

POLICIES AND PROCEDURES
FOR JOB CORPS' PROGRAM YEAR 2014
PERFORMANCE MANAGEMENT SYSTEM

Appendix 501
Introduction

Appendix 501a
Center Outcome Measurement System

Appendix 501b
Outreach and Admissions Outcome Measurement System

Appendix 501c
Career Transition Services Outcome Measurement System

Appendix 501d
Career Technical Training Outcome Measurement System

APPENDIX 501
INTRODUCTION
FOR PY 2014

**POLICIES AND PROCEDURES FOR JOB CORPS
PY 2014 PERFORMANCE MANAGEMENT SYSTEM**

INTRODUCTION

TABLE OF CONTENTS

A.	General.....	1
B.	Background.....	2
C.	Approach.....	3
D.	Design of PY 2014 Performance Management System.....	3
	1. Core Components.....	4
	2. Performance Goals.....	5
	(a) National Goals	5
	(b) Model-Based Goals.....	5
	3. Weights and Overall Rating.....	8
	4. Job Corps Students in the Performance Management System.....	9
	(a) Definitions of Student Separation Status	9
	(1) Graduate.....	9
	(2) Former Enrollee	9
	(3) Uncommitted Student	9
	(b) Zero Tolerance (ZT) for Purposes of Exclusion in OMS Pools	9
	(c) Students who are Medical Separations with Reinstatement Rights (MSWR).....	10
	(d) Students who are Administrative Separations with Reinstatement Rights (ASWR)	11
	(e) Deceased Students	11
	5. Format of Performance Reports.....	12
	(a) Rolling 12-Month Report.....	12
	(b) Program Year (PY) Cumulative Report.....	12
	6. Effective Date	12
E.	Additional Policies for PY 2014 OMS	12

1.	Grace Period for New Job Corps Centers	12
2.	Policy for Crediting Transfers to Advanced Training (AT) Programs	13
	(a) General	14
	(b) Sending Centers	15
	(c) Receiving AT Centers	16
	(d) Multiple AT Transfers	17
3.	Policy for Crediting Career Transition Services (CTS) Providers When CTS- Assigned Students Relocate to a Different Service Area.....	18
	(a) Former Enrollees.....	18
	(b) Graduates	19
	(c) Multiple Transfers.....	21
4.	Timelines for Reporting Placement Data.....	22
	(a) Reported Date	22
	(b) Placed Date	22
	(c) Verified Date.....	22
	(d) Approved Date	22
5.	Placement Upgrades.....	23
6.	Filing a Request to Add a Placement Code to the Job Training Match (JTM) Crosswalk.....	24
7.	Minimum Productivity Rule (MPR).....	24
8.	Military Wage at Placement.....	25
9.	6-Month and 12-Month Follow-up Survey.....	25
	(a) Data Validity.....	25
	(b) Survey Protocol.....	26
	(c) Prohibited Activities	26
	(d) Appeal Process.....	28
F.	Data Integrity	29
G.	Major Changes for PY 2014	30
	PY 2014 Center Report Card	31
	PY 2014 OA Report Card.....	32
	PY 2014 CTS Report Card	33
	PY 2014 CTT Report Card.....	34
H.	Attachments	

POLICIES AND PROCEDURES FOR JOB CORPS’ PY 2014 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) providers, Job Corps center operators, Career Transition Services (CTS) providers, 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 providers’ 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 “*promoting and protecting opportunity for all workers.*” 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 – was added to emphasize long-term performance. In PY 2014, there are no changes to the measures; however, adjustments have been made to goals and/or weights.

- 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 providers, 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 2014, a workgroup was convened comprised of National and Regional Office staff and subject matter experts from centers, center operators, OA/CTS providers and National Training Contractors (NTC). The OMS Workgroup recommended several changes to the performance goals on the four OMS Report Cards. Over the past several years, the design of goals and weights on the Center Report Card had resulted in an unusually high number of centers attaining overall rating scores at or above 100%. This called into question the credibility of the Center Report Card. For PY 2014, the OMS Workgroup attempted to bring the composition of measures, goals and weights back into alignment. As a result, the Workgroup increased a number of goals more aggressively than before, and adjusted some weights to improve the validity of the system and place increased emphasis on short-term and long-term placement measures.

The Office of Job Corps also solicited input from the Job Corps community, via a release of the proposed changes for the PY 2014 system, prior to full implementation on July 1, 2014.

- D. **Design of the PY 2014 Performance Management System.** The PY 2014 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

OA/CTS providers; and ensures effective delivery of services to students. Modifications to the system include adjustments to some performance goals and weights 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.

The 501 Introduction includes a copy of each of the new OMS Report Cards for the coming program year and all attachments are once again included in Appendix 501 Introduction rather than attached to each subsection as was the practice prior to PY 2013.

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 providers. 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 provider (the OA Report Card has only national goals). New in PY 2014 is that center-level model-based goals are being applied to the CTT Report Card for wage and earnings measures. The models used will be applied for all trades at each center. 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 2014, development of the center model-based goals for two measures (HSD/HSE Attainment Rate and Combination HSD or HSE and CTT Attainment Rate) has been slightly delayed. The OMS Factor Verification Survey (generally used in establishing the model-based goals for these two measures) was not issued early in 2014 as customary due to the nationwide transition to three new HSE testing options (GED 2014, HiSET and TASC) beginning in January 2014. 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 are being used as interim goals for the first quarter of PY 2014.** To capture as many of the HSE challenges as possible, the OMS Factor Verification Survey is being redesigned and will be piloted to allow for as much experience and feedback from centers as possible. It is anticipated that PY 2014 model-based goals for these two measures will be issued by October 1, 2014.

After a full year of experience using the three HSE testing options throughout the country, it is expected that the PY 2015 OMS Factor Verification Survey will be further refined to encompass HSE challenges and will, to the extent possible, include additional factors that affect centers' barriers to attainment of new HSE testing options.

For PY 2014, the model-based goals for the remaining five measures continue to be based on student characteristics and local economic factors.

- (1) **PY 2014 Model-Based Goals.** The following measures in the Center, CTS and CTT 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
- JTM Average Hourly Wage (CTT Report Card only)
- Graduate 6-Month Average Weekly Earnings
- Graduate 12-Month Average Weekly Earnings

Model-based goals for all Center, CTS and CTT measures can be found in Appendix 501 Introduction, Attachments 8, 9 and 10, 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 provider 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 2014, the rules for appealing model-based goals have again 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 testing options, the PY 2013 model-based goals for these two measures are being used as interim goals for the first quarter of PY 2014. To capture as many of the HSE challenges as possible, the OMS Factor Verification Survey is being redesigned and will be piloted later in PY 2013 to allow for as much experience and feedback from centers as possible. It is anticipated that PY 2014 model-based goals for these two measures will be issued by October 1, 2014.

Appeals to PY 2014 model-based goals *will* be accepted for the remaining measures (literacy, numeracy, wage and earnings).

NOTE: For PY 2014, appeals to center wage and earnings model-based goals will be processed, and if approved, the changes will be applied both to the Center Report Card and the related measures on the CTT Report Card.

Appeals to model-based goals must include (a) a written request outlining the

justification for the appeal and (b) 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 10, 2014**:

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%
*Actual Performance / Goal = % of Goal Achieved					Overall Report Card Rating***
**% 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 provider 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 provider staff must adhere to Job Corps policy and federal reporting requirements regarding student deaths.

5. Format of Performance Reports

In PY 2014, 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 2014 system begins on July 1, 2014. The first reports reflecting PY 2014 outcomes (period ending July 31, 2014) are expected to be issued in August 2014.

E. Additional Policies. Provided below are additional policies in effect for PY 2014:

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 was 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 2014.

- (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 2014, the MPR will remain for informational purposes only.

A table summarizing the crediting policy can be found in Appendix 501 Introduction, Attachment 2: PY 2014 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 2014, 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) Providers When CTS-Assigned Students Relocate to a Different Service Area. CTS providers are responsible for providing placement and transition services to graduates and former enrollees after program separation. Job Corps’ policy for crediting CTS providers 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 Providers 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 provider 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 provider does not place the former enrollee while the placement window is active, the initial provider is the provider of record for all applicable PY 2014 CTS Report Card measures.
- If the receiving CTS provider places the former enrollee while the placement window is active, the receiving provider receives credit for the applicable measures; the initial provider does not receive flow-back credit for the placement.
- If both the initial and the receiving CTS provider place the former enrollee while the placement window is active, the initial provider

receives credit for the applicable measures and the receiving provider 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 2014 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 provider 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 provider places the relocating graduate prior to the time of transfer, the initial provider is the provider 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 provider, 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 provider 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 2014 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 provider 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 provider 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 provider 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 provider 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 provider 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 provider is not accountable for the short-term placement measures and the receiving provider 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 provider 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 provider. 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 provider 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 provider 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 provider 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 provider 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 provider 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 provider 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 provider “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 provider is responsible for all applicable measures. Rules concerning approved time frames and upgrades apply to subsequent CTS providers. If the re-assignment did not occur during the approved time frame, then the previous CTS provider 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 provider 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 2014. 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 2014 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 2014. 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 2014 version of the Request Form located in Appendix 501 Introduction, Attachment 4: PY 2014 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 their 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 2014, 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 training programs that are placed on CTT

Performance Improvement Plans (CTT-PIPs). MPR data will be collected throughout the year to assess related outcomes and inform efforts for full implementation.

- 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.

