

APPENDIX 501 - Attachments

**POLICIES AND PROCEDURES
FOR
PROGRAM YEAR (PY) 2025
OUTCOME MEASUREMENT SYSTEM**

APPENDIX 501 - Attachments

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Attachment 1

Workforce Innovation Opportunity Act (WIOA) Performance Reporting System

Following guidance from the Office of Management and Budget (OMB) and the Employment and Training Administration (ETA) of the Department of Labor (DOL), Job Corps has established a Workforce Innovation and Opportunity Act (WIOA) Reporting System, independent of the Outcome Measurement System (OMS) Report Cards. The WIOA Reporting System is used to collate data and report performance results for the WIOA primary six measures.

WIOA requires that quarterly Unemployment Insurance (UI) wage records be used as the primary data source to report on the employment status and wages of Job Corps participants. This use of quarterly wage record data to assess participants' outcomes is required under section 159(e) of WIOA. Job Corps can continue to use its post-separation survey to collect responses regarding employment, education and training status, and earnings at Quarter 2 and Quarter 4 after exit (OMB No. 1205-0426, *Placement Verification and Follow-up of Job Corps Participants*) as a supplemental data source to the quarterly wage records. In the last quarter of PY 2020, Job Corps began to receive aggregated wage record results, combined with supplemental data from Job Corps' Quarter 2 and Quarter 4 after exit surveys, for the purpose of reporting on the primary six measures under WIOA. These results are aggregated by center, CTS provider and center operator, and do not provide individual student-level results.

Under Job Corps' WIOA Reporting System, a WIOA Quarterly Performance Report (QPR) and a DOL Workforce System Report (WSR) are used to report Job Corps' outcomes on the six primary WIOA measures detailed in Section 116 of the legislation. In PY 2018, Job Corps began transmitting data quarterly, including post-separation survey results, to the DOL Workforce Integrated Performance System (WIPS). WIPS utilizes the transmitted data to obtain quarterly wage record matches through the Common Reporting Information System (CRIS) and subsequently produces the QPRs with results for the six primary performance measures. The QPR is designed in the same format as the other adult and youth programs administered by DOL/ETA, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS), to enable performance comparison across these programs. The WSR is similar in format to the QPR and provides a snapshot of ETA programs performance results.

In addition to the QPR and WSR, Job Corps is required to report on the primary six performance measures through an Annual Report, and to utilize these measures to evaluate operators'

performance. While Job Corps began collecting data for reporting on the WIOA measures in PY 2016, measure definitions and data sources for reporting outcomes have changed over the past several years, hindering the program’s ability to determine reasonable future goals. No major changes or transitions will occur in PY 2025. However, in PY 2026, Job Corps will produce and incorporate a new, stand-alone, quarterly WIOA Report with PY 2025 center-level outcomes against goals for each of the primary six measures, and an overall rating. Beginning in PY 2026, Job Corps will transition to using this WIOA Report to identify the high-performing and low-performing centers, and place centers on a Performance Improvement Plan (PIP) in PY 2027 as required by the law. Until that time, OMS reports will continue to be used for performance evaluation purposes.

In accordance with proposed regulations for implementing WIOA, as indicated in the DOL and U.S. Education Department joint regulations, Job Corps (JC) developed the following specifications for the six primary measures.

WIOA PRIMARY PERFORMANCE MEASURES			
Measure	Pool	Credit	Formula
Measure 1: Employment or Education/Training Rate (Quarter 2 After Exit)	All JC participants who demonstrated a commitment to the program (completed Career Preparation Period (CPP) or remained in the program at least 60 days) and exited	Number of participants who exited that were employed and/or in an education/training program during the second quarter after the exit quarter	Number employed, or in education/training during the second quarter after the exit quarter <hr/> Number of committed participants who exited
Measure 2: Employment or Education/Training Rate (Quarter 4 After Exit)	All JC participants who demonstrated a commitment to the program (completed CPP or remained in the program at least 60 days) and exited	Number of participants who exited that were employed and/or in an education/training program during the fourth quarter after the exit quarter	Number employed, or in education/training during the fourth quarter after the exit quarter <hr/> Number of committed participants who exited
Measure 3: Median Earnings (Quarter 2 After Exit)	All JC participants who demonstrated a commitment to the program (completed CPP or remained in the program at least 60 days) exited, and were employed in the second quarter after the exit quarter	Quarterly earnings for each participant is calculated as the sum of gross dollars (before taxes) earned on all jobs worked during the second quarter after exit, where earnings include wages, overtime pay, bonuses, commission, and tips	Median earnings in the second quarter after the exit quarter is the midpoint value of quarterly total earnings, between the highest and lowest amounts earned among participants who exited and who were employed in the second quarter after the exit quarter

WIOA PRIMARY PERFORMANCE MEASURES			
Measure	Pool	Credit	Formula
<p>Measure 4: Credential Attainment Rate</p>	<p>The credential attainment measure includes two cohorts of participants.</p> <p>Cohort 1 Pool: The number of participants without a high school diploma or equivalent at entry, who exited having demonstrated a commitment to the program (completed CPP or remained in program at least 60 days), and were in a secondary education program (at or above the 9th grade level) while in Job Corps. Participants in a secondary education program (at or above the 9th grade level) will be considered to be all participants without an HSD/HSE at enrollment who enrolled in an HSD/HSE program while in Job Corps.</p> <p>Cohort 2 Pool: The number of participants who exited having demonstrated a commitment to the program (completed CPP or remained in program at least 60 days) and were in a postsecondary education or training program while in Job Corps. Participants in a postsecondary education or training program while in Job Corps will be considered to be those who enrolled with an HSD/HSE and who:</p> <ol style="list-style-type: none"> (1) Entered a CTT program; (2) Entered an AT program; or (3) Entered an Advanced Career Training (ACT) program. 	<p>The credential attainment measure includes the credentials for two cohorts of participants.</p> <p>Cohort 1 Credentials: The number of committed participants who exited who obtained a secondary school diploma or its equivalent during the program or within one year after exit <u>AND</u> who were also employed or enrolled in an education or training program leading to a postsecondary credential within one year after exit.</p> <p>Cohort 2 Credentials: The number of participants who exited who obtained a recognized postsecondary credential during the program or within one year after exit.</p> <p>A participant with an HSD/HSE at entry who enrolled in a postsecondary education or training program while in Job Corps will have earned a recognized postsecondary credential if, while enrolled in Job Corps (or within 1 year after exit), they:</p> <ol style="list-style-type: none"> (1) Completed a CTT program; (2) Completed an AT program; (3) Completed an ACT; or (4) Obtained a primary training-related industry recognized credential (IRC). 	<p style="text-align: center;">Cohort 1 Credentials + Cohort 2 Credentials</p> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;">Cohort 1 Pool + Cohort 2 Pool</p> <p>Below is the more detailed formula:</p> <p style="text-align: center;">Number without an HSD/HSE at entry who were in a secondary education program (≥ 9th grade) while in Job Corps and obtained an HSD/HSE during the program or within one year after exit <u>AND</u> who were also employed or enrolled in an education/training program leading to a postsecondary credential within one year after exit, PLUS the number with an HSD/HSE at entry, who were in a postsecondary education/training program while in Job Corps and obtained a postsecondary credential (i.e., completed CTT, completed AT, completed ACT, or obtained a primary training-related IRC) during the program or within one year after exit.</p> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;">Number of committed participants without an HSD/HSE at entry who exited and were in a secondary education program while in Job Corps, PLUS the number of committed participants with an HSD/HSE at entry who exited and were in a postsecondary education/training program while in Job Corps</p>

WIOA PRIMARY PERFORMANCE MEASURES			
Measure	Pool	Credit	Formula
Measure 5: Measurable Skill Gains Rate	<p>The pool for this measure is based on participants served and is not restricted to exiters.</p> <p>The participants served pool includes:</p> <p>(1) All participants who demonstrated a commitment to Job Corps and exited during the program year; and</p> <p>(2) All students who completed CPP or enrolled in the program at least 60 days prior to the end of the program year and did not exit.</p>	<p>A participant will be considered to have obtained a measurable skill gain if during the program year they obtained one (or more) of the following types of skill gains:</p> <p>(1) Obtained at least 1 EFL gain on the last TABE reading and/or math test in the reporting period as compared to the initial test;</p> <p>(2) Obtained an HSD/HSE;</p> <p>(3) Completed a CTT program;</p> <p>(4) Completed an AT program;</p> <p>(5) Obtained a primary training-related industry recognized credential;</p> <p>(6) Completed at least 12 credits in ACT; or</p> <p>(7) Completed an approved industry foundations course.</p>	<p>Number who obtained one (or more) of the following during the program year: at least 1 GLE gain, an HSD/HSE, a CTT, an AT, or a training-related primary IRC</p> <hr/> <p>Number of committed participants served during the program year</p>
Measure 6: Effectiveness in Serving Employers Rate	<p>All JC participants who demonstrated a commitment to the program (completed CPP or remained in program at least 60 days) and exited and were employed in quarter 2 after the exit quarter</p>	<p>The number of committed participants who worked for the same employer in both quarter 2 and in quarter 4 after the exit quarter.</p>	<p>Number employed by the same employer in quarter 2 and quarter 4 after the exit quarter</p> <hr/> <p>Number of committed participants who exited and were employed in quarter 2 after the exit quarter</p>

Although the description of several of the primary WIOA measures above is similar to the Job Corps’ OMS performance measures, the definitions of the primary WIOA measures differ significantly on key elements.

- 1. Broader Student Pools.** Under OMS, Job Corps reports Q2/Q4 placement and earnings results for graduates that complete the relevant post-separation surveys. Under WIOA, specifically Measures 1-3, the pools for the placement measures include the broader group of students who demonstrate a commitment to the program (i.e., complete CPP or stay 60 or more days in Job Corps). Students who meet this definition are defined as “participants” for the purpose of WIOA reporting. All participants are included in the pool for WIOA measures.

2. **Sources of Placement Data.** Job Corps' OMS reports Q2 and Q4 placements and Q2 earnings based upon completed post-separation surveys. WIOA Measures 1-3 use UI wage record data as the primary data source, with survey results as the supplemental data source. With wage record results only provided quarterly and at an aggregated level, this data source cannot be used for OMS reporting.
3. **Placement Credit.** For OMS, Job Corps credits placements that meet the criteria in PRH, Exhibit 4-1. WIOA, however, credits any unsubsidized job where there were earnings of \$1 or more in the quarter, and enrollment in secondary, post-secondary or occupational skills education or training activities (with no duration/credit requirements).
4. **Attainment of Multiple Accomplishments.** Job Corps reports the attainment of various credentials and skill gains as separate indicators to incentivize multiple accomplishments. In contrast, WIOA Measures 4 and 5 consider the attainment of participants' accomplishments (e.g., learning gains, attainment of HSD/HSE, CTT, and primary IRCs) collectively and credit a participant's attainment of any one of these.
5. **Credential/Skill Attainments Pool.** Job Corps has traditionally reported student accomplishments for a cohort of separated students. With Job Corps' move to real-time crediting, active students are now included in the pools, but only if they have made the attainment; a student who has not made an attainment is only included in the pool at the time of exit. In contrast, the pool for the WIOA Measure 5, Measurable Skill Gains, is composed of participants served that includes both active/enrolled and separated participants (i.e., all participants who are in the program at the beginning of the reporting period and all participants who enroll during the reporting period). Credit is then given for any skill gain(s) obtained during the quarter/program year by these active/enrolled and separated participants.

