

POLICIES AND PROCEDURES  
FOR JOB CORPS' PROGRAM YEAR 2015  
PERFORMANCE MANAGEMENT SYSTEM

*Appendix 501*  
Introduction

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*Appendix 501a*  
Center Outcome Measurement System

*Appendix 501b*  
Outreach and Admissions Outcome Measurement System

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**APPENDIX 501**  
**INTRODUCTION**  
**FOR PY 2015**

**POLICIES AND PROCEDURES FOR JOB CORPS  
PY 2015 PERFORMANCE MANAGEMENT SYSTEM**

**INTRODUCTION**

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## **POLICIES AND PROCEDURES FOR JOB CORPS’ PY 2015 PERFORMANCE MANAGEMENT SYSTEM**

### **INTRODUCTION**

**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) and the Workforce Innovation and Opportunity Act (WIOA) beginning in PY 2016, the 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 holding all centers accountable for continuous program improvement.

Job Corps has a vast array of performance metrics that are interwoven to meet multiple reporting requirements. The system is designed to answer four 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?
- 4) How is each Job Corps contractor (center, OA, and CTS) performing compared to the established annual performance goals and other contractors?

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   |

In addition to the above quantitative components of the performance management system, Job Corps uses a Center Quality Assessment system to evaluate center quality, providing a more comprehensive view of the program’s performance. This Center Quality Assessment is composed of three components: 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.

Beginning in PY 2015, Job Corps will implement a new Performance Improvement Plan (PIP) System as a performance accountability and management tool to assist operators whose performance has not met the performance levels expected by the Office of Job Corps to improve their performance. Details about this new PIP System can be found in Appendix 501e.

**Background.** The Workforce Innovation and Opportunity Act (WIOA) supersedes WIA, and generally takes effect July 1, 2015. However, the new performance system outlined in Sections 116 and 159 of WIOA do not take effect until July 1, 2016. During PY 2015, the existing performance management system will continue to be used by Job Corps. Like WIA, WIOA dictates an increased focus on performance and accountability.

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, as requested by the Office of Management and Budget (OMB). 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. Once the performance system and reporting requirements required to implement WIOA are finalized, Job Corps will develop a new reporting system to comply with WIOA's specific performance specifications.

Overall, Job Corps' performance management 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 2015, in addition to adjustments to some goals and weights, both the OMS Center and CTT Report Cards will be revised to include a more refined definition of Industry–Recognized Credentials (IRC). IRC attainments will be categorized as primary and secondary. Primary credentials define attainments that represent essential knowledge and skill levels of a particular job and are considered to be critical for qualification and placement into permanent employment with a sustainable wage. Secondary credentials, while important, represent attainments that are supportive in nature rather than critically essential to an occupation. During PY 2015, greater emphasis will be placed on primary credential attainments across all trade offerings. See appendices 501a and 501d for a detailed description of the changes affecting the IRC measure. For a list of the credentials classified by primary or secondary, please visit the Career Technical Training (CTT) web page on the Job Corps Community Web site.

- 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 recommendations to the

National Director for the upcoming program year.

For PY 2015, a workgroup was convened comprised of National and Regional Office staff and subject matter experts from centers, center operators (including the U.S. Department of Agriculture, Forest Service), OA/CTS providers and National Training Contractors (NTC). The OMS Workgroup recommended multiple changes to the performance goals and weights on the four OMS Report Cards to be reviewed and decided on by the Job Corps National Director.

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. In PY 2014, the OMS Workgroup began a normalization process to reduce the number of centers at or above 100% by establishing more aggressive goals and adjusting the weight structure. For PY 2015, the OMS Workgroup continued the normalization efforts by increasing a number of goals to reflect current performance and establish more aggressive targets, and adjusting some weights to improve the validity of the system. Some goals and weights in the OA, CTS, and CTT report cards were also increased. Additional changes were also made to place more emphasis on student attainment of the primary IRCs. The rationale for the IRC changes is to make the students more marketable and employable, and ultimately more successful, by making credentialing a center priority.

The Office of Job Corps also solicited input from the Job Corps community, via a release of the proposed changes for the PY 2015 system, prior to full implementation on July 1, 2015.

- D. Design of the PY 2015 Performance Management System.** The PY 2015 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). 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.

For PY 2015, the model-based goals for the HSD/HSE Attainment Rate and Combination HSD or HSE and CTT Attainment Rate measures will be based on the results of the 2015 OMS Factor Verification Survey. The model-based goals for the remaining five measures continue to be based on student characteristics and local economic factors. Center specific model-based goals applied to CTT report card for wage and earnings will continue to be applied in PY 2015.

**(1) PY 2015 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.

For PY2015, there are no changes to the rules for appealing model-based goals implemented in PY2015.

**NOTE:** For PY 2015, 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 October 30, 2015**:

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

**4. Job Corps Students in the Performance Management System**

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

(a) **Definitions of Student Separation Status.** The criteria for graduate, former enrollee, and uncommitted student status, as defined in the Job Corps Policy and Requirements Handbook (PRH), Chapter 4, Section 4.2, apply to the Performance Management System.

(1) **Graduate** – one who has completed 60 or more calendar days of enrollment and has completed the requirements of CTT, or earned a HSD or HSE, or who completes both, while enrolled in Job Corps. Students who have exited for any Level 1 Zero Tolerance (ZT) infraction, at any time, do not qualify as graduates.

(2) **Former Enrollee** – one who has completed 60 or more calendar days of enrollment, has not attained graduate status, and whose exit is for reasons *other than* any Level 1 ZT infraction.

(3) **Uncommitted Student** – one who has remained in Job Corps less than 60 calendar days (regardless of achievement), or who has separated 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 final 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 2015, 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. Performance Improvement Plan**

New for PY 2015, as part of Job Corps reform agenda, a new Performance Improvement Plan (PIP) will be implemented. The PIP is required by both WIA and WIOA as part of DOL's oversight responsibilities. The new PIP system is a major performance accountability and management tool to assist operators whose performance has not met the performance levels expected by the Office of Job Corps to improve their performance. Please see Appendix 501e for details.

#### **7. Effective Date**

Data reporting under the PY 2015 system begins on July 1, 2015. The first reports reflecting PY 2015 outcomes (period ending July 31, 2015) are expected to be issued in August 2015.

**E. Additional Policies.** Provided below are additional policies in effect for PY 2015:

- 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 2015.

- (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 2015, the MPR will remain for informational purposes only.

A table summarizing the crediting policy can be found in Appendix 501 Introduction, Attachment 2: PY 2015 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 2015, 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 2015 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 2015 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 2015 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 service 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 calendar days of Reported Date. The Placed Date, Verified Date, and Approved Date are not required to be in the Active Service window. However, the time from the Reported Date to the Approved Date must be 90 calendar 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 2015. 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 2015 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 2015. 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 2015 version of the Request Form located in Appendix 501 Introduction, Attachment 4: PY 2015 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) was designed to be 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. Currently, the MPR requires all CTT programs to place a minimum of 51% of their contracted training slots every program year. In PY 15, MPR will continue to be retained as an information only measure but will be entirely redesigned for PY 16.

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 threatens the validity and integrity of the data.

The Office of Job Corps and the survey research contractors are committed to the ethical conduct of the follow-up survey data collection to protect the rights of participants. 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.
- Encouraging students in their survey windows to call the survey contractors instead of waiting to be contacted by the survey contractors themselves is inappropriate. The current 6-month and 12-month survey system is designed for out-bound calls by contractors to former students in their survey windows to sustain the third-party objectivity and data integrity. Encouraging and organizing student call-ins undermine the integrity of the system.

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 from employer or educational entity on letterhead, business card or office stamp from employer or educational entity on a center or CTS verification form, school/training institution transcript, or *The Work Number*) **only if** the documentation details the student's placement 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) 693-2767, 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 and received 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 2015: (see next page)

<b>Appeals for:</b>	<b>Received from</b>	<b>To COB</b>
July 2015	6/26/15	7/28/15
August 2015	7/29/15	8/26/15

September 2015	8/27/15	9/25/15
October 2015	9/26/15	10/27/15
November 2015	10/28/15	11/25/15
December 2015	11/26/15	12/28/15
January 2016	12/29/15	1/27/16
February 2016	1/28/16	2/24/16
March 2016	2/25/16	3/28/16
April 2016	3/29/16	4/26/16
May 2016	4/27/16	5/26/16
June 2016	5/27/16	6/27/16

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 (both approvals and denials) will be e-mailed by the Office of Job Corps to the appealing entity in the month following processing. For example, notifications of the outcomes of the appeals processed in July will be e-mailed in August.

Please ensure that appeals are filed using the PY 2015 version of the Appeals Form located in Appendix 501 Introduction, Attachment 3: PY 2015 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 random and 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 2015.** Provided on the following pages are summary tables depicting the major changes that affect the PY 2015 performance management system. See Appendices 501a, 501b, 501c, and 501d for specific information on the individual outcome measurement systems, including changes, for PY 2015.