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 does not engage in any practice that might be construed as coercion, the following practices should be avoided when Job Corps staff discusses 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 provider, 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 provider 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 provider 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 2014: (see next page)

Appeals for:	Received from	To COB
July 2014	6/26/14	7/28/14
August 2014	7/29/14	8/26/14
September 2014	8/27/14	9/25/14
October 2014	9/26/14	10/28/14
November 2014	10/29/14	11/25/14
December 2014	11/26/14	12/26/14
January 2015	12/27/14	1/27/15
February 2015	1/28/15	2/24/15
March 2015	2/25/15	3/26/15
April 2015	3/27/15	4/27/15
May 2015	4/28/15	5/26/15
June 2015	5/27/15	6/25/15

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 2014 version of the Appeals Form located in Appendix 501 Introduction, Attachment 3: PY 2014 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 provider 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 2014.** Provided on the following pages are summary tables depicting the major changes that affect the PY 2014 performance management system. See Appendices 501a, 501b, 501c, and 501d for specific information on the individual outcome measurement systems, including changes, for PY 2014.

PY 2014 CENTER REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 13	PY 14	PY 13	PY 14
Direct Center Services – 45%					
High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate*	<u>No. of Students who attain either an HSD or HSE</u> No. of Students without an HSD or HSE at entry	60%	60%	15%	15%
Career Technical Training Completion Rate	<u>No. of Students who complete a Career Technical Training program</u> No. of Separated Students	65%	70%	15%	17.5%
Combination High School Diploma (HSD) or High School Equivalency (HSE) and Career Technical Training (CTT) Attainment Rate*	No. of Students who complete a Career Technical Training program <u>and attain either an HSD or HSE</u> No. of Students without an HSD or HSE at entry	50%	50%	5%	5%
Average Literacy Gain*	Sum of Grade Level Equivalent gains attained on <u>the highest valid subsequent TABE reading test</u> No. of Students who score 552 or lower on the initial TABE reading test and Students who do not take a valid initial reading test during the first 21 calendar days on center	2.75 GLE	3.00 GLE	5%	2.5%
Average Numeracy Gain*	Sum of Grade Level Equivalent gains attained on <u>the highest valid subsequent TABE math test</u> No. of Students who score 551 or lower on the initial TABE math test and Students who do not take a valid initial math test during the first 21 calendar days on center	2.75 GLE	3.00 GLE	5%	2.5%
Career Technical Training Industry-Recognized Credential Attainment Rate	No. of Career Technical Training Students who attain an approved industry-recognized <u>credential or complete an NTC program</u> No. of Students Assigned to a Career Technical Training program	85%	100%	5%	2.5%
Short-Term Career Transition Services – 32.5%					
Career Technical Training Completer Job Training Match/Post-secondary Credit Placement Rate	No. of Career Technical Training program completers placed in a <u>training-related job, the military, or post-secondary education/training</u> No. 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	No. of Former Enrollees placed in a job, <u>the military, or education/training</u> No. of Former Enrollees whose placement records are due or received	50%	55%	2.5%	2.5%
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, or education/training or <u>who transfer to an Advanced Training program at another center</u> No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	90%	15%	17.5%
Graduate Average Hourly Wage at Placement*	<u>Sum of hourly wages of Graduates placed in a job or the military</u> No. of Graduates placed in a job or the military	\$9.70	\$10.20	5%	5%
Graduate Full-Time Job Placement Rate	<u>No. of Graduates placed in a full-time job or the military</u> No. of Graduates placed in a job or the military	70%	70%	2.5%	2.5%
Long-Term Career Transition Services – 22.5%					
Graduate 6-Month Follow-up Placement Rate	No. of Graduates who report they are in a job, the military, or <u>education/training on the 6-Month Follow-up Survey</u> No. of initially placed Graduates who complete the 6-Month Follow-up Survey	75%	75%	10%	7.5%
Graduate 6-Month Average Weekly Earnings*	Sum of weekly earnings of Graduates who report they are in a job or <u>the military 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	\$450	5%	3.75%
Graduate 12-Month Follow-up Placement Rate	No. of Graduates who report they are in a job, the military, or <u>education/training on the 12-Month Follow-up Survey</u> No. of initially placed Graduates who complete the 12-Month Follow-up Survey	70%	75%	2.5%	7.5%
Graduate 12-Month Average Weekly Earnings*	Sum of weekly earnings of Graduates who report they are in a job or <u>the military 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	\$450	\$475	2.5%	3.75%
*Model-based goal				100%	100%

PY 2014 OUTREACH AND ADMISSIONS (OA) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 13	PY 14	PY 13	PY 14
Quantity/Production – 50%					
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%	25%
Quality/Commitment – 50%					
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%	15%
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%	30%
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 2014 CAREER TRANSITION SERVICES (CTS) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 13	PY 14	PY 13	PY 14
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%	55%	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%	30%
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	\$10.20	15%	10%
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	70%	70%	5%	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%	12.5%
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	\$450	10%	7.5%
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%	75%	5%	12.5%
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	\$450	\$475	5%	7.5%
*Model-based goal				100%	100%

PY 2014 CAREER TECHNICAL TRAINING (CTT) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 13	PY 14	PY 13	PY 14
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%	80%	15%	17.5%
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	85%	100%	5%	2.5%
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	\$10.30	5%	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	70%	70%	5%	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	\$10.75	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	75%	75%	15%	12.5%
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	\$450	10%	5%
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%	75%	5%	12.5%
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	\$450	\$475	5%	5%
*Model-based goal (center level)				100%	100%

APPENDIX 501 - Attachments

POLICIES AND PROCEDURES
FOR PY 2014
OUTCOME MEASUREMENT SYSTEM

APPENDIX 501 - Attachments

TABLE OF CONTENTS

Attachment 1: PY 2014 Initial Placement and Allowable Upgrades (*center, CTS and CTT*)

Attachment 2: PY 2014 Center Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs (*center and CTT*)

Attachment 3: PY 2014 Instructions for Filing an Appeal of 6- or 12-Month Follow-up Survey Data and Appeal Form (*center, CTS and CTT*)

Attachment 4: PY 2014 Instructions for Filing a Request to Add a Placement Code to the Job Training Match (JTM) Crosswalk and Request Form (*center, CTS and CTT*)

Attachment 5: PY 2014 Crediting Chart for CTS Providers when Students Relocate to a New Service Area (*CTS and CTT*)

Attachment 6: PY 2014 CTT Performance Improvement Plan (CTT-PIP) (*CTT*)

Attachment 7: PY 2014 CTT Regional Office Appeal Form (*CTT*)

Model-Based Goals

Attachment 8: PY 2014 Center Model-Based Goals and National Worksheets (*center*)

Attachment 9: PY 2014 CTS Provider Model-Based Goals and National Worksheets (*CTS*)

Attachment 10: PY 2014 CTT Center Level Model-Based Goals (*CTT*)

Attachment 1

PY 2014 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 2014 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 Credential Attainment	n/a	n/a	1	1/0 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 2014 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 providers, 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 2014.

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 provider where you work and the appropriate six-digit identification code for your center/provider.
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 2014 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

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. Provider 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 2014 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 providers, 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 provider where you work and the six-digit identification code for your center/provider.
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 2014 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. Provider/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 Providers When Students Relocate to a New Service Area

Job Corps policy for crediting CTS providers 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		HICH CTS PROVIDER GETS CREDIT?	
			Initial CTS Provider	Receiving CTS Provider
	<i>Any time during the 90-day placement window¹</i>			
Former Enrollees	If not placed by receiving CTS provider (regardless if placed by initial CTS)...		Initial CTS provider is responsible for the Former Enrollee Initial Placement measure.	
	If placed by receiving CTS provider within the placement window...			Receiving CTS provider gets credit for the Former Enrollee Initial Placement measure.
	If placed by initial CTS provider and then placed by receiving CTS provider within the placement window...		Initial CTS provider gets credit for the Former Enrollee Initial Placement measure.	Receiving CTS provider 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 Provider</i>	<i>Receiving CTS Provider</i>
Graduates	If placed by initial CTS provider before transfer...		Initial CTS provider gets credit for short-term placement measures*.	
	If placed by initial CTS provider, then transfers and is placed by new CTS provider within the placement window...		Initial CTS provider gets credit for short-term placement measures*.	Receiving CTS provider gets credit for all short-term placement measures* <u>only</u> if the placement is an upgrade.

	If not placed by initial CTS provider...			Receiving CTS provider is responsible for the short-term placement measures*.
		If not placed by either CTS provider...	Initial CTS provider is responsible for the short-term placement measures*.	
		If not placed by the initial CTS provider, but is placed by the receiving CTS provider, within the placement window...		Receiving CTS provider 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 PROVIDER GETS CREDIT?	
	<i>Within Allowable Time Frame</i>	<i>After Allowable Time Frame</i>	Credits for Long-Term Placement Measures	
			<i>Initial CTS Provider</i>	<i>Receiving CTS Provider</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...	W		Receiving CTS provider is responsible for the 6-month follow-up placement and earnings measures (and the 12-month placement measure if there is no further transfer).
		If the student is transferred after 16 weeks from the date the student reported to work/school...	Initial CTS provider is responsible for the 6-month follow-up placement and earnings measures.	Receiving CTS provider 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 provider 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 provider is responsible for the 12-month follow-up placement and earnings measures.	

**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 and Graduate 12-Month Follow-up Earnings.

Attachment 6

PY 2014 CTT Performance Improvement Plan (CTT-PIP)

CTT-PIP Documentation for Low Performing CTT Offerings:

In acknowledgement of standardized language in the Policy and Procedures Handbook (PRH) regarding the performance improvement process, the current documentation process is inconsistent across Job Corps' regions and centers. As a result, the Office of Job Corps has created a standardized template which can be easily completed, regularly monitored and fairly evaluated. By using SharePoint regional sites as the repository for the plans, the Office of Job Corps can be included, along with the region, in the oversight of the CTT Performance Improvement Plans (CTT-PIPs).