Since credit is given for attainments made by participants while they are active/enrolled, it is important that these accomplishments be reported in real-time as they occur. Delays in reporting when students enter or complete CTT programs or complete other accomplishments in a timely manner results in underreporting and negatively impacts Job Corps' performance on this measure.
6. **Effectiveness in Serving Employers.** WIOA added a measure of effectiveness in

serving employers. Following guidance from ETA, Job Corps interprets this measure as working for the same employer in the second and fourth quarters after the exit quarter. Job Corps has added a similar measure in its OMS that limits the pool to graduates. This measure is unweighted, however, as Job Corps incentivizes placement upgrades over employer retention.

Attachment 2

PY 2025 INITIAL PLACEMENT AND ALLOWABLE UPGRADES	
INITIAL PLACEMENT CATEGORY	ALLOWABLE UPGRADES
A. Full-time JTM Job Placement	<ul style="list-style-type: none"> • Full-time JTM with wage increase • Registered Apprenticeship
B. Post-secondary School/Training, College Placement or Full-time Job/College Combination	<ul style="list-style-type: none"> • Full-time JTM Job Placement • Registered Apprenticeship
C. Full-time Non-JTM Job Placement	<ul style="list-style-type: none"> • Full-time JTM Job Placement with same or higher wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination • Full-time Non-JTM Job with wage increase • Registered Apprenticeship
D. Part-time JTM Job Placement	<ul style="list-style-type: none"> • Full-time JTM Job Placement with same or higher wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination • Part-time JTM Job with higher wage • Registered Apprenticeship
E. Part-time Job/College Combination	<ul style="list-style-type: none"> • Full-time JTM Job Placement • Post-secondary School/Training, College Placement or Full-time Job/College Combination • Part-time JTM Job Placement • Registered Apprenticeship
F. Part-time Non-JTM Job Placement	<ul style="list-style-type: none"> • Full-time JTM Job Placement with same or higher wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination • Full-time Non-JTM Job Placement with same or higher wage • Part-time JTM Job with same or higher wage • Part-time Job/College Combination • Part-time Non-JTM Job with wage increase • Registered Apprenticeship

PY 2025 INITIAL PLACEMENT AND ALLOWABLE UPGRADES	
INITIAL PLACEMENT CATEGORY	ALLOWABLE UPGRADES
G. High School, Other Training Program, On the Job Training (OJT)/Subsidized Employment	<ul style="list-style-type: none"> • Full-time JTM Job Placement • Post-secondary School/Training, College Placement or Full-time Job/College Combination • Full-time Non-JTM Job Placement • Part-time JTM Job Placement • Part-time Job/College Combination • Part-time Non-JTM Job Placement • Registered Apprenticeship

Attachment 3

PY 2025 DCS Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs at Another Center					
Event	Measure(s)	Sending Center		AT Center	
		Pool	Credit	Pool	Credit
At Time of Attainment OR at Time of AT Transfer	90-Day Retention Rate	As applicable	As applicable	n/a	n/a
	180-Day Retention Rate	As applicable	As applicable	n/a	n/a
	HSD/HSE	As applicable	As applicable	n/a	n/a
	CTT Completion	1	1/0	n/a	n/a
	Combination HSD/HSE & CTT	As applicable	As applicable	n/a	n/a
	Primary IRC/NTC Completion	1	1/0	n/a	n/a
	Literacy Gain Rate	As applicable	As applicable	n/a	n/a
	Numeracy Gain Rate	As applicable	As applicable	n/a	n/a
	Off-Center WBL	1	1/0	n/a	n/a
At Time of Attainment OR When Graduate Separates from AT Center	90-Day Retention Rate	n/a	n/a	As applicable	As applicable
	180-Day Retention Rate	n/a	n/a	As applicable	As applicable
	CTT Completion	n/a	n/a	1	1/0
	Primary IRC/NTC Completion	n/a	n/a	1	1/0
	Off-Center WBL	n/a	n/a	1	1/0

Note: This does not apply to ACT transfers

PY 2025 CTT Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs at Another Center							
Event	Measure(s)		Sending Center/Program		AT Center/Program		
			Pool	Credit	Pool	Credit	
At Time of Attainment OR at Time of AT Transfer	CTT Completion		1	1/0	n/a	n/a	
	Primary IRC/NTC Completion		1	1/0	n/a	n/a	
	Secondary IRC/Second Primary IRC Completion		1	1/0	n/a	n/a	
	Placement Rate (placement code updated based upon placement status after separation)		1	1	n/a	n/a	
	Average Hourly Wage		0	0	n/a	n/a	
	JTM Rate		0	0	n/a	n/a	
	Full-time Quality Placement		0	0	n/a	n/a	
	Average Hourly JTM Wage		0	0	n/a	n/a	
At Time of Attainment OR When Graduate Separates from AT Center	CTT Completion		n/a	n/a	1	1/0	
	Primary IRC/NTC Completion		n/a	n/a	1	1/0	
	Secondary IRC/Second Primary IRC Completion		n/a	n/a	1	1/0	
Graduate Placed or Placement Window Closes	Placed in Job/ Military	Placement Rate	n/a	n/a	1	1/0	
		Average Hourly Wage	1	add wage to total	1	add wage to total	
		JTM Rate:					
		<i>if JTM for both centers</i>		1	1	1	1
		<i>if JTM for neither center</i>		1	0	1	0
		<i>if JTM for sending center only</i>		1	1	0	0
		<i>if JTM for receiving center only</i>		0	0	1	1
	Full-time Quality Placement		1	1/0	1	1/0	
	Placed in School	Placement Rate		n/a	n/a	1	1
		Average Hourly Wage		n/a	n/a	n/a	n/a
		JTM Rate		n/a	n/a	n/a	n/a
		Full-time Quality Placement		1	1/0	1	1/0
		Average Hourly JTM Wage		n/a	n/a	n/a	n/a
Placed in combination of School & Job	Placement Rate		n/a	n/a	1	1	
	Average Hourly Wage		n/a	n/a	n/a	n/a	
	JTM Rate		n/a	n/a	n/a	n/a	
	Full-time Quality Placement		1	1/0	1	1/0	

PY 2025 CTT Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs at Another Center						
Event		Measure(s)	Sending Center/Program		AT Center/Program	
			Pool	Credit	Pool	Credit
	Not Placed	Average Hourly JTM Wage	n/a	n/a	n/a	n/a
		Placement Rate	n/a	n/a	1	0
		Average Hourly Wage	n/a	n/a	n/a	n/a
		JTM Rate	n/a	n/a	n/a	n/a
		Full-time Quality Placement	n/a	n/a	n/a	n/a
		Average Hourly JTM Wage	n/a	n/a	n/a	n/a
Second and Fourth Quarter After Exit Surveys	If Q2/Q4 survey not completed	Graduate Placement in Quarter 2, Graduate Placement in Quarter 4	0	0	0	0
	If Q2/Q4 survey completed	Graduate Placement in Quarter 2, Graduate Placement in Quarter 4	1	1/0	1	1/0
	If Q2 survey completed and student is working in a job or in the military	Graduate Median Earnings in Quarter 2	1	add earnings to total	1	add earnings to total

Note: This does not apply to ACT transfers

PY 2025 Academic Report Card Pools and Credits for Students Transferred to Advanced Training (AT) Programs at Another Center						
Event	Measure(s)		Sending Center/Program		AT Center/Program	
			Pool	Credit	Pool	Credit
At Time of Attainment OR at Time of AT Transfer	HSD/HSE		As applicable	As applicable	n/a	n/a
	Average Literacy Gain		As applicable	As applicable	n/a	n/a
	Average Numeracy Gain Rate		As applicable	As applicable	n/a	n/a
	Placement Rate (placement code updated based upon placement status after separation)		1	1	n/a	n/a
	Average Hourly Wage		0	0	n/a	n/a
	Full-time Quality Placement		0	0	n/a	n/a
Graduate Placed or Placement Window Closes	Placed in Job/ Military	Placement Rate	n/a	n/a	1	1/0
		Average Hourly Wage	1	add wage to total	1	add wage to total
		Full-time Quality Placement	1	1/0	1	1/0
	Placed in School	Placement Rate	n/a	n/a	1	1
		Average Hourly Wage	n/a	n/a	n/a	n/a
		Full-time Quality Placement	1	1/0	1	1/0
	Placed in combination of School & Job	Placement Rate	n/a	n/a	1	1
		Average Hourly Wage	n/a	n/a	n/a	n/a
		Full-time Quality Placement	1	1/0	1	1/0
	Not Placed	Placement Rate	n/a	n/a	1	0
		Average Hourly Wage	n/a	n/a	n/a	n/a
		Full-time Quality Placement	n/a	n/a	n/a	n/a

Note: This does not apply to ACT transfers

Attachment 4

PY 2025 Instructions for Filing an Appeal of Second or Fourth Quarter After Exit Quarter Survey Data – Placement Outcomes

GENERAL INSTRUCTIONS

1. Use this form to file an appeal for Q2 and Q4 survey placement outcomes only.
2. The appeal must be filed within 90 days of the month in which the student's record first appears on the CTT-20 or CTS OMS-20.
3. Job Corps Centers, CTS contractors, 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 completed and signed fillable appeal form(s) with scanned supplemental documentation by e-mail only to:

surveyappeals@dol.gov
6. See the timetable in Appendix 501 Introduction, F.7(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 2025.

INSTRUCTIONS FOR COMPLETING THE APPEAL FORM

Check Box for Appeal

1. Check the appropriate box(es) to indicate which survey (Quarter 2 or Quarter 4) and which placement outcome you are appealing.
2. This form may be used to file an appeal for a job, education, or training placement. To file an earnings appeal, use the "PY 2025 Job Corps Appeal Form Quarter 2 and Quarter 4 Survey Earnings Outcomes" found in PRH, Appendix 501 Introduction Attachment 5.

Note: All appeals for *job* placements must also include an appeal for earnings for the same quarter

Student Information

1. Enter the student's Job Corps-assigned student Identification Number.
2. Enter the student's last name, followed by middle initial (if applicable), and first name.
3. Enter the name of the center from which the student separated.

4. Enter the month, day, and year that the student exited the program.
- 5-6. You must determine the survey reference quarter for which you are filing an appeal based on the student’s separation date. The table below shows the Quarter 2 and Quarter 4 periods based upon the quarter the student separated.

Q2	Exit Quarter	Q2 Survey Reference Quarter	Q2 Survey Quarter Start of 8-Week Survey Window
	10/2024 – 12/2024	4/2025 – 6/2025	7/2025 – 9/2025
	1/2025 – 3/2025	7/2025 – 9/2025	10/2025 – 12/2025
	4/2025 – 6/2025	10/2025 – 12/2025	1/2026 – 3/2026
	7/2025 – 9/2025	1/2026 – 3/2026	4/2026 – 6/2026
Q4	Exit Quarter	Q4 Survey Reference Quarter	Q4 Survey Quarter Start of 8-Week Survey Window
	4/2024 – 6/2024	4/2025 – 6/2025	7/2025 – 9/2025
	7/2024 – 9/2024	7/2025 – 9/2025	10/2025 – 12/2025
	10/2024 – 12/2024	10/2025 – 12/2025	1/2026 – 3/2026
	1/2025 – 3/2025	1/2026 – 3/2026	4/2026 – 6/2026

Note: If no survey record appears in CIS, then an appeal cannot be filed.

