

POLICIES AND PROCEDURES
FOR JOB CORPS' PROGRAM YEAR 2013
PERFORMANCE MANAGEMENT SYSTEM

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APPENDIX 501
INTRODUCTION
FOR PY 2013

**POLICIES AND PROCEDURES FOR JOB CORPS
PY 2013 PERFORMANCE MANAGEMENT SYSTEM**

INTRODUCTION

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POLICIES AND PROCEDURES FOR JOB CORPS’ PY 2013 PERFORMANCE MANAGEMENT SYSTEM

INTRODUCTION

- A. General.** Job Corps has established a comprehensive performance management system to assess program effectiveness across multiple components of services and programs offered to Job Corps students. This detailed system evaluates the performance of Outreach and Admissions (OA) agencies, Job Corps center operators, Career Transition Services (CTS) agencies, and Career Technical Training (CTT) programs, based on the outcomes of program participants. The performance management system serves three primary purposes:
- 1) To meet accountability requirements for establishing performance measures (also known as metrics) and reporting student outcomes for the Job Corps system per the Workforce Investment Act of 1998 (WIA) legislation, Common Performance Measures for federal youth training programs, and U.S. Department of Labor (DOL) priorities;
 - 2) To assess centers’ and agencies’ accomplishments in implementing program priorities and serving students effectively; and
 - 3) To have a management tool that provides useful and relevant feedback on performance, while encouraging continuous program improvement.

Job Corps has a vast array of performance metrics that are interwoven to meet multiple reporting requirements. For some, the system can seem complex and overwhelming. However, Job Corps’ performance management system is actually quite simple. The system is designed to answer three basic questions:

- 1) Are Job Corps students effectively recruited and retained in the program?
- 2) What do students achieve while they are enrolled in Job Corps?
- 3) Are Job Corps students successfully transitioning into the workforce, enrolling in additional education, or entering the military after they leave the program?

In short, Job Corps’ performance management system conveys Job Corps’ effectiveness in executing the program’s mission and supporting the Secretary of Labor’s vision of “Good Jobs for Everyone.” By doing so, this system meets the legislative intent of the WIA and

other reporting requirements.

Job Corps' performance management system is comprised of four Outcome Measurement System (OMS) Report Cards, each of which is designed to reflect results in a specific area of student services, and represent a discrete pool of students. At the same time, the system is designed with intentional overlap of performance metrics across multiple Report Cards to represent a comprehensive picture of performance throughout all phases of students' Job Corps experience. This overlap encourages collaboration across service providers, as they strive to meet clearly defined program goals. The four Report Cards are as follows:

✓ Outreach and Admissions (OA) Report Card	OAOMS
✓ Center Report Card	OMS
✓ Career Transition Services (CTS) Report Card	POMS
✓ Career Technical Training (CTT) Report Card	CTT

To add to the quantitative components of the performance management system, there is an additional element that evaluates center quality, providing a more comprehensive view of the program's performance. This Center Quality Assessment is composed of three factors: an On-Board Strength (OBS) rating, a Quality Rating (QR), and a Student Satisfaction Survey (SSS) rating. More information regarding the quality assessment of centers can be found in Appendix 501a.

B. Background. The WIA of 1998, the authorizing legislation for the Job Corps program, dictates an increased focus on accountability, and contains core indicators of performance for recruitment, education and placement rates, wages, and long-term outcomes of graduates after initial placement that relate to the Government Performance and Results Act (GPRA).

In PY 2004, Job Corps began the process of reporting student outcomes via four indicators specified by Common Performance Measures (Common Measures) for federal youth programs. Under the Common Measures, Job Corps reports results for placement in employment or higher education; attainment of a degree or certificate, literacy and numeracy gains; and efficiency/cost per participant. Today, Job Corps reports Common Measures per the Employment and Training Administration (ETA)-issued guidelines as approved by the Office of Management and Budget (OMB), which includes reporting outcomes for graduates and former enrollees. The OMS Report Cards collectively drive the performance to fulfill these requirements.

Overall, the system has changed minimally since the inception of the Career Development Services System (CDSS) in 2001. OMS performance metrics continue to be based on WIA and DOL requirements, complemented by additional areas of emphasis to drive results leading to students' long-term career success and economic stability. In PY 2010, five new metrics were added or reintroduced – credential attainment, combination graduate, former enrollee placement, graduate full-time placement, and graduate rate – to reinforce this commitment. In PY 2013, one new measure – 12-Month Average Weekly Earnings – has been added to emphasize long-term performance.

- C. **Approach.** The customary process for updating and refining the performance management system is to assemble a team of Job Corps professionals (representatives from Job Corps centers, center operators and agencies, Regional Offices, and Job Corps senior management) to evaluate the current system and provide input to the National Director for the upcoming program year.

For PY 2013, a workgroup was convened comprised of National and Regional Office staff and subject matter experts from centers, center operators, OA/CTS operators and National Training Contractors (NTC). The OMS Workgroup recommended several changes to the performance goals on the four OMS Report Cards, as well as modifications to related policies. The Office of Job Corps also solicited input from the Job Corps community, via a release of the proposed changes for the PY 2013 system, prior to full implementation on July 1, 2013.

- D. **Design of the PY 2013 Performance Management System.** The PY 2013 performance management system incorporates slight modifications to the previous program year's OMS. The Office of Job Corps' intent is to refine aspects of the system to ensure it: continues to align with legislative requirements and DOL, Job Corps and OMB priorities; reflects current labor market conditions; considers any recent programmatic changes that impact centers and agencies; and ensures effective delivery of services to students. Along with the addition of a new measure for 12-month earnings, modifications to the system include changes to some performance goals so that emphasis is more appropriately tied to the level of accountability for achieving positive student outcomes. The design of the performance management system is as follows:

- 1. Core Components**

The Appendix 501 Introduction provides readers with an overall understanding of the Performance Management System (PMS). It includes an overview of the PMS components and provides background information that applies to multiple report cards, such as basic definitions of student status, Zero Tolerance policies and administrative status issues. The 501 Introduction also includes additional policies that apply to multiple report cards, such as the grace period for new centers, transfers to Advanced Training (AT) programs, placement upgrades, policies regarding the Job Training Match (JTM) Crosswalk, the Minimum Productivity Rule (MPR) and the 6-month and 12-month follow-up surveys.

NOTE: Due to conversion of the General Educational Development (GED) to a computer-based test series schedule for release in January 2014, references to GED in Appendix 501 have been changed to the more generic term, High School Equivalency (HSE). Beginning in January 2014, individual states will have the option to utilize other equivalency tests. Centers are to follow their state’s guidance on which test to use.

The 501 Introduction also includes a copy of each of the new OMS Report Cards for the coming program year. New this year, is that all attachments which were previously attached to each subsection of Appendix 501, are now included only in Appendix 501 Introduction. This is designed to eliminate redundancy while allowing users to access their attachments in conjunction with broader policy issues.

Following the Appendix 501 Introduction are four sections:

Appendix 501a – Center Report Card

Appendix 501b – Outreach and Admissions (OA) Report Card

Appendix 501c – Career Transition Services (CTS) Report Card

Appendix 501d – Career Technical Training (CTT) Report Card

Each OMS Report Card consists of four basic components: results-oriented measures, goals, weights, and ratings, including an overall rating, described as follows:

- Performance *measures* are the categories of outcomes under evaluation, such as High School Diploma (HSD) or High School Equivalency (HSE) attainment. Measures reflect the program priorities and objectives important to Job Corps’ mission.
- Performance *goals* are quantitative benchmarks for each measure that are set to establish a desired level of performance.
- Relative *weights* are assigned to performance measures to indicate areas of emphasis

among responsibilities for serving students. Each weight is expressed as a percentage with the sum of all weights in a Report Card totaling 100%.

- The *rating* is the performance (actual percent of goal achieved) on each measure, expressed as a percentage. The *overall rating* is the aggregate of all individual performance measure ratings expressed as a percentage.

The Center Quality Assessment is composed of three discrete measures – On-Board Strength (OBS), which measures student capacity utilization on Job Corps centers; the Quality Rating (QR), which is issued during Regional Office compliance assessments of OA, center, and CTS contracts; and the Student Satisfaction Survey (SSS), which gauges student satisfaction with respect to safety. Each of these elements is independent of the others and there is no aggregation of results across the measures.

These three measures are valuable management tools that complement the other systems by assessing the quality of services provided by Job Corps and capturing information on aspects of center life that are not reflected in the other management systems.

2. Performance Goals

As stated above, performance goals are the quantitative benchmarks for each of the four Report Cards. Each outcome measure is scored against its performance goal to report a percentage of the goal achieved.

Example: If the goal for HSD or HSE Attainment Rate in the Center Report Card is 50%, and a center has an HSD or HSE Attainment Rate of 45%, then its *rating* on that measure would be 90%, meaning that the center has reached 90% of the goal ($45/50 = 90$). The rating indicates there is room to grow in achieving the goal.

Performance goals may be national or model-based, as follows:

- (a) National Goals.** National goals are set and applied to all centers, OA, CTS, and CTT providers equally for the same measure.
- (b) Model-Based Goals.** Model-based goals are used for specific measures that require adjustments that ensure equity in making comparisons of performance across centers and agencies. As such, model-based goals are statistically adjusted for circumstances that are beyond the operator's control. A model helps to ensure fairness by recognizing that actual performance on a given outcome measure depends not only on management practices, but also in part on the abilities of the students enrolled and the characteristics of the environment in which it operates. Setting individualized goals that adjust for differences in key factors that are beyond

the operator’s control helps to “level the playing field” in assessing performance.

A model is calculated, based on regression analysis, by estimating the effect of various factors on the achievement of the measure using a regression model. The cumulative effect of these factors provides the percentage by which the national goal should be adjusted (upward or downward) for each center and CTS agency (the OA Report Card and CTT Report Card have only national goals). Note that the model-based goals for one center can significantly differ from those of other centers in the same state or region, as the goals are calculated using a combination of center-specific and local county economic data.

NOTE: For PY 2013, the method for developing model-based goals for two measures (HSD/HSE Attainment Rate and Combination HSD or HSE and CTT Attainment Rate) has been modified. The OMS Factor Verification Survey (generally used in establishing the model-based goals for these two measures) was not issued early in 2013 due to the unpredictability of the 2014 GED changes when OMS factors regarding PY 2012 GED barriers would no longer apply. Therefore, the PY 2013 model-based goals for the HSD/HSE Attainment Rate measure and the Combination HSD or HSE and CTT Attainment Rate measure were developed using center-specific student characteristics. Additionally, six months of the GED barrier factor was applied to the MBGs for the 28 centers that had GED barrier adjustments in PY 2012. This approach assumes that the GED barriers of PY 2012 were still accurate and would apply to the first half of PY 2013, but would not necessarily be appropriate after the revised GED and HSE options were implemented in January 2014.

The OMS Factor Verification Survey will resume for PY 2014 and will, to the extent possible, include factors that affect centers’ barriers to attainment of new HSE options.

For PY 2013, the model-based goals for the remaining five measures continue to be based on student characteristics and local economic factors.

- (1) **PY 2013 Model-Based Goals.** The following measures in the Center and CTS Report Cards, as applicable, use model-based goals:
 - HSD or HSE Attainment Rate
 - Combination HSD or HSE, and Career Technical Training (CTT) Attainment Rate

- Average Literacy Gain
- Average Numeracy Gain
- Graduate Average Hourly Wage at Placement
- Graduate 6-Month Average Weekly Earnings
- Graduate 12-Month Average Weekly Earnings

Model-based goals for all Center and CTS measures can be found in Appendix 501 Introduction, Attachments 8 and 9, respectively.

- (2) **Appeal Process for Model-Based Goals.** Model-based goals are developed using the most recent data available. As a result, the goals are meant to accurately represent the factors beyond the control of a center or CTS agency that impact the achievement of the specific measure. An appeal of a model-based goal may be filed *only if* there are new or extenuating circumstances that cannot be resolved during the program year, and that have not already been factored into the model.

NOTE: For PY 2013, the rules for appealing model-based goals have been modified to *exclude* appeals for the HSD or HSE Attainment Rate and the Combination HSD or HSE and CTT Attainment Rate. As mentioned above, due to changes in the 2014 GED and alternate HSE options, PY 2013 model-based goals for these two measures were developed using center-specific student characteristics. Additionally, six months of the GED barrier factor was applied to the PY 2013 MBGs for the 28 centers that had GED barrier adjustments in PY 2012.

Appeals to PY 2013 model-based goals *will* be accepted for the remaining measures (literacy, numeracy, wage and earnings).

The appeal must include a written request outlining the justification for the appeal and supporting data and/or official documentation supporting the appeal. The Office of Job Corps will review the request and documentation and determine if the appeal will be granted.