Included here is a model for CTT-PIPs that the PRH states are required for CTT programs with a "D" grade.

The key components are an annual "SMART" goal for the program (see definition below), as well as quarterly benchmarks identified by the center and monitored by the Regional and National offices. A completed sample model is included for your review and feedback.

Proposed Model for a CTT Performance Improvement Plan (CTT-PIP)

Root-Cause Analysis – to be completed by the operator's center staff, and reviewed and approved by Regional Office staff.

The primary aim of Root-Cause Analysis (RCA) is to identify what behaviors, actions, inactions, or conditions exist and need to be changed to improve a program's performance. To be effective, RCA must be performed systematically, usually as part of an investigation, with conclusions and root causes that are endorsed by documented evidence. A team effort is required. There may be more than one root cause for an event or a problem. The challenge is demonstrating the persistence, and sustaining the effort required to determine them. When reviewing the center's RCA submission, it is important for the Project Manager to be ask questions, look beyond the superficial, and dig deeper to uncover the underlying cause(s).

Root causes that are identified depend on the way in which the problem or event is defined. It is important to be as detailed as possible when defining a root cause. How does the identified cause impact desired outcomes? The purpose of identifying all a problem's solutions is to prevent recurrence at the lowest cost, in the simplest way. If there are alternatives that are equally effective, then the simplest or lowest cost approach is preferred.

To be effective, the analysis should establish a sequence of events or a timeline to understand the relationships between contributing factors, root cause(s) and the desired outcomes. RCA can help transform a reactive culture (that reacts to problems) into a forward-looking culture that solves problems before they occur or escalate. More importantly, it reduces the frequency of problems occurring over time within the environment where the RCA process is used.

Once the root causes for the program’s low performance are identified, the center should generate a SMART goal. A simple example of conducting a root cause analysis can be found at: <http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/>.

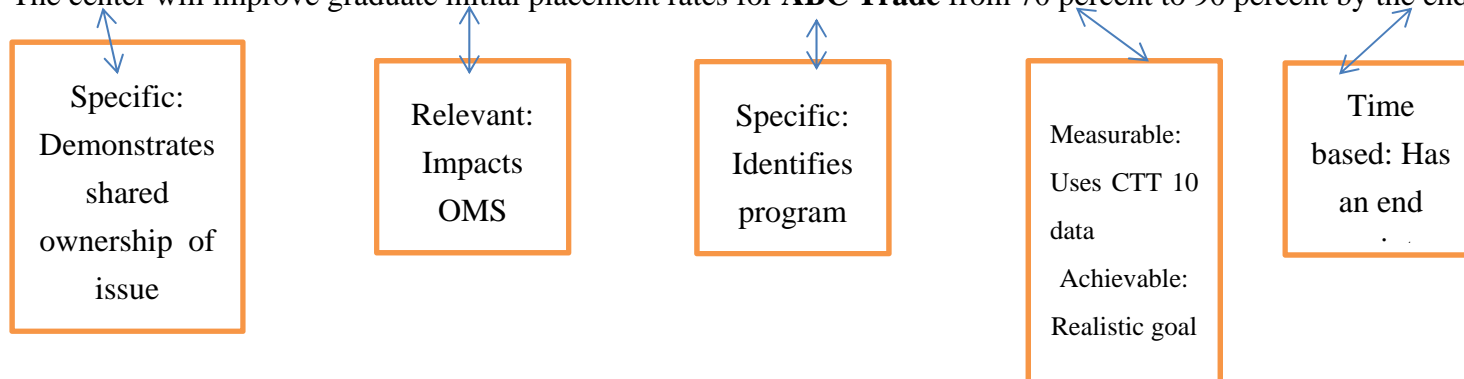
A SMART goal should meet the following criteria:

SMART

- S - is specific, and also stretching, systematic, synergistic, significant and shifting.
- M - means measurable, but also recommend meaningful, memorable, motivating.
- A - is an achievable goal but A also needs to stand for action plans, accountability, acumen and agreed-upon.
- R - means relevant, but it also stands for realistic, reasonable, resonating, results-oriented, rewarding, responsible, reliable, rooted in facts and remarkable.
- T - means time-based and it also represents timely, tangible and thoughtful.

For Example:

The center will improve graduate initial placement rates for **ABC Trade** from 70 percent to 90 percent by the end of PY 2013.



Directions for review and management of goals:

1. Center completes shaded areas of the CTT-PIP template, and indicates acceptance by typing its name in the appropriate boxes.
2. Center uploads template to regional SharePoint site in “Performance” folder in the shared documents section of the site.
3. Centers send an e-mail to Regional Director, Division Chief, Program Manager, and Tracy Bradshaw-Morris confirming the template has been uploaded.
4. Region reviews the document and works with the center until the plan is approved. Once approved, the Regional Director and Program Manager will type their names into the approval section, and save the updated document in the same location by overwriting prior center version with the new version that includes the region’s approval.
5. Region sends e-mail to center and Tracy Bradshaw-Morris confirming the region has approved the plan.
6. At the end of each quarter, center updates the template with the prior quarter’s results and the prior version of the form as outlined above, and sends an e-mail notifying the Regional and National offices that the template has been updated and the updated version has been saved to the SharePoint site.

Sample CTT-PIP Form Completed:

Center name:	ABC Job Corps	Past performance ratings:		
CTT Program name:	ABC Trade	PY11	PY12	PY 13 to date
Baseline CTT-10 data:	70 percent graduate initial placement based on CTT-10 report card 6/30/2013 not meeting 90 percent goal and main contributing factor to Overall “D” Rating			
Root cause: Why is the program struggling? http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/ .	<p>Why are students not being placed?</p> <p>Why are students entering the trade, yet struggle to be successful?</p> <p>Why are students not getting proper guidance about the trade?</p> <p>Why do instructors lack capacity to modify instruction for students attracted to the trade?</p> <p>Why do students struggle to read and complete applications correctly?</p>			
Annual SMART Goal:	The center will improve graduate placement rates for ABC Trade from 70 percent to 90 percent by the end of PY 2013. Annual Overall Rating to increase from a “D” to “C” or higher.			
	Quarterly SMART goals:	Quarterly results: (completed after each quarter)		
Quarter 1 Benchmark: Sept. 30	By the end of the quarter, all dorms will increase the amount of time students practice completing online applications by 10 percent, with emphasis on supporting ABC Trade students.	Results: 80 percent of the students were able to meet this goal.		
		Comments: Issues with computers in Aspen Dorm prevented 100 percent of the students to get this practice.		
Quarter 2 Benchmark: Dec.31	By the end of the quarter, all students in academics will read three articles on their	Results: 100 percent of the students met this goal.		

	desired trade and be able to articulate what the workers do on the job. ABC Trade students will receive remedial support from Reading teachers.	Comments: Academic team excited about the TABE increases, and has expanded remediation to XYZ Trade students.
Quarter 3 Benchmark: March 31	By the end of the quarter, each Monday meeting will feature a 10- minute talk by a different tradesperson corresponding to the trades taught on center, specifically ABC Trade .	Results: 8 out of 10 Monday meetings had speakers.
		Comments: Two of the speakers were no shows. Four of the speakers returned to develop WBL agreements with the center.
Quarter 4 Benchmark: June 30	By the end of the quarter, all of the students at 75 percent complete or greater will meet with a mentor for an hour weekly to discuss transition and placement goal plans. Emphasis will be put on supporting ABC Trade student's goals.	Results: 60 percent of the students were able to meet with a mentor on a weekly basis.
		Comments: A lack of mentors resulted in the BCL to develop different partnerships with the Chamber of Commerce and recently 25 new mentors completed training.
Year-end Results	Based on the 6/30/2014 CTT-10 report card the centers ABC Trade initial placement rate was 92 percent and is exceeding the DOL goal.	
Year-end Comments	Overall rating improved from "D" to high "C". Trade results show marked improvement and solid effort made by Instructor and support from center staff.	

The goals have been reviewed and approved:

	Name	Date
Instructor:		
CTT Manager or designee		
Center Director:		
NTC (if applicable):		
Project Manager:		
Regional Director:		

COR Comments

Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	

CTT Program Improvement Plan (CTT-PIP) Form for low performing CTT offerings

Center name:		Past Performance Ratings		
CTT Program name:		PY 12	PY 13	PY 14 to date
Baseline CTT-10 data:				
Root cause: Why is the program struggling? http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/ .				
Annual SMART Goal:				
	Quarterly SMART goals:	Quarterly (completed after each quarter)		
First Quarter Benchmark: Sept. 30				
		Comments:		
Second Quarter Benchmark: Dec. 31				
		Comments:		
Third Quarter Benchmark: March 31				
		Comments:		
Fourth Quarter Benchmark: June 30				
		Comments:		
Year end Results				

Results:

Results:

Year-end Comments	
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The goals have been reviewed and approved:

	Name	Date
Instructor:		
CTT Manager or designee		
Center Director:		
NTC (if applicable):		
Project Manager:		
Regional Director:		

COR Comments

Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	

Directions for review and management of goals:

1. Center completes shaded areas of the CTT-PIP template and signify acceptance by typing their names in the appropriate boxes.
2. Center uploads template to regional SharePoint site in “Performance” folder in the shared documents section of the site.
3. Centers send an email to regional director, division chief, program manager and Tracy Bradshaw-Morris confirming the template has been uploaded.
4. Region reviews the document and works with the center till the plan is approved. Once approved, the Regional Director and Program Manager will type their names to the approval section and save the updated document in the same location by overwriting prior center version with the new version that includes the region’s approval.
5. Region sends email to center and Tracy Bradshaw-Morris confirming the plan has been approved by the region.
6. At the end of each quarter, center updates the template with the prior quarter’s results and the prior version of the form as outlined above, sending an email notifying the regional and national offices that the template has been updated and the updated version has be saved to the SharePoint site.