PY 2015 CENTER REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 14	PY 15	PY 14	PY 15
<b>Direct Center Services – 45%</b>					
High School Diploma (HSD) or High School Equivalency (HSE) Attainment Rate*	$\frac{\text{No. of Students who attain either an HSD or HSE}}{\text{No. of Students without an HSD or HSE at entry}}$	60%	<b>65%</b>	15%	<b>15%</b>
Career Technical Training Completion Rate	$\frac{\text{No. of Students who complete a Career Technical Training program}}{\text{No. of Separated Students}}$	70%	<b>70%</b>	17.5%	<b>10%</b>
Combination High School Diploma (HSD) or High School Equivalency (HSE) and Career Technical Training (CTT) Attainment Rate*	$\frac{\text{No. of Students who complete a Career Technical Training program and attain either an HSD or HSE}}{\text{No. of Students without an HSD or HSE at entry}}$	50%	<b>55%</b>	5%	<b>5%</b>
Average Literacy Gain*	$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE reading test}}{\text{No. of Students who score 552 or lower on the initial TABE reading test and Students who do not take a valid initial reading test during the first 21 calendar days on center}}$	3.00 GLE	<b>3.00 GLE</b>	2.5%	<b>2.5%</b>
Average Numeracy Gain*	$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE math test}}{\text{No. of Students who score 551 or lower on the initial TABE math test and Students who do not take a valid initial math test during the first 21 calendar days on center}}$	3.00 GLE	<b>3.00 GLE</b>	2.5%	<b>2.5%</b>
Career Technical Training Primary Industry-Recognized Credential Attainment Rate	$\frac{\text{No. of Career Technical Training students who attain an approved, primary industry-recognized credential or complete an NTC program}}{\text{No. of Students Assigned to a Career Technical Training program}}$	100%	<b>65%</b>	2.5%	<b>10%</b>
<b>Short-Term Career Transition Services – 32.5%</b>					
Career Technical Training Completer Job Training Match/Post-secondary Credit Placement Rate	$\frac{\text{No. of Career Technical Training program completers placed in a training-related job, the military, or post-secondary education/training}}{\text{No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training}}$	75%	<b>75%</b>	5%	<b>5%</b>
Former Enrollee Initial Placement Rate	$\frac{\text{No. of Former Enrollees placed in a job, the military, or education/training}}{\text{No. of Former Enrollees whose placement records are due or received}}$	55%	<b>60%</b>	2.5%	<b>2.5%</b>
Graduate Initial Placement Rate	$\frac{\text{No. of Graduates placed in a job, the military, or education/training or who transfer to an Advanced Training program at another center}}{\text{No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center}}$	90%	<b>90%</b>	17.5%	<b>17.5%</b>
Graduate Average Hourly Wage at Placement*	$\frac{\text{Sum of hourly wages of Graduates placed in a job or the military}}{\text{No. of Graduates placed in a job or the military}}$	\$10.20	<b>\$10.50</b>	5%	<b>5%</b>
Graduate Full-Time Job Placement Rate	$\frac{\text{No. of Graduates placed in a full-time job or the military}}{\text{No. of Graduates placed in a job or the military}}$	70%	<b>75%</b>	2.5%	<b>2.5%</b>
<b>Long-Term Career Transition Services – 22.5%</b>					
Graduate 6-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates who report they are in a job, the military, or education/training on the 6-Month Follow-up Survey}}{\text{No. of initially placed Graduates who complete the 6-Month Follow-up Survey}}$	75%	<b>80%</b>	7.5%	<b>7.5%</b>
Graduate 6-Month Average Weekly Earnings*	$\frac{\text{Sum of weekly earnings of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey}}{\text{No. of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey}}$	\$450	<b>\$470</b>	3.75%	<b>3.75%</b>
Graduate 12-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates who report they are in a job, the military, or education/training on the 12-Month Follow-up Survey}}{\text{No. of initially placed Graduates who complete the 12-Month Follow-up Survey}}$	75%	<b>80%</b>	7.5%	<b>7.5%</b>
Graduate 12-Month Average Weekly Earnings*	$\frac{\text{Sum of weekly earnings of Graduates who report they are in a job or the military on the 12-Month Follow-up Survey}}{\text{No. of Graduates who report they are in a job or the military on the 12-Month Follow-up Survey}}$	\$475	<b>\$490</b>	3.75%	<b>3.75%</b>
*Model-based goal				100%	<b>100%</b>

PY 2015 OUTREACH AND ADMISSIONS (OA) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 14	PY 15	PY 14	PY 15
<b>Quantity/Production – 50%</b>					
Female Arrival Rate	$\frac{\text{No. of female arrivals}}{\text{Total female contracted quota}}$	100%	<b>100%</b>	25%	<b>27.5%</b>
Total Arrival Rate	$\frac{\text{No. of total arrivals}}{\text{Total contracted quota}}$	100%	<b>100%</b>	25%	<b>27.5%</b>
<b>Quality/Commitment – 50%</b>					
Arrivals With Level 1 Zero Tolerance (ZT) Non-Separation Rate	$\frac{\text{No. of Students in the pool who do not separate for a Level 1 ZT infraction under codes 5.1A or 5.2B within the first 30 calendar days or under code 5.2A within the first 45 calendar days}}{\text{All Student arrivals with the opportunity to stay in the program for at least 45 calendar days}}$	98%	<b>98%</b>	15%	<b>5%</b>
Arrivals With 90-Day Commitment Rate	$\frac{\text{No. of Students in the pool who stay for 90+ calendar days}}{\text{No. of Student arrivals with the opportunity to stay for at least 90 calendar days}}$	85%	<b>85%</b>	30%	<b>35%</b>
Graduate Rate	$\frac{\text{No. of Students who separate as Graduates}}{\text{No. of Separated Students}}$	70%	<b>75%</b>	2.5%	<b>2.5%</b>
Graduate Initial Placement Rate	$\frac{\text{No. of Graduates placed in a job, the military, or education/training or who transfer to an Advanced Training program at another center}}{\text{No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center}}$	90%	<b>90%</b>	2.5%	<b>2.5%</b>
				100%	<b>100%</b>

PY 2015 CAREER TRANSITION SERVICES (CTS) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 14	PY 15	PY 14	PY 15
<b>Short-Term Career Transition Services – 60%</b>					
Career Technical Training Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate	$\frac{\text{No. of Career Technical Training program completers placed in a training-related job, the military or post-secondary education/training}}{\text{No. Career Technical Training program completers placed in a job, the military, or post-secondary education/training}}$	75%	<b>75%</b>	10%	<b>10%</b>
Former Enrollee Initial Placement Rate	$\frac{\text{No. of Former Enrollees placed in a job, the military, or education/training}}{\text{No. of Former Enrollees whose placement records are due or received}}$	55%	<b>60%</b>	5%	<b>5%</b>
Graduate Initial Placement Rate	$\frac{\text{No. of Graduates placed in a job, the military, or education/training, or who transfer to an Advanced Training program at another center}}{\text{No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center}}$	90%	<b>90%</b>	30%	<b>30%</b>
Graduate Average Hourly Wage at Placement*	$\frac{\text{Sum of hourly wages of Graduates placed in a job or the military}}{\text{No. of Graduates placed in a job or the military}}$	\$10.20	<b>\$10.50</b>	10%	<b>10%</b>
Graduate Full-Time Job Placement Rate	$\frac{\text{No. of Graduates placed in a full-time job or the military}}{\text{No. of Graduates placed in a job or the military}}$	70%	<b>75%</b>	5%	<b>5%</b>
<b>Long-Term Career Transition Services – 40%</b>					
Graduate 6-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates who report they are in a job, the military, or education/training on the 6-Month Follow-up Survey}}{\text{No. of initially placed Graduates who complete the 6-Month Follow-Up Survey}}$	75%	<b>80%</b>	12.5%	<b>12.5%</b>
Graduate 6-Month Average Weekly Earnings*	$\frac{\text{Sum of Weekly Earnings of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey}}{\text{No. of Graduates who report they are in a job or the military on the 6-Month Follow-up Survey}}$	\$450	<b>\$470</b>	7.5%	<b>7.5%</b>
Graduate 12-Month Follow-up Placement Rate	$\frac{\text{No. of Graduates who report they are in a job, the military, or education/training on the 12-Month Follow-up Survey}}{\text{No. of initially placed Graduates who complete the 12-Month Follow-up Survey}}$	75%	<b>80%</b>	12.5%	<b>12.5%</b>
Graduate 12-Month Average Weekly Earnings*	$\frac{\text{Sum of Weekly Earnings of Graduates who report they are in a job or the military on the 12-Month Follow-up Survey}}{\text{No. of Graduates who report they are in a job or the military on the 12-Month Follow-up Survey}}$	\$475	<b>\$490</b>	7.5%	<b>7.5%</b>
*Model-based goal				100%	<b>100%</b>

PY2015 CAREER TECHNICAL TRAINING (CTT) REPORT CARD					
Measure	Definition	Goals		Weights	
		PY 14	PY 15	PY 14	PY 15
CTT Program Completion Rate	$\frac{\text{No. of Students who complete a Career Technical Training program}}{\text{No. of Separated Students assigned to a Career Technical Training program}}$	80%	<b>80%</b>	17.5%	<b>10%</b>
CTT Industry-Recognized Credential I Attainment Rate	$\frac{\text{No. of Career Technical Training Students who attain an approved primary industry-recognized credential or complete an NTC program}}{\text{No. of Students Assigned to a Career Technical Training program}}$	100%	<b>65%</b>	2.5%	<b>7.5%</b>
CTT Industry Recognized Credential II Attainment Rate	$\frac{\text{No. of Career Technical Training Students who attain an approved secondary or second primary industry-recognized credential}}{\text{No. of Students Assigned to a Career Technical Training program}}$	0	<b>80%</b>	0	<b>2.5%</b>
CTT Completer Placement Rate	$\frac{\text{No. of Career Technical Training completers placed in a job, the military, or education/training, or who transfer to an Advanced Training program at another center}}{\text{No. of Career Technical Training completers whose placement records are due or received or who transfer to an Advanced Training program at another center}}$	90%	<b>92%</b>	20%	<b>20%</b>
CTT Completer Average Hourly Wage at Placement*	$\frac{\text{Sum of hourly wages of Career Technical Training completers placed in a job or the military}}{\text{No. of Career Training Completters placed in a job or the military}}$	\$10.30	<b>\$10.60</b>	5%	<b>5%</b>
CTT Completer Full-Time Job Placement Rate	$\frac{\text{No. of Career Technical Training completers placed in a full-time job or the military}}{\text{No. of Career Technical Training completers placed in a job or the military}}$	70%	<b>75%</b>	5%	<b>5%</b>
CTT Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate	$\frac{\text{No. of Career Technical Training completers placed in a training-related job, the military, or post-secondary education/training}}{\text{No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training}}$	75%	<b>75%</b>	10%	<b>10%</b>
CTT Completer Job Training Match (JTM) Average Wage*	$\frac{\text{Sum of Hourly Wages of Career Technical Training completers placed in a Training-Related Job or the Military}}{\text{No. of Career Technical Training program completers placed in a training-related job or the military}}$	\$10.75	<b>\$11.00</b>	5%	<b>5%</b>
CTT Completer 6-Month Follow-up Placement Rate	$\frac{\text{No. of initially placed Career Technical Training completers who report they are in a job, the military, or education/training on the 6-Month Follow-up Survey}}{\text{No. of initially placed Career Technical Training completers who complete the 6-Month Follow-up Survey}}$	75%	<b>80%</b>	12.5%	<b>12.5%</b>
CTT Completer 6-Month Follow-up Average Weekly Earnings*	$\frac{\text{Sum of weekly earnings of initially placed Career Technical Training completers who report they are in a job or the military on the 6-Month Follow-up Survey}}{\text{No. of Career Technical Training completers who report they are in a job or the military on the 6-Month Follow-up Survey}}$	\$450	<b>\$475</b>	5%	<b>5%</b>
CTT Completer 12-Month Follow-up Placement Rate	$\frac{\text{No. of initially placed Career Technical Training completers who report they are in a job, the military, or education/training on the 12-Month Follow-up Survey}}{\text{No. of initially placed Career Technical Training completers who complete the 12-Month Follow-up Survey}}$	75%	<b>80%</b>	12.5%	<b>12.5%</b>
CTT Completer 12-Month Follow-up Average Weekly Earnings*	$\frac{\text{Sum of weekly earnings of initially placed Career Technical Training completers who report they are in a job or the military on the 12-Month Follow-up Survey}}{\text{No. of Career Technical Training completers who report they are in a job or the military on the 12-Month Follow-up Survey}}$	\$475	<b>\$495</b>	5%	<b>5%</b>
*Model-based goal (center level)				100%	<b>100%</b>