The appeal is to be sent to the following address **no later than November 1, 2013:**

U.S. Department of Labor/Office of Job Corps
200 Constitution Avenue, NW, Room N-4507

Washington, DC 20210

Attention: Program Performance Team

3. Weights and Overall Rating

Weights are assigned to each measure of the four Report Cards to underscore the relative importance in accountability for achieving student outcomes. Each weight is expressed as a percentage with the sum of all weights in a Report Card totaling 100%. Results across each of the weighted measures are aggregated to create an overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process. The overall rating is the aggregate of all individual performance measure ratings expressed as a percentage and are also used to determine the performance ranges for performance-based service contracting. The table provided below is an illustration of how an overall rating is calculated:

SAMPLE OMS REPORT CARD:

Measure	Actual Performance	Goal	% of Goal Achieved*	Weight	Rating**
Measure 1	79%	75%	105%	40%	42.0%
Measure 2	54%	60%	90%	25%	22.5%
Measure 3	90%	95%	95%	35%	33.3%
Formulas:					97.8% Overall Report Card Rating***
*Actual Performance / Goal = % of Goal Achieved					
**% of Goal Achieved x Weight = Rating					
***Sum of Ratings = Overall Report Card Rating					

4. Job Corps Students in the Performance Management System

Provided below is a description of the pool of students included in and excluded from the performance management system:

- (a) **Definitions of Student Separation Status.** The criteria for graduate, former enrollee, and uncommitted student status, as defined in the Job Corps Policy and Requirements Handbook (PRH), Chapter 4, Section 4.2, apply to the Performance Management System.
- (1) **Graduate** – one who has completed 60 or more calendar days of enrollment and has completed the requirements of CTT, or earned a HSD or HSE, or who completes both, while enrolled in Job Corps. Students who have exited

for any Level 1 Zero Tolerance (ZT) infraction, at any time, do not qualify as graduates.

- (2) **Former Enrollee** – one who has completed 60 or more calendar days of enrollment, has not attained graduate status, and whose exit is for reasons *other than* any Level 1 ZT infraction.
- (3) **Uncommitted Student** – one who has remained in Job Corps less than 60 calendar days (regardless of achievement), or who has exited for a Level 1 ZT infraction at any time.

- (b) **Zero Tolerance (ZT) for Purposes of Exclusion in OMS Pools.** The Job Corps program has a strict policy of zero tolerance for drugs and violence, and requires that all students sign a commitment to remain drug- and violence-free. Students who violate Job Corps' ZT Policy are automatically separated from the program and generally not allowed to re-enter the program. Exceptions can be found in the PRH, Chapter 3, Exhibit 3-1.

A ZT separation is defined as one who has remained in Job Corps less than 30 days and exits under code 5.1a or 5.2b, or one who has remained in Job Corps less than 45 days and exits under code 5.2a (Level 1 ZT infractions). Level 1 ZT infractions generally include offenses that are deemed violent or involve drugs, as detailed below.

NOTE: Students who exit due to Level 1 ZT infractions within 30/45 days are *not* included in the Center Report Card. Students who exit due to Level 1 ZT infractions after 30/45 days, however, are included in all pools for on-center measures and credit will be given for academic and CTT credentials earned prior to exit.

However, since all students who exit due to Level 1 ZT infractions, regardless of timing (within or after 30/45 days), are not considered former enrollees or graduates, they are ineligible for post-center services, and are, therefore, *excluded* from all post-center pools in both the Center and CTS Report Cards.

The list of Level 1 ZT infractions can be found in the PRH, Chapter 3, Exhibit 3-1 (Infraction Levels and Appropriate Center Actions).

- (c) **Students Who Are Medical Separations With Reinstatement Rights (MSWR).** Per the PRH, Chapter 6, Section 6.4, R5.a, students who are medically separated with reinstatement rights are allowed an expedited return within 180 days if the medical condition has been resolved.

The Job Corps Data Center (JCDC) will report the student outcomes only at the time of *final* separation. Thus, OMS outcomes for an MSWR student will be recorded either at 180 days after MSWR, if the student does not return to the program, or at final separation, if the student resumes participation in the program.

The following summarizes how specific instances are recorded on the OMS:

- (1) **Student is reinstated back to the Job Corps center before the 180 days ends.** Student outcomes will be reported at the time of separation.
- (2) **Student did not return to the Job Corps center within the 180 days.** In this case, at the end of the 180 days, the system will automatically “close out” the MSWR. At that time, the system will determine the student’s separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active for CTS providers to enter placement data in CTS. The placement service period will start at the 181st day and the 6- and 12-month follow-up time frames will be based on the date the student initially reported to work or school.
- (3) **Student notifies the center before the 180 days end that he or she does not intend to return to the Job Corps center.** In this case, the center will perform “MSWR Early Close-Out” in the Center Information System (CIS). The “close-out” date will be the date the student officially notified the center. At that time, the system will determine the student’s separation status and placement service eligibility status. If the student is eligible for placement services, he or she will be active in the CTS system for CTS providers to enter placement data. The 6- and 12-month follow-up time frames will still be based on the placement date reported if the student is employed or enrolled in an education program.
- (d) **Students Who Are Administrative Separations With Reinstatement Rights (ASWR).** Per the PRH, Chapter 6, Section 6.4, R5.a, administrative separations with reinstatement rights are allowed an expedited return within 12 months.

JCDC will report the student outcomes only at the time of *final* separation. Thus, OMS outcomes for an ASWR student will be recorded either at 12 months after ASWR if the student does not return to the program or at final separation if the student resumes participation in the program.

The following summarizes how specific circumstances are recorded on the OMS:

- (1) **Student is reinstated back to the Job Corps center before the 12 months end.** Student outcomes will be reported at the time of final separation.
- (2) **Student did not return to the Job Corps center within the 12 months.** In this case, at the end of the 12 months, the system will automatically “close out” the ASWR. At that time, the system will determine the student’s separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active for CTS providers to enter placement data in CTS. The placement service period will start at the 366th day, and the 6- and 12-month follow-up time frames will be based on the date the student initially reported to work or school.
- (3) **Student notifies the center before the end of the 12 months that he or she does not intend to return to the Job Corps center.** In this case, the center will perform “ASWR Early Close-Out” in CIS. The “close-out” date will be the date the student officially notified the center. At that time, the system will determine the student’s separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active in the CTS system for CTS providers to enter placement data. The 6- and 12-month follow-up time frames will still be based on the placement date reported if the student is employed or enrolled in an education program.
- (e) **Deceased Students.** In the event of a student’s death, either during or after enrollment in Job Corps, he or she will be removed from applicable performance data pools. If the death occurs during enrollment and the student is separated as a death separation, the student will be removed from *all* Center, CTS, and CTT Report Card outcome pools. For this situation, the student will also be removed from all OA Report Card outcome pools *with the exception* of the pools of the Total Arrivals and, where appropriate, Female Arrivals measures. In the event of death after separation and during the eligible CTS period, the CTS agency should enter the student’s death into the CTS system, and the student will be removed from all initial placement measure pools and, when appropriate, from follow-up survey queues. Please note that center and CTS agency staff must adhere to Job Corps policy and federal reporting requirements regarding student deaths.

5. Format of Performance Reports

In PY 2013, there are two report formats for reporting performance for all Report Cards:

- (a) **Rolling 12-Month Report:** The rolling 12-month report covers a 12-month reporting period and “rolls over” each month to a new 12-month period. This report is continuous and *does not* begin anew at the start of a new program year.
- (b) **Program Year (PY) Cumulative Report:** The PY cumulative report begins with data for the first month of the PY (July) and continues to incorporate monthly data as the PY progresses, culminating with 12 months of data by June 30th of the following year. This report *does* begin anew at the start of a new program year.

Data will continue to be reported using the 12-month rolling format when a new contractor takes over the operation of an existing center. New centers, however, will begin with one month of data and will build up to a rolling report by the 13th month.

6. Effective Date

Data reporting under the PY 2013 system begins on July 1, 2013. The first reports reflecting PY 2013 outcomes (period ending July 31, 2013) are expected to be issued in August 2013.

E. Additional Policies. Provided below are additional policies in effect for PY 2013:

1. **Grace Period for New Job Corps Centers.** Prior to PY 2007, new centers were granted a one-year grace period during which they were not held accountable, to the same degree as more established centers, for outcomes and performance results. Effective PY 2007, the grace period for newly opened centers was increased from 1 year to 2 years, primarily to allow sufficient time for students to enroll and progress through all stages of CDSS, and to have student data populate in all performance pools. The grace period was extended to 2 full years based upon average length of stay for all students and for graduates, as well as time required for students to populate the 6- and 12-month follow-up survey pools. The two-year grace period is calculated from the start date of the contract, not when the center enrolls its first student. Performance outcome data will still be captured in the CIS as students enter and are separated, but the center will not be held accountable for purposes of OMS, Performance-Based Service Contracting (PBSC), and Automated Past Effectiveness.
2. **Policy for Crediting Transfers to Advanced Training (AT) Programs.** Job Corps offers both basic and advanced CTT programs. CTT completers are encouraged to

enroll in a Job Corps Advanced Training (AT) program to earn additional and higher level industry-recognized credentials and enhance their employability. The National Office has approved a variety of AT programs at certain Job Corps centers. Students enrolled in AT programs have the opportunity to extend their enrollment up to one full year beyond the current two-year enrollment limitation. All students who are placed in an approved AT program must meet the AT program's specific eligibility criteria. **NOTE: This policy does not apply to Advanced Career Training (ACT) transfers.**

In PY 2013, as a cost-saving measure to lower student travel costs, the AT transfer policy has been updated to clarify the order in which assignment to an AT program should be made. To save travel costs, centers are encouraged to enroll eligible CTT completers who want additional training at their own AT program, rather than sending them to other AT centers. While students should continue to be placed in AT programs aligned with their interests and preferred career paths, the priority for assigning a student to an AT program is as follows:

1. The same center as where the basic CTT program was completed
2. The AT center nearest to where the basic CTT program was completed or another AT center within the same region (requires Regional Director [RD] approval)
3. Another AT center in a bordering region (requires National Office [NO] – Division of Educational Services [DES] approval)
4. Another AT center in a non-bordering region (requires NO – DES approval)

Transfers requiring Regional or National Office approval shall be requested in writing and stating the reason for the exception.

Job Corps' policy for crediting centers in situations where CTT completers are transferred to AT programs is outlined below. The crediting policy for AT transfers applies to those cases where a student physically transfers to a *different* center to enroll in its AT program and remains unchanged for PY 2013.

- (a) **General.** The crediting policy for AT transfers applies solely to those cases where a student physically transfers to a *different* center to enroll in its AT program. The underlying philosophy behind the policy for AT credit is that sending and receiving centers should be held accountable for the specific outcome measures and accomplishments that are earned while the students are at their respective centers.

Placement and post-placement accomplishments are credited to both the sending and the AT centers. The AT centers, however, are not credited for on-center accomplishments achieved at the sending center, nor can they obtain credit for any on-center measures beyond that of CTT completion and credential attainment when the student completes the AT program.

In those cases where both the sending center and the AT center are credited for the same measure, the regional total and national total count the credit only once. In other words, the regional and national totals do not double-count credits for one student's accomplishments.

NOTE: In situations where a student enters the AT program at the *same* center (that is, the sending center and the AT center are one and the same), the student is not considered an AT transfer, and the following policy regarding crediting is not in effect. Students who enter an AT program at the same center will be placed in the pools for the on-center measures (HSD or HSE attainment, CTT completion, Combination Attainment, Average Literacy and Numeracy Gains, and Industry-Recognized Credential Attainment) upon separation from Job Corps. Additionally, the Minimum Productivity Rule (MPR) for the CTT Report Card will not be adversely impacted when the student enters the AT program at the same center.

Please note for PY 2013, the MPR will remain for informational purposes only.

A table summarizing the crediting policy can be found in Appendix 501 Introduction, Attachment 2: PY 2013 Center Report Card Pools and Credits for Graduates Transferred to Advanced Training (AT) Programs.

(b) Sending Centers:

(1) Credits for Transferring Students to AT Programs. At the time of the transfer:

- The sending center will receive an education placement credit for the Graduate Initial Placement Rate measure. This education placement will in turn be replaced by applicable placement credits if the student is subsequently placed in a job after separating from the AT center.
- The sending center will receive applicable credits for all on-

center measures. For PY 2013, this includes:

- ✓ HSD or HSE Attainment Rate;
- ✓ Career Technical Training (CTT) Completion Rate;
- ✓ Combination HSD or HSE, and CTT Attainment Rate;
- ✓ Average Literacy Gain;
- ✓ Average Numeracy Gain; and
- ✓ Industry-Recognized Credential Attainment Rate.

(2) Credits at Separation, Placement, and Post-Placement. At the time of separation from the AT center:

- The sending center will not receive any credits for on-center measures that are earned while the student is at the AT center.
- The sending center will receive “flow-back” credits as applicable for the placement and post-placement measures. Specifically, if the student is placed in a job after terminating from the AT center, the student will be placed in the sending center’s Graduate Average Hourly Wage at Placement and will receive credit as applicable. If the placement is a Job Training Match to the student’s training received at the sending center, then the student will also be placed in the sending center’s Job Training Match (JTM)/Post-secondary Credit (PSC) pool and will receive credit as applicable. If a student is placed in post-secondary education/training after terminating from the AT center, the student will be placed in the sending center’s JTM/PSC pools and will receive credit as applicable.
- For students who respond to the 6-month survey, the student will be put in the sending center’s pool for the 6-Month Follow-up Placement Rate measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the 6-Month Average Weekly Earnings measure pool and the sending center will receive credit for the student’s earnings as calculated based on the information provided in the survey.
- For students who respond to the 12-month survey, the student

will be placed in the sending center's pool for the 12-Month Follow-up Placement Rate measure and the 12-Month Average Weekly Earnings measure, and will receive credit as applicable for that measure based on the answers to the survey questions.