VI. Support for This Appeal

Operator/Provider Official: Name _____ Title _____ Date _____

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

Regional Use Only

V. Final Decisions

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

Attachment 8

PY 2014 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		Interim Goal* HSD/HSE	Interim Goal* 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	3.00	3.00	\$10.20	\$450	\$475
10100	Grafton	60.2	49.8	2.95	3.03	\$10.72	\$466	\$484
10200	Northlands	60.1	49.6	3.00	3.04	\$10.80	\$484	\$506
10300	Penobscot	62.6	51.0	2.92	3.08	\$10.31	\$447	\$479
10400	Westover	57.3	47.8	2.97	2.99	\$10.66	\$465	\$491
10500	New Haven	54.6	45.8	2.91	3.03	\$10.56	\$441	\$463
10600	Loring	61.8	50.7	3.15	2.97	\$10.50	\$466	\$491
10700	Shriver	67.5	54.0	2.92	3.01	\$10.88	\$480	\$492
10800	Exeter	63.2	51.7	2.93	3.02	\$10.36	\$446	\$465
10900	Hartford	54.3	46.3	2.91	3.02	\$10.89	\$466	\$482
20100	Arecibo	66.8	59.3	7.70	6.55	\$7.86	\$345	\$382
20200	Barranquitas	68.4	60.5	7.90	6.52	\$7.98	\$345	\$396
20300	Cassadaga	58.0	48.5	2.96	3.00	\$9.90	\$432	\$461
20400	Delaware Valley	57.8	48.0	3.08	2.91	\$9.93	\$435	\$457
20500	Edison	58.0	48.6	2.93	2.99	\$10.16	\$445	\$465
20700	Glenmont	57.2	48.1	2.94	3.01	\$9.99	\$437	\$457
20800	Iroquois	55.0	46.9	2.94	2.98	\$10.11	\$437	\$466
20900	Oneonta	55.3	46.1	2.87	3.00	\$10.41	\$456	\$479
21000	Ramey	65.8	58.5	7.67	6.59	\$8.17	\$362	\$392
21100	South Bronx	61.3	51.4	3.09	3.04	\$10.02	\$444	\$466
30100	Blue Ridge	62.8	52.6	2.94	3.16	\$9.84	\$422	\$454

Center		Interim Goal* HSD/HSE	Interim Goal* 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	3.06	3.04	\$10.18	\$443	\$455
30400	Flatwoods	60.7	50.1	3.03	2.99	\$10.96	\$506	\$526
30500	Harpers Ferry	60.8	49.9	3.00	3.00	\$10.46	\$457	\$468
30600	Keystone	59.7	49.9	3.00	3.02	\$10.19	\$443	\$465
30700	Old Dominion	59.6	49.9	3.02	3.06	\$10.31	\$456	\$478
30800	Philadelphia	63.8	52.9	2.93	3.09	\$10.09	\$429	\$454
30900	Pittsburgh	62.0	51.3	2.97	3.06	\$10.24	\$449	\$467
31000	Potomac	58.9	49.2	2.96	3.04	\$10.45	\$451	\$468
31100	Red Rock	61.5	50.7	3.03	2.99	\$10.07	\$449	\$475
31200	Woodland	55.7	47.1	2.90	2.99	\$10.18	\$436	\$458
31300	Woodstock	56.4	47.7	3.08	3.00	\$10.42	\$453	\$475
31500	Carl D. Perkins	66.8	53.9	3.01	3.06	\$10.06	\$438	\$467
31600	Earle C. Clements	60.2	50.4	2.95	3.01	\$10.32	\$469	\$493
31700	Frenchburg	56.1	47.6	3.02	3.00	\$10.21	\$436	\$466
31800	Great Onyx	60.7	50.1	3.00	2.97	\$10.34	\$467	\$489
31900	Pine Knot	63.6	51.9	2.95	3.03	\$10.43	\$462	\$490
32000	Whitney M. Young	58.8	49.2	3.10	3.02	\$9.94	\$438	\$457
32100	Muhlenberg	62.4	52.1	2.98	3.04	\$10.27	\$469	\$484
32200	Wilmington	59.2	48.6	3.03	2.96	\$10.17	\$432	\$456
40100	Atlanta	60.6	51.1	2.90	3.00	\$9.75	\$417	\$444
40200	Bamberg	60.4	49.9	2.92	2.97	\$10.07	\$465	\$494
40300	Finch-Henry	54.2	47.0	2.99	2.95	\$9.45	\$430	\$464
40400	Brunswick	58.5	49.3	2.96	2.99	\$9.78	\$427	\$453
40800	Gainesville	56.8	48.5	2.93	3.00	\$9.81	\$434	\$467
41000	Gulfport	57.5	48.1	2.93	2.96	\$9.36	\$411	\$447
41100	Jacksonville	60.6	50.9	2.93	3.03	\$9.95	\$446	\$465

Center		Interim Goal* HSD/HSE	Interim Goal* 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	3.00	3.00	\$10.29	\$472	\$497
41300	Kittrell	56.2	46.9	2.90	3.01	\$9.64	\$418	\$445
41500	Lyndon Johnson	55.7	46.6	2.95	2.99	\$10.23	\$451	\$472
41600	Miami	60.4	50.9	2.90	3.01	\$9.83	\$433	\$456
41700	Mississippi	56.4	48.0	2.95	2.95	\$9.45	\$420	\$449
41800	Oconaluftee	63.7	51.4	3.12	2.92	\$10.24	\$458	\$461
42000	Schenck	60.8	49.6	2.96	2.99	\$10.54	\$480	\$510
42100	Turner	57.8	48.7	2.90	2.96	\$10.03	\$450	\$474
42400	Gadsden	60.3	50.9	2.93	3.01	\$9.56	\$422	\$446
42500	BL Hooks/Memphis	53.3	45.8	2.95	2.99	\$9.98	\$448	\$476
42600	Montgomery	58.1	49.5	2.98	2.99	\$9.70	\$430	\$468
42700	Homestead	59.2	50.3	2.98	3.01	\$9.86	\$436	\$462
42800	Pinellas County	58.5	49.2	3.05	3.03	\$10.17	\$446	\$475
50100	Atterbury	62.8	51.8	2.94	3.00	\$10.09	\$441	\$469
50200	Blackwell	58.2	47.4	2.99	2.97	\$10.70	\$486	\$510
50300	Cincinnati	59.6	50.5	2.97	3.00	\$10.08	\$438	\$464
50400	Cleveland	57.5	48.9	2.92	2.99	\$9.91	\$434	\$454
50500	Dayton	62.0	51.4	2.95	3.02	\$9.98	\$432	\$456
50600	Detroit	56.5	48.4	2.92	2.99	\$9.77	\$428	\$442
50700	Golconda	57.0	47.1	2.94	2.94	\$10.85	\$486	\$518
50800	Gerald R. Ford	56.0	47.5	2.90	3.00	\$9.65	\$416	\$439
50900	Hubert H. Humphrey	62.9	52.8	3.02	3.05	\$10.17	\$432	\$467
51000	Joliet	59.0	48.4	2.87	2.99	\$10.45	\$445	\$470
51100	Flint/Genesee	57.4	48.7	2.91	3.00	\$9.74	\$423	\$445
51200	Paul Simon Chicago	59.9	49.0	2.87	2.97	\$10.61	\$468	\$479
51300	Milwaukee	58.8	48.6	2.94	3.02	\$10.54	\$495	\$519

Center		Interim Goal* HSD/HSE	Interim Goal* 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	3.06	3.08	\$10.51	\$467	\$501
60100	Albuquerque	57.5	47.3	2.96	2.98	\$10.18	\$457	\$487
60200	Cass	59.6	49.3	2.95	3.01	\$10.45	\$475	\$508
60300	David Carrasco	55.6	46.3	3.12	2.90	\$9.38	\$424	\$451
60400	Gary	60.7	50.4	3.02	3.01	\$10.34	\$460	\$485
60500	Guthrie	60.7	49.9	2.97	3.02	\$10.10	\$451	\$473
60600	Laredo	45.7	40.2	3.23	2.84	\$8.71	\$381	\$411
60700	Little Rock	59.1	49.7	2.91	3.01	\$9.60	\$424	\$454
60800	North Texas	60.6	50.7	3.03	3.01	\$10.09	\$442	\$464
60900	New Orleans	56.8	47.6	2.89	2.95	\$9.74	\$422	\$445
61000	Ouachita	53.7	45.5	3.04	2.97	\$10.19	\$460	\$489
61100	Roswell	60.2	48.8	3.07	2.95	\$9.57	\$426	\$461
61200	Shreveport	50.4	42.7	2.85	2.89	\$9.39	\$409	\$433
61300	Talking Leaves	67.8	54.0	3.27	2.88	\$9.35	\$415	\$451
61400	Treasure Lake	56.2	47.4	3.02	2.98	\$9.92	\$441	\$474
61500	Tulsa	59.9	49.9	3.04	2.99	\$9.89	\$436	\$469
61600	Carville	55.5	46.6	3.04	2.89	\$10.03	\$462	\$482
70100	Denison	63.0	52.2	3.09	3.04	\$10.11	\$442	\$470
70200	Excelsior Springs	59.3	48.9	2.84	3.04	\$10.15	\$452	\$476
70300	Mingo	56.8	46.4	2.91	2.96	\$10.30	\$473	\$501
70400	Pine Ridge	56.5	47.2	3.02	2.97	\$10.34	\$475	\$501
70500	St Louis	56.9	47.8	3.00	2.97	\$10.30	\$458	\$479
70600	Flint Hills	60.7	50.8	3.05	3.02	\$10.08	\$449	\$472
80100	Anaconda	64.8	53.1	3.00	3.02	\$10.64	\$495	\$506
80200	Boxelder	64.8	52.4	3.14	2.97	\$10.17	\$456	\$482
80300	Clearfield	66.5	54.8	3.06	3.04	\$10.51	\$475	\$500