**APPENDIX 501 - Attachments**

**POLICIES AND PROCEDURES**  
**FOR PY 2015**  
**OUTCOME MEASUREMENT SYSTEM**



## **APPENDIX 501 - Attachments**

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**Attachment 1**

<b>PY 2015 INITIAL PLACEMENT AND ALLOWABLE UPGRADES</b>	
<b>INITIAL PLACEMENT CATEGORY</b>	<b>ALLOWABLE UPGRADES</b>
A. Full-time JTM Job Placement	<ul style="list-style-type: none"> <li>• Full-time JTM with wage increase</li> </ul>
B. Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC)	<ul style="list-style-type: none"> <li>• Full-time JTM Job Placement</li> </ul>
C. Full-time Non-JTM Job Placement	<ul style="list-style-type: none"> <li>• Full-time JTM with same or higher wage</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC)</li> <li>• Full-time Non-JTM Job with wage increase</li> </ul>
D. Part-time JTM Job Placement	<ul style="list-style-type: none"> <li>• Full-time JTM Job Placement with same or higher wage</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC)</li> <li>• Part-time JTM Job with higher wage</li> </ul>
E. Part-time Job/College Combination (PSC)	<ul style="list-style-type: none"> <li>• Full-time JTM Job Placement</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC)</li> <li>• Part-time JTM Job Placement</li> </ul>
F. Part-time Non-JTM Job Placement	<ul style="list-style-type: none"> <li>• Full-time JTM with same or higher wage</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC)</li> <li>• Full-time Non-JTM Job Placement with same or higher wage</li> <li>• Part-time JTM Job with same or higher wage</li> <li>• Part-time Job/College Combination (PSC)</li> <li>• Part-time Non-JTM Job with wage increase</li> </ul>
G. High School, Other Training Program, OJT/Subsidized Employment	<ul style="list-style-type: none"> <li>• Full-time JTM Job Placement</li> <li>• Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC)</li> <li>• Full-time Non-JTM Job Placement</li> <li>• Part-time JTM Job Placement</li> <li>• Part-time Job/College Combination (PSC)</li> <li>• Part-time Non-JTM Job Placement</li> </ul>

**Attachment 2**

PY 2015 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 2015 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) 693-2767scan/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 2015.

**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 initially 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:**

<b>Type of Placement:</b>	<b>If Appealing:</b>	<b>Then Complete:</b>
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 valid 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 2015JOB CORPS APPEAL FORM FOR 6- or 12-MONTH SURVEY DATA**

<b>Student Information: (Please Print)</b>		<b>Check Box for Appeal:</b>				
1. Student Identification Number		6-Month Placement <input type="checkbox"/>	6-Month Earnings <input type="checkbox"/>	12-Month Placement <input type="checkbox"/>	12-Month Earnings <input type="checkbox"/>	
2. Last Name		MI	First Name			
3. Center Attended		4. Date Reported to Initial Placement (Work or School):		Month	Day	Year

**Query CIS to Get the Correct Start and End Dates for the Appropriate Survey Week and Enter Dates Below**

5. Start Date of Week:	Month	Day	Year	6. End Date of Week:	Month	Day	Year

**Complete Section A or Section B Below:**

**Section A: Complete this section if appeal is for employment during the week. Attach a pay stub for the time period that includes the start and end dates.**

1. Employer's Name:	
2. Total Hours: (worked during the week in question)	
3. Earnings* Unit: (check one)	4. Dollar Amount: (enter earnings for unit selected)
<input type="checkbox"/> Hourly	\$
<input type="checkbox"/> Weekly	\$
<input type="checkbox"/> Monthly	\$
<input type="checkbox"/> Daily	\$
5. Other weekly payments (e.g. ,bonuses, tips, commissions, etc.)	\$

\* Earnings per hour must equal or exceed the Federal Minimum Wage to qualify as a valid placement.

**Section B: Complete this section if the appeal is for education data. Attach a letter from the institution stating student was enrolled/attended for the minimum hours required for a valid Job Corps placement during the week.**

1. Enter Name of School/Training Institution:	
2. Type of School/Training Program (check one):	3. Enter Information on School/Training Below:
<input type="checkbox"/> High School	Grade: _____ Hours attended in week: _____
<input type="checkbox"/> Post-secondary CTT/Technical School	No. of hours attended in week: _____
<input type="checkbox"/> College	No. of credit hours enrolled in: _____
<input type="checkbox"/> On-the-job Training or Subsidized Employment	No. of hours attended in week: _____
<input type="checkbox"/> Other Training	No. of hours attended in week: _____
4. If Other Training, specify type:	

**INFORMATION OF PERSON COMPLETING THE FORM:**

1. Print Your Name:	2. 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;"><b>PY 2015 Instructions for Filing a Request to Add a Placement Code to the Job Training Match (JTM) Crosswalk</b></p>
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### **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 2015 FORM TO REQUEST ADDITION OF A PLACEMENT CODE TO THE  
 JOB TRAINING MATCH CROSSWALK**

<b>Student Information: (Please Print)</b>				
1. Student ID#				
2. Last Name		First Name		MI
3. Center Attended	4. Date Reported to Initial Placement:	Month	Day	Year

<b>Proposed Job Training Match Code</b>	
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		WHICH CTS PROVIDER GETS CREDIT?	
			Initial CTS Provider	Receiving CTS Provider
	<i>Any time during the 90-day placement window<sup>1</sup></i>		<i>Initial CTS Provider</i>	<i>Receiving CTS Provider</i>
<b>Former Enrollees</b>	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>	<b>Credits for Short-Term Placement Measures</b>	
			<i>Initial CTS Provider</i>	<i>Receiving CTS Provider</i>
<b>Graduates</b>	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*.

<sup>1</sup>**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		WHICH 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>
<b>Initially Placed Graduates – for 6-Month Survey Results**</b>	If the student is transferred within 16 weeks from the date the student reported to work/school...			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.
<b>Initially Placed Graduates – for 12-Month Survey Results***</b>	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 2015 CTT Continuous Improvement Plan (CTT-CIP)**

#### **CTT-CIP 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 Continuous Improvement Plans (CTT-CIPs).

Included here is a model for CTT-CIPs 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 Continuous Improvement Plan (CTT-CIP)**

**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/>.

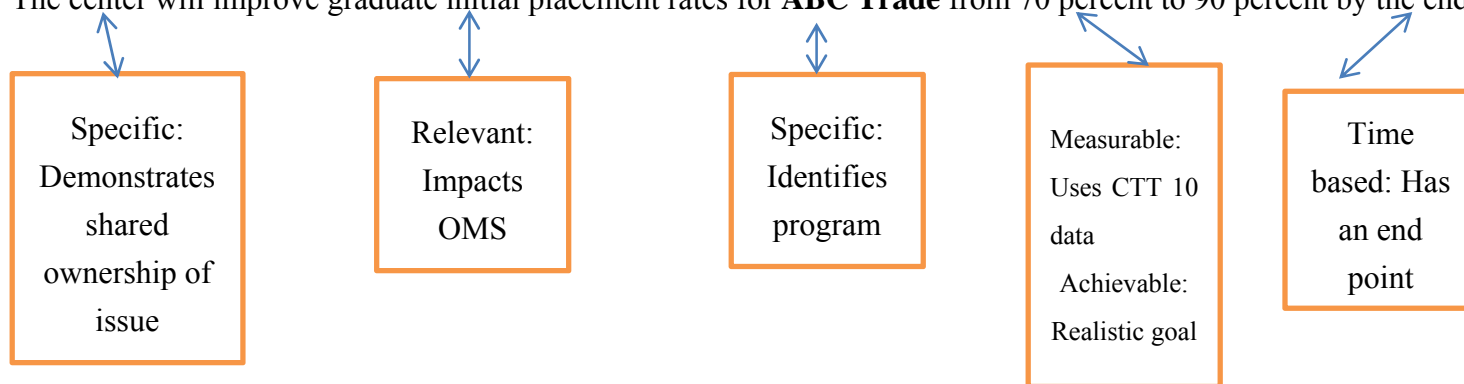
A SMART goal should meet the following criteria:

### 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 2014.



Directions for review and management of goals:

1. Center completes shaded areas of the CTT-CIP 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-CIP Form Completed:**

Center name:	ABC Job Corps	Past performance ratings:		
CTT Program name:	ABC Trade	PY12	PY13	PY 14 to date
Baseline CTT-10 data:	70 percent graduate initial placement based on CTT-10 report card 6/30/2014 not meeting 90 percent goal and main contributing factor to Overall “D” Rating			
Root cause: Why is the program struggling? <a href="http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/">http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/</a> .	<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 <b>ABC Trade</b> from 70 percent to 90 percent by the end of PY 2014. 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 <b>ABC Trade</b> 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. <b>ABC Trade</b> students will receive remedial support from Reading teachers.	Comments: Academic team excited about the TABE increases, and has expanded remediation to <b>XYZ Trade</b> 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 <b>ABC Trade</b> .	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 <b>ABC Trade</b> 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 6/30/2015 CTT-10 report card the centers <b>ABC Trade</b> 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 Continuous Improvement Plan (CTT-CIP) 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? <a href="http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/">http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/</a> .				
Annual SMART Goal:				
	Quarterly SMART goals:	Quarterly (completed after each quarter)		
First Quarter Benchmark: Sept. 30		Results:		
		Comments:		
Second Quarter Benchmark: Dec. 31		Results:		
		Comments:		
Third Quarter Benchmark: March 31		Results:		
		Comments:		
Fourth Quarter Benchmark: June 30		Results:		
		Comments:		
Year end 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-CIP 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 \_\_\_\_\_