(c) Receiving AT Centers: Credits at Separation, Placement, and Post-Placement. At the time of separation from the AT center:

- The student will be put in the AT center's pool for the CTT Completion Rate and Industry-Recognized Credential Attainment Rate measures. The credit for these measures will only be based on the student's accomplishments while at the AT center. For example, if the student completed his or her CTT program at the sending center, but did not complete the trade at the AT center, the AT center would not receive credit for the CTT Completion Rate measure. Similarly, if the student attained a credential linked to his or her CTT program at the sending center, but did not attain a credential at the AT center, the AT center would not receive credit for the Industry-Recognized Credential Attainment Rate measure. However, from the perspective of the Job Corps program, the student will be regarded as a CTT completer (having completed a CTT program at the sending center) and as noted below, will be included in the JTM/PSC pool if he or she is placed in a job or post-secondary education/training after separation
- The student will not be included in the pool for the HSD or HSE Attainment Rate, Combination Attainment Rate, Average Literacy Gain, or Average Numeracy Gain measures at the AT center.
- The AT center will receive credits as applicable for the placement and post-placement measures. Specifically, the student will be placed in the AT center's pools for the Graduate Initial Placement Rate measure, and will receive credit as applicable. If the student is placed in a job or post-secondary education/training, the student will be placed in the JTM/PSC Placement pool for the AT center and the center will receive credits as applicable. If placed in a job, the student will also be placed in the Graduate Average Hourly Wage at

Placement pool and the Graduate Full-Time Job Placement Rate pool for the AT center and the center will receive credits as applicable.

- For students who respond to the 6-month follow-up survey, the student will be put in the AT center's pool for the 6-Month Follow-up Placement Rate measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the 6-Month Weekly Earnings measure pool and receive credits for the student's earnings as calculated based on the information provided in the survey.
- For students who respond to the 12-month follow-up survey, the student will be put in the AT center's pool for the 12-Month Follow-up Placement Rate measure and the 12-Monthly Average Weekly Earnings measure, and will receive credit as applicable for that measure based on the answers to the survey questions.

(d) Multiple AT Transfers: Credit at Transfer, Separation, Placement, and Post-Placement. If a student transfers from one center to another center to enroll in an AT program and then subsequently transfers either back to the sending center, or to another center, credit is assigned as follows:

- The center that first transfers a student to an AT program at another center is the only center that will receive an automatic education credit for the placement measure. No subsequent center that the student transfers from will receive an automatic placement education credit at the time of the transfer.
- The student will be placed in the CTT completion pool at all subsequent new centers transferred to, regardless of whether a CTT program is completed while at that center. **NOTE:** If the student transfers back to the sending center, the student will not be placed in that center's CTT completion pool again.
- The first center and all subsequent centers are accountable for post-center measures, regardless of which center the student finally separates from.

3. Policy for Crediting Career Transition Services (CTS) Agencies When CTS-

Assigned Students Relocate to a Different Service Area. CTS agencies are responsible for providing placement and transition services to graduates and former enrollees after program separation. Job Corps’ policy for crediting CTS agencies in situations where a student moves from one CTS location to another is detailed below, and is also presented in table format in Appendix 501 Introduction, Attachment 5 – Crediting Chart for CTS Agencies When Students Relocate to a New Service Area. This policy is aligned with the PRH, Chapter 4, Section 4.3, R5, “Relocations.”

- (a) **Former Enrollees.** The policy for CTS agency credit for former enrollees differs from that for graduates since the former enrollee placement window is limited to only three months. For former enrollees, credit is applied as follows:
- If the receiving CTS agency does not place the former enrollee while the placement window is active, the initial provider is the agency of record for all applicable PY 2013 CTS Report Card measures.
 - If the receiving CTS agency places the former enrollee while the placement window is active, the receiving agency receives credit for the applicable measures; the initial agency does not receive flow-back credit for the placement.
 - If both the initial and the receiving CTS agency place the former enrollee while the placement window is active, the initial agency receives credit for the applicable measures and the receiving agency is credited only if that placement is an upgrade, according to the criteria defined in the placement upgrade chart found in Appendix 501 Introduction, Attachment 1: PY 2013 Initial Placements and Allowable Upgrades. In this case, the credit would only be counted once in national totals, but could possibly be counted twice in the regional totals if two different regions were involved in the transfer.
- (b) **Graduates.** For graduates initially assigned to one CTS agency who relocate to a new address covered by a different CTS provider, credit is applied as follows:
- (1) **Graduates — Short-Term Placement Measures:**

- If the initial CTS agency places the relocating graduate prior to the time of transfer, the initial provider is the agency of record for the short-term placement measures (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).
- If the graduate is placed by the initial CTS agency, is transferred with **60 or more calendar days** remaining in the placement services window, and is then placed by the receiving CTS provider, the receiving agency is credited only if that placement is an upgrade, according to the criteria defined in the placement upgrade found in Appendix 501 Introduction, Attachment 1: PY 2013 Initial Placements and Allowable Upgrades. In this case, the credit would only be counted once in national totals, but could possibly be counted twice in the regional totals if two different regions were involved in the transfer.
- If the initial CTS agency does not place the relocating graduate prior to the time of transfer, and there are **60 or more calendar days** remaining in the placement services window, then the receiving agency is accountable for the short-term placement measures (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).
- If neither the initial nor the receiving CTS agency places the relocating graduate, and there were **less than 60 calendar days** remaining in the placement services window at the time of re-assignment, then the initial agency is accountable for the short-term placement measures (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).

- If the initial CTS agency does not place a relocating graduate prior to transfer, and there were **less than 60 calendar days** remaining in the placement services window at the time of re-assignment, and the receiving CTS provider places the graduate during the placement window, then the initial agency is not accountable for the short-term placement measures and the receiving agency receives the credit for these measures (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).
- (2) **Graduates — Long-Term Placement Measures:**
- If the graduate relocates to a new address covered by a different CTS provider with **60 or more calendar days** remaining in their placement window, the receiving agency is then accountable for all 6- and 12-month follow-up placement and earnings measures, unless the student relocates and is transferred again to another agency. In this case, the rules described for the short-term placement measures would apply.
 - If the student relocates and is transferred **within 16 weeks** from the date the student initially reported to work or school, the receiving CTS agency is credited for the 6-month survey results (Graduate 6-Month Follow-up Placement Rate and Graduate 6-Month Average Weekly Earnings). If there is no further transfer, the receiving CTS agency is also responsible for the 12-month survey results (Graduate 12-Month Follow-up Placement Rate and Graduate 12-Month Average Weekly Earnings).
 - If the student relocates and is transferred **after 16 weeks** from the date the student initially reported to work or school, the CTS agency responsible for the student at the time of the relocation is accountable for the 6-month survey results (Graduate 6-Month Follow-up Placement Rate and Graduate 6-Month Average Weekly Earnings). If there is no further transfer, the receiving CTS agency is responsible for the 12-

month survey results (Graduate 12-Month Follow-up Placement Rate and Graduate 12-Month Average Weekly Earnings).

- If the student relocates and is transferred **within 42 weeks** from the date the student initially reported to work or school, the receiving CTS agency is credited for the 12-month follow-up survey results (Graduate 12-Month Follow-up Placement Rate and Graduate 12-Month Average Weekly Earnings).
- If the student relocates and is transferred **after 42 weeks** from the date the student initially reported to work or school, the CTS agency responsible for the student at the time of the relocation is accountable for the 12-month follow-up survey results (Graduate 12-Month Follow-up Placement Rate and Graduate 12-Month Average Weekly Earnings).

- (c) **Multiple Transfers.** If the student transfers from one CTS provider area to another multiple times during the student’s active placement window, the rules described above still apply in the same sequence.

Example: If CTS agency “A” places a student during the placement window, it will receive the credits for the short-term placement measures. If the student then changes CTS providers multiple times (e.g., A→B→C, or, A→B→A) within the approved time frame (more than 60 days remaining in the service window for short-term placement measures, within 16 weeks or within 42 weeks from the date the student initially reported to work or school for the 6-month and 12-month measures, respectively), the last assigned agency is responsible for all applicable measures. Rules concerning approved time frames and upgrades apply to subsequent CTS agencies. If the re-assignment did not occur during the approved time frame, then the previous CTS agency of record for all applicable measures is still responsible.

4. **Timelines for Reporting Placement Data.** Per the PRH, Chapter 4, Section 4.5, the timelines surrounding reporting, verifying, and entering placement data are as follows:

- (a) **Reported Date:** This is the date the student first enters a placement during their initial placement window, regardless of whether they meet Job Corps’

placement definition, and regardless of when the CTS provider first learns of the student's placement. The Reported Date must occur within the placement service window time frame.

Exceptions to the Reported Date policy are currently allowed in the following circumstances:

- If the student enters a placement prior to their separation date, the Reported Date must be recorded as the date following the separation date.
- If the student transfers from one CTS provider to another, the Reported Date cannot be earlier than the transfer date; therefore, if the student is placed prior to the transfer date, the Reported Date must be recorded as the date of transfer.

- (b) **Placed Date:** This is the date the student meets the Job Corps definition for placement, and must be at least 7 calendar days after the Reported Date in order to ensure that the placement criteria have been met.
- (c) **Verified Date:** This is the date that documentation is received verifying the placement (including the hours, duration, and/or wage as appropriate).
- (d) **Approved Date:** This is the date, after all the placement and verification information is entered into the CTS System, that the placement is approved by either a CTS Manager or Coordinator.

NOTE: In order to be considered a valid placement, the placement verification must be received and reported to the JCDC via the CTS System within 90 days of Placed Date. The Placed Date, Verified Date, and Approved Date are not required to be in the Active Service window. However, the time from the Placed Date to the Approved Date must be 90 days or less.

NOTE: If the placement is not considered valid because the verification is not received and/or the information is not entered into the CTS system within the above-specified time frame, the CTS provider will not receive the initial placement credit for this student. However, if the student is a graduate, and responds to the follow-up surveys, the CTS agency may receive 6-month and 12-month placement credits.

5. Placement Upgrades. Placement upgrades occurring while the student's initial

placement window is active will continue to be credited in PY 2013. As in prior years, placement upgrades that occur during the placement window are credited for the short-term CTS measures (JTM/PSC Placement, Former Enrollee Initial Placement, Graduate Initial Placement, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate). All students (graduates and former enrollees) are eligible for upgrades that occur while their placement windows are active.

Example: A graduate separates from a center and is initially reported placed in a \$7.50 per hour, non-JTM, full-time job. Credit for that student is given for the Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement (at \$7.50 per hour), and Graduate Full-Time Job Placement Rate in the Center Report Card. During the placement window, the graduate obtains another full-time position that is a JTM and has an hourly wage of \$8.00; a placement record for this job should be submitted since the wage increase occurred. Upon submission, the higher wage and job information replaces the lower, thereby “upgrading” the result for the student. That is, credit for the Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement and Graduate Full-Time Job Placement Rate is replaced by the \$8.00 per hour job, and credit is now also given for the JTM/PSC Placement Rate.

NOTE: All subsequent placements that occur after the initial placement, yet during the placement window, should be recorded in CDSS for informational purposes, regardless of whether the placement is an upgrade. However, only those placements that are upgrades are credited for the short-term CTS measures. A chart outlining the placement upgrade can be found in Appendix 501 Introduction, Attachment 1: PY 2013 Initial Placements and Allowable Upgrades. Upgrades are credited to align the systems with the CTT Report Card, emphasize the importance of continuous progress in the workforce, and encourage JTM and PSC placements.

6. Filing a Request to Add a Placement Code to the Job Training Match (JTM)

Crosswalk. 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 2013. 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 ensure that requests are filed using the PY 2013 version of the Request Form located in Appendix 501 Introduction, Attachment 4: PY 2013 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk and Request Form.

- 7. Minimum Productivity Rule (MPR).** The Minimum Productivity Rule (MPR) is a measure of efficiency that establishes a benchmark for the number of placements in a program year relative to the investment made in Job Corps' training programs to include facilities, instructors, equipment and other resources on a center for a given number of contracted slots. The MPR requires all CTT programs to place a minimum of 51% of students (CTT completers only) occupying contracted training slots every program year.

The MPR was suspended beginning in PY 2007 to allow time for centers to transition to using more rigorous training guidelines and completion elements reflective of nationally recognized industry standards and credential requirements. **For PY 2013, the MPR will be retained for informational purposes only.** The CTT-10 report will contain trade performance data relative to MPR, but overall ratings will not be impacted as they were in the past application of the measure. Consistent with the informational aspect of this year's performance in this area, programs failing to meet the MPR threshold will be indicated with an asterisk and monitored using the process applied to programs that are placed on Performance Improvement Plans (PIPs). MPR data will be collected throughout the year to assess related outcomes and inform efforts to fully implement this measure in PY 2014.