Use the table below to determine which sections to complete for different types of placements:

Type of Placement:	If Appealing:	Then Complete:
One part-time or full-time job	Same	Section A
School or training placement	Same	Section B

Section A: Employment

If you are appealing data on employment status, complete Section A.

1. Enter the employer’s name.
2. Enter the total number of hours that the student worked during a 1-week period, and also enter the start and end dates of the reference week. The student must have worked the minimum number of hours required to meet Job Corps’ placement definition, during a 7-day consecutive period at any time in the applicable quarter for the job(s), to qualify

for credit. That is, for full-time employment, the student must have worked 32 hours in 1 or more unsubsidized job(s), or 40 hours in the Armed Forces, or be in a paid, registered apprenticeship job during a 7-day consecutive period at any time in the quarter. For part-time employment, the student must have worked 20 or more hours but less than 32 hours in one or more unsubsidized job(s) during a 7-day consecutive period at any time in the quarter. Additionally, the job placement must meet any other criteria stipulated in Exhibit 4-1.

3. Check the appropriate box to indicate the student's earnings unit (i.e., if the student was paid hourly, weekly, monthly, or daily) as indicated on the student's pay stub.
4. Enter the dollar amount of earnings on the line that corresponds with the earnings unit selected as indicated on the student's pay stub. **Note:** The student must have earned at least the Federal Minimum Wage (FMW) for this to qualify as a valid Job Corps Job Placement.
5. If the student earned other payments from this job during the 7-day consecutive period identified in Item 2 above (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 at a minimum, (1) include the complete 7-day consecutive period (identified in Item 2 above) that occurs within the applicable quarter and (2) show that the student worked a minimum of 20 hours during the 7-day consecutive period. For example: The quarter is from January 1 to April 1. The student is paid by the week and the pay stub covers February 6th to February 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, a written statement from the employer on letterhead, or a business card/official stamp affixed to an Employer Verification Form.** Documentation through a third-party verifier such as *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, will also be accepted for verification. The Employer Verification Form should be completed and signed by the employer and submitted to the National Office as part of the appeal package. **Please see Exhibit 4-2 for further information regarding documentation requirements.**

Section B: Education

If appealing data on education status, complete Section B.

1. Enter 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 or attended. The student must attend or 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 a 7-day consecutive period at any time in the applicable quarter for the school/training to qualify for credit. Additionally, the educational placement must meet any other criteria stipulated in Exhibit 4-1.
3. Enter information on attendance/enrollment in this column if the student:

- a. is enrolled in high school, enter the grade level and the number of hours the student attended during a 7-day consecutive period at any time in the applicable quarter. 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 a 7-day consecutive period at any time in the applicable quarter.
 - 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 a 7-day consecutive period at any time in the applicable quarter.
 - 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 a 7-day consecutive period at any time in the applicable quarter.
 - e. was enrolled in an “other” program (e.g., a program to obtain a High School Equivalency (HSE), etc.), enter the number of hours the student attended during a 7-day consecutive period at any time in the applicable quarter.
4. If other training was completed during the survey week, specify the type of program and training.

You must attach written documentation from the school, training program, college (on official letterhead or with an official stamp) or third-party verification such as the National Student Clearinghouse, documenting that the student was enrolled or attended during the 7-day consecutive period at any time in the applicable quarter. Please see Exhibit 4-2 for further information regarding documentation requirements.

Information on Person Completing the Form

1. Enter your last name and first name.
2. Enter the name of the center or placement contractor where you are located and the appropriate six-digit identification code for your center/contractor.
3. Enter the telephone number at which you may be reached.
4. Enter the e-mail address at which you may be reached.
5. Sign your name.
6. Enter the date you are submitting the form.

**U.S. Department of Labor
PY 2025 JOB CORPS APPEAL FORM QUARTER 2 AND QUARTER 4 SURVEY PLACEMENT OUTCOMES**

Student Information (Please Print):		Check Box for Appeal:			
1. Student Identification Number:		Q2 Placement	Q4 Placement		
2. Last Name: _____ MI (if applicable): _____		First Name: _____			
3. Center Attended:		4. Date of Separation:	Month	Day	Year

Correct Start and End Dates for the Appropriate Quarter (Quarter 2 or Quarter 4 after Exit Quarter)

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

Complete Section A and/or Section B Below:

Section A: Complete this section if appeal is for employment during the quarter. Attach a pay stub which shows start and end dates for (minimally) a one week period that occurred at any time during the appropriate quarter after exit.

1. Employer's Name:	
2. Reference Week Start/End Dates (7-day Consecutive Period of Employment)	Total Hours (worked 7-day reference week during the quarter):
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, commission, 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 attended or was enrolled for the minimum hours required for a valid Job Corps placement for, minimally, a one-week period at any point during the quarter.

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 one week: _____
<input type="checkbox"/> Post-secondary CTT/Technical School	No. of hours attended in one week: _____
<input type="checkbox"/> College	No. of credit hours enrolled: _____
<input type="checkbox"/> On-the-Job Training or Subsidized Employment	No. of hours attended in one week: _____
<input type="checkbox"/> Other Training	No. of hours attended in one week: _____
4. If Other Training, specify type: _____	

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Contractor 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 <input type="checkbox"/> Not Approved	Reason for Denial:

Attachment 5

PY 2025 Instructions for Filing an Appeal of Second Quarter or Fourth Quarter After Exit Quarter Survey Data – Earnings Outcomes

GENERAL INSTRUCTIONS

1. Use this form to file an appeal for Q2 survey earnings outcomes only. One summary sheet must be submitted along with one completed worksheet for each job the student held during the quarter.
2. The appeal must be filed within 90 days of the month in which the student's record first appears on the CTT-20 or CTS OMS-20.
3. Job Corps Centers, CTS contractors, 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 completed and signed fillable appeal form(s) with scanned supplemental documentation by e-mail only, to:

surveyappeals@dol.gov
6. See the timetable in Appendix 501 Introduction, F.7(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 2025.

INSTRUCTIONS FOR COMPLETING THE APPEAL FORM

All appeals require a completed Summary Page. For the earnings appeal that you are submitting, please do the following:

Check Box for Appeal

1. Check the appropriate box(es) to indicate whether you are appealing earnings outcomes for Quarter 2 or Quarter 4.
2. All earnings appeals must be either for a job placement that has been credited for the appropriate quarter (student took the survey and received a positive result), or be accompanied by a job placement appeal.

Student Information

1. Enter the student's Job Corps-assigned student Identification Number.
2. Enter the student's last name, followed by middle initial (if applicable), and first name.
3. Enter the name of the center from which the student separated.

4. Enter the month, day, and year that the student exited the program.
5. You must determine the service reference period for which you are filing an appeal based on the student's separation date. The table below shows the Quarter 2 period based upon the quarter the student separated.

Q2	Exit Quarter	Q2 Survey Reference Quarter	Q2 Survey Quarter Start of 8-Week Survey Window
	10/2024 – 12/2024	4/2025 – 6/2025	7/2025 – 9/2025
	1/2025 – 3/2025	7/2025 – 9/2025	10/2025 – 12/2025
	4/2025 – 6/2025	10/2025 – 12/2025	1/2026 – 3/2026
	7/2025 – 9/2025	1/2026 – 3/2026	4/2026 – 6/2026

Note: If no survey record appears in CIS, then an appeal cannot be filed.

Information on Person Completing the Form

1. Enter your last name and first name.
2. Enter your full position title with no abbreviations.
3. Enter the telephone number at which you may be reached.
4. Enter the e-mail address at which you may be reached.
5. Enter the name of the center or placement contractor where you are located and the appropriate six-digit identification code for your center/contractor.
6. Enter the date you are submitting the form.
7. Sign your name.

Summary Job Placement Information

1. Enter the number of total jobs held during the appealed quarter for which verification documentation is being submitted with this appeal. Enter all jobs regardless of the duration, hours, and pay of that job. A separate job worksheet must be completed for each of these jobs. Please note that placements in AmeriCorps VISTA, National Civilian Community Corps (NCCC) and Public Allies are classified as training placements and are not included in the pools of the earnings measures.
2. Enter the total quarterly earnings for all jobs held in the appealed quarter for which documentation is being submitted with this appeal. These total earnings must equal the sum of the total quarterly earnings of each job for which a Job Worksheet has been completed as part of this appeal.
3. Enter the number of total pages included in the appeal paperwork; this includes the completed form, completed worksheets for each job, and all supporting documentation of the earnings received through each job for hours worked in the quarter.

INSTRUCTIONS FOR COMPLETING THE JOB WORKSHEET

Complete one worksheet per job held by the student during the quarter.

1. Enter the name of the employer.
2. Enter the start date of employment. The start date can be before or during the appeal quarter.
3. Enter the end date of employment. The end date can be within or after the appeal quarter. If the student is still employed enter "Active."
4. Enter the employer's business address.
5. Select the type of documentation submitted to verify the earnings for this job. Multiple types of documentation may need to be submitted for one job dependent upon the type of documentation obtained and the information it contains. For a list of acceptable documentation, including what specifically the documentation must include, and how to submit the documentation to NOJC, please see Table 1 below.

The following section contains the worksheet to determine the quarter's pay for that job. The worksheet is comprised of rows and columns to ultimately calculate the total pay the student received from this job for hours worked during the quarter.

Each row should contain information for one pay period worked during the quarter as shown on the earnings documentation. A pay period could be for the entire month, bi-monthly, bi-weekly, or weekly. A quarter is comprised of 13 weeks; however, this may not correspond perfectly with the student's work weeks, and the pay periods, for the quarter, may actually fall across 15 work weeks. Only those hours worked during the quarter and the corresponding earnings should be entered in the worksheet.

The columns show for each pay period the start-date and end-date of the pay period, the details of wages, hours, and earnings to calculate base pay, the details for calculating extra pay, and the total pay.

Enter the begin-date and end-date of the period; the begin-date must be no earlier than the start of the quarter and the end-date can be no later than the end of the quarter.

For the columns under "Standard Pay" and "Extra Pay", only the relevant columns in the worksheet need to be completed; determining the relevant columns is dependent upon the information supplied through the documentation validating the earnings for this job. For example, if a pay stub is obtained that indicates the number of hours worked in the pay period, hourly wage and earnings made in the pay period, then this information needs to be entered into the "Number of hours worked per period," "Wage per hour," and "Gross earnings for the period," respectively. Similarly, under the "Extra Pay" columns only enter information on Overtime, Tips, and Commissions earned from hours worked during

the quarter that are shown in the documentation. If there is information for “Other Pay,” include an explanation in the area indicated of the type of payment.

The “Base Pay Subtotal,” is to be calculated based upon information entered in the previous five columns. The following formulas can be used to calculate Base Pay:

- “Number of days worked” x “Number of hours worked per day” x “Wage per hour”
- “Number of hours worked per period” x “Wage per hour”
- “Gross Earnings per the period”

The “Extra Pay Subtotal” is to be calculated based upon information entered in the previous six columns. The following formula can be used to calculate Extra Pay:

- “Overtime Pay”* + “Tips” + “Commissions” + “Other”
*“Overtime Pay” is calculated by multiplying “Overtime Wage” by “Overtime Hours”

For each pay period, sum the “Base Pay Subtotal” with the “Extra Pay Subtotal” to calculate the “Total Pay.”