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**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 2015 Center Goals for HSD/HSE Rate, Combination HSD/HSE/CTT Rate, Average Literacy Gain, Average Numeracy Gain, Graduate Average Wage, Graduate 6-Month Average Weekly Earnings, and Graduate 12-Month Average Weekly Earnings**

Center		HSD/HSE	HSD/HSE/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
	National Goals	65.0	55.0	3.00	3.00	\$10.50	\$470	\$490
10100	Grafton	69.3	57.8	2.84	2.94	\$11.09	\$482	\$502
10200	Northlands	66.2	55.4	2.84	2.95	\$11.36	\$503	\$523
10300	Penobscot	68.0	56.4	2.79	2.98	\$10.60	\$472	\$492
10400	Westover	64.8	55.2	2.84	2.91	\$10.90	\$484	\$504
10500	New Haven	64.0	54.4	2.80	2.95	\$10.90	\$474	\$494
10600	Loring	68.5	57.3	3.02	2.88	\$10.89	\$489	\$509
10700	Shriver	67.8	56.4	2.89	2.93	\$11.22	\$499	\$519
10800	Exeter	64.0	54.2	2.83	2.93	\$10.72	\$470	\$490
10900	Hartford	63.7	53.9	2.78	2.92	\$11.21	\$489	\$509
11000	New Hampshire	66.3	55.7	2.85	2.93	\$10.99	\$485	\$505
20100	Arecibo	68.4	58.7	7.83	6.71	\$8.31	\$372	\$392
20200	Barranquitas	69.9	59.6	8.00	6.72	\$8.07	\$370	\$390
20300	Cassadaga	64.9	55.4	2.80	2.91	\$10.75	\$472	\$492
20400	Delaware Valley	63.0	53.3	2.85	2.87	\$10.60	\$467	\$487
20500	Edison	63.5	53.9	2.77	2.91	\$10.84	\$474	\$494
20700	Glenmont	64.8	55.1	2.83	2.92	\$10.79	\$468	\$488
20800	Iroquois	62.9	53.9	2.84	2.88	\$10.95	\$482	\$502
20900	Oneonta	65.2	55.1	2.75	2.90	\$11.15	\$496	\$516
21000	Ramey	68.1	58.6	7.80	6.76	\$8.53	\$380	\$400
21100	South Bronx	68.1	57.9	2.98	2.93	\$10.85	\$474	\$494

	<b>Center</b>	<b>HSD/HSE</b>	<b>HSD/HSE/CTT</b>	<b>Literacy Gain</b>	<b>Numeracy Gain</b>	<b>Graduate Average Wage</b>	<b>Graduate 6-Month Average Weekly Earnings</b>	<b>Graduate 12-Month Average Weekly Earnings</b>
30100	Blue Ridge	66.4	56.4	2.85	3.04	\$10.17	\$443	\$463
30200	Charleston	67.3	56.8	2.86	2.95	\$10.43	\$463	\$483
30400	Flatwoods	66.0	55.7	2.93	2.90	\$11.42	\$532	\$552
30500	Harpers Ferry	67.6	56.5	2.91	2.95	\$10.78	\$482	\$502
30600	Keystone	61.8	52.8	2.82	2.93	\$10.38	\$458	\$478
30700	Old Dominion	64.7	55.4	2.88	2.98	\$10.65	\$479	\$499
30800	Philadelphia	66.0	56.0	2.77	2.98	\$10.42	\$450	\$470
30900	Pittsburgh	60.9	52.4	2.85	2.98	\$10.47	\$466	\$486
31000	Potomac	64.7	55.2	2.84	2.95	\$10.73	\$469	\$489
31100	Red Rock	64.0	53.9	2.91	2.88	\$10.27	\$463	\$483
31200	Woodland	61.6	52.2	2.80	2.87	\$10.47	\$452	\$472
31300	Woodstock	63.8	54.3	2.96	2.92	\$10.73	\$481	\$501
31500	Carl D. Perkins	66.6	56.1	2.88	2.96	\$10.29	\$460	\$480
31600	Earle C. Clements	64.9	55.4	2.80	2.91	\$10.53	\$486	\$506
31700	Frenchburg	62.5	53.5	2.91	2.91	\$10.24	\$463	\$483
31800	Great Onyx	64.8	54.6	2.84	2.92	\$10.66	\$491	\$511
31900	Pine Knot	66.0	55.7	2.82	2.93	\$10.75	\$489	\$509
32000	Whitney M. Young	64.9	55.3	3.01	2.92	\$10.19	\$456	\$476
32100	Muhlenberg	66.5	56.4	2.82	2.96	\$10.55	\$488	\$508
32200	Wilmington	65.5	55.3	2.86	2.87	\$10.36	\$453	\$473
40100	Atlanta	64.8	55.4	2.74	2.89	\$9.90	\$435	\$455
40200	Bamberg	62.9	53.7	2.85	2.88	\$10.39	\$485	\$505
40300	Finch-Henry	61.7	53.5	2.85	2.87	\$9.68	\$459	\$479
40400	Brunswick	65.3	55.6	2.91	2.87	\$10.00	\$447	\$467
40800	Gainesville	65.8	56.1	2.79	2.92	\$10.03	\$453	\$473
41000	Gulfport	62.0	53.5	2.81	2.87	\$9.52	\$426	\$446

	<b>Center</b>	<b>HSD/HSE</b>	<b>HSD/HSE/CTT</b>	<b>Literacy Gain</b>	<b>Numeracy Gain</b>	<b>Graduate Average Wage</b>	<b>Graduate 6-Month Average Weekly Earnings</b>	<b>Graduate 12-Month Average Weekly Earnings</b>
41100	Jacksonville	65.7	56.4	2.79	2.93	\$10.21	\$460	\$480
41200	Jacobs Creek	66.9	56.7	2.86	2.91	\$10.58	\$491	\$511
41300	Kittrell	64.1	54.2	2.86	2.91	\$9.95	\$437	\$457
41500	Lyndon Johnson	62.0	52.8	2.78	2.89	\$10.40	\$477	\$497
41600	Miami	65.8	56.3	2.80	2.92	\$10.04	\$446	\$466
41700	Mississippi	61.8	53.0	2.84	2.86	\$9.68	\$438	\$458
41800	Oconaluftee	65.8	55.3	2.98	2.83	\$10.56	\$479	\$499
42000	Schenck	65.5	55.1	2.86	2.91	\$10.80	\$502	\$522
42100	Turner	60.7	52.1	2.74	2.87	\$10.21	\$467	\$487
42400	Gadsden	64.1	55.0	2.79	2.93	\$9.81	\$440	\$460
42500	BL Hooks/Memphis	61.2	52.4	2.78	2.90	\$10.23	\$467	\$487
42600	Montgomery	66.0	56.7	2.82	2.91	\$9.99	\$455	\$475
42700	Homestead	66.5	56.6	2.81	2.92	\$10.06	\$454	\$474
42800	Pinellas County	66.5	56.9	2.93	2.94	\$10.44	\$466	\$486
50100	Atterbury	66.9	56.3	2.78	2.91	\$10.31	\$466	\$486
50200	Blackwell	58.4	49.7	2.80	2.88	\$11.07	\$506	\$526
50300	Cincinnati	66.9	56.6	2.84	2.90	\$10.32	\$459	\$479
50400	Cleveland	63.9	54.5	2.76	2.89	\$10.14	\$446	\$466
50500	Dayton	66.6	56.1	2.80	2.92	\$10.22	\$454	\$474
50600	Detroit	63.7	54.2	2.80	2.90	\$9.91	\$446	\$466
50700	Golconda	60.8	51.8	2.84	2.88	\$11.28	\$519	\$539
50800	Gerald R. Ford	62.2	52.8	2.79	2.89	\$9.81	\$438	\$458
50900	Hubert H. Humphrey	66.1	56.2	2.90	2.95	\$10.47	\$455	\$475
51000	Joliet	61.4	52.1	2.71	2.89	\$10.72	\$466	\$486
51100	Flint/Genesee	65.4	55.3	2.79	2.91	\$9.99	\$443	\$463
51200	Paul Simon Chicago	64.5	54.4	2.70	2.90	\$10.95	\$485	\$505

Center		HSD/HSE	HSD/HSE/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
51300	Milwaukee	59.0	50.2	2.78	2.89	\$10.63	\$500	\$520
51400	Ottumwa	69.6	58.1	2.91	3.01	\$10.76	\$493	\$513
60100	Albuquerque	63.6	53.9	2.91	2.90	\$10.42	\$477	\$497
60200	Cass	63.2	53.5	2.85	2.90	\$10.84	\$501	\$521
60300	David Carrasco	57.9	49.6	2.96	2.81	\$9.51	\$435	\$455
60400	Gary	61.1	52.3	2.87	2.91	\$10.63	\$481	\$501
60500	Guthrie	64.7	54.4	2.82	2.93	\$10.38	\$474	\$494
60600	Laredo	46.8	42.5	3.10	2.77	\$8.77	\$395	\$415
60700	Little Rock	64.0	54.3	2.81	2.93	\$9.86	\$444	\$464
60800	North Texas	64.2	54.4	2.88	2.91	\$10.32	\$463	\$483
60900	New Orleans	65.1	55.1	2.87	2.87	\$10.06	\$440	\$460
61000	Ouachita	64.6	54.9	2.86	2.89	\$10.44	\$473	\$493
61100	Roswell	61.6	52.2	2.89	2.88	\$9.75	\$443	\$463
61200	Shreveport	60.1	51.2	2.71	2.82	\$9.61	\$437	\$457
61300	Talking Leaves	70.2	57.8	3.13	2.81	\$9.55	\$434	\$454
61500	Tulsa	65.9	55.8	2.93	2.91	\$10.20	\$456	\$476
61600	Carville	65.7	55.4	2.95	2.80	\$10.28	\$479	\$499
61700	Wind River	62.6	53.2	2.90	2.87	\$10.04	\$455	\$475
70100	Denison	68.3	57.3	2.96	2.95	\$10.53	\$468	\$488
70200	Excelsior Springs	64.8	54.3	2.69	2.95	\$10.43	\$471	\$491
70300	Mingo	64.4	53.5	2.75	2.87	\$10.53	\$484	\$504
70400	Pine Ridge	60.8	52.1	2.89	2.90	\$10.83	\$506	\$526
70500	St Louis	63.1	53.5	2.88	2.88	\$10.48	\$476	\$496
70600	Flint Hills	66.4	55.6	2.89	2.93	\$10.41	\$469	\$489
80100	Anaconda	71.1	58.4	2.87	2.94	\$11.01	\$513	\$533
80200	Boxelder	61.7	53.0	3.01	2.89	\$10.97	\$484	\$504