- 8. Military Wage at Placement.** Job Corps uses a standardized hourly military wage rate of \$14.67 to record the salary of Job Corps students entering the military. This figure was calculated to reflect the base salary of an E-1 enlistment and the estimated value of several additional non-wage benefits, such as government quarters value, basic subsistence allowance, and clothing allowance.

This rate also accounts for the military base pay percentage increases determined by the House Armed Services Committee, as well as increases in the allowances rates. Correspondingly, the average weekly earnings rate for students who are initially placed in the military and continue to be enlisted at 6 months after initial placement

is \$650.00. These rates are effective for all students who enter an initial placement (based upon date reported), have a placement upgrade, or who complete the 6-month follow-up survey as of November 2, 2009, or later.

NOTE: While students who enlist in the military may be eligible for incentive/special pays, bonuses, retirement, vacation, and education assistance, these additional benefits are not included in the calculation of the standardized wage rate in order to ensure a degree of uniformity of measurement with the wages recorded for students who are in civilian positions (which do not include any benefits that may be received, such as free or subsidized medical coverage, subsidized transportation, retirement savings contributions, etc.).

9. **6-Month and 12-Month Follow-up Survey.** Job Corps reports graduate placement and earnings outcomes at 6 and 12 months after initial placement, and collects this data via a survey issued to initially placed graduates. Over the past several years, Job Corps worked with the OMB and ETA to explore alternative means to collect this information, including the use of state wage records. Provided below is a description of the survey process and requirements:

- (a) **Data Validity.** Job Corps is committed to the highest standards of data validity and integrity for all data collected and used in the performance management systems. In particular, this applies to all information obtained from students through the 6- and 12-month post-placement surveys. To ensure the validity and integrity of these data, it is important that all Job Corps staff recognize the policies and procedures that need to be followed when collecting data from human subjects. Provided below is background on the information provided to students when the surveys are administered, followed by examples of behaviors that potentially threaten the validity and integrity of the data.

All research conducted with human subjects must abide by guidelines ensuring that the rights of participants are protected. The Office of Job Corps and the survey research contractors are committed to the ethical conduct of the follow-up survey data collection. This includes providing participants with information about the survey and their rights as participants so that they can make an informed decision about whether to participate. The survey is voluntary, which means that participants have the right to refuse to participate and must not be subject to coercion or otherwise made to feel that

a benefit of the program will be denied to them if they do not participate.

(b) Survey Protocol. Before beginning the questionnaire, survey staff read each participant a statement of “informed consent” that includes the following guidelines and principles:

- Their participation in the survey is voluntary;
- They have the right to refuse to participate in the survey or to refuse to answer any questions they do not wish to answer;
- Their refusal to participate in the survey will not impact any benefit they are eligible to receive as participants in the Job Corps program; and
- The information they provide will be confidential and will only be used by Job Corps for purposes of program evaluation.

(c) Prohibited Activities. To ensure that participation in Job Corps’ follow-up survey remains voluntary and that Job Corps program staff do not engage in any practice that might be construed as coercion, the following practices should be avoided when Job Corps staff discuss the survey with former students:

- It is inappropriate to link the receipt of any payments, awards, or benefits that Job Corps students are otherwise eligible to receive for their program participation to the conduct or result of the survey. Whether the student completes the survey and whether answers result in a positive credit for the program, center, or CTS agency, survey results should never be used to give or deny students any payments, awards, or benefits for which they are otherwise eligible.
- Instructing students that they should not participate in the survey unless they are employed or in school is inappropriate and would lead to invalid measures of program performance.
- Coaching students on their responses, such as by providing or suggesting “correct” or “incorrect” answers to questions is inappropriate.
- Listening in on the telephone while the student takes a confidential survey is inappropriate. If former students call the survey line from a

counselor’s office, the counselor should leave the room so that the participant can answer the survey in private.

- Requesting students whose responses to the survey resulted in zero credit to call the survey line and take the survey over again is inappropriate. Moreover, if a student has already completed the survey, the Survey Contractor will not administer a second survey. **NOTE:** If a student’s survey resulted in no credit and the center or CTS agency believes the student was in a qualified placement, the appropriate step is to file an appeal.
- Withholding known contact information for students who do not currently have a Job Corps-valid job or educational placement is inappropriate and will lead to invalid outcome measures.

The Office of Job Corps actively responds to violations of this policy. Consequences for unethical or fraudulent contact would include:

- Dismissal of the responsible contractor staff;
- Invalidation of any credits received for the 6-month and/or 12-month follow-up surveys (as applicable) in the Center, CTS, and CTT Report Cards;
- Administrative movement of the contractor to the bottom of the Report Cards, affecting their performance and incentive bonus, as well as their internal scores for earning future contracts; and/or
- Cancellation of the contract.

NOTE: These or similar repercussions may be imposed when such behavior is identified.

- (d) Appeal Process.** The Office of Job Corps has developed an appeals procedure for the 6- and 12-month follow-up placement and earnings measures. Appeals of these outcomes can be made by the center from which the student separated, the CTS agency to which the student was assigned, or the NTC contractor responsible for post-program services. The appeal must be filed within 90 days of the month in which the student’s record first appears on the reports for individual student outcomes (OMS-20, CTT-20, or CTS-20).

The appeals process requires that an appeal form be completed along with supporting documentation (i.e., pay stub, written statement on letterhead, business card or office stamp on a center or CTS verification form, school/training institution transcript, or *The Work Number*) **only if** the documentation details the student's employment information in such a way as to meet Job Corps' placement requirements that corresponds to the student's applicable survey week. The appeal form and the documentation are to be faxed to (202) 693-3113, scanned/e-mailed, or mailed to:

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

Appeals must be submitted by Close of Business (COB), 2 working days prior to the last working day of the month in order to be processed within that month.

The following timetable outlines the dates during which appeals must be received by the National Office, Program Performance Team, in order to be processed for each month in PY 2013:

Appeals for:	Received from	To COB
July 2013	6/26/13	7/26/13
August 2013	7/27/13	8/27/13
September 2013	8/28/13	9/25/13
October 2013	9/26/13	10/28/13
November 2013	10/29/13	11/26/13
December 2013	11/27/13	12/26/13
January 2014	12/27/13	1/28/14
February 2014	1/29/14	2/25/14
March 2014	2/26/14	3/26/14
April 2014	3/27/14	4/25/14
May 2014	4/26/14	5/27/14
June 2014	5/28/14	6/25/14

The Office of Job Corps will review the appeal form and supporting documentation (according to the timetable above) and reach a decision on

whether or not to grant credit for the 6- and/or 12-month follow-up placement and earnings measures. Approved appeal information is forwarded to the Job Corps Data Center (JCDC) the last working day of each month. Outcomes of the approved appeal information will then be incorporated in subsequent performance reports. Notifications of outcomes for all processed appeals will be e-mailed by the Office of Job Corps to the appealing entity in the month following processing. For example, notifications for appeals processed in July will be e-mailed in August.

Please ensure that appeals are filed using the PY 2013 version of the Appeals Form located in Appendix 501 Introduction, Attachment 3: PY 2013 Instructions for Filing an Appeal of 6- or 12-Month Follow-up Survey Data and Appeal Form.

- F. Data Integrity.** Job Corps' performance management system is comprehensive. It is the basis not only for Job Corps' national performance reporting, but also for continuous program improvement and performance-based contracting. In order to maintain the highest level of data integrity, the Office of Job Corps has established a Data Integrity Audit (DIA) system to ensure the validity and reliability of the information supporting the performance management systems. Using targeted samples, DIAs identify and report on specific instances of improperly reported or anomalous data, as well as on management practices that could potentially affect data integrity. The Office of Job Corps conducts DIAs on center records pertaining to HSD/HSE attainment, CTT completion, student leave, and CTS agency records. All validated errors and discrepancies are corrected, and regional offices impose liquidated damages as appropriate. As a system, each level of program staff is responsible for the integrity of the data it generates, collects, or records. As a program, the Office of Job Corps continues to conduct rigorous DIAs, and remains vigilant and responsive to all data integrity issues.
- G. Major Changes for PY 2013.** Provided on the following pages are summary tables depicting the major changes that affect the PY 2013 performance management system. See Appendices 501a, 501b, 501c, and 501d for specific information on the individual outcome measurement systems, including changes, for PY 2013.

PY 2013 CENTER REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 12	PY 13	PY 12	PY 13
Direct Center Services – 50%					
High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate*	$\frac{\text{No. of Students who attain either an HSD or HSE}}{\text{No. of Students without an HSD or HSE at entry}}$	60%	60%	15%	15%
Career Technical Training Completion Rate	$\frac{\text{No. of Students who complete a Career Technical Training program}}{\text{No. of Separated Students}}$	65%	65%	15%	15%
Combination High School Diploma (HSD) or High School Equivalency (HSE) and Career Technical Training (CTT) Attainment Rate*	$\frac{\text{No. of Students who complete a Career Technical Training program and attain either an HSD or HSE}}{\text{No. of Students without an HSD or HSE at entry}}$	50%	50%	5%	5%
Average Literacy Gain*	$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE reading test}}{\text{No. of Students who score 552 or lower on the initial TABE reading test or who do not take a valid initial reading test during the first 21 days on center}}$	2.75 GLE	2.75 GLE	5%	5%
Average Numeracy Gain*	$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE math test}}{\text{No. of Students who score 551 or lower on the initial TABE math test or who do not take a valid initial math test during the first 21 days on center}}$	2.75 GLE	2.75 GLE	5%	5%
Career Technical Training Industry-Recognized Credential Attainment Rate	$\frac{\text{No. of Career Technical Training Students who attain an approved industry-recognized credential or complete an NTC program}}{\text{No. of Students Assigned to a Career Technical Training program}}$	80%	85%	5%	5%
Short-Term Career Transition Services – 30.0%					
Career Technical Training Completer Job Training Match/Post-secondary Credit Placement Rate	$\frac{\text{No. of Career Technical Training program completers placed in a training-related job, the military, or post-secondary education/training}}{\text{No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training}}$	75%	75%	5%	5%
Former Enrollee Initial Placement Rate	$\frac{\text{No. of Former Enrollees placed in a job, the military, or education/training}}{\text{No. of Former Enrollees whose placement records are due or received}}$	50%	50%	5%	2.5%
Graduate Initial Placement Rate	$\frac{\text{No. of Graduates placed in a job, the military, or education/training or who transfer to an Advanced Training program at another center}}{\text{No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center}}$	90%	90%	15%	15%
Graduate Average Hourly Wage at Placement*	$\frac{\text{Sum of hourly wages of Graduates placed in a job or the military}}{\text{No. of Graduates placed in a job or the military}}$	\$9.70	\$9.70	7.5%	5%
Graduate Full-Time Job Placement Rate	$\frac{\text{No. of Graduates placed in a full-time job or the military}}{\text{No. of Graduates placed in a job or the military}}$	80%	70%	0%	2.5%
Long-Term Career Transition Services – 20.0%					
Graduate 6-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates who report they are in a job, the military, or education/training on the 6-Month Follow-up Survey}}{\text{No. of initially placed Graduates who complete the 6-Month Follow-up Survey}}$	70%	75%	10%	10%
Graduate 6-Month Average Weekly Earnings*	$\frac{\text{Sum of weekly earnings of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey}}{\text{No. of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey}}$	\$425	\$425	5%	5%
Graduate 12-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates who report they are in a job, the military, or education/training on the 12-Month Follow-up Survey}}{\text{No. of initially placed Graduates who complete the 12-Month Follow-up Survey}}$	70%	70%	2.5%	2.5%
Graduate 12-Month Average Weekly Earnings*	$\frac{\text{Sum of weekly earnings of Graduates who report they are in a job or the military on the 12-Month Follow-up Survey}}{\text{No. of Graduates who report they are in a job or the military on the 12-Month Follow-up Survey}}$	N/A	\$450	N/A	2.5%
*Model-based goal				100%	100%

PY 2013 OUTREACH AND ADMISSIONS (OA) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 12	PY 13	PY 12	PY 13
Quantity/Production – 45%					
Female Arrival Rate	<u>No. of female arrivals</u> Total female contracted quota	100%	100%	25%	25%
Total Arrival Rate	<u>No. of total arrivals</u> Total contracted quota	100%	100%	20%	20%
Quality/Commitment – 55%					
Arrivals With Level 1 Zero Tolerance (ZT) Non-Separation Rate	No. of Students in the pool who do not separate for a Level 1 ZT infraction under codes 5.1A or 5.2B within the first 30 calendar days or under <u>code 5.2A within the first 45 calendar days</u> All Student arrivals with the opportunity to stay in the program for at least 45 calendar days	98%	98%	25%	25%
Arrivals With 90-Day Commitment Rate	No. of Students in the pool who <u>stay for 90+ calendar days</u> No. of Student arrivals with the opportunity to stay for at least 90 calendar days	85%	85%	25%	25%
Graduate Rate	<u>No. of Students who separate as Graduates</u> No. of Separated Students	70%	70%	2.5%	2.5%
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, or education/training or who transfer to an <u>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%	90%	2.5%	2.5%
				100%	100%