When information has been entered for all pay periods, sum the “Total Pay” to obtain the “Quarter Total Pay” for that job.

When you have entered all information for all jobs and earnings during the quarter under appeal, add the total earnings from each individual job together. This number must be the total for the summary sheet.

Table 1. Acceptable Documentation for Earnings Appeals for Each Job

Type of Documentation	Required Information	Additional Documentation Required	Must be scanned and emailed to NOJC
<p>All pay stubs for earnings received from work conducted in the quarter</p>	<p>All pay stubs from all employers in the quarter must be included in the appeal. All pay stubs must include:</p> <ol style="list-style-type: none"> 1) Earnings for the pay period or the hourly pay rate in the pay period; 2) Hours per pay period; 3) Start and end dates for each pay period; 4) Overtime and commission if included on the Earnings Appeal Form; and, 5) The company name and address. 	<p>If any criteria listed under required information is missing then a Verification of Employment form is required. Verification of Employment form must include:</p> <ol style="list-style-type: none"> 1) Dates of employment; 2) Company name; 3) Employer address; 4) Employer phone number; 5) Employer point of contact including their title, phone number, and signature with date. 6) Business card, stamp, or proof of company location; 7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and, 8) Overtime, tips, and commission earned during the quarter, if any. 	<p>Only if Verification of Employment form is included</p>
<p>Proof of income for tax purposes (e.g., W-2) and Verification of Employment form</p>	<p>Documentation showing all income received from the job worked during the quarter that minimally covers the entire period identified on the Earnings Appeal Form for each job.</p>	<p>Verification of Employment form must include:</p> <ol style="list-style-type: none"> 1) Dates of employment; 2) Company name; 3) Employer address; 4) Employer phone number; 5) Employer point of contact including their title, phone number, and signature with date. 6) Business card, stamp, or proof of company location; 7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and, 8) Overtime, tips, and commission earned during the quarter, if any. 	<p>Yes; Verification of Employment form must be an original or have proof that it was faxed or emailed from employer</p>
<p>Third Party (e.g., The Work Number,) Documentation</p>	<p>Third-party documentation is an acceptable form of verification. Any earnings based on tips will need to be documented on the third-party documentation or an alternative from of documentation will be needed. Third-party documentation must include:</p> <ol style="list-style-type: none"> 1) Each pay period as a separate line with the pay 	<p>If any criteria listed under required information is missing, then a Verification of Employment form is required. Verification of Employment form must include:</p> <ol style="list-style-type: none"> 1) Dates of employment; 2) Company name; 3) Employer address; 4) Employer phone number; 5) Employer point of contact including their title, phone number, and signature with date. 	<p>Only if Verification of Employment form is included</p>

Type of Documentation	Required Information	Additional Documentation Required	Must be scanned and emailed to NOJC
	period start or end date, hours worked, and gross earnings. 2) Overtime, tips, and commission if included on the Earnings Appeal Form; and, 3) Employer company name and address.	6) Business card, stamp, or proof of company location; 7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and, 8) Overtime, tips, and commission earned during the quarter, if any.	
Earnings Statement from employer or payroll company	Printed pay summary from the employer or payroll company (e.g., ADP) showing the earnings for the entire period within the quarter included in the appeal for this job. The Earnings Statement must include: 1) Earnings for the pay period or hourly pay rate in the pay period; 2) Hours per pay period; 3) Start and end date of the earnings; 4) Overtime, tips, and commission if included on the Earnings Appeal Form; and 5) Employer company name and address.	If any criteria listed under required information is missing, then a Verification of Employment form is required. Verification of Employment form must include: 1) Dates of employment; 2) Company name; 3) Employer address; 4) Employer phone number; 5) Employer point of contact including their title, phone number, and signature with date. 6) Business card, stamp, or proof of company location; 7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and, 8) Overtime, tips, and commission earned during the quarter, if any.	Only if Verification of Employment for is included
Timesheet record AND Verification of Employment Form	Printed (not handwritten) timesheet(s) for the entire appeal period showing the hours worked at each job in the quarter. The timesheets must contain employer's company name, the printed name (as applicable) and signature of the person signing the timesheets.	Verification of Employment Form for each job worked in the quarter must include: 1) Dates of employment; 2) Company name; 3) Employer address; 4) Employer phone number; 5) Point of contact at the employer including their title, phone number, and signature with date. 6) Business card, stamp, or proof of company location; 7) Hours worked by pay rate throughout the quarter for each unique pay rate, and timeline for any raises; and, 8) Overtime, tips, and commission earned in the quarter, if any.	Yes; Verification of Employment form must be original or have proof that it was faxed or emailed from employer

**U.S. Department of Labor
PY 2025 JOB CORPS APPEAL FORM QUARTER 2 AND QUARTER 4 SURVEY EARNINGS OUTCOMES**

Student Information (Please Print):		Check Box for Appeal:		
1. Student Identification Number:	Q2 Earnings	Q4 Earnings	Job Placement Appeal Submitted YES NO	
2. Last Name: _____ MI (if applicable): _____ First Name: _____				
3. Center Attended:	4. Date of Separation:	Month	Day	Year

Correct Start and End Dates for the Appropriate Quarter (Quarter 2 after Exit Quarter)

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

Information of Person Completing the Form:	
1. Print Your Name:	2. Your Position Title:
3. Your Telephone: ()	4. Your e-mail address:
5. Contractor Name/Code (six-digit ID Code):	6. Date form submitted:
7. Signature: _____	

Summary Job Placement Information:		
1. Number of Jobs Held During Quarter:	2. Total Earnings from All Jobs in the Quarter:	3. Number of Pages Included in Appeal Paperwork:

National Office Use Only	
Reviewed by:	Date:
<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	Reason for Denial:

FOR EACH JOB HELD BY THE STUDENT DURING THE QUARTER, PLEASE COMPLETE A JOB WORKSHEET USING THE TEMPLATE ON THE FOLLOWING PAGE. COMPLETE ONE WORKSHEET FOR EACH JOB.

JOB WORKSHEET

1. Employer's Name:	2. Employment Start Date:	3. Employment End Date:
4. Employer's Address		
5. Type of Documentation Submitted to Verify Earnings:	Pay Stub: _____ Timesheets: _____ Earnings Statement: _____ Third Party: _____ Proof of Income for Tax Purposes: _____	

Complete the following worksheet for each pay period in documentation*. Note, the quarter period is comprised of 13 weeks; however, this may not correspond perfectly with the work weeks, and the quarter period may actually fall across 15 work weeks. Record quarter total for all employment in section "Summary Job Placement Information" box 2.

Period	Begin Date	End Date	Standard Pay						Extra Pay						Total Pay	
			Number of days worked	Number of hours worked per day	Number of hours worked per period	Wage per hour	Gross Earnings for the period	Base Pay Subtotal	Overtime			Tips	Commission	Other* (Explain below)		Extra Pay Subtotal
									Wage	Hours	Pay					
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
QUARTER TOTAL																

*Explain any values entered under "Extra Pay" or "Other":

Attachment 6**PY 2025 Instructions for Filing a Request to Add a Placement Code
to the Job Training Match (JTM) Crosswalk****GENERAL INSTRUCTIONS**

1. This form is to be used to request the addition of a Placement Code 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 CTT-20 or CTS OMS-20.
3. Job Corps Centers, CTS contractors, and National Training Contractors (NTCs) may file a request.
4. Submit the request with documentation to:

U.S. Department of Labor/National 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. Enter the student's last name, followed by middle initial (if applicable), and first name.
3. Enter the name of the center from which the student separated.
4. Enter 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 and 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. Enter your name and sign the form in the appropriate boxes.
3. Enter the name of the center or placement contractor where you are located and the six-digit identification code for your center/contractor.
4. Enter the telephone number at which you may be reached.
5. Enter the e-mail address at which you may be reached.
6. Enter the date you are submitting the request form.
7. Sign your name.

**NATIONAL OFFICE OF JOB CORPS
 PY 2025 FORM TO REQUEST ADDITION OF A PLACEMENT
 CODE TO THE JOB TRAINING MATCH CROSSWALK**

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

Proposed Job Training Match Code:	
1. O*NET-SOC Job Code	2. O*NET-SOC Job Title
3. Training Program Area(s)	
4. Rationale for JTM Placement	

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Signature:
3. Contractor/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

IV. Support for This Appeal

Operator/Contractor Official: Name _____ Title _____ Date _____

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

Regional Use Only

V. Final Decisions

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

Attachment 8

Student Safety Assessment (SSA)

The Student Safety Assessment (SSA) elicits students' perceptions on safety and security including center climate, drug/alcohol use, violence/bullying, and sexual violence. The SSA is an online survey with 49 base questions and additional follow-up questions based on student responses to the base questions. Students' individual survey responses are confidential and will not be shared with the center unless there is an immediate safety issue. The survey takes approximately 15 minutes to complete. The SSA pilot launched in August 2024. However, the administration of the SSA is suspended until a later date. When administered, the SSA is conducted with a sample of students based on centers' On-Board Strength (OBS). Students, both residential and non-residential, who have been enrolled in the program for two weeks or more are eligible for inclusion in the sample. Students returning from a 30-day MSWR or ASWR period within one week of the survey may also be included in the sample pool. Participation in the SSA is voluntary. Students can decline to complete the survey.

Each center should aim to reach a minimum 80 percent response rate for every administration. **It is inappropriate for anyone at the center (staff or students) to attempt to bias student responses before, during or after the survey in any way. However, centers may use the results of the survey in discussions with students regarding center improvement.**

More specifically, the following activities are strictly prohibited:

- Observing individual students taking the survey. Staff should not look at the students' surveys as they are completing them unless requested by the student. Staff should not stand near or behind a student completing the survey and cause a student to feel as if their answers are not confidential.
- Reprimanding or threatening students who choose not to take the survey.
- Asking students if or how they responded to questions on the survey. Students can discuss the survey, ask other students and/or staff questions about the survey, but these types of conversations must only be initiated by the student. Staff **must not** make students feel as though they must discuss the questions or answers or attend focus groups to discuss the survey (focus groups unrelated to the survey, such as those on improving center programs and services, are acceptable).
- Resetting student passwords for the student portal or Job Corps email address without the student's permission.
- Using a student's Job Corps email to access the student's survey.
- Taking computer or Wi-Fi time away from a student.
- Coaching students to answer the survey in a particular way (e.g., providing or suggesting "correct" or "incorrect" answers to questions).

- Promising or implying that certain responses to survey questions will result in consequences for the student or the center. This includes rewards or restrictions.
- Conducting meetings, pep rallies, and/or group activities that include discussions, presentations, or guidelines regarding possible survey questions or answers.

Centers may reward students with individual incentives for completion and center-wide incentives for meeting the required response rate for the surveys.

SSA Rating System

The SSA has 49 base questions with 3 topics and 6 subtopics assessing center climate, drugs/alcohol, and violence (see Chart 2 below). Each center will receive an overall score and a score for each topic and subtopic based on a point system ranging from -10 to 10.

Responses to each survey question, such as Strongly Agree, Agree, Disagree, etc., are assigned points. Each question is given a score based on the average of the points. The higher the points, the more positively the students responded to the safety question. The point system allows differences to be assessed between students who ‘Strongly Agree’ with a statement about their safety and students who ‘Agree’ with the same statement. Chart 1 below outlines the types of response categories offered in the survey and the points assigned to each type of response option.