Center		HSD/HSE	HSD/HSE/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
80300	Clearfield	68.5	57.3	2.92	2.94	\$10.75	\$493	\$513
80400	Collbran	64.3	54.1	2.87	2.91	\$10.73	\$492	\$512
80500	Kicking Horse	71.4	58.9	2.84	2.96	\$10.23	\$458	\$478
80600	Trapper Creek	69.9	57.7	3.01	2.92	\$10.79	\$482	\$502
80700	Weber Basin	65.2	54.9	2.83	2.91	\$10.59	\$495	\$515
80800	Quentin Burdick	64.1	54.1	2.90	2.90	\$10.59	\$491	\$511
90100	Hawaii	64.4	54.7	2.98	2.98	\$10.27	\$457	\$477
90200	Inland Empire	65.6	56.2	2.83	2.98	\$10.77	\$470	\$490
90300	Los Angeles	68.6	58.4	2.93	2.99	\$10.98	\$479	\$499
90400	Phoenix	60.4	51.5	2.89	2.87	\$10.16	\$457	\$477
90500	Sacramento	64.2	54.3	2.89	2.90	\$11.17	\$493	\$513
90600	San Diego	65.5	56.0	2.94	2.95	\$11.14	\$487	\$507
90700	San Jose	61.1	52.4	2.88	2.93	\$11.29	\$498	\$518
90800	Sierra Nevada	70.0	58.5	2.93	2.91	\$10.22	\$462	\$482
90900	Treasure Island	67.1	56.1	3.05	2.90	\$10.94	\$468	\$488
91000	Fred G. Acosta	66.0	56.2	3.04	2.92	\$10.03	\$454	\$474
91100	Long Beach	69.2	58.6	2.94	2.95	\$10.94	\$478	\$498
100100	Angell	62.4	52.7	2.82	2.89	\$11.44	\$515	\$535
100200	Cascades	61.9	52.5	2.86	2.93	\$10.99	\$481	\$501
100300	Columbia Basin	65.4	54.7	2.90	2.95	\$11.18	\$495	\$515
100400	Curlew	62.5	53.0	2.87	2.91	\$11.70	\$529	\$549
100500	Fort Simcoe	68.1	56.4	2.92	2.89	\$11.38	\$517	\$537
100600	Centennial	60.9	52.1	2.80	2.93	\$10.82	\$491	\$511
100700	Springdale	67.1	56.2	2.81	2.99	\$10.75	\$459	\$479
100800	Timber Lake	66.4	55.5	2.92	2.92	\$11.53	\$516	\$536
100900	Tongue Point	67.7	56.2	2.87	2.98	\$11.56	\$512	\$532

<b>Center</b>		<b>HSD/HSE</b>	<b>HSD/HSE/CTT</b>	<b>Literacy Gain</b>	<b>Numeracy Gain</b>	<b>Graduate Average Wage</b>	<b>Graduate 6-Month Average Weekly Earnings</b>	<b>Graduate 12-Month Average Weekly Earnings</b>
101000	Wolf Creek	63.1	52.8	2.82	2.96	\$11.37	\$513	\$533
101100	Alaska	70.1	59.4	3.02	2.98	\$11.48	\$504	\$524
1	Boston Region	65.8	55.7	3.80	3.52	\$10.65	\$467	\$487
2	Philadelphia Region	64.4	55.2	2.86	2.94	\$10.50	\$471	\$491
3	Atlanta Region	63.8	54.5	2.81	2.89	\$10.08	\$457	\$477
4	Dallas Region	63.6	54.0	2.90	2.89	\$10.36	\$471	\$491
5	Chicago Region	64.2	53.8	2.81	2.91	\$10.45	\$469	\$489
6	San Francisco Region	65.3	55.3	2.92	2.94	\$10.95	\$484	\$504

**Center Model  
PY 2015 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	12.2	12.2	0.0	-0.0761	0.0000
% Age 17 at Enrollment	18.9	18.9	0.0	-0.0716	0.0000
% Age 18 at Enrollment	21.8	21.8	0.0	-0.0522	0.0000
% Completed Grade 8 or Below at Enrollment	18.8	18.8	0.0	-0.2106	0.0000
% Completed Grade 9 at Enrollment	25.1	25.1	0.0	-0.1616	0.0000
% Completed Grade 10 at Enrollment	26.8	26.8	0.0	-0.1266	0.0000
% Completed Grade 11 at Enrollment	25.6	25.6	0.0	-0.0906	0.0000
Initial TABE					
% Initial Reading TABE Grade Level <5	23.3	23.3	0.0	-0.1629	0.0000
% Initial Reading TABE Grade Level 5-6	33.1	33.1	0.0	-0.1228	0.0000
% Initial Reading TABE Grade Level 7-8	19.7	19.7	0.0	-0.0837	0.0000
% Initial Reading TABE Grade Level 9-10	16.4	16.4	0.0	-0.0400	0.0000
% Initial Math TABE Grade Level <3	4.4	4.4	0.0	-0.2341	0.0000
% Initial Math TABE Grade Level 3-4	30.4	30.4	0.0	-0.1530	0.0000
% Initial Math TABE Grade Level 5-6	36.4	36.4	0.0	-0.1059	0.0000
% Initial Math TABE Grade Level 7-8	17.4	17.4	0.0	-0.0588	0.0000
				Subtotal	0.0
				HSE Test Adjustment	0.0
				National Goal	65.0%
				Model Adjusted Goal	65.0%

**Center Model  
PY 2015 HSD/HSE Attainment Rate Model Worksheet  
Puerto Rican Centers**

Local Adjustment Factors	(1) Center Average	(2) Puerto Rican Center Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance  (3 x 4)
% Completed Grade 8 or Below at Enrollment	28.1	28.1	0.0	-0.1410	0.0000
% Completed Grade 9 at Enrollment	42.4	42.4	0.0	-0.0860	0.0000
Initial TABE Español					
% Initial Reading TABE Grade Level 6-12	14.5	14.5	0.0	0.0380	0.0000
% Initial Math TABE Grade Level <5	57.4	57.4	0.0	-0.1054	0.0000
% Initial Math TABE Grade Level 5-6	30.3	30.3	0.0	-0.0431	0.0000
				Subtotal	0.0
				HSE Test Adjustment	0.0
				Supplemental Adjustment	0.0
				National Goal	65.0%
				Model Adjusted Goal	65.0%



**Center Model  
PY 2015 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 16 or 17 at Enrollment	31.0	31.0	0.0	-0.0715	0.0000
% Age 18 at Enrollment	21.8	21.8	0.0	-0.0521	0.0000
% Completed Grade 8 or Below at Enrollment	18.8	18.8	0.0	-0.2120	0.0000
% Completed Grade 9 at Enrollment	25.1	25.1	0.0	-0.1715	0.0000
% Completed Grade 10 at Enrollment	26.8	26.8	0.0	-0.1438	0.0000
% Completed Grade 11 at Enrollment	25.6	25.6	0.0	-0.1064	0.0000
Initial TABE					
% Initial Reading TABE Grade Level <5	23.3	23.3	0.0	-0.0892	0.0000
% Initial Reading TABE Grade Level 5-6	33.1	33.1	0.0	-0.0657	0.0000
% Initial Reading TABE Grade Level 7-8	19.7	19.7	0.0	-0.0442	0.0000
% Initial Reading TABE Grade Level 9-10	16.4	16.4	0.0	-0.0219	0.0000
% Initial Math TABE Grade Level <3	4.4	4.4	0.0	-0.1745	0.0000
% Initial Math TABE Grade Level 3-4	30.4	30.4	0.0	-0.0943	0.0000
% Initial Math TABE Grade Level 5-6	36.4	36.4	0.0	-0.0660	0.0000
% Initial Math TABE Grade Level 7-8	17.4	17.4	0.0	-0.0378	0.0000
				Subtotal	0.0
				HSE Test Adjustment	0.0
				National Goal	55.0%
				Model Adjusted Goal	55.0%

**Center Model  
 PY 2015 Combination HSD/HSE/CTT Attainment Rate Model Worksheet  
 Puerto Rican Centers**

<b>Local Adjustment Factors</b>	<b>(1) Center Average</b>	<b>(2) Puerto Rican Center Average</b>	<b>(3) Differences (1 - 2)</b>	<b>(4) Weights</b>	<b>Effect of Factor on Expected Performance  (3 x 4)</b>
% Completed Grade 8 or Below at Enrollment	28.1	28.1	0.0	-0.0719	0.0000
% Completed Grade 9 at Enrollment	42.4	42.4	0.0	-0.0338	0.0000
Initial TABE Español					
% Initial Reading TABE Grade Level 6-12	14.5	14.5	0.0	0.0509	0.0000
% Initial Math TABE Grade Level <5	57.4	57.4	0.0	-0.0984	0.0000
% Initial Math TABE Grade Level 5-6	30.3	30.3	0.0	-0.0406	0.0000
				Subtotal	0.0
				HSE Test Adjustment	0.0
				Supplemental Adjustment	0.0
				National Goal	55.0%
				Model Adjusted Goal	55.0%