PY 2013 CAREER TRANSITION SERVICES (CTS) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 12	PY 13	PY 12	PY 13
Short-Term Career Transition Services – 60%					
Career Technical Training Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate	No. of Career Technical Training program completers placed in a training-related job, the <u>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%	75%	10%	10%
Former Enrollee Initial Placement Rate	No. of Former Enrollees placed in a job, the <u>military, or education/training</u> No. of Former Enrollees whose placement records are due or received	50%	50%	10%	5%
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, or education/training, or who transfer to an <u>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%	90%	25%	25%
Graduate Average Hourly Wage at Placement*	Sum of hourly wages of Graduates <u>placed in a job or the military</u> No. of Graduates placed in a job or the military	\$9.70	\$9.70	15%	15%
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%	70%	0%	5%
Long-Term Career Transition Services – 40%					
Graduate 6-Month Follow-up Placement Rate	No. of Graduates who report they are in a job, the military, or education/training <u>on the 6-Month Follow-up Survey</u> No. of initially placed Graduates who complete the 6-Month Follow-Up Survey	75%	75%	20%	20%
Graduate 6-Month Average Weekly Earnings*	Sum of Weekly Earnings of Graduates who report they are in a job or the military <u>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	\$425	15%	10%
Graduate 12-Month Follow-up Placement Rate	No. of Graduates who report they are in a job, the military, or education/training <u>on the 12-Month Follow-up Survey</u> No. of initially placed Graduates who complete the 12-Month Follow-up Survey	70%	70%	5%	5%
Graduate 12-Month Average Weekly Earnings*	Sum of Weekly Earnings of Graduates who report they are in a job or the military <u>on the 12-Month Follow-up Survey</u> No. of Graduates who report they are in a job or the military on the 12-Month Follow-up Survey	N/A	\$450	N/A	5%
*Model-based goal				100%	100%

PY 2013 CAREER TECHNICAL TRAINING (CTT) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 12	PY 13	PY 12	PY 13
CTT Program Completion Rate	<u>No. of Students who complete a Career Technical Training program</u> No. of Separated Students assigned to a Career Technical Training program	75%	75%	15%	15%
CTT 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%	85%	5%	5%
CTT Completer Placement Rate	No. of Career Technical Training completers placed in a job, the military, or education/training, or who transfer to an <u>Advanced Training program at another center</u> No. of Career Technical Training completers whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	90%	20%	20%
CTT Completer Average Hourly Wage at Placement	Sum of hourly wages of Career Technical Training completers <u>placed in a job or the military</u> No. of Career Training Completters placed in a job or the military	\$9.85	\$9.85	10%	5%
CTT Completer Full-Time Job Placement Rate	No. of Career Technical Training completers placed <u>in a full-time job or the military</u> No. of Career Technical Training completers placed in a job or the military	80%	70%	0%	5%
CTT Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate	No. of Career Technical Training completers placed in a training-related job, the <u>military, or post-secondary education/training</u> No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training	75%	75%	10%	10%
CTT Completer Job Training Match (JTM) Average Wage	Sum of Hourly Wages of Career Technical Training completers <u>placed in a Training-Related Job or the Military</u> No. of Career Technical Training program completers placed in a training-related job or the military	\$10.40	\$10.40	5%	5%
CTT Completer 6-Month Follow-up Placement Rate	No. of initially placed Career Technical Training completers 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 Career Technical Training completers who complete the 6-Month Follow-up Survey	70%	75%	15%	15%
CTT Completer 6-Month Follow-up Average Weekly Earnings	Sum of weekly earnings of initially placed Career Technical Training completers who report they are in <u>a job or the military on the 6-Month Follow-up Survey</u> No. of Career Technical Training completers who report they are in a job or the military on the 6-Month Follow-up Survey	\$425	\$425	15%	10%
CTT Completer 12-Month Follow-up Placement Rate	No. of initially placed Career Technical Training completers 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 Career Technical Training completers who complete the 12-Month Follow-up Survey	70%	70%	5%	5%
CTT Completer 12-Month Follow-up Average Weekly Earnings	Sum of weekly earnings of initially placed Career Technical Training completers who report they are in <u>a job or the military on the 12-Month Follow-up Survey</u> No. of Career Technical Training completers who report they are in a job or the military on the 12-Month Follow-up Survey	N/A	\$450	N/A	5%
				100%	100%

APPENDIX 501 - Attachments

POLICIES AND PROCEDURES
FOR PY 2013
OUTCOME MEASUREMENT SYSTEM

APPENDIX 501 - Attachments

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Attachment 1

PY 2013 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 2

PY 2013 Center Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs						
Event	Measure(s)	Sending Center		AT Center		
		Pool	Credit	Pool	Credit	
Student Transferred to AT Center	HSD/HSE, CTT Completion, Combo Attainment, Industry-Recognized 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	n/a	n/a	1	1/0	
	Credential Attainment				As applicable	
Graduate Placed or Placement Window Closes	Placed in Job/Military	n/a	n/a	n/a	1	1/0
		As applicable	As applicable	As applicable	1	1/0
		n/a	n/a	n/a	1	1/0
		n/a	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

**PY 2013 Instructions for Filing an Appeal of
6- or 12-Month Follow-up Survey Data**

GENERAL INSTRUCTIONS

1. Use this form to file an appeal for 6-month or 12-month survey data.
2. The appeal must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, CTT-20, or CTS OMS-20.
3. Job Corps centers, CTS agencies, and National Training Contractors (NTCs) may file an appeal.
4. Appeals **must** be submitted with supporting documentation.
Note: Do not include the student's Social Security Number on any documentation.
5. Submit the appeal with documentation via fax at (202) 693-3113, 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 2013.

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 the 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 the 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 the 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 an HSE, 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 the 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 2013 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 4

<p style="text-align: center;">PY 2013 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 2013 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

Attachment 5

Crediting Chart for CTS Agencies When Students Relocate to a New Service Area

Job Corps policy for crediting CTS agencies in situations where a student moves from one CTS location to another is outlined below in table format. This policy is aligned with PRH, Chapter 4, Section 4.3, R5, "Relocations."

STUDENT CATEGORY	TIME OF TRANSFER		HIGH CTS AGENCY GETS CREDIT?	
			Initial CTS Agency	Receiving CTS Agency
	<i>Any time during the 90-day placement window¹</i>			
Former Enrollees	If not placed by receiving CTS agency (regardless if placed by initial CTS)...		Initial CTS agency is responsible for the Former Enrollee Initial Placement measure.	
	If placed by receiving CTS agency within the placement window...			Receiving CTS agency gets credit for the Former Enrollee Initial Placement measure.
	If placed by initial CTS agency and then placed by receiving CTS agency within the placement window...		Initial CTS agency gets credit for the Former Enrollee Initial Placement measure.	Receiving CTS agency gets credit for the Former Enrollee Initial Placement measure <u>only</u> if the placement is an upgrade.
	<i>With <u>60 or more</u> calendar days left in placement window</i>	<i>With <u>less than 60</u> calendar days left in placement window</i>	Credits for Short-Term Placement Measures	
			<i>Initial CTS Agency</i>	<i>Receiving CTS Agency</i>
Graduates	If placed by initial CTS agency before transfer...		Initial CTS agency gets credit for short-term placement measures*.	
	If placed by initial CTS agency, then transfers and is placed by new CTS agency within the placement window...		Initial CTS agency gets credit for short-term placement measures*.	Receiving CTS agency gets credit for all short-term placement measures* <u>only</u> if the placement is an upgrade.

	If not placed by initial CTS agency...			Receiving CTS agency is responsible for the short-term placement measures*.
		If not placed by either CTS agency...	Initial CTS agency is responsible for the short-term placement measures*.	
		If not placed by the initial CTS agency, but is placed by the receiving CTS agency, within the placement window...		Receiving CTS agency gets credit for the short-term placement measures*.

¹**Placement Window:** The Placement Window for graduates is 9 months.

***Short-term placement measures** include: Former Enrollee Initial Placement Rate; JTM/PSC Placement Rate; Graduate Initial Placement Rate; Graduate Average Wage at Placement; and Full-Time Job Placement.

STUDENT CATEGORY	TIME OF TRANSFER		HIGH CTS AGENCY GETS CREDIT?	
	<i>Within Allowable Time Frame</i>	<i>After Allowable Time Frame</i>	Credits for Long-Term Placement Measures	
			<i>Initial CTS Agency</i>	<i>Receiving CTS Agency</i>
Initially Placed Graduates – for 6-Month Survey Results**	If the student is transferred within 16 weeks from the date the student reported to work/school...			Receiving CTS agency is responsible for the 6-month follow-up placement and earnings measures (and the 12-month placement measure if there is no further transfer).
		W		
		If the student is transferred after 16 weeks from the date the student reported to work/school...	Initial CTS agency is responsible for the 6-month follow-up placement and earnings measures.	Receiving CTS agency is responsible for the 12-month follow-up placement if there is no further transfer.
Initially Placed Graduates – for 12-Month Survey Results***	If the student is transferred within 42 weeks from the date the student reported to work/school...			Receiving CTS agency is responsible for the 12-month follow-up placement measure.
		If the student is transferred after 42 weeks from the date the student reported to work/school...	Initial CTS agency is responsible for the 12-month follow-up placement measure.	

** 6-Month Survey Results include: Graduate 6-Month Follow-up Placement Rate and Graduate 6-Month Follow-up Earnings.

***12-Month Survey Results include: Graduate 12-Month Follow-up Placement Rate.

Attachment 6

PY 2013 JOB CORPS CTT REPORT CARD
PERFORMANCE IMPROVEMENT PLAN (PIP)

I. Program Information

CTT Program:	Slots:	<input type="checkbox"/> Basic	<input type="checkbox"/> AT	<input type="checkbox"/> NTC	<input type="checkbox"/> OCT	<input type="checkbox"/> ACT
Center:			Region (name):			

II. Program Performance Status

Performance Status in Most Immediately Completed PY _____:	Performance Status in Preceding PY:
<input type="checkbox"/> C <input type="checkbox"/> D Overall Score _____	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D Overall Score: _____ <input type="checkbox"/> N/A
Program was on Performance Improvement Plan in Most Immediately Completed PY: <input type="checkbox"/> Yes <input type="checkbox"/> No	Substantial Improvement from Preceding PY: <input type="checkbox"/> Yes <input type="checkbox"/> No

III. Performance Improvement Plan (expand the table if necessary)

Unsatisfactory Performance Area	Cause(s)	Action(s)

Unsatisfactory Performance Area	Cause(s)	Action(s)

IV. The Following Individuals Have Contributed to Developing this PIP.

_____	Date: _____
CTT Instructor	
_____	Date: _____
CTT Manager	
_____	Date: _____
Center Director	
_____	Date: _____
National Training Contractor (if applicable)	

V. Regional Office Approval

Name _____ Title _____ Signature _____ Date _____

VI. Support for This Appeal

Operator/Agency Official: Name _____ Title _____ Date _____

NTC Official (if applicable): Name _____ Title _____ Date _____

Regional Use Only

V. Final Decisions

- Neither PIP nor Probation**
- PIP Only, no Probation**
- PIP and Probation**
- Recommend Closure or Training Slot Reduction**

Attachment 8

PY 2013 Center Goals for HSD/HSE Rate, Combination HSD/HSE/CTT Rate, Average Literacy Gain, Average Numeracy Gain, Graduate Average Wage, Graduate 6-Month Average Weekly Earnings, and Graduate 12-Month Average Weekly Earnings

Center		HSD/HSE	Combination HSD/HSE/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
	National Goals	60.0	50.0	2.75	2.75	\$9.70	\$425	\$450
10100	Grafton	60.2	49.8	2.70	2.77	\$10.21	\$440	\$469
10200	Northlands	60.1	49.6	2.77	2.76	\$10.34	\$464	\$485
10300	Penobscot	62.6	51.0	2.71	2.80	\$9.75	\$427	\$455
10400	Westover	57.3	47.8	2.70	2.73	\$10.25	\$442	\$470
10500	New Haven	54.6	45.8	2.63	2.76	\$10.06	\$426	\$449
10600	Loring	61.8	50.7	2.82	2.75	\$10.08	\$444	\$474
10700	Shriver	67.5	54.0	2.77	2.77	\$10.49	\$457	\$475
10800	Exeter	63.2	51.7	2.72	2.77	\$9.79	\$423	\$460
10900	Hartford	54.3	46.3	2.66	2.76	\$10.43	\$440	\$459
20100	Arecibo	66.8	59.3	7.49	6.37	\$7.54	\$315	\$346
20200	Barranquitas	68.4	60.5	7.61	6.38	\$7.58	\$320	\$355
20300	Cassadaga	58.0	48.5	2.72	2.75	\$9.42	\$408	\$439
20400	Delaware Valley	57.8	48.0	2.75	2.67	\$9.50	\$417	\$435
20500	Edison	58.0	48.6	2.70	2.75	\$9.68	\$418	\$449
20700	Glenmont	57.2	48.1	2.67	2.74	\$9.49	\$410	\$437
20800	Iroquois	55.0	46.9	2.70	2.73	\$9.63	\$413	\$440
20900	Oneonta	55.3	46.1	2.62	2.72	\$9.89	\$430	\$454
21000	Ramey	65.8	58.5	7.47	6.39	\$7.59	\$325	\$343
21100	South Bronx	61.3	51.4	2.81	2.80	\$9.67	\$423	\$446
30100	Blue Ridge	62.8	52.6	2.71	2.89	\$9.45	\$405	\$431

