0000
Average Wage in All Industries in County (\$1,000's)	44.4	44.4	0.0	0.4019	0.0000
% Placed in Job in State With High Minimum Wage	16.8	16.8	0.0	0.1997	0.0000
Average Percent of Families in Poverty in County	11.3	11.3	0.0	-2.1872	0.0000
				Subtotal	0
				National Goal	\$425
				Model Adjusted Goal	\$425

Attachment 2

PY 2012 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 2012 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.

Attachment 4

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

1. Use this form to file an appeal for 6-month or 12-month survey data.
2. The appeal must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, CTT-20, or CTS OMS-20.
3. Job Corps centers, CTS agencies, and National Training Contractors (NTCs) may file an appeal.
4. Appeals **must** be submitted with supporting documentation.
Note: Do not include the student's Social Security Number on any documentation.
5. Submit the appeal with documentation via fax at (202) 693-2764, scan/e-mail, or mail to:
U.S. Department of Labor/Office of Job Corps
200 Constitution Avenue, NW, Room N-4507
Washington, DC 20210
Attention: Program Performance Team
6. See the timetable in Appendix 501 Introduction, 9(d) Appeal Process for dates during which appeals must be received by the National Office in order to be processed for each month in PY 2012.

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 PRH, Chapter 4, 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 (such as employment verification, hours and payment) in such a way as to meet Job Corps' placement requirements is also accepted for verification. **Please see PRH, Chapter 4, 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 PRH, Chapter 4, 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 PRH, Chapter 4, 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 six-digit identification code for your center/agency.
- 3.. Record the telephone number at which you may be reached.
- 4.. Record the e-mail 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

PY 2012 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 (six-digit ID Code):
3. Your Telephone: ()	4. Your e-mail address:
5. Signature:	6. Date form submitted:
National Office Use Only:	Reviewed by: _____ Date: _____
<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 Placement Code to the Job Training Match (JTM) Crosswalk</p>

GENERAL INSTRUCTIONS

1. This form is to be used to request that a Placement Code be added to the Job Training Match (JTM) Crosswalk. This form should be submitted only if the current JTM Crosswalk does not already contain an appropriate placement job code that: (a) is the most appropriate O*NET-SOC code to describe a specific placement outcome, and (b) is directly related to one of the new Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement 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, CTT-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:

U.S. Department of Labor/Office of Job Corps
200 Constitution Avenue, NW, Room N-4507
Washington, DC 20210
Attention: Career Technical Training Team

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 placement 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. Enter the proposed Training Program Area(s) (TPAs) that should receive a JTM credit whenever a student placement outcome is assigned the proposed placement code, Example: BRICK & CEMENT. (Do not list a TAR code or title here.)
4. Provide rationale for the proposed placement code/title addition to the JTM Crosswalk. Appropriate JTM placement codes/titles must correspond to the training received by the student.

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 e-mail address at which you may be reached.
6. Enter the date you are submitting the appeal form.

**NATIONAL OFFICE OF JOB CORPS
 PY 2012 FORM TO REQUEST ADDITION OF A PLACEMENT CODE TO THE
 JOB TRAINING MATCH CROSSWALK**

Student Information: (Please Print)				
1. Student ID#				
2. Last Name		First Name		MI
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. Training Program Area(s)	
4. Rationale for JTM Placement:	

INFORMATION OF PERSON COMPLETING THE FORM:

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