Chart 1. Point System for Response Options

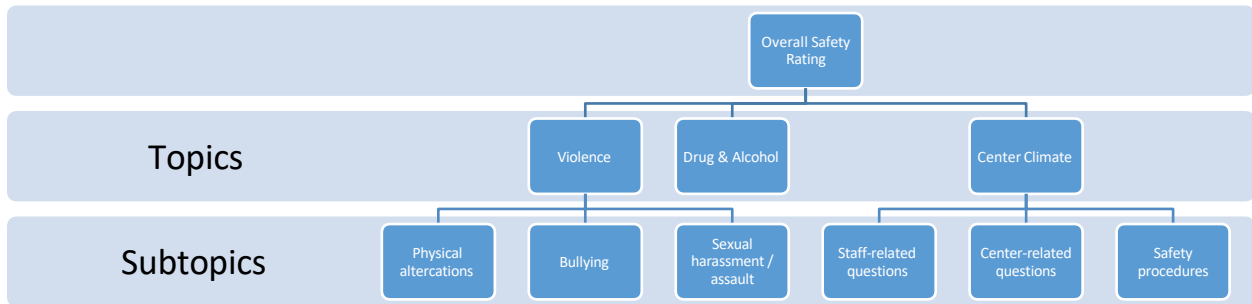
Responses	-10	-6.667	-5	-3.333	0	3.333	5	6.667	10
Type 1	Strongly Disagree	Disagree		Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree		Agree	Strongly Agree
Type 2	Strongly Disagree		Disagree		Neither Agree or Disagree		Agree		Strongly Agree
Type 3	A large problem		A problem				A small problem		Not a problem at all
Type 4	Very Unsafe		Somewhat Unsafe			Generally Safe		Very Safe	Completely Safe
Type 5	Yes								No
Type 6	No, it is frequently broken or not used				Unsure		Yes, some of the time		Yes, all or most of the time

For example, based on Chart 1, 5 students who responded ‘Strongly Agree’ to a survey question (10 points per student), with an additional 5 students responding ‘Somewhat Agree’ to the same question (3.333 points per student), would result in 66.665 total points for the

question; therefore, the average score for the question would be 6.7 points.

Subsequently, each subtopic is assigned a score based on the average scores of the questions in that subtopic. The subtopics are then averaged to determine the topic scores, and topic scores are averaged to determine the Overall Score. (See Chart 2.)

Chart 2. Relationship of Overall Score, Topics, and Subtopics



Job Corps expects all centers to strive to address safety concerns on center, and centers should aim to provide a safe learning and training environment for all students. Centers should address any safety issues evidenced by low scores. Any score of 0 or below suggests that a considerable number of, if not most, students have concerns about the topic or subtopic. As more data become available, the National Office of Job Corps will determine discrete expectations or goals for each topic and subtopic.

Attachment 9

Student Experience Assessment (SEA)

The Student Experience Assessment (SEA) is a student satisfaction survey that assesses students' opinions about their Job Corps experience. The survey consists of 15 modules addressing multiple areas of service such as admissions, career technical training, and residential living. The SEA is an online survey with 174 questions. The survey modules are tailored to each student based on their experience in the program. Students only complete modules relevant to their current experience (no student answers all 174 questions). The survey takes students on average, less than 15 minutes to complete. The SEA is administered at least once a year to all students, residential and non-residential, who have been enrolled in the program for two weeks or more. Students returning from a 30-day MSWR or ASWR period within one week of the survey may also be included in the pool. Participation in the SEA is voluntary. Students can decline to complete the survey.

Each center should aim to reach a minimum of 80 percent response rate for every SEA administration.

It is inappropriate for anyone at the center (staff or students) to attempt to bias student responses before, during, or after the survey in any way. However, centers may use the results of the survey in discussions with students regarding center improvement.

More specifically, the following activities are strictly prohibited:

- Observing individual students taking the survey. Staff should not look at the students' surveys as they are completing them unless requested by the student. Staff should not stand near or behind a student completing the survey and cause a student to feel as if their answers are not confidential.
- Reprimanding or threatening students who choose not to take the survey.
- Asking students if or how they responded to questions on the survey. Students can discuss the survey, ask other students and/or staff questions about the survey, but these types of conversations must only be initiated by the student. Staff **must not** make students feel as though they must discuss the questions or answers or attend focus groups to discuss the survey (focus groups unrelated to the survey, such as those on improving center programs and services, are acceptable).
- Resetting student passwords for the student portal or Job Corps email address without the student's permission.
- Using a student's Job Corps email to access the student's survey.
- Taking computer or Wi-Fi time away from a student.
- Coaching students to answer the survey in a particular way (e.g., providing or suggesting "correct" or "incorrect" answers to questions).

- Promising or implying that certain responses to survey questions will result in consequences for the student or the center. This includes rewards or restrictions.
- Conducting meetings, pep rallies, and/or group activities that include discussions, presentations, or guidelines regarding possible survey questions or answers.

Centers may reward students with individual incentives for completion and center-wide incentives for meeting the required response rate for the surveys.

SEA Rating System

After each SEA administration, Job Corps will produce national, regional, center, and operator results reports. The SEA covers 17 categories of questions, such as center life, math, and advanced training, which are outlined in the center report. Each category is assigned a weighted average showing how much satisfaction or agreement students had with a statement or item on the survey. The rating for each category can range from 0 percent to 100 percent with 100 percent indicating satisfaction for all students for all questions in that category.

For example, if 100 students start the survey at a center but only 90 students complete all the questions in Category 1, the results are as shown in Table 1.

Table 1. Example of SEA Category 1

Question	Number of students	Rating (% Agree or Satisfied)
Question1	100	70%
Question2	100	70%
Question3	90	80%
Question4	90	80%
Category 1 Rating (Weighted Average)		74.7%

Job Corps expects that each center will strive to provide a positive learning and training experience for all students. As more data becomes available, the National Office of Job Corps will establish discrete expectations or goals for categories or groups of categories.

Attachment 10

PY 2025 Academic Continuous Improvement Plan (A-CIP)

A-CIP Documentation for Low Performing Academic Program Offerings

The Office of Job Corps uses a standardized template which can be easily completed, regularly monitored, and fairly evaluated. The Office of Job Corps and regional offices have joint responsibility in the oversight of Academic Continuous Improvement Plans (A-CIPs).

Included here is a model for A-CIPs that the PRH states are required for Academic programs with a “D” grade and A-CIPs from the Regional Office based on recommendations for programs with a “C-” grade. The key components are an annual specific, measurable, achievable, realistic, and time-based (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 an Academic Continuous Improvement Plan (A-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, an 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 Contracting Officer Representative (COR) to 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 a problem’s solutions

is to prevent recurrence at the lowest cost, and 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.

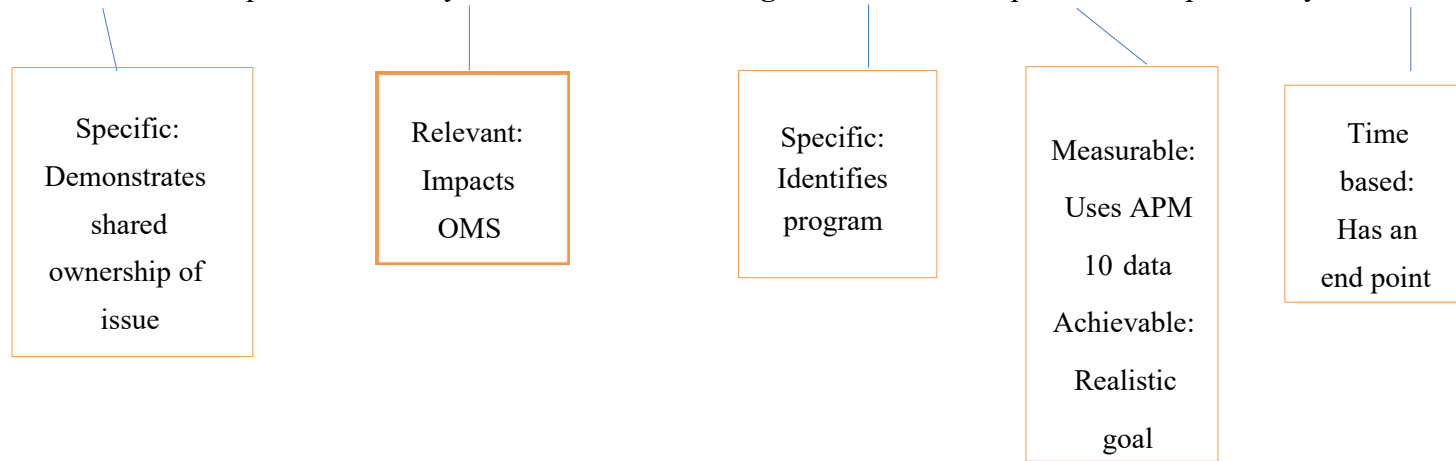
Once the root causes for the program's low performance are identified, the center should generate a SMART goal.

A SMART goal should meet the following criteria: **SMART**

- S - is specific, and stretching, systematic, synergistic, significant, and shifting.
- M - means measurable, but also recommend meaningful, memorable, and 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 Numeracy Gain Rate for **ABC High School** from 70 percent to 80 percent by the end of PY 2025.



Directions for review and management of goals:

1. Center completes the appropriate fields of the A-CIP template, and all applicable parties type their names into the appropriate boxes to indicate acceptance.
2. Center sends the completed plan to the Regional Director, Division Chief, Program Manager, and Unit Chief of Academics at the National Office.
3. Region reviews the document and works with the center until the plan is approved. Once approved, the Regional Director and COR will type their names into the approval section, and forward the updated/approved plan to the National Office of Job Corps.
4. Region sends e-mail confirmation to center and Unit Chief of Academics at the National Office of plan approval.

5. At the end of each quarter, the center updates the plan with the prior quarter's results and the prior version of the form as outlined above, then sends an e-mail notifying the Regional and National Offices that the plan has been updated.

A-CIP Example



National Office of Job Corps
Academic Continuous Improvement Plan (A-CIP)
06 San Francisco

This form is meant to be filled out collaboratively by the Center who is being placed on the A-CIP and the Regional Office.

Center Information							
Center Name:	ABC Job Corps			Academic Program Name:	ABC High School		
Past Performance Rating:	PY 2022	C-	Program Year	Grade	Program Year	Grade	
Baseline APM-10 data/Integrity Violation:	ABC High School obtained an average of 0.30 EFL for Numeracy for separated students and a 57% Numeracy gain rate in real time for current students based on APM-10 report card dated 6/30/2023. Not meeting the 1.0 Numeracy EFL for separated students and 80% Numeracy gain rate in real time crediting for current students were the main contributing factors to the overall "C-" rating for ABC High School.						
Root Cause: Why is the program struggling?	<ul style="list-style-type: none"> - The Center has students who are overdue for follow up Test of Adult Basic Education (TABE) testing. - The quality and support is not present in the academic programming of ABC High School. 						