**Center Model  
PY 2015 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	14.8	14.8	0.0	-0.0032	0.0000
% Completed Grade 9 at Enrollment	18.7	18.7	0.0	-0.0013	0.0000
% Completed Grade 10-11 at Enrollment	34.8	34.8	0.0	-0.0007	0.0000
% Initial Tests Taken in TABE Español	2.9	2.9	0.0	0.0475	0.0000
% Initial Reading TABE Grade Level <2	3.7	3.7	0.0	0.0168	0.0000
% Initial Reading TABE Grade Level 2-3	16.7	16.7	0.0	0.0115	0.0000
% Initial Reading TABE Grade Level 4	14.2	14.2	0.0	0.0065	0.0000
% Initial Reading TABE Grade Level 5-6	49.1	49.1	0.0	0.0049	0.0000
% Initial Math TABE Grade Level <3	6.2	6.2	0.0	-0.0167	0.0000
% Initial Math TABE Grade Level 3-4	38.9	38.9	0.0	-0.0114	0.0000
% Initial Math TABE Grade Level 5-6	37.1	37.1	0.0	-0.0076	0.0000
% Initial Math TABE Grade Level 7-8	13.2	13.2	0.0	-0.0041	0.0000
				Subtotal	0.00
				National Goal	3.00
				Model Adjusted Goal	3.00

**Center Model  
PY 2015 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	13.9	13.9	0.0	-0.0040	0.0000
% Completed Grade 9 at Enrollment	17.6	17.6	0.0	-0.0032	0.0000
% Completed Grade 10 at Enrollment	17.7	17.7	0.0	-0.0025	0.0000
% Completed Grade 11 at Enrollment	17.2	17.2	0.0	-0.0019	0.0000
% Initial Tests Taken in TABE Español	2.3	2.3	0.0	0.0390	0.0000
% Initial Math TABE Grade Level <5	4.9	4.9	0.0	0.0035	0.0000
% Initial Math TABE Grade Level 5-6	34.0	34.0	0.0	0.0028	0.0000
% Initial Reading TABE Grade Level <3	43.8	43.8	0.0	0.0025	0.0000
% Initial Reading TABE Grade Level 3-4	26.2	26.2	0.0	-0.0053	0.0000
% Initial Reading TABE Grade Level 5-6	34.4	34.4	0.0	-0.0048	0.0000
% Initial Reading TABE Grade Level 7-8	19.6	19.6	0.0	-0.0041	0.0000
% Initial Reading TABE Grade Level 9-10	14.7	14.7	0.0	-0.0025	0.0000
				Subtotal	0.00
				National Goal	3.00
				Model Adjusted Goal	3.00

**Center Model  
PY 2015 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	19.6	19.6	0.0	0.1098	0.0000
% High School Diploma or GED at Enrollment	47.1	47.1	0.0	0.0030	0.0000
% Initial Reading TABE Grade Level 8-9	22.3	22.3	0.0	0.0018	0.0000
% Initial Reading TABE Grade Level 10-11	15.5	15.5	0.0	0.0022	0.0000
% Initial Reading TABE Grade Level 12	11.4	11.4	0.0	0.0031	0.0000
% Initial Math TABE Grade Level 6-7	26.3	26.3	0.0	0.0024	0.0000
% Initial Math TABE Grade Level 8-9	13.9	13.9	0.0	0.0051	0.0000
% Initial Math TABE Grade Level 10-11	9.0	9.0	0.0	0.0067	0.0000
% Initial Math TABE Grade Level 12	8.5	8.5	0.0	0.0078	0.0000
% Training in Advanced Manufacturing	6.6	6.6	0.0	0.0135	0.0000
% Training in Construction	24.8	24.8	0.0	0.0048	0.0000
% Training in Finance and Business	11.1	11.1	0.0	-0.0087	0.0000
% Training in Health Care	29.0	29.0	0.0	-0.0055	0.0000
% Training in Hospitality	10.1	10.1	0.0	-0.0096	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.0059	0.0000
% Training in Retail Sales and Services	1.0	1.0	0.0	-0.0075	0.0000
% Training in Transportation	3.8	3.8	0.0	0.0100	0.0000
% Training in Other Industry	12.7	12.7	0.0	-0.0028	0.0000
Average Wage in All Industries in County (\$1,000's)	47.8	47.8	0.0	0.0273	0.0000
% Placed in Job in State With High Minimum Wage	25.5	25.5	0.0	0.0077	0.0000
Average Percent of Families in Poverty in County	12.1	12.1	0.0	-0.0532	0.0000
				Subtotal	0.00
				National Goal	\$10.50
				Model Adjusted Goal	\$10.50

**Center Model  
PY 2015 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	5.5394	0.0000
% Initial Reading TABE Grade Level 9-11	28.1	28.1	0.0	0.0917	0.0000
% Initial Reading TABE Grade Level 12	12.4	12.4	0.0	0.1181	0.0000
% Initial Math TABE Grade Level 6-7	26.3	26.3	0.0	0.1309	0.0000
% Initial Math TABE Grade Level 8-9	14.6	14.6	0.0	0.2169	0.0000
% Initial Math TABE Grade Level 10-11	9.7	9.7	0.0	0.3323	0.0000
% Initial Math TABE Grade Level 12	9.7	9.7	0.0	0.4075	0.0000
% Training in Advanced Manufacturing	6.0	6.0	0.0	0.9568	0.0000
% Training in Construction	24.8	24.8	0.0	0.2513	0.0000
% Training in Finance and Business	11.8	11.8	0.0	-0.6378	0.0000
% Training in Health Care	28.7	28.7	0.0	-0.4394	0.0000
% Training in Hospitality	9.8	9.8	0.0	-0.7669	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.3911	0.0000
% Training in Retail Sales and Services	1.2	1.2	0.0	-0.6372	0.0000
% Training in Transportation	3.4	3.4	0.0	1.0088	0.0000
% Training in Other Industry	13.3	13.3	0.0	-0.1268	0.0000
Average Wage in All Industries in County (\$1,000's)	47.8	47.8	0.0	0.7101	0.0000
% Placed in Job in State With High Minimum Wage	26.8	26.8	0.0	0.1943	0.0000
Average Percent of Families in Poverty in County	12.4	12.4	0.0	-2.1310	0.0000
				Subtotal	0
				National Goal	\$470
				Model Adjusted Goal	\$470

**Center Model  
PY 2015 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	5.5394	0.0000
% Initial Reading TABE Grade Level 9-11	28.1	28.1	0.0	0.0917	0.0000
% Initial Reading TABE Grade Level 12	12.4	12.4	0.0	0.1181	0.0000
% Initial Math TABE Grade Level 6-7	26.3	26.3	0.0	0.1309	0.0000
% Initial Math TABE Grade Level 8-9	14.6	14.6	0.0	0.2169	0.0000
% Initial Math TABE Grade Level 10-11	9.7	9.7	0.0	0.3323	0.0000
% Initial Math TABE Grade Level 12	9.7	9.7	0.0	0.4075	0.0000
% Training in Advanced Manufacturing	6.0	6.0	0.0	0.9568	0.0000
% Training in Construction	24.8	24.8	0.0	0.2513	0.0000
% Training in Finance and Business	11.8	11.8	0.0	-0.6378	0.0000
% Training in Health Care	28.7	28.7	0.0	-0.4394	0.0000
% Training in Hospitality	9.8	9.8	0.0	-0.7669	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.3911	0.0000
% Training in Retail Sales and Services	1.2	1.2	0.0	-0.6372	0.0000
% Training in Transportation	3.4	3.4	0.0	1.0088	0.0000
% Training in Other Industry	13.3	13.3	0.0	-0.1268	0.0000
Average Wage in All Industries in County (\$1,000's)	47.8	47.8	0.0	0.7101	0.0000
% Placed in Job in State With High Minimum Wage	26.8	26.8	0.0	0.1943	0.0000
Average Percent of Families in Poverty in County	12.4	12.4	0.0	-2.1310	0.0000
				Subtotal	0
				National Goal	\$490
				Model Adjusted Goal	\$490

**Attachment 9**

**PY 2015 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			\$10.50	\$470	\$490
01	CTCSNH	NEW HAVE OA	\$10.94	\$477	\$497
01	CTETHA	HARTFORD JCC	\$11.24	\$488	\$508
01	ENCHPI	NEW ENGLAND	\$11.06	\$491	\$511
01	MAAAFD	FT DEVENS JC	\$11.33	\$502	\$522
01	MAAAGR	GRAFTON OA J	\$11.07	\$481	\$501
01	MAAETO	WESTOVER JCC	\$11.14	\$486	\$506
01	MECSLO	LORING	\$10.84	\$487	\$507
01	MECSPE	PENOBSCOT OA	\$10.48	\$471	\$491
01	NJRCED	EDISON JCC	\$10.83	\$466	\$486
01	NYAADV	D VALLEY CTS	\$10.66	\$461	\$481
01	NYAAGL	GLENMONT OAC	\$10.93	\$469	\$489
01	NYCHNJ	NW/NJ CHP	\$11.02	\$481	\$501
01	NYETIR	IROQUOIS ETR	\$11.26	\$492	\$512
01	NYETON	ONEONTA JCC	\$11.05	\$486	\$506
01	NYGACA	CASSADAGA JC	\$10.74	\$471	\$491
01	NYJPBR	BROOKLYN OA&	\$11.03	\$480	\$500
01	PRJPPR	RSCARE PR/VI	\$8.81	\$398	\$418
01	RIAAEX	EXETER OA JC	\$10.77	\$471	\$491
01	VTCHNO	NORTHLANDS	\$11.43	\$507	\$527
02	DCCHPO	POTOMAC JCC	\$11.06	\$482	\$502
02	DEMTWI	WILMINGTON	\$10.38	\$457	\$477
02	KYINTG	KENTUCKY OAC	\$10.45	\$469	\$489
02	MDAAWS	WOODSTOCK JC	\$10.73	\$472	\$492
02	PAAARR	RED ROCK	\$10.34	\$464	\$484
02	PACSPB	PITTSBURGH	\$10.44	\$467	\$487
02	PAJPPH	PHILA JCC	\$10.35	\$446	\$466
02	VAIN00	VI INSGTS	\$10.68	\$483	\$503
02	WVHYCH	CHARLESTON	\$10.37	\$469	\$489
03	ALAB00	ALABAMA ABC	\$10.07	\$456	\$476
03	FLCSJC	FLORIDA CSI	\$10.20	\$459	\$479