Center		Interim Goal* HSD/HSE	Interim Goal* 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	2.99	3.01	\$10.46	\$473	\$497
80500	Kicking Horse	60.9	50.3	2.98	3.04	\$9.88	\$428	\$464
80600	Trapper Creek	65.6	53.6	3.08	3.02	\$10.36	\$468	\$496
80700	Weber Basin	65.3	53.6	2.96	3.01	\$10.29	\$474	\$491
80800	Quentin Burdick	62.4	51.0	2.97	3.00	\$10.23	\$460	\$485
90100	Hawaii	60.9	50.1	3.12	3.05	\$9.98	\$437	\$464
90200	Inland Empire	62.9	53.2	2.96	3.07	\$10.50	\$451	\$479
90300	Los Angeles	62.7	53.0	3.07	3.07	\$10.79	\$466	\$479
90400	Phoenix	56.2	46.7	3.02	2.97	\$10.00	\$435	\$470
90500	Sacramento	60.8	50.5	3.00	2.99	\$10.86	\$475	\$499
90600	San Diego	62.9	52.7	3.11	3.03	\$10.81	\$468	\$490
90700	San Jose	62.9	52.2	3.07	3.01	\$10.99	\$475	\$505
90800	Sierra Nevada	61.9	51.4	3.08	3.01	\$10.04	\$442	\$471
90900	Treasure Island	61.7	50.6	3.19	2.99	\$10.67	\$448	\$472
91000	Fred G. Acosta	58.7	49.3	3.12	3.01	\$9.85	\$433	\$462
91100	Long Beach	62.7	52.7	3.06	3.03	\$10.83	\$460	\$483
100100	Angell	66.5	53.5	2.98	3.01	\$11.16	\$501	\$521
100200	Cascades	63.9	51.4	3.05	3.02	\$10.76	\$467	\$485
100300	Columbia Basin	67.5	54.1	2.99	3.02	\$10.87	\$474	\$503
100400	Curlew	68.0	54.3	3.03	3.01	\$11.27	\$505	\$532
100500	Fort Simcoe	67.7	54.3	3.05	3.00	\$10.97	\$494	\$514
100600	Centennial	67.3	54.1	2.99	3.03	\$10.53	\$468	\$501
100700	Springdale	64.0	52.8	2.94	3.07	\$10.43	\$443	\$464
100800	Timber Lake	67.5	54.3	3.03	3.01	\$11.14	\$495	\$525
100900	Tongue Point	68.8	55.2	3.03	3.06	\$11.15	\$499	\$509
101000	Wolf Creek	71.1	56.7	2.98	3.07	\$11.00	\$485	\$515

Center		Interim Goal* HSD/HSE	Interim Goal* 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	3.16	3.06	\$11.10	\$478	\$504
	Regional Totals							
1	Boston Region Total	59.8	50.3	3.03	2.99	\$10.12	\$439	\$462
2	Philadelphia Region Total	60.3	50.2	3.00	3.03	\$10.25	\$452	\$473
3	Atlanta Region Total	58.2	49.1	2.95	2.99	\$9.85	\$438	\$465
4	Dallas Region Total	59.9	49.6	3.02	2.98	\$10.08	\$452	\$478
5	Chicago Region Total	59.0	49.2	2.95	3.00	\$10.18	\$449	\$473
6	San Francisco Region Total	63.4	52.2	3.06	3.03	\$10.67	\$465	\$490

* PY 2013 HSD/HSE and Combination HSD/HSE/CTT goals will be used as interim goals for the first quarter of PY 2014. PY 2014 model-based goals for these two measures will be released by 10/1/14 and will replace the interim goals for the full program year.

**Center Model
PY 2013* HSD/HSE Attainment Rate Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (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%

* Revised model-based worksheets will be released by 10/1/14.

**Center Model
PY 2013* Combination HSD/HSE/CTT Attainment Rate Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (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%

* Revised model-based worksheets will be released by 10/1/14.

**Center Model
PY 2014 Average Literacy Gain Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 8 or Below at Enrollment	15.0	15.0	0.0	-0.0030	0.0000
% Completed Grade 9 at Enrollment	18.9	18.9	0.0	-0.0012	0.0000
% Completed Grade 10-11 at Enrollment	35.4	35.4	0.0	-0.0005	0.0000
% Initial Reading TABE Grade Level <2	3.6	3.6	0.0	0.0155	0.0000
% Initial Reading TABE Grade Level 2-3	16.5	16.5	0.0	0.0111	0.0000
% Initial Reading TABE Grade Level 4	14.2	14.2	0.0	0.0060	0.0000
% Initial Reading TABE Grade Level 5-6	49.4	49.4	0.0	0.0048	0.0000
% Initial Math TABE Grade Level <3	5.8	5.8	0.0	-0.0152	0.0000
% Initial Math TABE Grade Level 3-4	38.9	38.9	0.0	-0.0107	0.0000
% Initial Math TABE Grade Level 5-6	37.4	37.4	0.0	-0.0069	0.0000
% Initial Math TABE Grade Level 7-8	13.2	13.2	0.0	-0.0032	0.0000
				Subtotal	0.00
				National Goal	3.00
				Model Adjusted Goal	3.00

**Center Model
 PY 2014 Average Literacy Gain Model Worksheet (Puerto Rico Centers)
 National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 8 or Below at Enrollment	15.0	15.0	0.0	-0.0030	0.0000
% Completed Grade 9 at Enrollment	18.9	18.9	0.0	-0.0012	0.0000
% Completed Grade 10-11 at Enrollment	35.4	35.4	0.0	-0.0005	0.0000
% Initial Tests Taken in TABE Español	2.8	2.8	0.0	0.0461	0.0000
% Initial Reading TABE Grade Level <2	3.6	3.6	0.0	0.0155	0.0000
% Initial Reading TABE Grade Level 2-3	16.5	16.5	0.0	0.0111	0.0000
% Initial Reading TABE Grade Level 4	14.2	14.2	0.0	0.0060	0.0000
% Initial Reading TABE Grade Level 5-6	49.4	49.4	0.0	0.0048	0.0000
% Initial Math TABE Grade Level <3	5.8	5.8	0.0	-0.0152	0.0000
% Initial Math TABE Grade Level 3-4	38.9	38.9	0.0	-0.0107	0.0000
% Initial Math TABE Grade Level 5-6	37.4	37.4	0.0	-0.0069	0.0000
% Initial Math TABE Grade Level 7-8	13.2	13.2	0.0	-0.0032	0.0000
				Subtotal	0.00
				National Goal	3.00
				Model Adjusted Goal	3.00

**Center Model
PY 2014 Average Numeracy Gain Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 8 or Below at Enrollment	14.0	14.0	0.0	-0.0038	0.0000
% Completed Grade 9 at Enrollment	17.8	17.8	0.0	-0.0034	0.0000
% Completed Grade 10 at Enrollment	18.0	18.0	0.0	-0.0027	0.0000
% Completed Grade 11 at Enrollment	17.5	17.5	0.0	-0.0020	0.0000
% Initial Math TABE Grade Level <3	4.6	4.6	0.0	0.0048	0.0000
% Initial Math TABE Grade Level 3-4	33.7	33.7	0.0	0.0028	0.0000
% Initial Math TABE Grade Level 5-6	44.1	44.1	0.0	0.0024	0.0000
% Initial Reading TABE Grade Level <5	25.7	25.7	0.0	-0.0055	0.0000
% Initial Reading TABE Grade Level 5-6	34.4	34.4	0.0	-0.0046	0.0000
% Initial Reading TABE Grade Level 7-8	19.5	19.5	0.0	-0.0036	0.0000
% Initial Reading TABE Grade Level 9-10	15.1	15.1	0.0	-0.0023	0.0000
				Subtotal	0.00
				National Goal	3.00
				Model Adjusted Goal	3.00

**Center Model
 PY 2014 Average Numeracy Gain Model Worksheet (Puerto Rico Centers)
 National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
% Completed Grade 8 or Below at Enrollment	14.0	14.0	0.0	-0.0038	0.0000
% Completed Grade 9 at Enrollment	17.8	17.8	0.0	-0.0034	0.0000
% Completed Grade 10 at Enrollment	18.0	18.0	0.0	-0.0027	0.0000
% Completed Grade 11 at Enrollment	17.5	17.5	0.0	-0.0020	0.0000
% Initial Tests Taken in TABE Español	2.2	2.2	0.0	0.0375	0.0000
% Initial Math TABE Grade Level <5	4.6	4.6	0.0	0.0048	0.0000
% Initial Math TABE Grade Level 5-6	33.7	33.7	0.0	0.0028	0.0000
% Initial Reading TABE Grade Level <3	44.1	44.1	0.0	0.0024	0.0000
% Initial Reading TABE Grade Level 3-4	25.7	25.7	0.0	-0.0055	0.0000
% Initial Reading TABE Grade Level 5-6	34.4	34.4	0.0	-0.0046	0.0000
% Initial Reading TABE Grade Level 7-8	19.5	19.5	0.0	-0.0036	0.0000
% Initial Reading TABE Grade Level 9-10	15.1	15.1	0.0	-0.0023	0.0000
				Subtotal	0.00
				National Goal	3.00
				Model Adjusted Goal	3.00