Goals		
Annual SMART Goal:	The center will improve the Numeracy EFL and Numeracy gain rate for ABC High School. The Numeracy EFL will grow from 0.30 to 1.00 for separated students and the Numeracy gain rate will grow from 57% to 80% by the end of Program Year 2023. Annual Overall Rating to increase from a "C-" to a "C" or higher.	
Quarter 1 Benchmark: September 30	Quarterly SMART goal(s): By the end of the quarter, high school staff at ABC High School will establish a Professional Learning Community (PLC) to begin reviewing the TABE Requirements report in CIS-3G, identify students who are overdue for TABE testing, and begin collecting and submitting 60-hour TABE documentation for student follow up TABE Testing.	Results (Completed after September 30): 80 percent of overdue students were able to meet this goal.
		Comments: The remaining 20 percent of the students did not meet the instructor hours for a Numeracy TABE follow up exam.
Quarter 2 Benchmark: December 31	Quarterly SMART goal(s): By the end of the quarter, the 20 percent of the remaining overdue students will be scheduled into the appropriate mathematics classes to obtain seat time to test after paperwork has been submitted to remain compliant. The PLC will analyze data to design instruction. The PLC will look at the average TABE test level all of ABC High School students and utilize the Numeracy TABE blueprint to design whole group classroom instruction. Teachers' goal is to move the student average up to the next level. Example: Moving the entire Math Department average from M to D.	Results (Completed after December 31): 20 percent of the remaining students have TABE tested and the center is in compliance. Students have averaged an M Level exam. Collaborative lesson planning has provided consistency with teaching material that aligns to the standards.
		Comments: Multi-Tier System of Support (MTSS) will be implemented to review lesson planning and differentiated activities to support ELL students and students with disabilities.
Quarter 3 Benchmark: March 31	Quarterly SMART goal(s): By the end of the quarter, the PLC will design a MTSS to make modifications to previous quarter goal. The community will differentiate instruction by analyzing student work and decision making on students who receive evening and weekend programming instruction. In addition to evening and weekend programming, the PLC will differentiate instruction by using the IXL software to align common core assignments to different student needs.	Results (Completed after March 31): Three tier MTSS system created. The first tier is set up to support students by assigning them with extra assistance through the evening and weekend programming. The second tier is to utilize the center's Reasonable Accommodation Committee (RAC) to recommend student classroom and testing modifications and review any additional accommodations a student might need. The third tier is a recommendation for specialized education testing. The testing will be done by ABC High School as they are IDEA



National Office of Job Corps
Academic Continuous Improvement Plan (A-CIP)

		compliant, or the RAC will use community partners to assist students. Comments: 60 percent of students have shown improvement and have gone from Level M to Level D. The implementation of supports will guide the last quarter's curriculum to establish contextualized learning through foundation classes focusing on Numeracy.
Quarter 4 Benchmark: June 30	Quarterly SMART goal(s): By the end of the program year the PLC will have reviewed all curriculum used in ABC High School and collaborate with the Career Technical Training (CTT) department to develop Numeracy contextualized curriculum that may serve as foundation classes to the CTT department to provide students a different perspective to Numeracy.	Results (Completed after June 30): Lessons are currently being developed to provide students with a different perspective to Numeracy. Teachers from ABC High School are partnering with CTT teachers via pathways to utilize CTT curriculum to provide students with high interest pathway math. Comments: Curriculum reviews are ongoing. Curriculum change and lessons will be changed as trends are changed within data.

Representatives					
Staff Role	Staff Name	Date	Staff Role	Staff Name	Date
Academic Designee	Click or tap here to enter text.	Click for Date	COR	Click or tap here to enter text.	Click for Date
Center Director	Click or tap here to enter text.	Click for Date	Regional Dir.	Click or tap here to enter text.	Click for Date
High School Rep	Click or tap here to enter text.	Click for Date	Other	Click or tap here to enter text.	Click for Date

This bottom part of the form is to be used by the Regional Office only.

For Regional Office Use Only	
Year-end Results:	Based on the APM-10 Report Card dated 06/30/2024, the centers ABC High School raised the average EFL for Numeracy from 0.30 to 0.60 for separated students. In addition to the average EFL, ABC High School has raised the real time crediting Numeracy gain rate from 57% to 82%, meeting the National goal.
Year-end Comments:	Overall rating improved from "C-" to "C". Academic Programming results show improvement. Continuous review will be the norm on center. The center looks to go up to a "B" for the next program year.
Recommendation:	<input checked="" type="checkbox"/> Remove the program from the A-CIP process because measurable improvement has been shown. <input type="checkbox"/> Extend the A-CIP to a second year. <input type="checkbox"/> Recommend to the National Director the replacement of the program with a different HSD/HSE option at the center.

For Regional Office Use Only - Contracting Officer Representative (COR) Comments	
Quarter 1:	The center did not meet its rigorous goal of having 100 percent of the student population remain compliant with follow up Numeracy TABE testing.
Quarter 2:	Data driven instruction will be key to be consistently address student areas of need.
Quarter 3:	Multi-Tier System of Support will assist the center by identifying and helping those students who need the most assistance.
Quarter 4:	Foundation classes will give students a CTT perspective to Math. Students will be learning Math that is of high interest to them and will be able to apply it to the real world.



National Office of Job Corps Academic Continuous Improvement Plan (A-CIP)

Choose an item.

This form is meant to be filled out collaboratively by the Center and the Regional Office.

Center Information						
Center Name:	Click or tap here to enter text.		Academic Program Name:	Click or tap here to enter text.		
Baseline APM-10 data/Integrity Violation:	Program Year	Grade	Program Year	Grade	Program Year	Grade
Click or tap here to enter text.						
Root Cause: Why is the program struggling?	Click or tap here to enter text.					
Recommendations to Address Root Cause.	Click or tap here to enter text.					

Goals		
Annual SMART Goal:	Click or tap here to enter text.	
Quarter 1 Benchmark: September 30	Quarterly SMART goal(s): Click or tap here to enter text.	Results (Completed after September 30): Click or tap here to enter text. Comments: Click or tap here to enter text.
Quarter 2 Benchmark: December 31	Quarterly SMART goal(s): Click or tap here to enter text.	Results (Completed after December 31): Click or tap here to enter text. Comments: Click or tap here to enter text.
Quarter 3 Benchmark: March 31	Quarterly SMART goal(s): Click or tap here to enter text.	Results (Completed after March 31): Click or tap here to enter text. Comments: Click or tap here to enter text.
Quarter 4 Benchmark: June 30	Quarterly SMART goal(s): Click or tap here to enter text.	Results (Completed after June 30): Click or tap here to enter text. Comments: Click or tap here to enter text.

Representatives					
Staff Role	Staff Name	Date	Staff Role	Staff Name	Date
Academic Designee	Click or tap here to enter text.	Click for Date	COR	Click or tap here to enter text.	Click for Date
Center Director	Click or tap here to enter text.	Click for Date	Regional Dir.	Click or tap here to enter text.	Click for Date
High School Rep	Click or tap here to enter text.	Click for Date	Other	Click or tap here to enter text.	Click for Date

This bottom part of the form is to be used by the Regional Office only.

For Regional Office Use Only	
Year-end Results:	Click or tap here to enter text.
Year-end Comments:	Click or tap here to enter text.
Recommendation:	<input type="checkbox"/> Remove the program from the A-CIP process because measurable improvement has been shown. <input type="checkbox"/> Extend the A-CIP to a second year. <input type="checkbox"/> Recommend to the National Director the replacement of the program with a different HSD/HSE option at the center.

Contracting Officer Representative (COR) Comments	
Quarter 1:	Click or tap here to enter text.
Quarter 2:	Click or tap here to enter text.
Quarter 3:	Click or tap here to enter text.
Quarter 4:	Click or tap here to enter text.

Attachment 11

**PY 2025 Direct Center Services Model-Based Goals for High School Diploma (HSD)/High School
Equivalency (HSE) Attainment Rate, Combination HSD/HSE and Career Technical Training (CTT)
Completion Rate, Literacy Gain Rate and Numeracy Gain Rate**

Note: PY 2024 Models are used for PY 2025

	Center	HSD/HSE	Combination HSD/HSE/CTT	Literacy Gain Rate	Numeracy Gain Rate
	National Goals	65.0	50.0	65.0	65.0
10100	Grafton	67.7	51.5	65.2	65.6
10200	Northlands	70.4	53.3	65.1	68.1
10300	Penobscot	67.0	51.3	65.2	63.8
10400	Westover	66.0	50.2	65.1	65.7
10500	New Haven	62.9	48.0	65.2	66.3
10600	Loring	69.6	53.2	65.6	67.4
10700	Shriver	68.6	52.0	66.2	65.8
10800	Exeter	64.8	49.9	64.3	65.0
10900	Hartford	65.5	50.3	61.5	68.8
11000	New Hampshire	68.2	52.0	64.7	65.6
20100	Arecibo	64.4	50.8	90.0	90.0
20300	Cassadaga	64.5	49.3	65.3	65.3
20400	Delaware Valley	64.8	49.8	63.4	65.9
20500	Edison	67.2	50.4	66.5	65.3
20700	Glenmont	63.8	48.6	64.1	65.5
20800	Iroquois	67.4	52.3	65.6	63.7
20900	Oneonta	64.8	50.6	65.3	65.6
21000	Ramey	62.9	49.3	90.0	90.0
21100	South Bronx	64.1	48.8	65.9	66.1
30100	Blue Ridge	65.4	50.1	64.3	68.4
30200	Charleston	64.1	48.8	63.3	66.7
30400	Flatwoods	64.8	50.4	66.2	64.9
30500	Harpers Ferry	67.1	50.2	67.3	65.4
30600	Keystone	64.0	49.6	65.7	62.1
500004	Keystone/Red Rock	63.6	49.0	65.4	62.3
30700	Old Dominion	67.1	51.0	64.4	67.0
30800	Philadelphia	62.1	48.1	64.5	66.9
30900	Pittsburgh	64.6	49.4	65.9	66.3
31000	Potomac	65.1	49.4	65.5	66.3
31100	Red Rock	62.8	47.9	64.9	62.8
31200	Woodland	65.3	49.7	65.5	62.4
31300	Woodstock	64.5	50.0	64.0	65.9
31500	Carl D.Perkins	64.4	49.8	65.5	65.6
31600	Earle C. Clements	64.8	50.6	66.8	63.5

	Center	HSD/HSE	Combination HSD/HSE/CTT	Literacy Gain Rate	Numeracy Gain Rate
31700	Frenchburg	63.1	49.3	64.5	63.0
31800	Great Onyx	67.6	51.3	66.0	64.4
31900	Pine Knot	66.4	50.5	66.4	65.3
32000	Whitney M. Young	63.9	49.0	66.5	62.0
32100	Muhlenberg	63.4	48.7	64.1	66.4
32200	Wilmington	65.6	50.5	63.7	67.3
40200	Bamberg	64.0	49.4	65.1	63.2
40300	Finch-Henry	59.6	46.9	63.5	62.9
40400	Brunswick	63.2	48.8	64.3	65.0
41000	Gulfport	62.8	49.0	65.0	62.6
41100	Jacksonville	65.2	49.9	64.1	65.6
41200	Jacobs Creek	62.0	47.3	64.0	66.3
41300	Kittrell	62.2	48.7	64.4	63.9
41500	Lyndon Johnson	65.8	50.7	65.1	64.1
41600	Miami	65.4	50.2	64.5	67.3
41700	Mississippi	59.3	46.3	65.7	60.8
41800	Oconaluftee	67.5	52.4	64.6	68.6
42000	Schenck	67.0	52.1	64.0	66.7
42100	Turner	62.0	48.1	63.4	65.3
42400	Gadsden	60.7	47.3	62.5	65.5
42500	BL Hooks/Memphis	61.7	48.0	63.8	64.8
42600	Montgomery	61.3	47.8	65.7	63.2
42800	Pinellas County	66.3	49.9	63.8	65.9
50100	Atterbury	64.3	49.8	64.2	64.6
50200	Blackwell	68.4	53.1	67.8	63.1
50300	Cincinnati	65.5	49.7	65.5	63.5
50400	Cleveland	66.0	50.9	64.2	66.2
50500	Dayton	64.5	49.0	64.6	64.8
50600	Detroit	63.8	49.0	64.3	62.7
50800	Gerald R. Ford	62.4	48.2	65.3	61.7
50900	Hubert H. Humphrey	68.0	52.2	65.2	65.1
51000	Joliet	63.4	49.2	64.9	63.7
51100	Flint/Genesee	62.3	48.3	63.7	63.7
51200	Paul Simon Chicago	65.8	49.9	64.8	66.1
51300	Milwaukee	59.5	46.5	63.0	63.5
51400	Ottumwa	65.2	50.0	67.3	65.1
60100	Albuquerque	65.6	50.0	65.4	65.1
60200	Cass	64.0	49.5	63.7	65.3
60300	David Carrasco	65.7	50.7	65.4	62.1
60400	Gary	62.7	49.2	65.5	64.1
60500	Guthrie	67.0	51.6	64.1	66.5