CTS Provider			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
03	GACHP0	GEORGIA CHP	\$10.11	\$451	\$471
03	MSJP00	MS JP OACTS	\$9.61	\$440	\$460
03	MSJPBA	FINCH-HENRY	\$9.52	\$446	\$466
03	NCWE00	NC OA/CTS	\$10.40	\$468	\$488
03	SCAEB A	BAMBERG	\$10.25	\$477	\$497
03	TNCP00	TN OACTS CHP	\$10.35	\$473	\$493
04	ARWE00	ARKANSAS WEN	\$10.15	\$462	\$482
06	CESINT	N TX CESI	\$10.37	\$465	\$485
04	COCHWY	CO/WY CHP	\$10.76	\$492	\$512
04	LADSCV	CARVILLE JCC	\$10.39	\$487	\$507
04	LAMNSP	SHREVEPORT	\$9.58	\$432	\$452
04	LAOMNO	NEW ORLEANS	\$10.19	\$443	\$463
04	NDJPBU	BURDICK OA&P	\$10.67	\$494	\$514
04	NMDJAB	ALBUQUERQUE	\$10.08	\$461	\$481
04	OKJPOC	GUTHRIE JCC	\$10.19	\$465	\$485
04	OKJPTL	TALKING LEAV	\$9.51	\$425	\$445
04	OKRCTU	TULSA JCC	\$9.95	\$445	\$465
04	SDDS00	S. DAKOTA	\$11.11	\$493	\$513
04	TXJPCR	DL CARRASCO	\$9.36	\$423	\$443
04	TXJPLA	LAREDO JCC	\$8.58	\$385	\$405
04	TXMTGY	MTC GARY JCC	\$10.44	\$471	\$491
04	UTMTMT	UT/MT OA/CTS	\$10.57	\$488	\$508
05	ILDSCH	IL/WI DESI	\$10.91	\$485	\$505
05	INABC0	IN ABC OA/CT	\$10.31	\$466	\$486
05	IOWMTC	IOWA MTC	\$10.69	\$485	\$505
05	KSJPFH	FLINT HILLS	\$10.29	\$465	\$485
05	MIOM00	MICHIGAN OA	\$10.07	\$450	\$470
05	MNCH00	CHP MN OACTS	\$10.68	\$468	\$488
05	MODS00	MO DESI OA/C	\$10.24	\$478	\$498
05	MOMIKC	EXCL SPRINGS	\$10.51	\$470	\$490
05	MOMISL	ST LOUIS JCC	\$10.52	\$480	\$500
05	NECH35	NE OACTS CHP	\$10.73	\$497	\$517
05	OHDS00	OHIO DESI	\$10.28	\$453	\$473
06	AKCEAK	ALASKA JCC	\$11.44	\$505	\$525
06	AZEMPX	PHOENIX CTS	\$10.14	\$455	\$475
06	AZJPFA	FRED ACOSTA	\$10.01	\$451	\$471

CTS Provider			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings	Graduate 12-Month Average Weekly Earnings
06	CAAATI	TREASURE ISL	\$11.15	\$478	\$498
06	CAJPIE	INL. EMPIRE	\$10.87	\$472	\$492
06	CAJPLA	LA JCC	\$11.12	\$487	\$507
06	CAJPSD	S. DIEGO JCC	\$11.30	\$493	\$513
06	CAJPSJ	SAN JOSE JCC	\$11.22	\$497	\$517
06	CAMJSM	SACRAMENTO	\$11.26	\$494	\$514
06	CAOMLB	LONG BEACH	\$11.19	\$492	\$512
06	HIJPHI	HAWAII JCC	\$10.40	\$462	\$482
06	NVJPSN	SN NEV JCC	\$10.21	\$462	\$482
06	NWDESI	NW DESI OA/C	\$11.26	\$502	\$522
01	Boston Region		\$10.73	\$468	\$488
02	Philadelphia Region		\$10.56	\$470	\$490
03	Atlanta Region		\$10.15	\$459	\$479
04	Dallas Region		\$10.25	\$465	\$485
05	Chicago Region		\$10.49	\$470	\$490
06	San Francisco Region		\$10.98	\$487	\$505

**CTS Provider Model  
PY 2015 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	0.1479	0.0000
% High School Diploma or GED at Separation	97.2	97.2	0.0	0.0042	0.0000
% Vocational Completion at Separation	95.2	95.2	0.0	0.0064	0.0000
% Reading TABE Grade Level 8-9 at Separation	32.3	32.3	0.0	0.0020	0.0000
% Reading TABE Grade Level 10-11 at Separation	30.2	30.2	0.0	0.0037	0.0000
% Reading TABE Grade Level 12 at Separation	22.6	22.6	0.0	0.0043	0.0000
% Math TABE Grade Level 8-9 at Separation	26.9	26.9	0.0	0.0023	0.0000
% Math TABE Grade Level 10-11 at Separation	26.6	26.6	0.0	0.0049	0.0000
% Math TABE Grade Level 12 at Separation	22.6	22.6	0.0	0.0067	0.0000
% Training in Advanced Manufacturing	6.6	6.6	0.0	0.0139	0.0000
% Training in Construction	24.8	24.8	0.0	0.0046	0.0000
% Training in Finance and Business	11.1	11.1	0.0	-0.0087	0.0000
% Training in Health Care	28.9	28.9	0.0	-0.0051	0.0000
% Training in Hospitality	10.1	10.1	0.0	-0.0095	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.0059	0.0000
% Training in Retail Sales and Services	1.0	1.0	0.0	-0.0081	0.0000
% Training in Transportation	3.8	3.8	0.0	0.0096	0.0000
% Training in Other Industry	12.7	12.7	0.0	-0.0026	0.0000
Average Wage in All Industries in County (\$1,000's)	47.8	47.8	0.0	0.0266	0.0000
% Placed in Job in State With High Minimum Wage	25.5	25.5	0.0	0.0075	0.0000
Average Percent of Families in Poverty in County	12.1	12.1	0.0	-0.0600	0.0000
				Subtotal	0.00
				National Goal	\$10.50
				Model Adjusted Goal	\$10.50

**CTS Provider Model  
 PY 2015 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	20.7	20.7	0.0	6.1251	0.0000
% Vocational Completion at Separation	96.6	96.6	0.0	0.2891	0.0000
% Reading TABE Grade Level 9-11 at Separation	54.1	54.1	0.0	0.1538	0.0000
% Reading TABE Grade Level 12 at Separation	24.0	24.0	0.0	0.2323	0.0000
% Math TABE Grade Level 8-9 at Separation	27.3	27.3	0.0	0.1710	0.0000
% Math TABE Grade Level 10-11 at Separation	27.4	27.4	0.0	0.2484	0.0000
% Math TABE Grade Level 12 at Separation	24.8	24.8	0.0	0.3369	0.0000
% Training in Advanced Manufacturing	6.0	6.0	0.0	0.9632	0.0000
% Training in Construction	24.9	24.9	0.0	0.2458	0.0000
% Training in Finance and Business	11.8	11.8	0.0	-0.6342	0.0000
% Training in Health Care	28.7	28.7	0.0	-0.4256	0.0000
% Training in Hospitality	9.8	9.8	0.0	-0.7631	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.3917	0.0000
% Training in Retail Sales and Services	1.2	1.2	0.0	-0.6585	0.0000
% Training in Transportation	3.4	3.4	0.0	0.9952	0.0000
% Training in Other Industry	13.2	13.2	0.0	-0.1145	0.0000
Average Wage in All Industries in County (\$1,000's)	47.8	47.8	0.0	0.6900	0.0000
% Placed in Job in State With High Minimum Wage	26.8	26.8	0.0	0.1733	0.0000
Average Percent of Families in Poverty in County	12.4	12.4	0.0	-2.5088	0.0000
				Subtotal	0
				National Goal	\$470
				Model Adjusted Goal	\$470

**CTS Provider Model  
PY 2015 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	20.7	20.7	0.0	6.1251	0.0000
% Vocational Completion at Separation	96.6	96.6	0.0	0.2891	0.0000
% Reading TABE Grade Level 9-11 at Separation	54.1	54.1	0.0	0.1538	0.0000
% Reading TABE Grade Level 12 at Separation	24.0	24.0	0.0	0.2323	0.0000
% Math TABE Grade Level 8-9 at Separation	27.3	27.3	0.0	0.1710	0.0000
% Math TABE Grade Level 10-11 at Separation	27.4	27.4	0.0	0.2484	0.0000
% Math TABE Grade Level 12 at Separation	24.8	24.8	0.0	0.3369	0.0000
% Training in Advanced Manufacturing	6.0	6.0	0.0	0.9632	0.0000
% Training in Construction	24.9	24.9	0.0	0.2458	0.0000
% Training in Finance and Business	11.8	11.8	0.0	-0.6342	0.0000
% Training in Health Care	28.7	28.7	0.0	-0.4256	0.0000
% Training in Hospitality	9.8	9.8	0.0	-0.7631	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.3917	0.0000
% Training in Retail Sales and Services	1.2	1.2	0.0	-0.6585	0.0000
% Training in Transportation	3.4	3.4	0.0	0.9952	0.0000
% Training in Other Industry	13.2	13.2	0.0	-0.1145	0.0000
Average Wage in All Industries in County (\$1,000's)	47.8	47.8	0.0	0.6900	0.0000
% Placed in Job in State With High Minimum Wage	26.8	26.8	0.0	0.1733	0.0000
Average Percent of Families in Poverty in County	12.4	12.4	0.0	-2.5088	0.0000
				Subtotal	0
				National Goal	\$490
				Model Adjusted Goal	\$490

**Attachment 10**

**PY 2015 Center Goals for CTT Completer Average Hourly Wage,  
JTM Average Hourly Wage, 6-Month Average Weekly Earnings, and  
12-Month Average Weekly Earnings**