**Center Model
PY 2014 Graduate Average Wage Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	19.5	19.5	0.0	0.0950	0.0000
% High School Diploma or GED at Enrollment	46.1	46.1	0.0	0.0025	0.0000
% Initial Reading TABE Grade Level 8-9	22.7	22.7	0.0	0.0013	0.0000
% Initial Reading TABE Grade Level 10-11	15.9	15.9	0.0	0.0015	0.0000
% Initial Reading TABE Grade Level 12	11.9	11.9	0.0	0.0035	0.0000
% Initial Math TABE Grade Level 6-7	26.6	26.6	0.0	0.0024	0.0000
% Initial Math TABE Grade Level 8-9	14.3	14.3	0.0	0.0047	0.0000
% Initial Math TABE Grade Level 10-11	9.4	9.4	0.0	0.0061	0.0000
% Initial Math TABE Grade Level 12	8.7	8.7	0.0	0.0071	0.0000
% Training in Advanced Manufacturing	6.5	6.5	0.0	0.0122	0.0000
% Training in Construction	24.5	24.5	0.0	0.0044	0.0000
% Training in Finance and Business	12.0	12.0	0.0	-0.0082	0.0000
% Training in Health Care	28.3	28.3	0.0	-0.0050	0.0000
% Training in Hospitality	10.2	10.2	0.0	-0.0091	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.0044	0.0000
% Training in Retail Sales and Services	1.2	1.2	0.0	-0.0066	0.0000
% Training in Transportation	3.3	3.3	0.0	0.0104	0.0000
% Training in Other Industry	12.8	12.8	0.0	-0.0026	0.0000
Average Wage in All Industries in County (\$1,000's)	47.2	47.2	0.0	0.0283	0.0000
% Placed in Job in State With High Minimum Wage	19.3	19.3	0.0	0.0073	0.0000
Average Percent of Families in Poverty in County	11.8	11.8	0.0	-0.0441	0.0000
				Subtotal	0.00
				National Goal	\$10.20
				Model Adjusted Goal	\$10.20

**Center Model
PY 2014 Graduate 6-Month Average Weekly Earnings Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	19.6	19.6	0.0	6.3395	0.0000
% Initial Reading TABE Grade Level 9-11	28.5	28.5	0.0	0.0648	0.0000
% Initial Reading TABE Grade Level 12	12.9	12.9	0.0	0.1387	0.0000
% Initial Math TABE Grade Level 6-7	26.8	26.8	0.0	0.1282	0.0000
% Initial Math TABE Grade Level 8-9	14.7	14.7	0.0	0.2342	0.0000
% Initial Math TABE Grade Level 10-11	10.1	10.1	0.0	0.3977	0.0000
% Initial Math TABE Grade Level 12	9.9	9.9	0.0	0.3994	0.0000
% Training in Advanced Manufacturing	6.2	6.2	0.0	0.9434	0.0000
% Training in Construction	24.3	24.3	0.0	0.1815	0.0000
% Training in Finance and Business	12.4	12.4	0.0	-0.6632	0.0000
% Training in Health Care	28.4	28.4	0.0	-0.4188	0.0000
% Training in Hospitality	9.6	9.6	0.0	-0.7217	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.3325	0.0000
% Training in Retail Sales and Services	1.4	1.4	0.0	-0.6059	0.0000
% Training in Transportation	3.2	3.2	0.0	1.0329	0.0000
% Training in Other Industry	13.4	13.4	0.0	-0.0808	0.0000
Average Wage in All Industries in County (\$1,000's)	47.3	47.3	0.0	0.7854	0.0000
% Placed in Job in State With High Minimum Wage	20.5	20.5	0.0	0.2105	0.0000
Average Percent of Families in Poverty in County	11.9	11.9	0.0	-1.9201	0.0000
				Subtotal	0
				National Goal	\$450
				Model Adjusted Goal	\$450

**Center Model
PY 2014 Graduate 12-Month Average Weekly Earnings Model Worksheet
National Total**

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	19.6	19.6	0.0	6.3395	0.0000
% Initial Reading TABE Grade Level 9-11	28.3	28.3	0.0	0.0648	0.0000
% Initial Reading TABE Grade Level 12	13.4	13.4	0.0	0.1387	0.0000
% Initial Math TABE Grade Level 6-7	26.7	26.7	0.0	0.1282	0.0000
% Initial Math TABE Grade Level 8-9	15.3	15.3	0.0	0.2342	0.0000
% Initial Math TABE Grade Level 10-11	10.3	10.3	0.0	0.3977	0.0000
% Initial Math TABE Grade Level 12	10.3	10.3	0.0	0.3994	0.0000
% Training in Advanced Manufacturing	6.0	6.0	0.0	0.9434	0.0000
% Training in Construction	24.5	24.5	0.0	0.1815	0.0000
% Training in Finance and Business	12.9	12.9	0.0	-0.6632	0.0000
% Training in Health Care	28.3	28.3	0.0	-0.4188	0.0000
% Training in Hospitality	9.4	9.4	0.0	-0.7217	0.0000
% Training in Renewable Resources and Energy	1.2	1.2	0.0	0.3325	0.0000
% Training in Retail Sales and Services	1.6	1.6	0.0	-0.6059	0.0000
% Training in Transportation	3.2	3.2	0.0	1.0329	0.0000
% Training in Other Industry	12.9	12.9	0.0	-0.0808	0.0000
Average Wage in All Industries in County (\$1,000's)	47.0	47.0	0.0	0.0000	0.0000
% Placed in Job in State With High Minimum Wage	21.2	21.2	0.0	0.2105	0.0000
Average Percent of Families in Poverty in County	12.1	12.1	0.0	-1.9201	0.0000
				Subtotal	0
				National Goal	\$475
				Model Adjusted Goal	\$475

Attachment 9

**PY 2014 CTS Provider Goals for Graduate Average Wage,
Graduate 6-Month Average Weekly Earnings, and
Graduate 12-Month Average Weekly Earnings**

CTS Provider			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
National Goals			\$10.20	\$450	\$475
01	CTCSNH	NEW HAVE OA	\$10.66	\$451	\$479
01	CTETHA	HARTFORD JCC	\$10.96	\$466	\$493
01	ENCHPI	NEW ENGLAND	\$10.77	\$472	\$489
01	MAAAFD	FT DEVENS JC	\$10.98	\$483	\$498
01	MAAAGR	GRAFTON OA J	\$10.72	\$466	\$487
01	MAAETO	WESTOVER JCC	\$10.83	\$470	\$497
01	MECSLO	LORING	\$10.54	\$470	\$492
01	MECSPE	PENOBSCOT OA	\$10.19	\$447	\$476
01	NJRCED	EDISON JCC	\$10.08	\$438	\$463
01	NYAADV	D VALLEY CTS	\$9.87	\$430	\$459
01	NYAAGL	GLENMONT OAC	\$10.11	\$443	\$463
01	NYCHNJ	NW/NJ CHP	\$10.24	\$454	\$479
01	NYETIR	IROQUOIS ETR	\$10.39	\$447	\$473
01	NYETON	ONEONTA JCC	\$10.26	\$448	\$471
01	NYGACA	CASSADAGA JC	\$9.93	\$435	\$463
01	NYJPBR	BROOKLYN OA&	\$10.23	\$453	\$480
01	PRJPPR	RSCARE PR/VI	\$8.42	\$369	\$394
01	RIAAEX	EXETER OA JC	\$10.38	\$448	\$470
01	VTCHNO	NORTHLANDS	\$10.87	\$492	\$511
02	DCCHPO	POTOMAC JCC	\$10.71	\$465	\$484
02	DEMTWI	WILMINGTON	\$10.26	\$443	\$474
02	KYINTG	KENTUCKY OAC	\$10.14	\$450	\$469
02	MDAAWS	WOODSTOCK JC	\$10.44	\$454	\$479
02	PAAARR	RED ROCK	\$10.11	\$447	\$471
02	PACSPB	PITTSBURGH	\$10.19	\$448	\$471
02	PAJPPH	PHILA JCC	\$10.07	\$428	\$461
02	VAIN00	VA INSGTS	\$10.33	\$457	\$475
02	WVHYCH	CHARLESTON	\$10.06	\$453	\$474
03	ALAB00	ALABAMA ABC	\$9.81	\$436	\$465
03	FLCSJC	FLORIDA CSI	\$9.97	\$443	\$466