	Center	HSD/HSE	Combination HSD/HSE/CTT	Literacy Gain Rate	Numeracy Gain Rate
60600	Laredo	58.2	45.7	66.1	62.1
60700	Little Rock	63.4	48.6	64.9	63.9
60800	North Texas	64.1	49.3	63.6	65.1
60900	New Orleans	62.8	48.4	64.6	67.4
61100	Roswell	64.8	50.5	63.6	64.9
61200	Shreveport	58.8	46.1	62.9	64.2
61300	Talking Leaves	64.3	50.0	64.9	62.8
61500	Tulsa	64.4	49.5	63.9	64.5
61600	Carville	63.8	49.4	64.7	64.4
61700	Wind River	68.0	52.1	65.7	64.7
70100	Denison	64.9	49.5	64.9	63.2
70200	Excelsior Springs	66.2	50.4	65.4	63.9
70300	Mingo	66.0	51.4	64.0	65.9
70400	Pine Ridge	66.7	51.0	65.8	62.4
70500	St Louis	63.1	48.3	63.2	64.5
70600	Flint Hills	64.9	49.5	65.9	63.0
80100	Anaconda	66.7	51.2	65.2	64.3
80200	Boxelder	66.2	50.4	63.7	63.2
80300	Clearfield	69.1	53.5	65.5	66.0
80400	Collbran	68.7	52.5	66.3	64.4
80600	Trapper Creek	73.8	56.4	67.0	64.7
80700	Weber Basin	71.7	55.2	66.7	65.0
80800	Quentin Burdick	66.4	51.1	65.0	62.6
90100	Hawaii	62.4	48.5	64.9	65.1
90200	Inland Empire	63.7	48.6	64.9	66.8
90300	Los Angeles	66.0	50.3	65.3	68.1
90400	Phoenix	64.3	49.5	63.8	65.6
90500	Sacramento	66.5	50.7	64.4	66.7
90600	San Diego	66.1	50.5	66.2	65.7
90700	San Jose	65.5	49.7	64.6	66.2
90800	Sierra Nevada	70.6	52.7	65.2	66.1
90900	Treasure Island	67.5	52.0	65.5	66.7
91000	Fred G. Acosta	68.4	51.6	64.9	65.8
91100	Long Beach	66.5	50.0	64.8	67.9
100100	Angell	67.6	51.8	66.4	65.0
100200	Cascades	70.9	54.9	64.8	67.8
100300	Columbia Basin	73.0	55.5	67.8	63.3
100400	Curlew	75.2	56.8	65.3	66.3
100500	Fort Simcoe	69.6	51.6	66.8	63.6
100600	Centennial	70.0	53.4	66.7	65.0
100700	Springdale	65.3	50.9	63.6	66.0

	Center	HSD/HSE	Combination HSD/HSE/CTT	Literacy Gain Rate	Numeracy Gain Rate
100800	Timber Lake	72.4	52.4	66.7	66.1
100900	Tongue Point	69.2	53.4	67.8	64.1
101000	Wolf Creek	71.8	53.5	66.2	66.3
101100	Alaska	66.2	50.4	68.6	63.5
1	Boston Region	65.7	50.3	68.9	69.4
2	Philadelphia Region	64.5	49.6	65.4	64.7
3	Atlanta Region	62.8	48.6	64.2	64.7
4	Dallas Region	65.1	50.3	64.9	64.5
5	Chicago Region	64.4	49.5	64.8	64.1
6	San Francisco Region	67.5	51.4	65.5	66.1

Direct Center Services (DCS) Report Card

PY 2025 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)
% Completed Grade 9 or Below at Enrollment	41.0	41.0	0.0	-0.0252	0.0000
% Completed Grade 10 at Enrollment	30.5	30.5	0.0	-0.0044	0.0000
% Completed Grades 11-12 at Enrollment	28.5	28.5	0.0	0.0297	0.0000
% Initial Reading TABE Educational Functioning Levels 1-2	37.6	37.6	0.0	-0.1407	0.0000
% Initial Reading TABE Educational Functioning Level 3	30.0	30.0	0.0	-0.0974	0.0000
% Initial Reading TABE Educational Functioning Level 4	21.8	21.8	0.0	-0.0059	0.0000
% Initial Reading TABE Educational Functioning Level 5	8.6	8.6	0.0	0.1004	0.0000
% Initial Reading TABE Educational Functioning Level 6	2.0	2.0	0.0	0.1436	0.0000
% Initial Math TABE Educational Functioning Level 1	5.8	5.8	0.0	-0.1414	0.0000
% Initial Math TABE Educational Functioning Level 2	37.1	37.1	0.0	-0.0731	0.0000
% Initial Math TABE Educational Functioning Level 3	40.7	40.7	0.0	0.0025	0.0000
% Initial Math TABE Educational Functioning Level 4	15.0	15.0	0.0	0.0804	0.0000
% Initial Math TABE Educational Functioning Levels 5-6	1.4	1.4	0.0	0.1316	0.0000
				Subtotal	0.0
				National Goal	65.0%
				Model Adjusted Goal	65.0%

Direct Center Services (DCS) Report Card

PY 2025 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)
% Completed Grade 10 or Below and No GED/HSD at Enrollment	72.1	72.1	0.0	-0.0119	0.0000
% Initial Reading TABE Educational Functioning Level 1	5.4	5.4	0.0	-0.0969	0.0000
% Initial Reading TABE Educational Functioning Level 2	32.9	32.9	0.0	-0.0841	0.0000
% Initial Reading TABE Educational Functioning Level 3	30.4	30.4	0.0	-0.0550	0.0000
% Initial Reading TABE Educational Functioning Level 4	21.3	21.3	0.0	0.0106	0.0000
% Initial Reading TABE Educational Functioning Level 5	8.2	8.2	0.0	0.0840	0.0000
% Initial Reading TABE Educational Functioning Level 6	1.9	1.9	0.0	0.1414	0.0000
% Initial Math TABE Educational Functioning Level 1	5.9	5.9	0.0	-0.1215	0.0000
% Initial Math TABE Educational Functioning Level 2	38.0	38.0	0.0	-0.0606	0.0000
% Initial Math TABE Educational Functioning Level 3	40.2	40.2	0.0	-0.0078	0.0000
% Initial Math TABE Educational Functioning Level 4	14.5	14.5	0.0	0.0499	0.0000
% Initial Math TABE Educational Functioning Levels 5-6	1.3	1.3	0.0	0.1400	0.0000
				Subtotal	0.0
				National Goal	50.0%
				Model Adjusted Goal	50.0%

Direct Center Services (DCS) Report Card

PY 2025 Literacy Gain 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)
% Completed Grade 11 or Below and No GED/HSD at Enrollment	59.2	59.2	0.0	-0.0495	0.0000
% Initial Reading TABE Educational Functioning Level 1	5.1	5.1	0.0	0.1249	0.0000
% Initial Reading TABE Educational Functioning Level 2	32.4	32.4	0.0	-0.0123	0.0000
% Initial Reading TABE Educational Functioning Level 3	34.1	34.1	0.0	-0.0202	0.0000
% Initial Reading TABE Educational Functioning Level 4	28.3	28.3	0.0	-0.0923	0.0000
% Initial Math TABE Educational Functioning Level 1	5.9	5.9	0.0	-0.1762	0.0000
% Initial Math TABE Educational Functioning Level 2	37.7	37.7	0.0	-0.0457	0.0000
% Initial Math TABE Educational Functioning Level 3	41.6	41.6	0.0	0.0534	0.0000
% Initial Math TABE Educational Functioning Levels 4-6	14.8	14.8	0.0	0.1685	0.0000
				Subtotal	0.0
				National Goal	65.0%
				Model Adjusted Goal	65.0%

*Excluding centers in Puerto Rico

Direct Center Services (DCS) Report Card

PY 2025 Numeracy Gain 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)
% Completed Grade 11 or Below and No GED/HSD at Enrollment	55.7	55.7	0.0	-0.0497	0.0000
% Initial Reading TABE Educational Functioning Level 1	4.2	4.2	0.0	-0.2281	0.0000
% Initial Reading TABE Educational Functioning Level 2	27.1	27.1	0.0	-0.1597	0.0000
% Initial Reading TABE Educational Functioning Level 3	28.7	28.7	0.0	-0.0607	0.0000
% Initial Reading TABE Educational Functioning Level 4	24.2	24.2	0.0	0.0222	0.0000
% Initial Reading TABE Educational Functioning Level 5	12.4	12.4	0.0	0.1389	0.0000
% Initial Reading TABE Educational Functioning Level 6	3.4	3.4	0.0	0.2873	0.0000
% Initial Math TABE Educational Functioning Level 1	5.5	5.5	0.0	0.1765	0.0000
% Initial Math TABE Educational Functioning Level 2	33.6	33.6	0.0	0.0732	0.0000
% Initial Math TABE Educational Functioning Level 3	39.7	39.7	0.0	-0.0335	0.0000
% Initial Math TABE Educational Functioning Levels 4-5	21.3	21.3	0.0	-0.2162	0.0000
				Subtotal	0.0
				National Goal	65.0%
				Model Adjusted Goal	65.0%

*Excluding centers in Puerto Rico

Attachment 12

PY 2025 CTS Contractor Model-Based Goals for Graduate Average Hourly Wage at Placement and Median Earnings in Quarter 2 After Exit Quarter
Note: PY 2024 Models are used for PY 2025