	<b>Center</b>	<b>Average Hourly Wage</b>	<b>JTM Average Hourly Wage</b>	<b>6-Month Average Weekly Earnings</b>	<b>12-Month Average Weekly Earnings</b>
	National Goals	\$10.60	\$11.00	\$475	\$495
10100	Grafton	\$11.19	\$11.59	\$487	\$507
10200	Northlands	\$11.46	\$11.86	\$508	\$528
10300	Penobscot	\$10.70	\$11.10	\$477	\$497
10400	Westover	\$11.00	\$11.40	\$489	\$509
10500	New Haven	\$11.00	\$11.40	\$479	\$499
10600	Loring	\$10.99	\$11.39	\$494	\$514
10700	Shriver	\$11.32	\$11.72	\$504	\$524
10800	Exeter	\$10.82	\$11.22	\$475	\$495
10900	Hartford	\$11.31	\$11.71	\$494	\$514
11000	New Hampshire	\$11.09	\$11.49	\$490	\$510
20100	Arecibo	\$8.41	\$8.81	\$377	\$397
20200	Barranquitas	\$8.17	\$8.57	\$375	\$395
20300	Cassadaga	\$10.85	\$11.25	\$477	\$497
20400	Delaware Valley	\$10.70	\$11.10	\$472	\$492
20500	Edison	\$10.94	\$11.34	\$479	\$499
20700	Glenmont	\$10.89	\$11.29	\$473	\$493
20800	Iroquois	\$11.05	\$11.45	\$487	\$507
20900	Oneonta	\$11.25	\$11.65	\$501	\$521
21000	Ramey	\$8.63	\$9.03	\$385	\$405
21100	South Bronx	\$10.95	\$11.35	\$479	\$499
30100	Blue Ridge	\$10.27	\$10.67	\$448	\$468
30200	Charleston	\$10.53	\$10.93	\$468	\$488
30400	Flatwoods	\$11.52	\$11.92	\$537	\$557
30500	Harpers Ferry	\$10.88	\$11.28	\$487	\$507
30600	Keystone	\$10.48	\$10.88	\$463	\$483
30700	Old Dominion	\$10.75	\$11.15	\$484	\$504
30800	Philadelphia	\$10.52	\$10.92	\$455	\$475
30900	Pittsburgh	\$10.57	\$10.97	\$471	\$491
31000	Potomac	\$10.83	\$11.23	\$474	\$494
31100	Red Rock	\$10.37	\$10.77	\$468	\$488
31200	Woodland	\$10.57	\$10.97	\$457	\$477
31300	Woodstock	\$10.83	\$11.23	\$486	\$506
31500	Carl D.Perkins	\$10.39	\$10.79	\$465	\$485

	<b>Center</b>	<b>Average Hourly Wage</b>	<b>JTM Average Hourly Wage</b>	<b>6-Month Average Weekly Earnings</b>	<b>12-Month Average Weekly Earnings</b>
31600	Earle C. Clements	\$10.63	\$11.03	\$491	\$511
31700	Frenchburg	\$10.34	\$10.74	\$468	\$488
31800	Great Onyx	\$10.76	\$11.16	\$496	\$516
31900	Pine Knot	\$10.85	\$11.25	\$494	\$514
32000	Whitney M. Young	\$10.29	\$10.69	\$461	\$481
32100	Muhlenberg	\$10.65	\$11.05	\$493	\$513
32200	Wilmington	\$10.46	\$10.86	\$458	\$478
40100	Atlanta	\$10.00	\$10.40	\$440	\$460
40200	Bamberg	\$10.49	\$10.89	\$490	\$510
40300	Finch-Henry	\$9.78	\$10.18	\$464	\$484
40400	Brunswick	\$10.10	\$10.50	\$452	\$472
40800	Gainesville	\$10.13	\$10.53	\$458	\$478
41000	Gulfport	\$9.62	\$10.02	\$431	\$451
41100	Jacksonville	\$10.31	\$10.71	\$465	\$485
41200	Jacobs Creek	\$10.68	\$11.08	\$496	\$516
41300	Kittrell	\$10.05	\$10.45	\$442	\$462
41500	Lyndon Johnson	\$10.50	\$10.90	\$482	\$502
41600	Miami	\$10.14	\$10.54	\$451	\$471
41700	Mississippi	\$9.78	\$10.18	\$443	\$463
41800	Oconaluftee	\$10.66	\$11.06	\$484	\$504
42000	Schenck	\$10.90	\$11.30	\$507	\$527
42100	Turner	\$10.31	\$10.71	\$472	\$492
42400	Gadsden	\$9.91	\$10.31	\$445	\$465
42500	BL Hooks/Memphis	\$10.33	\$10.73	\$472	\$492
42600	Montgomery	\$10.09	\$10.49	\$460	\$480
42700	Homestead	\$10.16	\$10.56	\$459	\$479
42800	Pinellas County	\$10.54	\$10.94	\$471	\$491
50100	Atterbury	\$10.41	\$10.81	\$471	\$491
50200	Blackwell	\$11.17	\$11.57	\$511	\$531
50300	Cincinnati	\$10.42	\$10.82	\$464	\$484
50400	Cleveland	\$10.24	\$10.64	\$451	\$471
50500	Dayton	\$10.32	\$10.72	\$459	\$479
50600	Detroit	\$10.01	\$10.41	\$451	\$471
50700	Golconda	\$11.38	\$11.78	\$524	\$544
50800	Gerald R. Ford	\$9.91	\$10.31	\$443	\$463
50900	Hubert H. Humphrey	\$10.57	\$10.97	\$460	\$480
51000	Joliet	\$10.82	\$11.22	\$471	\$491
51100	Flint/Genesee	\$10.09	\$10.49	\$448	\$468
51200	Paul Simon Chicago	\$11.05	\$11.45	\$490	\$510
51300	Milwaukee	\$10.73	\$11.13	\$505	\$525

<b>Center</b>		<b>Average Hourly Wage</b>	<b>JTM Average Hourly Wage</b>	<b>6-Month Average Weekly Earnings</b>	<b>12-Month Average Weekly Earnings</b>
51400	Ottumwa	\$10.86	\$11.26	\$498	\$518
60100	Albuquerque	\$10.52	\$10.92	\$482	\$502
60200	Cass	\$10.94	\$11.34	\$506	\$526
60300	David Carrasco	\$9.61	\$10.01	\$440	\$460
60400	Gary	\$10.73	\$11.13	\$486	\$506
60500	Guthrie	\$10.48	\$10.88	\$479	\$499
60600	Laredo	\$8.87	\$9.27	\$400	\$420
60700	Little Rock	\$9.96	\$10.36	\$449	\$469
60800	North Texas	\$10.42	\$10.82	\$468	\$488
60900	New Orleans	\$10.16	\$10.56	\$445	\$465
61000	Ouachita	\$10.54	\$10.94	\$478	\$498
61100	Roswell	\$9.85	\$10.25	\$448	\$468
61200	Shreveport	\$9.71	\$10.11	\$442	\$462
61300	Talking Leaves	\$9.65	\$10.05	\$439	\$459
61500	Tulsa	\$10.30	\$10.70	\$461	\$481
61600	Carville	\$10.38	\$10.78	\$484	\$504
61700	Wind River	\$10.14	\$10.54	\$460	\$480
70100	Denison	\$10.63	\$11.03	\$473	\$493
70200	Excelsior Springs	\$10.53	\$10.93	\$476	\$496
70300	Mingo	\$10.63	\$11.03	\$489	\$509
70400	Pine Ridge	\$10.93	\$11.33	\$511	\$531
70500	St Louis	\$10.58	\$10.98	\$481	\$501
70600	Flint Hills	\$10.51	\$10.91	\$474	\$494
80100	Anaconda	\$11.11	\$11.51	\$518	\$538
80200	Boxelder	\$11.07	\$11.47	\$489	\$509
80300	Clearfield	\$10.85	\$11.25	\$498	\$518
80400	Collbran	\$10.83	\$11.23	\$497	\$517
80500	Kicking Horse	\$10.33	\$10.73	\$463	\$483
80600	Trapper Creek	\$10.89	\$11.29	\$487	\$507
80700	Weber Basin	\$10.69	\$11.09	\$500	\$520
80800	Quentin Burdick	\$10.69	\$11.09	\$496	\$516
90100	Hawaii	\$10.37	\$10.77	\$462	\$482
90200	Inland Empire	\$10.87	\$11.27	\$475	\$495
90300	Los Angeles	\$11.08	\$11.48	\$484	\$504
90400	Phoenix	\$10.26	\$10.66	\$462	\$482
90500	Sacramento	\$11.27	\$11.67	\$498	\$518
90600	San Diego	\$11.24	\$11.64	\$492	\$512
90700	San Jose	\$11.39	\$11.79	\$503	\$523
90800	Sierra Nevada	\$10.32	\$10.72	\$467	\$487
90900	Treasure Island	\$11.04	\$11.44	\$473	\$493



<b>Center</b>		<b>Average Hourly Wage</b>	<b>JTM Average Hourly Wage</b>	<b>6-Month Average Weekly Earnings</b>	<b>12-Month Average Weekly Earnings</b>
91000	Fred G. Acosta	\$10.13	\$10.53	\$459	\$479
91100	Long Beach	\$11.04	\$11.44	\$483	\$503
100100	Angell	\$11.54	\$11.94	\$520	\$540
100200	Cascades	\$11.09	\$11.49	\$486	\$506
100300	Columbia Basin	\$11.28	\$11.68	\$500	\$520
100400	Curlew	\$11.80	\$12.20	\$534	\$554
100500	Fort Simcoe	\$11.48	\$11.88	\$522	\$542
100600	Centennial	\$10.92	\$11.32	\$496	\$516
100700	Springdale	\$10.85	\$11.25	\$464	\$484
100800	Timber Lake	\$11.63	\$12.03	\$521	\$541
100900	Tongue Point	\$11.66	\$12.06	\$517	\$537
101000	Wolf Creek	\$11.47	\$11.87	\$518	\$538
101100	Alaska	\$11.58	\$11.98	\$509	\$529
1	Boston Region Total	\$10.75	\$11.15	\$472	\$492
2	Philadelphia Region Total	\$10.60	\$11.00	\$476	\$496
3	Atlanta Region Total	\$10.18	\$10.58	\$462	\$482
4	Dallas Region Total	\$10.46	\$10.86	\$476	\$496
5	Chicago Region Total	\$10.55	\$10.95	\$474	\$494
6	San Francisco Region Total	\$11.05	\$11.45	\$489	\$509