Center		HSD/HSE	Combination HSD/HSE/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
30200	Charleston	59.9	49.9	2.79	2.78	\$9.65	\$412	\$430
30400	Flatwoods	60.7	50.1	2.77	2.73	\$10.31	\$465	\$490
30500	Harpers Ferry	60.8	49.9	2.73	2.76	\$10.01	\$429	\$446
30600	Keystone	59.7	49.9	2.75	2.78	\$9.72	\$417	\$443
30700	Old Dominion	59.6	49.9	2.77	2.80	\$9.75	\$432	\$445
30800	Philadelphia	63.8	52.9	2.75	2.84	\$9.58	\$402	\$433
30900	Pittsburgh	62.0	51.3	2.74	2.81	\$9.76	\$426	\$447
31000	Potomac	58.9	49.2	2.72	2.77	\$10.00	\$435	\$465
31100	Red Rock	61.5	50.7	2.75	2.75	\$9.59	\$427	\$452
31200	Woodland	55.7	47.1	2.68	2.74	\$9.69	\$419	\$444
31300	Woodstock	56.4	47.7	2.77	2.74	\$9.89	\$429	\$451
31500	Carl D. Perkins	66.8	53.9	2.82	2.75	\$9.58	\$416	\$449
31600	Earle C. Clements	60.2	50.4	2.72	2.76	\$9.81	\$442	\$465
31700	Frenchburg	56.1	47.6	2.71	2.75	\$9.63	\$405	\$442
31800	Great Onyx	60.7	50.1	2.76	2.71	\$9.78	\$438	\$461
31900	Pine Knot	63.6	51.9	2.74	2.78	\$9.89	\$433	\$476
32000	Whitney M. Young	58.8	49.2	2.78	2.76	\$9.45	\$415	\$433
32100	Muhlenberg	62.4	52.1	2.73	2.79	\$9.69	\$439	\$460
32200	Wilmington	59.2	48.6	2.68	2.74	\$9.76	\$410	\$437
40100	Atlanta	60.6	51.1	2.66	2.76	\$9.34	\$403	\$422
40200	Bamberg	60.4	49.9	2.69	2.74	\$9.56	\$430	\$444
40300	Finch-Henry	54.2	47.0	2.72	2.70	\$8.95	\$396	\$426
40400	Brunswick	58.5	49.3	2.71	2.74	\$9.29	\$405	\$439
40800	Gainesville	56.8	48.5	2.68	2.76	\$9.39	\$411	\$441
41000	Gulfport	57.5	48.1	2.67	2.73	\$8.98	\$399	\$423
41100	Jacksonville	60.6	50.9	2.66	2.79	\$9.54	\$422	\$437

Center		HSD/HSE	Combination HSD/HSE/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
41200	Jacobs Creek	61.2	50.6	2.77	2.75	\$9.79	\$444	\$466
41300	Kittrell	56.2	46.9	2.64	2.76	\$9.26	\$394	\$425
41500	Lyndon Johnson	55.7	46.6	2.72	2.70	\$9.71	\$419	\$442
41600	Miami	60.4	50.9	2.65	2.77	\$9.35	\$408	\$433
41700	Mississippi	56.4	48.0	2.70	2.70	\$9.06	\$394	\$416
41800	Oconaluftee	63.7	51.4	2.91	2.68	\$9.39	\$413	\$438
42000	Schenck	60.8	49.6	2.71	2.72	\$9.99	\$460	\$483
42100	Turner	57.8	48.7	2.68	2.71	\$9.56	\$423	\$446
42400	Gadsden	60.3	50.9	2.67	2.75	\$9.10	\$393	\$415
42500	BL Hooks/Memphis	53.3	45.8	2.70	2.75	\$9.47	\$418	\$460
42600	Montgomery	58.1	49.5	2.71	2.73	\$9.21	\$404	\$434
42700	Homestead	59.2	50.3	2.79	2.75	\$9.39	\$409	\$433
42800	Pinellas County	58.5	49.2	2.74	2.80	\$9.39	\$413	\$438
50100	Atterbury	62.8	51.8	2.76	2.72	\$9.57	\$416	\$442
50200	Blackwell	58.2	47.4	2.76	2.72	\$10.12	\$449	\$483
50300	Cincinnati	59.6	50.5	2.71	2.77	\$9.61	\$416	\$435
50400	Cleveland	57.5	48.9	2.75	2.73	\$9.39	\$412	\$432
50500	Dayton	62.0	51.4	2.70	2.74	\$9.43	\$410	\$430
50600	Detroit	56.5	48.4	2.66	2.76	\$9.30	\$392	\$419
50700	Golconda	57.0	47.1	2.70	2.67	\$10.00	\$458	\$491
50800	Gerald R. Ford	56.0	47.5	2.67	2.73	\$9.09	\$385	\$415
50900	Hubert H. Humphrey	62.9	52.8	2.82	2.79	\$9.73	\$422	\$450
51000	Joliet	59.0	48.4	2.65	2.75	\$9.52	\$408	\$433
51100	Flint/Genesee	57.4	48.7	2.68	2.76	\$9.24	\$403	\$425
51200	Paul Simon Chicago	59.9	49.0	2.64	2.73	\$9.73	\$424	\$455
51300	Milwaukee	58.8	48.6	2.65	2.78	\$10.12	\$416	\$443

Center		HSD/HSE	Combination HSD/HSE/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
51400	Ottumwa	59.0	49.3	2.70	2.74	\$9.60	\$416	\$443
60100	Albuquerque	57.5	47.3	2.66	2.71	\$9.73	\$432	\$454
60200	Cass	59.6	49.3	2.66	2.76	\$9.96	\$450	\$471
60300	David Carrasco	55.6	46.3	2.89	2.64	\$8.74	\$388	\$420
60400	Gary	60.7	50.4	2.77	2.75	\$9.81	\$435	\$456
60500	Guthrie	60.7	49.9	2.76	2.77	\$9.57	\$423	\$441
60600	Laredo	45.7	40.2	2.94	2.59	\$8.18	\$357	\$384
60700	Little Rock	59.1	49.7	2.68	2.78	\$9.13	\$397	\$420
60800	North Texas	60.6	50.7	2.77	2.76	\$9.59	\$416	\$444
60900	New Orleans	56.8	47.6	2.68	2.69	\$9.30	\$400	\$420
61000	Ouachita	53.7	45.5	2.83	2.68	\$9.74	\$442	\$464
61100	Roswell	60.2	48.8	2.77	2.71	\$9.03	\$407	\$426
61200	Shreveport	50.4	42.7	2.63	2.63	\$8.89	\$377	\$399
61300	Talking Leaves	67.8	54.0	2.97	2.62	\$8.95	\$406	\$430
61400	Treasure Lake	56.2	47.4	2.80	2.73	\$9.47	\$421	\$450
61500	Tulsa	59.9	49.9	2.79	2.75	\$9.41	\$419	\$442
61600	Carville	55.5	46.6	2.73	2.65	\$9.46	\$428	\$443
70100	Denison	63.0	52.2	2.78	2.81	\$9.55	\$428	\$452
70200	Excelsior Springs	59.3	48.9	2.63	2.79	\$9.68	\$426	\$457
70300	Mingo	56.8	46.4	2.69	2.70	\$9.68	\$443	\$474
70400	Pine Ridge	56.5	47.2	2.77	2.74	\$9.79	\$444	\$465
70500	St Louis	56.9	47.8	2.73	2.72	\$9.70	\$431	\$450
70600	Flint Hills	60.7	50.8	2.81	2.78	\$9.53	\$426	\$445
80100	Anaconda	64.8	53.1	2.75	2.76	\$10.01	\$465	\$478
80200	Boxelder	64.8	52.4	2.80	2.71	\$9.64	\$437	\$463
80300	Clearfield	66.5	54.8	2.81	2.81	\$10.04	\$452	\$473

Center		HSD/HSE	Combination HSD/HSE/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
80400	Collbran	62.4	51.1	2.67	2.75	\$9.95	\$448	\$460
80500	Kicking Horse	60.9	50.3	2.74	2.76	\$9.37	\$413	\$447
80600	Trapper Creek	65.6	53.6	2.87	2.77	\$9.88	\$453	\$473
80700	Weber Basin	65.3	53.6	2.71	2.78	\$9.75	\$436	\$461
80800	Quentin Burdick	62.4	51.0	2.73	2.74	\$9.64	\$429	\$453
90100	Hawaii	60.9	50.1	2.91	2.81	\$9.60	\$426	\$443
90200	Inland Empire	62.9	53.2	2.75	2.84	\$10.07	\$432	\$457
90300	Los Angeles	62.7	53.0	2.82	2.82	\$10.39	\$434	\$456
90400	Phoenix	56.2	46.7	2.74	2.71	\$9.60	\$413	\$443
90500	Sacramento	60.8	50.5	2.78	2.76	\$10.43	\$452	\$476
90600	San Diego	62.9	52.7	2.88	2.78	\$10.41	\$448	\$470
90700	San Jose	62.9	52.2	2.82	2.77	\$10.56	\$452	\$480
90800	Sierra Nevada	61.9	51.4	2.82	2.77	\$9.62	\$427	\$458
90900	Treasure Island	61.7	50.6	2.91	2.74	\$10.23	\$426	\$456
91000	Fred G. Acosta	58.7	49.3	2.82	2.76	\$9.44	\$411	\$439
91100	Long Beach	62.7	52.7	2.82	2.80	\$10.40	\$436	\$459
100100	Angell	66.5	53.5	2.75	2.79	\$10.72	\$475	\$502
100200	Cascades	63.9	51.4	2.81	2.75	\$10.39	\$442	\$466
100300	Columbia Basin	67.5	54.1	2.73	2.78	\$10.46	\$452	\$486
100400	Curlew	68.0	54.3	2.82	2.76	\$10.80	\$482	\$508
100500	Fort Simcoe	67.7	54.3	2.79	2.76	\$10.45	\$457	\$492
100600	Centennial	67.3	54.1	2.76	2.79	\$10.05	\$447	\$479
100700	Springdale	64.0	52.8	2.72	2.81	\$10.01	\$417	\$445
100800	Timber Lake	67.5	54.3	2.79	2.79	\$10.70	\$473	\$500
100900	Tongue Point	68.8	55.2	2.83	2.81	\$10.66	\$467	\$490
101000	Wolf Creek	71.1	56.7	2.77	2.84	\$10.53	\$459	\$492

Center		HSD/HSE	Combination HSD/HSE/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
101100	Alaska	65.0	54.3	2.87	2.80	\$10.66	\$452	\$478
	Regional Totals							
1	Boston Region Total	59.8	50.3	2.75	2.73	\$9.65	\$417	\$442
2	Philadelphia Region Total	60.3	50.2	2.74	2.77	\$9.75	\$427	\$451
3	Atlanta Region Total	58.2	49.1	2.70	2.74	\$9.39	\$411	\$436
4	Dallas Region Total	59.9	49.6	2.77	2.73	\$9.57	\$427	\$450
5	Chicago Region Total	59.0	49.2	2.71	2.74	\$9.60	\$421	\$446
6	San Francisco Region Total	63.4	52.2	2.82	2.78	\$10.24	\$442	\$470

**Center Model
PY 2013 HSD/HSE 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	13.3	13.3	0.0	-0.0426	0.0000
% Age 17 at Enrollment	20.9	20.9	0.0	-0.0383	0.0000
% Age 18 at Enrollment	22.2	22.2	0.0	-0.0388	0.0000
% Completed Grade 8 or Below at Enrollment	18.0	18.0	0.0	-0.2374	0.0000
% Completed Grade 9 at Enrollment	26.1	26.1	0.0	-0.1923	0.0000
% Completed Grade 10 at Enrollment	27.3	27.3	0.0	-0.1414	0.0000
% Completed Grade 11 at Enrollment	25.3	25.3	0.0	-0.0907	0.0000
Initial TABE					
% Initial Reading TABE Grade Level <3	6.0	6.0	0.0	-0.2295	0.0000
% Initial Reading TABE Grade Level 3-4	14.7	14.7	0.0	-0.2385	0.0000
% Initial Reading TABE Grade Level 5-6	32.3	32.3	0.0	-0.1860	0.0000
% Initial Reading TABE Grade Level 7-8	19.7	19.7	0.0	-0.0952	0.0000
% Initial Reading TABE Grade Level 9-10	17.0	17.0	0.0	-0.0419	0.0000
% Initial Math TABE Grade Level <3	3.6	3.6	0.0	-0.3289	0.0000
% Initial Math TABE Grade Level 3-4	28.2	28.2	0.0	-0.2568	0.0000
% Initial Math TABE Grade Level 5-6	35.4	35.4	0.0	-0.1697	0.0000
% Initial Math TABE Grade Level 7-8	18.2	18.2	0.0	-0.0683	0.0000
Initial TABE Español					
% Initial Reading TABE Grade Level <3	0.9	0.9	0.0	-0.2267	0.0000
% Initial Reading TABE Grade Level 3-4	0.6	0.6	0.0	-0.1597	0.0000
% Initial Reading TABE Grade Level 5-6	0.3	0.3	0.0	-0.1057	0.0000
% Initial Math TABE Grade Level <3	0.2	0.2	0.0	-0.1801	0.0000
% Pre-Test Barriers to GED Attainment	8.9	8.9	0.0	-0.0354	0.0000
				Subtotal	0
				National Goal	60.0%
				Model Adjusted Goal	60.0%