CTS Provider			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
03	GACHP0	GEORGIA CHP	\$9.89	\$432	\$461
03	MSJP00	MS JP OACTS	\$9.38	\$419	\$445
03	MSJPBA	FINCH-HENRY	\$9.32	\$423	\$448
03	NCWE00	NC OA/CTS	\$10.14	\$446	\$470
03	SCAEB A	BAMBERG	\$10.06	\$458	\$487
03	TNCP00	TN OACTS CHP	\$10.13	\$454	\$476
04	AROM00	AR OMG OACTS	\$9.83	\$440	\$468
04	COCHWY	CO/WY CHP	\$10.46	\$470	\$491
04	LADSCV	CARVILLE JCC	\$10.17	\$470	\$485
04	LAMNSP	SHREVEPORT	\$9.31	\$402	\$424
04	LAOMNO	NEW ORLEANS	\$9.80	\$422	\$443
04	NDJPBU	BURDICK OA&P	\$10.24	\$463	\$489
04	NMDJAB	ALBUQUERQUE	\$9.87	\$442	\$470
04	OKJPOC	GUTHRIE JCC	\$9.91	\$440	\$464
04	OKJPTL	TALKING LEAV	\$9.26	\$408	\$441
04	OKRCTU	TULSA JCC	\$9.70	\$429	\$458
04	SDDS00	S. DAKOTA	\$10.13	\$457	\$482
04	TXCONT	N. TX OA/CTS	\$10.12	\$443	\$474
04	TXJPCR	DL CARRASCO	\$9.16	\$410	\$431
04	TXJPLA	LAREDO JCC	\$8.53	\$373	\$394
04	TXMTGY	MTC GARY JCC	\$10.15	\$453	\$477
04	UTMTMT	UT/MT OA/CTS	\$10.35	\$471	\$492
05	IACSJC	IOWA	\$10.28	\$463	\$477
05	ILDSCH	IL/WI DESI	\$10.69	\$469	\$492
05	INABC0	IN ABC OA/CT	\$10.08	\$445	\$469
05	KSJPFH	FLINT HILLS	\$10.05	\$448	\$471
05	MIOM00	MICHIGAN OA	\$9.88	\$433	\$455
05	MNCH00	CHP MN OACTS	\$10.33	\$444	\$481
05	MODS00	MO DESI OA/C	\$9.99	\$462	\$496
05	MOMIKC	EXCL SPRINGS	\$10.14	\$449	\$475
05	MOMISL	ST LOUIS JCC	\$10.30	\$463	\$485
05	NECH35	NE OACTS CHP	\$10.37	\$473	\$489
05	OHDS00	OHIO DESI	\$10.01	\$437	\$464
06	AKCEAK	ALASKA JCC	\$11.08	\$476	\$507
06	AZEMPX	PHOENIX CTS	\$9.94	\$436	\$475
06	AZJPFA	FRED ACOSTA	\$9.79	\$435	\$458
06	AZMNPX	PHOENIX JCC	\$9.97	\$435	\$473

CTS Provider			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
06	CAAATI	TREASURE ISL	\$10.84	\$459	\$489
06	CAJPIE	INL. EMPIRE	\$10.57	\$454	\$482
06	CAJPLA	LA JCC	\$10.97	\$474	\$495
06	CAJPSD	S. DIEGO JCC	\$10.98	\$476	\$499
06	CAJPSJ	SAN JOSE JCC	\$10.92	\$476	\$508
06	CAMJSM	SACRAMENTO	\$10.90	\$476	\$505
06	CAOMLB	LONG BEACH	\$11.04	\$475	\$499
06	HIJPHI	HAWAII JCC	\$9.95	\$441	\$464
06	NVJPSN	SN NEV JCC	\$10.03	\$444	\$473
06	NWDESI	NW DESI OA/C	\$10.93	\$483	\$506

**CTS Provider Model
PY 2014 Graduate Wage Model Worksheet
National Total**

Local Adjustment Factors	(1) Agency Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Separation	20.5	20.5	0.0	0.1285	0.0000
% High School Diploma or GED at Separation	96.1	96.1	0.0	0.0035	0.0000
% Vocational Completion at Separation	94.9	94.9	0.0	0.0067	0.0000
% Reading TABE Grade Level 8-9 at Separation	32.9	32.9	0.0	0.0014	0.0000
% Reading TABE Grade Level 10-11 at Separation	30.5	30.5	0.0	0.0030	0.0000
% Reading TABE Grade Level 12 at Separation	22.1	22.1	0.0	0.0047	0.0000
% Math TABE Grade Level 6-7 at Separation	16.0	16.0	0.0	0.0013	0.0000
% Math TABE Grade Level 8-9 at Separation	28.1	28.1	0.0	0.0033	0.0000
% Math TABE Grade Level 10-11 at Separation	26.8	26.8	0.0	0.0055	0.0000
% Math TABE Grade Level 12 at Separation	21.7	21.7	0.0	0.0067	0.0000
% Training in Advanced Manufacturing	6.5	6.5	0.0	0.0125	0.0000
% Training in Construction	24.5	24.5	0.0	0.0043	0.0000
% Training in Finance and Business	12.0	12.0	0.0	-0.0082	0.0000
% Training in Health Care	28.3	28.3	0.0	-0.0047	0.0000
% Training in Hospitality	10.2	10.2	0.0	-0.0088	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.0042	0.0000
% Training in Retail Sales and Services	1.2	1.2	0.0	-0.0071	0.0000
% Training in Transportation	3.3	3.3	0.0	0.0101	0.0000
% Training in Other Industry	12.8	12.8	0.0	-0.0023	0.0000
Average Wage in All Industries in County (\$1,000's)	47.2	47.2	0.0	0.0276	0.0000
% Placed in Job in State With High Minimum Wage	19.3	19.3	0.0	0.0070	0.0000
Average Percent of Families in Poverty in County	11.8	11.8	0.0	-0.0508	0.0000
				Subtotal	0.00
				National Goal	\$10.20
				Model Adjusted Goal	\$10.20

**CTS Provider Model
 PY 2014 Graduate 6-Month Average Weekly Earnings Model Worksheet
 National Total**

Local Adjustment Factors	(1) Agency Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Separation	20.6	20.6	0.0	7.1095	0.0000
% Vocational Completion at Separation	96.3	96.3	0.0	0.3103	0.0000
% Reading TABE Grade Level 9-11 at Separation	54.8	54.8	0.0	0.0952	0.0000
% Reading TABE Grade Level 12 at Separation	23.4	23.4	0.0	0.1961	0.0000
% Math TABE Grade Level 8-9 at Separation	27.9	27.9	0.0	0.1920	0.0000
% Math TABE Grade Level 10-11 at Separation	28.1	28.1	0.0	0.2929	0.0000
% Math TABE Grade Level 12 at Separation	23.1	23.1	0.0	0.3253	0.0000
% Training in Advanced Manufacturing	6.2	6.2	0.0	0.9484	0.0000
% Training in Construction	24.3	24.3	0.0	0.1738	0.0000
% Training in Finance and Business	12.4	12.4	0.0	-0.6590	0.0000
% Training in Health Care	28.4	28.4	0.0	-0.4032	0.0000
% Training in Hospitality	9.6	9.6	0.0	-0.7234	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.3254	0.0000
% Training in Retail Sales and Services	1.4	1.4	0.0	-0.6142	0.0000
% Training in Transportation	3.2	3.2	0.0	1.0197	0.0000
% Training in Other Industry	13.4	13.4	0.0	-0.0675	0.0000
Average Wage in All Industries in County (\$1,000's)	47.3	47.3	0.0	0.7568	0.0000
% Placed in Job in State With High Minimum Wage	20.5	20.5	0.0	0.1883	0.0000
Average Percent of Families in Poverty in County	11.9	11.9	0.0	-2.3322	0.0000
				Subtotal	0
				National Goal	\$450
				Model Adjusted Goal	\$450

CTS Provider Model
PY 2014 Graduate 12-Month Average Weekly Earnings Model Worksheet
National Total

Local Adjustment Factors	(1) Agency Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Separation	20.6	20.6	0.0	7.1095	0.0000
% Vocational Completion at Separation	96.0	96.0	0.0	0.3103	0.0000
% Reading TABE Grade Level 9-11 at Separation	54.7	54.7	0.0	0.0952	0.0000
% Reading TABE Grade Level 12 at Separation	23.4	23.4	0.0	0.1961	0.0000
% Math TABE Grade Level 8-9 at Separation	29.1	29.1	0.0	0.1920	0.0000
% Math TABE Grade Level 10-11 at Separation	27.4	27.4	0.0	0.2929	0.0000
% Math TABE Grade Level 12 at Separation	23.0	23.0	0.0	0.3253	0.0000
% Training in Advanced Manufacturing	6.0	6.0	0.0	0.9484	0.0000
% Training in Construction	24.5	24.5	0.0	0.1738	0.0000
% Training in Finance and Business	12.9	12.9	0.0	-0.6590	0.0000
% Training in Health Care	28.3	28.3	0.0	-0.4032	0.0000
% Training in Hospitality	9.4	9.4	0.0	-0.7234	0.0000
% Training in Renewable Resources and Energy	1.2	1.2	0.0	0.3254	0.0000
% Training in Retail Sales and Services	1.6	1.6	0.0	-0.6142	0.0000
% Training in Transportation	3.2	3.2	0.0	1.0197	0.0000
% Training in Other Industry	12.9	12.9	0.0	-0.0675	0.0000
Average Wage in All Industries in County (\$1,000's)	47.0	47.0	0.0	0.7568	0.0000
% Placed in Job in State With High Minimum Wage	21.2	21.2	0.0	0.1883	0.0000
Average Percent of Families in Poverty in County	12.1	12.1	0.0	-2.3322	0.0000
				Subtotal	0
				National Goal	\$475
				Model Adjusted Goal	\$475

Attachment 10

**PY 2014 Center Goals for CTT Completer Average Hourly Wage,
JTM Average Hourly Wage, 6-Month Average Weekly Earnings, and
12-Month Average Weekly Earnings**