**Center Model
PY 2013 Combination HSD/HSE/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 18 or Under at Enrollment	56.4	56.4	0.0	-0.0373	0.0000
% Completed Grade 8 or Below at Enrollment	18.0	18.0	0.0	-0.2476	0.0000
% Completed Grade 9 at Enrollment	26.1	26.1	0.0	-0.2044	0.0000
% Completed Grade 10 at Enrollment	27.3	27.3	0.0	-0.1571	0.0000
% Completed Grade 11 at Enrollment	25.3	25.3	0.0	-0.0978	0.0000
Initial TABE					
% Initial Reading TABE Grade Level <3	6.0	6.0	0.0	-0.1269	0.0000
% Initial Reading TABE Grade Level 3-4	14.7	14.7	0.0	-0.1351	0.0000
% Initial Reading TABE Grade Level 5-6	32.3	32.3	0.0	-0.0925	0.0000
% Initial Reading TABE Grade Level 7-8	19.7	19.7	0.0	-0.0433	0.0000
% Initial Reading TABE Grade Level 9-10	17.0	17.0	0.0	-0.0266	0.0000
% Initial Math TABE Grade Level <3	3.6	3.6	0.0	-0.2217	0.0000
% Initial Math TABE Grade Level 3-4	28.2	28.2	0.0	-0.1539	0.0000
% Initial Math TABE Grade Level 5-6	35.4	35.4	0.0	-0.0936	0.0000
% Initial Math TABE Grade Level 7-8	18.2	18.2	0.0	-0.0467	0.0000
Initial TABE Español					
% Initial Reading TABE Grade Level <3	0.9	0.9	0.0	-0.0322	0.0000
% Initial Math TABE Grade Level <3	0.2	0.2	0.0	-0.1602	0.0000
% Pre-Test Barriers to GED Attainment	8.9	8.9	0.0	-0.0224	0.0000
				Subtotal	0
				National Goal	50.0%
				Model Adjusted Goal	50.0%

**Center Model
PY 2013 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 Below at Enrollment	14.6	14.6	0.0	-0.0034	0.0000
% Completed Grade 9 at Enrollment	19.9	19.9	0.0	-0.0020	0.0000
% Completed Grade 10 at Enrollment	18.9	18.9	0.0	-0.0011	0.0000
% Completed Grade 11 at Enrollment	17.6	17.6	0.0	-0.0007	0.0000
% Initial Reading TABE Grade Level <2	3.1	3.1	0.0	0.0134	0.0000
% Initial Reading TABE Grade Level 2-3	15.9	15.9	0.0	0.0107	0.0000
% Initial Reading TABE Grade Level 4	14.2	14.2	0.0	0.0058	0.0000
% Initial Reading TABE Grade Level 5-6	50.3	50.3	0.0	0.0047	0.0000
% Initial Math TABE Grade Level <3	5.4	5.4	0.0	-0.0159	0.0000
% Initial Math TABE Grade Level 3-4	38.5	38.5	0.0	-0.0105	0.0000
% Initial Math TABE Grade Level 5-6	37.7	37.7	0.0	-0.0068	0.0000
% Initial Math TABE Grade Level 7-8	13.5	13.5	0.0	-0.0036	0.0000
Subtotal					0.00
National Goal					2.75
Model Adjusted Goal					2.75

**Center Model
PY 2013 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 (1 - 2)	Weights	(3 x 4)
% Completed Grade 8 or Below at Enrollment	14.6	14.6	0.0	-0.0034	0.0000
% Completed Grade 9 at Enrollment	19.9	19.9	0.0	-0.0020	0.0000
% Completed Grade 10 at Enrollment	18.9	18.9	0.0	-0.0011	0.0000
% Completed Grade 11 at Enrollment	17.6	17.6	0.0	-0.0007	0.0000
% Initial Tests Taken in TABE Español	2.5	2.5	0.0	0.0471	0.0000
% Initial Reading TABE Grade Level <2	3.1	3.1	0.0	0.0134	0.0000
% Initial Reading TABE Grade Level 2-3	15.9	15.9	0.0	0.0107	0.0000
% Initial Reading TABE Grade Level 4	14.2	14.2	0.0	0.0058	0.0000
% Initial Reading TABE Grade Level 5-6	50.3	50.3	0.0	0.0047	0.0000
% Initial Math TABE Grade Level <3	5.4	5.4	0.0	-0.0159	0.0000
% Initial Math TABE Grade Level 3-4	38.5	38.5	0.0	-0.0105	0.0000
% Initial Math TABE Grade Level 5-6	37.7	37.7	0.0	-0.0068	0.0000
% Initial Math TABE Grade Level 7-8	13.5	13.5	0.0	-0.0036	0.0000
Subtotal					0.00
National Goal					2.75
Model Adjusted Goal					2.75

**Center Model
PY 2013 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 Below at Enrollment	13.7	13.7	0.0	-0.0043	0.0000
% Completed Grade 9 at Enrollment	18.8	18.8	0.0	-0.0035	0.0000
% Completed Grade 10 at Enrollment	18.8	18.8	0.0	-0.0025	0.0000
% Completed Grade 11 at Enrollment	17.8	17.8	0.0	-0.0015	0.0000
% Initial Math TABE Grade Level <3	4.3	4.3	0.0	0.0045	0.0000
% Initial Math TABE Grade Level 3-4	33.3	33.3	0.0	0.0028	0.0000
% Initial Math TABE Grade Level 5-6	44.4	44.4	0.0	0.0024	0.0000
% Initial Reading TABE Grade Level <3	7.6	7.6	0.0	-0.0052	0.0000
% Initial Reading TABE Grade Level 3-4	17.2	17.2	0.0	-0.0047	0.0000
% Initial Reading TABE Grade Level 5-6	35.0	35.0	0.0	-0.0042	0.0000
% Initial Reading TABE Grade Level 7-8	19.7	19.7	0.0	-0.0029	0.0000
% Initial Reading TABE Grade Level 9-10	15.0	15.0	0.0	-0.0018	0.0000
Subtotal					0.00
National Goal					2.75
Model Adjusted Goal					2.75

**Center Model
PY 2013 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 (1 - 2)	Weights	(3 x 4)
% Completed Grade 8 or Below at Enrollment	13.7	13.7	0.0	-0.0043	0.0000
% Completed Grade 9 at Enrollment	18.8	18.8	0.0	-0.0035	0.0000
% Completed Grade 10 at Enrollment	18.8	18.8	0.0	-0.0025	0.0000
% Completed Grade 11 at Enrollment	17.8	17.8	0.0	-0.0015	0.0000
% Initial Tests Taken in TABE Español	2.0	2.0	0.0	0.0383	0.0000
% Initial Math TABE Grade Level <3	4.3	4.3	0.0	0.0045	0.0000
% Initial Math TABE Grade Level 3-4	33.3	33.3	0.0	0.0028	0.0000
% Initial Math TABE Grade Level 5-6	44.4	44.4	0.0	0.0024	0.0000
% Initial Reading TABE Grade Level <3	7.6	7.6	0.0	-0.0052	0.0000
% Initial Reading TABE Grade Level 3-4	17.2	17.2	0.0	-0.0047	0.0000
% Initial Reading TABE Grade Level 5-6	35.0	35.0	0.0	-0.0042	0.0000
% Initial Reading TABE Grade Level 7-8	19.7	19.7	0.0	-0.0029	0.0000
% Initial Reading TABE Grade Level 9-10	15.0	15.0	0.0	-0.0018	0.0000
Subtotal					0.00
National Goal					2.75
Model Adjusted Goal					2.75

**Center Model
PY 2013 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	19.4	19.4	0.0	0.0980	0.0000
% High School Diploma or GED at Enrollment	44.9	44.9	0.0	0.0025	0.0000
% Initial Reading TABE Grade Level 8-9	23.0	23.0	0.0	0.0012	0.0000
% Initial Reading TABE Grade Level 10-11	16.1	16.1	0.0	0.0016	0.0000
% Initial Reading TABE Grade Level 12	12.0	12.0	0.0	0.0036	0.0000
% Initial Math TABE Grade Level 6-7	27.3	27.3	0.0	0.0023	0.0000
% Initial Math TABE Grade Level 8-9	14.8	14.8	0.0	0.0036	0.0000
% Initial Math TABE Grade Level 10-11	9.8	9.8	0.0	0.0057	0.0000
% Initial Math TABE Grade Level 12	8.6	8.6	0.0	0.0069	0.0000
% Training in Advanced Manufacturing	6.4	6.4	0.0	0.0114	0.0000
% Training in Construction	24.6	24.6	0.0	0.0041	0.0000
% Training in Finance and Business	12.6	12.6	0.0	-0.0077	0.0000
% Training in Health Care	27.9	27.9	0.0	-0.0044	0.0000
% Training in Hospitality	10.1	10.1	0.0	-0.0089	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.0041	0.0000
% Training in Retail Sales and Services	1.2	1.2	0.0	-0.0065	0.0000
% Training in Transportation	3.2	3.2	0.0	0.0098	0.0000
% Training in Other Industry	12.9	12.9	0.0	-0.0020	0.0000
Average Wage in All Industries in County (\$1,000's)	45.8	45.8	0.0	0.0300	0.0000
% Placed in Job in State With High Minimum Wage	16.0	16.0	0.0	0.0080	0.0000
Average Percent of Families in Poverty in County	11.4	11.4	0.0	-0.0416	0.0000
				Subtotal	0.00
				National Goal	\$9.70
				Model Adjusted Goal	\$9.70

Center Model
PY 2013 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	19.5	19.5	0.0	6.7393	0.0000
% Initial Reading TABE Grade Level 8-9	22.6	22.6	0.0	0.0506	0.0000
% Initial Reading TABE Grade Level 10 or Above	29.7	29.7	0.0	0.0965	0.0000
% Initial Math TABE Grade Level 6-7	27.2	27.2	0.0	0.1630	0.0000
% Initial Math TABE Grade Level 8-9	15.2	15.2	0.0	0.2910	0.0000
% Initial Math TABE Grade Level 10 or Above	20.2	20.2	0.0	0.4355	0.0000
% Training in Advanced Manufacturing	6.0	6.0	0.0	0.8811	0.0000
% Training in Construction	24.1	24.1	0.0	0.1717	0.0000
% Training in Finance and Business	13.4	13.4	0.0	-0.6680	0.0000
% Training in Health Care	28.4	28.4	0.0	-0.3772	0.0000
% Training in Hospitality	9.4	9.4	0.0	-0.6915	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.3637	0.0000
% Training in Retail Sales and Services	1.4	1.4	0.0	-0.5855	0.0000
% Training in Transportation	2.9	2.9	0.0	0.9491	0.0000
% Training in Other Industry	13.4	13.4	0.0	-0.0434	0.0000
Average Wage in All Industries in County (\$1,000's)	46.0	46.0	0.0	0.6826	0.0000
% Placed in Job in State With High Minimum Wage	17.4	17.4	0.0	0.2308	0.0000
Average Percent of Families in Poverty in County	11.4	11.4	0.0	-2.1711	0.0000
Subtotal					0
National Goal					\$425
Model Adjusted Goal					\$425

**Center Model
PY 2013 Graduate 12-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	19.4	19.4	0.0	6.7393	0.0000
% Initial Reading TABE Grade Level 8-9	23.1	23.1	0.0	0.0506	0.0000
% Initial Reading TABE Grade Level 10 or Above	30.0	30.0	0.0	0.0965	0.0000
% Initial Math TABE Grade Level 6-7	27.2	27.2	0.0	0.1630	0.0000
% Initial Math TABE Grade Level 8-9	15.8	15.8	0.0	0.2910	0.0000
% Initial Math TABE Grade Level 10 or Above	20.8	20.8	0.0	0.4355	0.0000
% Training in Advanced Manufacturing	5.8	5.8	0.0	0.8811	0.0000
% Training in Construction	24.1	24.1	0.0	0.1717	0.0000
% Training in Finance and Business	14.3	14.3	0.0	-0.6680	0.0000
% Training in Health Care	27.9	27.9	0.0	-0.3772	0.0000
% Training in Hospitality	9.1	9.1	0.0	-0.6915	0.0000
% Training in Renewable Resources and Energy	1.2	1.2	0.0	0.3637	0.0000
% Training in Retail Sales and Services	1.5	1.5	0.0	-0.5855	0.0000
% Training in Transportation	3.0	3.0	0.0	0.9491	0.0000
% Training in Other Industry	13.1	13.1	0.0	-0.0434	0.0000
Average Wage in All Industries in County (\$1,000's)	45.7	45.7	0.0	0.6826	0.0000
% Placed in Job in State With High Minimum Wage	17.7	17.7	0.0	0.2308	0.0000
Average Percent of Families in Poverty in County	11.5	11.5	0.0	-2.1711	0.0000
Subtotal					0
National Goal					\$450
Model Adjusted Goal					\$450

Attachment 9

**PY 2013 CTS Agency Goals for Graduate Average Wage,
Graduate 6-Month Average Weekly Earnings, and
Graduate 12-Month Average Weekly Earnings**

Center			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
National Goals			\$9.70	\$425	\$450
01	CTCSNH	NEW HAVE OA	\$10.32	\$445	\$473
01	CTETHA	HARTFORD JCC	\$10.54	\$437	\$469
01	ENCHPI	NEW ENGLAND	\$10.06	\$434	\$463
01	MAAAFD	FT DEVENS JC	\$10.51	\$448	\$478
01	MAAAGR	GRAFTON OA J	\$10.23	\$443	\$465
01	MAAETO	WESTOVER JCC	\$10.40	\$447	\$475
01	MECSLO	LORING	\$10.08	\$452	\$471
01	MECSPE	PENOBSCOT OA	\$9.69	\$437	\$454
01	NJRCED	EDISON JCC	\$9.64	\$418	\$437
01	NYAADV	D VALLEY CTS	\$9.45	\$406	\$439
01	NYAAGL	GLENMONT OAC	\$9.60	\$417	\$435
01	NYCHNJ	NW/NJ CHP	\$9.78	\$427	\$451
01	NYETIR	IROQUOIS ETR	\$9.79	\$419	\$444
01	NYETON	ONEONTA JCC	\$9.79	\$426	\$448
01	NYGACA	CASSADAGA JC	\$9.46	\$416	\$436
01	NYJPBR	BROOKLYN OA&	\$9.86	\$424	\$454
01	PRJPPR	RSCARE PR/VI	\$8.09	\$342	\$364
01	RIAAEX	EXETER OA JC	\$9.85	\$437	\$447
01	VTAPNO	NORTHLANDS	\$10.43	\$472	\$497
02	DCCHPO	POTOMAC JCC	\$10.23	\$434	\$467
02	DEMTWI	WILMINGTON	\$9.87	\$420	\$447
02	KYINTG	KENTUCKY OAC	\$9.64	\$424	\$453
02	MDAAWS	WOODSTOCK JC	\$9.94	\$431	\$456
02	PAAARR	RED ROCK	\$9.65	\$417	\$445
02	PACSPB	PITTSBURGH	\$9.73	\$422	\$448
02	PAJPPH	PHILA JCC	\$9.57	\$409	\$429
02	VAIN00	VI INSGTS	\$9.72	\$420	\$451
02	WVHYCH	CHARLESTON	\$9.60	\$419	\$454
03	ALAB00	ALABAMA ABC	\$9.35	\$410	\$434
03	FLCSJC	FLORIDA CSI	\$9.50	\$416	\$441

Center			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
03	GACHP0	GEORGIA CHP	\$9.41	\$411	\$434
03	MSJP00	MS JP OACTS	\$8.98	\$399	\$422
03	MSJPBA	FINCH-HENRY	\$8.81	\$396	\$410
03	NCWE00	NC OA/CTS	\$9.65	\$424	\$443
03	SCAEB A	BAMBERG	\$9.63	\$421	\$453
03	TNCP00	TN OACTS CHP	\$9.58	\$429	\$450
04	AROM00	AR OMG OACTS	\$9.35	\$419	\$437
04	COCHWY	CO/WY CHP	\$9.88	\$440	\$469
04	LADSCV	CARVILLE JCC	\$9.60	\$422	\$463
04	LAMNSP	SHREVEPORT	\$8.78	\$367	\$394
04	LAOMNO	NEW ORLEANS	\$9.24	\$393	\$419
04	NDJPBU	BURDICK OA&P	\$9.64	\$437	\$458
04	NMDJAB	ALBUQUERQUE	\$9.45	\$415	\$442
04	OKJPOC	GUTHRIE JCC	\$9.38	\$410	\$439
04	OKJPTL	TALKING LEAV	\$8.86	\$401	\$426
04	OKRCTU	TULSA JCC	\$9.27	\$411	\$437
04	SDOM00	S DAKOTA OMG	\$9.55	\$432	\$465
04	TXCONT	N. TX OA/CTS	\$9.62	\$422	\$445
04	TXJPCR	DL CARRASCO	\$8.54	\$386	\$402
04	TXJPLA	LAREDO JCC	\$7.99	\$360	\$376
04	TXMTGY	MTC GARY JCC	\$9.68	\$422	\$452
04	UTMTMT	UT/MT OA/CTS	\$9.84	\$442	\$470
05	IACSJC	IOWA	\$9.67	\$430	\$454
05	ILDSCH	IL/WI DESI	\$9.81	\$430	\$451
05	INABC0	IN ABC OA/CT	\$9.61	\$417	\$446
05	KSJPFH	FLINT HILLS	\$9.54	\$422	\$455
05	MIOM00	MICHIGAN OA	\$9.39	\$405	\$433
05	MNCH00	CHP MN OACTS	\$9.88	\$431	\$452
05	MODS00	MO DESI OA/C	\$9.52	\$447	\$458
05	MOMIKC	EXCL SPRINGS	\$9.65	\$428	\$445
05	MOMISL	ST LOUIS JCC	\$9.84	\$429	\$462
05	NEOM00	NEBRASKA OA/	\$9.81	\$436	\$472
05	OHDS00	OHIO DESI	\$9.52	\$411	\$441
06	AKCG00	ALASKA	\$10.65	\$453	\$476
06	AZEMPX	PHOENIX CTS	\$9.54	\$420	\$441
06	AZJPFA	FRED ACOSTA	\$9.44	\$413	\$436
06	AZMNPX	PHOENIX JCC	\$9.58	\$420	\$441

Center			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
06	CAAATI	TREASURE ISL	\$10.38	\$444	\$462
06	CAHZSM	SACRAMENTO J	\$10.47	\$452	\$479
06	CAJPIE	INL. EMPIRE	\$10.14	\$436	\$458
06	CAJPLA	LA JCC	\$10.55	\$440	\$470
06	CAJPSD	S. DIEGO JCC	\$10.58	\$449	\$479
06	CAJPSJ	SAN JOSE JCC	\$10.51	\$452	\$475
06	CAOMLB	LONG BEACH	\$10.55	\$442	\$470
06	HIJPHI	HAWAII JCC	\$9.62	\$424	\$460
06	NVJPSN	SN NEV JCC	\$9.66	\$435	\$453
06	NWDESI	NW DESI OA/C	\$10.51	\$457	\$480

**CTS Agency Model
PY 2013 Graduate Wage Model Worksheet
National Total**

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Agency Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
Average Age at Separation	20.4	20.4	0.0	0.1302	0.0000
% High School Diploma or GED at Separation	95.5	95.5	0.0	0.0035	0.0000
% Vocational Completion at Separation	94.1	94.1	0.0	0.0062	0.0000
% Reading TABE Grade Level 8-9 at Separation	34.1	34.1	0.0	0.0013	0.0000
% Reading TABE Grade Level 10-11 at Separation	30.4	30.4	0.0	0.0028	0.0000
% Reading TABE Grade Level 12 at Separation	20.8	20.8	0.0	0.0050	0.0000
% Math TABE Grade Level 6-7 at Separation	16.8	16.8	0.0	0.0011	0.0000
% Math TABE Grade Level 8-9 at Separation	29.5	29.5	0.0	0.0031	0.0000
% Math TABE Grade Level 10-11 at Separation	26.9	26.9	0.0	0.0053	0.0000
% Math TABE Grade Level 12 at Separation	19.5	19.5	0.0	0.0059	0.0000
% Training in Advanced Manufacturing	6.4	6.4	0.0	0.0117	0.0000
% Training in Construction	24.6	24.6	0.0	0.0040	0.0000
% Training in Finance and Business	12.6	12.6	0.0	-0.0077	0.0000
% Training in Health Care	27.8	27.8	0.0	-0.0042	0.0000
% Training in Hospitality	10.1	10.1	0.0	-0.0087	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.0039	0.0000
% Training in Retail Sales and Services	1.2	1.2	0.0	-0.0070	0.0000
% Training in Transportation	3.2	3.2	0.0	0.0098	0.0000
% Training in Other Industry	12.9	12.9	0.0	-0.0017	0.0000
Average Wage in All Industries in County (\$1,000's)	45.8	45.8	0.0	0.0290	0.0000
% Placed in Job in State With High Minimum Wage	16.1	16.1	0.0	0.0077	0.0000
Average Percent of Families in Poverty in County	11.4	11.4	0.0	-0.0488	0.0000
Subtotal					0.00
National Goal					\$9.70
Model Adjusted Goal					\$9.70

**CTS Agency Model
 PY 2013 Graduate 6-Month Average Weekly Earnings Model Worksheet
 National Total**

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Agency Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
Average Age at Separation	20.6	20.6	0.0	7.3203	0.0000
% High School Diploma or GED at Separation	96.5	96.5	0.0	0.1232	0.0000
% Vocational Completion at Separation	95.7	95.7	0.0	0.2967	0.0000
% Reading TABE Grade Level 10-12 at Separation	52.5	52.5	0.0	0.0643	0.0000
% Math TABE Grade Level 6-7 at Separation	15.6	15.6	0.0	0.1850	0.0000
% Math TABE Grade Level 8-9 at Separation	29.4	29.4	0.0	0.3426	0.0000
% Math TABE Grade Level 10-11 at Separation	27.9	27.9	0.0	0.4764	0.0000
% Math TABE Grade Level 12 at Separation	21.0	21.0	0.0	0.4913	0.0000
% Training in Advanced Manufacturing	6.0	6.0	0.0	0.8829	0.0000
% Training in Construction	24.0	24.0	0.0	0.1617	0.0000
% Training in Finance and Business	13.3	13.3	0.0	-0.6638	0.0000
% Training in Health Care	28.6	28.6	0.0	-0.3620	0.0000
% Training in Hospitality	9.3	9.3	0.0	-0.6919	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.3527	0.0000
% Training in Retail Sales and Services	1.4	1.4	0.0	-0.5870	0.0000
% Training in Transportation	3.0	3.0	0.0	0.9374	0.0000
% Training in Other Industry	13.3	13.3	0.0	-0.0300	0.0000
Average Wage in All Industries in County (\$1,000's)	46.0	46.0	0.0	0.6411	0.0000
% Placed in Job in State With High Minimum Wage	17.3	17.3	0.0	0.2082	0.0000
Average Percent of Families in Poverty in County	11.4	11.4	0.0	-2.5645	0.0000
				Subtotal	0
				National Goal	\$425
				Model Adjusted Goal	\$425

**CTS Agency Model
 PY 2013 Graduate 12-Month Average Weekly Earnings Model Worksheet
 National Total**

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Agency Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
Average Age at Separation	20.5	20.5	0.0	7.3203	0.0000
% High School Diploma or GED at Separation	96.5	96.5	0.0	0.1232	0.0000
% Vocational Completion at Separation	95.6	95.6	0.0	0.2967	0.0000
% Reading TABE Grade Level 10-12 at Separation	52.5	52.5	0.0	0.0643	0.0000
% Math TABE Grade Level 6-7 at Separation	15.4	15.4	0.0	0.1850	0.0000
% Math TABE Grade Level 8-9 at Separation	30.4	30.4	0.0	0.3426	0.0000
% Math TABE Grade Level 10-11 at Separation	28.0	28.0	0.0	0.4764	0.0000
% Math TABE Grade Level 12 at Separation	20.4	20.4	0.0	0.4913	0.0000
% Training in Advanced Manufacturing	5.7	5.7	0.0	0.8829	0.0000
% Training in Construction	24.1	24.1	0.0	0.1617	0.0000
% Training in Finance and Business	14.3	14.3	0.0	-0.6638	0.0000
% Training in Health Care	27.9	27.9	0.0	-0.3620	0.0000
% Training in Hospitality	9.0	9.0	0.0	-0.6919	0.0000
% Training in Renewable Resources and Energy	1.2	1.2	0.0	0.3527	0.0000
% Training in Retail Sales and Services	1.5	1.5	0.0	-0.5870	0.0000
% Training in Transportation	3.1	3.1	0.0	0.9374	0.0000
% Training in Other Industry	13.1	13.1	0.0	-0.0300	0.0000
Average Wage in All Industries in County (\$1,000's)	45.7	45.7	0.0	0.6411	0.0000
% Placed in Job in State With High Minimum Wage	17.7	17.7	0.0	0.2082	0.0000
Average Percent of Families in Poverty in County	11.5	11.5	0.0	-2.5645	0.0000
				Subtotal	0
				National Goal	\$450
				Model Adjusted Goal	\$450