	Center	Average Hourly Wage	JTM Average Hourly Wage	6-Month Average Weekly Earnings	12-Month Average Weekly Earnings
	National Goals	\$10.30	\$10.75	\$450	\$475
10100	Grafton	\$10.82	\$11.27	\$466	\$484
10200	Northlands	\$10.90	\$11.35	\$484	\$506
10300	Penobscot	\$10.41	\$10.86	\$447	\$479
10400	Westover	\$10.76	\$11.21	\$465	\$491
10500	New Haven	\$10.66	\$11.11	\$441	\$463
10600	Loring	\$10.60	\$11.05	\$466	\$491
10700	Shriver	\$10.98	\$11.43	\$480	\$492
10800	Exeter	\$10.46	\$10.91	\$446	\$465
10900	Hartford	\$10.99	\$11.44	\$466	\$482
20100	Arecibo	\$7.96	\$8.41	\$345	\$382
20200	Barranquitas	\$8.08	\$8.53	\$345	\$396
20300	Cassadaga	\$10.00	\$10.45	\$432	\$461
20400	Delaware Valley	\$10.03	\$10.48	\$435	\$457
20500	Edison	\$10.26	\$10.71	\$445	\$465
20700	Glenmont	\$10.09	\$10.54	\$437	\$457
20800	Iroquois	\$10.21	\$10.66	\$437	\$466
20900	Oneonta	\$10.51	\$10.96	\$456	\$479
21000	Ramey	\$8.27	\$8.72	\$362	\$392
21100	South Bronx	\$10.12	\$10.57	\$444	\$466
30100	Blue Ridge	\$9.94	\$10.39	\$422	\$454
30200	Charleston	\$10.28	\$10.73	\$443	\$455
30400	Flatwoods	\$11.06	\$11.51	\$506	\$526
30500	Harpers Ferry	\$10.56	\$11.01	\$457	\$468
30600	Keystone	\$10.29	\$10.74	\$443	\$465
30700	Old Dominion	\$10.41	\$10.86	\$456	\$478
30800	Philadelphia	\$10.19	\$10.64	\$429	\$454

Center		Average Hourly Wage	JTM Average Hourly Wage	6-Month Average Weekly Earnings	12-Month Average Weekly Earnings
30900	Pittsburgh	\$10.34	\$10.79	\$449	\$467
31000	Potomac	\$10.55	\$11.00	\$451	\$468
31100	Red Rock	\$10.17	\$10.62	\$449	\$475
31200	Woodland	\$10.28	\$10.73	\$436	\$458
31300	Woodstock	\$10.52	\$10.97	\$453	\$475
31500	Carl D. Perkins	\$10.16	\$10.61	\$438	\$467
31600	Earle C. Clements	\$10.42	\$10.87	\$469	\$493
31700	Frenchburg	\$10.31	\$10.76	\$436	\$466
31800	Great Onyx	\$10.44	\$10.89	\$467	\$489
31900	Pine Knot	\$10.53	\$10.98	\$462	\$490
32000	Whitney M. Young	\$10.04	\$10.49	\$438	\$457
32100	Muhlenberg	\$10.37	\$10.82	\$469	\$484
32200	Wilmington	\$10.27	\$10.72	\$432	\$456
40100	Atlanta	\$9.85	\$10.30	\$417	\$444
40200	Bamberg	\$10.17	\$10.62	\$465	\$494
40300	Finch-Henry	\$9.55	\$10.00	\$430	\$464
40400	Brunswick	\$9.88	\$10.33	\$427	\$453
40800	Gainesville	\$9.91	\$10.36	\$434	\$467
41000	Gulfport	\$9.46	\$9.91	\$411	\$447
41100	Jacksonville	\$10.05	\$10.50	\$446	\$465
41200	Jacobs Creek	\$10.39	\$10.84	\$472	\$497
41300	Kittrell	\$9.74	\$10.19	\$418	\$445
41500	Lyndon Johnson	\$10.33	\$10.78	\$451	\$472
41600	Miami	\$9.93	\$10.38	\$433	\$456
41700	Mississippi	\$9.55	\$10.00	\$420	\$449
41800	Oconaluftee	\$10.34	\$10.79	\$458	\$461
42000	Schenck	\$10.64	\$11.09	\$480	\$510
42100	Turner	\$10.13	\$10.58	\$450	\$474
42400	Gadsden	\$9.66	\$10.11	\$422	\$446
42500	BL Hooks/Memphis	\$10.08	\$10.53	\$448	\$476
42600	Montgomery	\$9.80	\$10.25	\$430	\$468
42700	Homestead	\$9.96	\$10.41	\$436	\$462

Center		Average Hourly Wage	JTM Average Hourly Wage	6-Month Average Weekly Earnings	12-Month Average Weekly Earnings
42800	Pinellas County	\$10.27	\$10.72	\$446	\$475
50100	Atterbury	\$10.19	\$10.64	\$441	\$469
50200	Blackwell	\$10.80	\$11.25	\$486	\$510
50300	Cincinnati	\$10.18	\$10.63	\$438	\$464
50400	Cleveland	\$10.01	\$10.46	\$434	\$454
50500	Dayton	\$10.08	\$10.53	\$432	\$456
50600	Detroit	\$9.87	\$10.32	\$428	\$442
50700	Golconda	\$10.95	\$11.40	\$486	\$518
50800	Gerald R. Ford	\$9.75	\$10.20	\$416	\$439
50900	Hubert H. Humphrey	\$10.27	\$10.72	\$432	\$467
51000	Joliet	\$10.55	\$11.00	\$445	\$470
51100	Flint/Genesee	\$9.84	\$10.29	\$423	\$445
51200	Paul Simon Chicago	\$10.71	\$11.16	\$468	\$479
51300	Milwaukee	\$10.64	\$11.09	\$495	\$519
51400	Ottumwa	\$10.61	\$11.06	\$467	\$501
60100	Albuquerque	\$10.28	\$10.73	\$457	\$487
60200	Cass	\$10.55	\$11.00	\$475	\$508
60300	David Carrasco	\$9.48	\$9.93	\$424	\$451
60400	Gary	\$10.44	\$10.89	\$460	\$485
60500	Guthrie	\$10.20	\$10.65	\$451	\$473
60600	Laredo	\$8.81	\$9.26	\$381	\$411
60700	Little Rock	\$9.70	\$10.15	\$424	\$454
60800	North Texas	\$10.19	\$10.64	\$442	\$464
60900	New Orleans	\$9.84	\$10.29	\$422	\$445
61000	Ouachita	\$10.29	\$10.74	\$460	\$489
61100	Roswell	\$9.67	\$10.12	\$426	\$461
61200	Shreveport	\$9.49	\$9.94	\$409	\$433
61300	Talking Leaves	\$9.45	\$9.90	\$415	\$451
61400	Treasure Lake	\$10.02	\$10.47	\$441	\$474
61500	Tulsa	\$9.99	\$10.44	\$436	\$469
61600	Carville	\$10.13	\$10.58	\$462	\$482
70100	Denison	\$10.21	\$10.66	\$442	\$470

Center		Average Hourly Wage	JTM Average Hourly Wage	6-Month Average Weekly Earnings	12-Month Average Weekly Earnings
70200	Excelsior Springs	\$10.25	\$10.70	\$452	\$476
70300	Mingo	\$10.40	\$10.85	\$473	\$501
70400	Pine Ridge	\$10.44	\$10.89	\$475	\$501
70500	St Louis	\$10.40	\$10.85	\$458	\$479
70600	Flint Hills	\$10.18	\$10.63	\$449	\$472
80100	Anaconda	\$10.74	\$11.19	\$495	\$506
80200	Boxelder	\$10.27	\$10.72	\$456	\$482
80300	Clearfield	\$10.61	\$11.06	\$475	\$500
80400	Collbran	\$10.56	\$11.01	\$473	\$497
80500	Kicking Horse	\$9.98	\$10.43	\$428	\$464
80600	Trapper Creek	\$10.46	\$10.91	\$468	\$496
80700	Weber Basin	\$10.39	\$10.84	\$474	\$491
80800	Quentin Burdick	\$10.33	\$10.78	\$460	\$485
90100	Hawaii	\$10.08	\$10.53	\$437	\$464
90200	Inland Empire	\$10.60	\$11.05	\$451	\$479
90300	Los Angeles	\$10.89	\$11.34	\$466	\$479
90400	Phoenix	\$10.10	\$10.55	\$435	\$470
90500	Sacramento	\$10.96	\$11.41	\$475	\$499
90600	San Diego	\$10.91	\$11.36	\$468	\$490
90700	San Jose	\$11.09	\$11.54	\$475	\$505
90800	Sierra Nevada	\$10.14	\$10.59	\$442	\$471
90900	Treasure Island	\$10.77	\$11.22	\$448	\$472
91000	Fred G. Acosta	\$9.95	\$10.40	\$433	\$462
91100	Long Beach	\$10.93	\$11.38	\$460	\$483
100100	Angell	\$11.26	\$11.71	\$501	\$521
100200	Cascades	\$10.86	\$11.31	\$467	\$485
100300	Columbia Basin	\$10.97	\$11.42	\$474	\$503
100400	Curlew	\$11.37	\$11.82	\$505	\$532
100500	Fort Simcoe	\$11.07	\$11.52	\$494	\$514
100600	Centennial	\$10.63	\$11.08	\$468	\$501
100700	Springdale	\$10.53	\$10.98	\$443	\$464
100800	Timber Lake	\$11.24	\$11.69	\$495	\$525

Center		Average Hourly Wage	JTM Average Hourly Wage	6-Month Average Weekly Earnings	12-Month Average Weekly Earnings
100900	Tongue Point	\$11.25	\$11.70	\$499	\$509
101000	Wolf Creek	\$11.10	\$11.55	\$485	\$515
101100	Alaska	\$11.20	\$11.65	\$478	\$504
	Regional Totals				
1	Boston Region Total	\$10.22	\$10.67	\$439	\$462
2	Philadelphia Region Total	\$10.35	\$10.80	\$452	\$473
3	Atlanta Region Total	\$9.95	\$10.40	\$438	\$465
4	Dallas Region Total	\$10.18	\$10.63	\$452	\$478
5	Chicago Region Total	\$10.28	\$10.73	\$449	\$473
6	San Francisco Region Total	\$10.77	\$11.22	\$465	\$490