Region	CTS Contractor		Graduate Average Hourly Wage at Placement	Graduate Median Earnings in Quarter 2
	National Goals		\$18.75	\$9,000
01	CTBZNH	N. HAVEN BZ OACT	\$19.71	\$9,046
01	CTPGHF	HARTFORD OACTS	\$19.55	\$9,021
01	MAAAGR	GRAFTON JCC	\$19.87	\$9,473
01	MAETWO	WESTOVER ETR OAC	\$19.88	\$9,529
01	MAAASH	SHRIVER OACTS	\$19.89	\$9,346
01	MECSLO	LORING JCC	\$19.69	\$9,815
01	MEARPE	PENOBSCOT CTS	\$19.28	\$9,240
01	NHAANH	N. HAMPSHIRE	\$18.78	\$8,893
01	NJMTED	EDISON MTC CTS	\$19.73	\$9,103
01	NYAADV	D. VALLEY CT	\$19.40	\$8,892
01	NYAAGL	GLENMONT OACTS	\$18.91	\$8,809
01	NYCSBK	BROOKLYN O/C	\$18.86	\$8,803
01	NYDSCA	CASSADAGA OA/CTS	\$19.21	\$9,224
01	NYETIQ	IROQUOIS OACTS	\$19.79	\$9,510
01	NYETON	ONEONTA JCC	\$20.14	\$10,069
01	PRARPR	RAMEY PR OACTS	\$14.28	\$7,234
01	RIAAEX	EXETER CTS JCC	\$19.11	\$8,867
01	VTETNO	NORTHLANDS OACTS	\$19.27	\$9,384
02	DCEKPO	POTOMAC OACTS	\$20.13	\$9,610
02	DEETWI	WILMINGTON OACTS	\$18.99	\$8,934
02	KYHYWY	W. YOUNG CTS	\$18.51	\$9,029
02	KYINCP	PERKINS OA/C	\$18.11	\$8,993
02	KYINMB	MUHLENBERG O	\$19.18	\$9,701
02	KYMTEC	EARLE CLEMENTS C	\$18.93	\$9,195
02	MDAAWL	WOODLAND O/C	\$18.55	\$8,495
02	MDARWS	WOOSTOCK O/C	\$19.45	\$9,042
02	PAAAKE	KEYSTONE CTS	\$18.02	\$8,444
02	PAAAPH	PHILADELPHIA OAC	\$17.97	\$8,356
02	PAOMPB	PITTS OACTS	\$18.80	\$9,230
02	R2LCFS	REG02 O/C	\$18.59	\$8,918
02	VAOMOD	OLD DOMINION	\$19.61	\$8,977
02	VASRBR	BLUE RIDGE O	\$18.73	\$8,824
02	WVMTCR	CHARLESTON OACTS	\$18.70	\$8,848
03	ALSMGA	GADSDEN O/C	\$17.44	\$7,897

Region	CTS Contractor		Graduate Average Hourly Wage at Placement	Graduate Median Earnings in Quarter 2
03	ALETMT	MONTGOMERY OACTS	\$17.96	\$9,023
03	FLAAMI	MIAMI OACTS	\$19.18	\$9,158
03	FLCLJV	JACKSONVILLE OAC	\$19.28	\$9,442
03	FLEXPN	PINELLAS OACTS	\$19.25	\$9,120
03	GAAABW	BRUNSWICK OACTS	\$18.10	\$8,940
03	GAOMTU	TURNER OMG	\$18.00	\$8,694
03	MSAAMS	MS AA OACTS	\$17.73	\$7,875
03	MSCEGU	GULFPORT OA/CTS	\$16.73	\$7,957
03	MSETFH	FINCH HENRY OAC	\$17.19	\$8,858
03	NCCLKI	KITTRELL OA/CTS	\$17.84	\$8,386
03	R3JPFS	REG3 JP OACTS	\$18.58	\$9,209
03	SCHSBA	BAMBERG OACTS	\$18.45	\$8,899
03	TNETBH	BL HOOKS OACTS	\$17.69	\$8,891
04	ARSRLR	LITTLE ROCK OACT	\$18.41	\$8,735
04	LAAPNO	NEW ORLEANS OACT	\$17.18	\$8,499
04	LAHLSP	SHREVEPORT OACTS	\$16.70	\$8,210
04	LAMTCA	CARVILLE OACTS	\$18.00	\$8,854
04	NDHLBU	BURDICK OACTS	\$18.00	\$8,499
04	NMAOAB	ALBUQUERQUE OACT	\$19.70	\$9,266
04	NMCSRO	ROSWELL OACTS	\$17.97	\$8,620
04	OKBZTU	TULSA BZ OACTS	\$18.15	\$8,813
04	OKBZGU	GUTHRIE OACTS	\$17.81	\$8,606
04	OKJPTL	TALKING LEAVES	\$16.72	\$7,784
04	R4GBFS	REG4 GB OACTS	\$19.19	\$9,330
04	TXAODC	D CARASSCO OACTS	\$17.22	\$8,547
04	TXARGY	GARY OACTS	\$18.75	\$8,970
04	TXSMLA	LAREDO OACTS SM	\$15.78	\$8,180
04	TXSRNT	N. TX SR OACTS	\$18.18	\$8,628
04	UTMTCL	CLEARFIELD O	\$19.05	\$9,118
04	WYARWR	WIND RIVER O/C	\$19.05	\$9,354
05	IACSOW	OTTUMWA OA	\$18.21	\$8,902
05	IAOMDN	DENISON O/C	\$18.66	\$9,195
05	ILAOPS	PAUL SIMON OACTS	\$20.23	\$9,782
05	ILSMJO	JOLIET SM OA/CTS	\$18.80	\$8,695
05	INMTAB	ATTERBURY OA/CTS	\$18.09	\$8,538
05	KSSRFH	FLINT HILLS OACT	\$18.26	\$9,159
05	MIHLGF	HLS GRF JCC	\$18.77	\$8,907
05	MISRDE	DETROIT OA/CTS	\$18.60	\$8,261
05	MISRFG	FLINT GENESEE	\$18.68	\$8,705

Region	CTS Contractor	Graduate Average Hourly Wage at Placement	Graduate Median Earnings in Quarter 2
05	MNETHH HJCC OACTS	\$19.51	\$9,320
05	MOETES EX SPRINGS OACTS	\$19.26	\$9,457
05	MOMTSL ST. LOUIS OACTS	\$19.93	\$9,679
05	OHCECL CLEVELAND O/C	\$18.67	\$9,041
05	OHSDA DAYTON DESI	\$18.04	\$8,698
05	OHINCN CINCINNATI OACTS	\$17.77	\$8,432
05	R5LCFS R5 OACTS	\$19.16	\$9,387
05	WIHYMI MILWAUKEE OACTS	\$18.60	\$9,199
06	AKCTPL ALASKA OACTS	\$18.83	\$8,679
06	AZAAPX PHOENIX OACTS	\$19.18	\$9,254
06	AZHLFA FRED ACOSTA CTS	\$19.02	\$9,314
06	CABZLB LONG BEACH OACTS	\$19.82	\$9,491
06	CACSSA SACRAMENTO CTS	\$20.27	\$9,684
06	CAJPSJ SAN JOSE JCC	\$19.79	\$9,438
06	CAMNTI T. ISLAND OACTS	\$19.50	\$9,109
06	CAMTLA LA CTS MTC	\$19.70	\$9,081
06	CAMTSD SAN DIEGO MTC P	\$19.70	\$9,388
06	CASMIE I. EMPIRE OACTS	\$18.86	\$8,732
06	HIJPHI HAWAII JCC	\$19.04	\$8,969
06	IDMTCT CENTENNIAL OACTS	\$20.00	\$9,279
06	NVJPSN SIERRA NEVADA	\$19.14	\$9,094
06	ORCSSP SPRINGDALE OACTS	\$18.80	\$8,414
06	ORMTTO TONGUE POINT	\$20.42	\$10,017
06	R6JPFS REG6 JP OACTS	\$19.93	\$9,452
06	WALCCA CASCADES O/C	\$19.37	\$8,976
	1 Boston Region	\$18.73	\$9,003
	2 Philadelphia Region	\$18.73	\$8,962
	3 Atlanta Region	\$18.27	\$8,831
	4 Dallas Region	\$18.28	\$8,850
	5 Chicago Region	\$18.74	\$9,018
	6 San Francisco Region	\$19.59	\$9,276

Career Transition Services (CTS) Report Card

PY 2025 Graduate Average Hourly Wage at Placement 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 Separation	20.5	20.5	0.0	0.2208	0.0000
% Obtained HSD/HSE in Job Corps without CTT Completion	5.2	5.2	0.0	-0.0074	0.0000
% Stayed 60+ Days without HSD/HSE/CTT Completion	18.6	18.6	0.0	-0.0118	0.0000
% Reading TABE Educational Functioning Level 4 at Separation	26.6	26.6	0.0	0.0011	0.0000
% Reading TABE Educational Functioning Levels 5-6 at Separation	38.4	38.4	0.0	0.0062	0.0000
% Math TABE Educational Functioning Level 4 at Separation	35.4	35.4	0.0	0.0050	0.0000
% Math TABE Educational Functioning Levels 5-6 at Separation	15.3	15.3	0.0	0.0084	0.0000
% CTT Completers with Training in Advanced Manufacturing	6.4	6.4	0.0	0.0159	0.0000
% CTT Completers with Training in Construction	24.3	24.3	0.0	0.0128	0.0000
% CTT Completers with Training in Finance and Business	5.5	5.5	0.0	-0.0110	0.0000
% CTT Completers with Training in Health Care	16.4	16.4	0.0	0.0017	0.0000
% CTT Completers with Training in Hospitality	6.8	6.8	0.0	-0.0134	0.0000
% CTT Completers with Training in Information Technology	2.3	2.3	0.0	-0.0051	0.0000
% CTT Completers with Training in Retail Sales and Services	0.3	0.3	0.0	-0.0108	0.0000
% CTT Completers with Training in Transportation	4.5	4.5	0.0	0.0290	0.0000
% CTT Completers with Training in Automotive and Machine Repair, Homeland Security, or Renewable Resources and Energy	9.7	9.7	0.0	0.0002	0.0000
Average Wage in All Industries in County (\$1,000's)	65.9	65.9	0.0	0.0457	0.0000
% Placed in Job in State With High Minimum Wage	54.9	54.9	0.0	0.0131	0.0000
Average Percent of Families in Poverty in County	9.1	9.1	0.0	-0.1496	0.0000
				Subtotal	0.00
				National Goal	\$18.75
				Model Adjusted Goal	\$18.75

Career Transition Services (CTS) Report Card

PY 2025 Graduate Median Earnings in Quarter 2 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 Separation	20.6	20.6	0.0	184.7370	0.0000
% Obtained HSD/HSE in Job Corps without CTT Completion	5.0	5.0	0.0	-7.5730	0.0000
% Stayed 60+ Days without HSD/HSE/CTT Completion	24.5	24.5	0.0	-13.5280	0.0000
% Math TABE Educational Functioning Level 4 at Separation	35.2	35.2	0.0	3.6520	0.0000
% Math TABE Educational Functioning Levels 5-6 at Separation	15.3	15.3	0.0	5.0469	0.0000
% CTT Completers with Training in Advanced Manufacturing	5.1	5.1	0.0	14.0490	0.0000
% CTT Completers with Training in Construction	23.0	23.0	0.0	6.5355	0.0000
% CTT Completers with Training in Finance and Business	5.4	5.4	0.0	-10.0970	0.0000
% CTT Completers with Training in Health Care	15.2	15.2	0.0	0.7915	0.0000
% CTT Completers with Training in Homeland Security	4.7	4.7	0.0	0.1532	0.0000
% CTT Completers with Training in Hospitality	6.5	6.5	0.0	-14.2780	0.0000
% CTT Completers with Training in Information Technology	2.1	2.1	0.0	-8.3931	0.0000
% CTT Completers with Training in Renewable Resources and Energy	1.0	1.0	0.0	11.4976	0.0000
% CTT Completers with Training in Transportation	4.1	4.1	0.0	26.2131	0.0000
% CTT Completers with Training in Automotive and Machine Repair or Retail Sales and Services	3.4	3.4	0.0	-5.3699	0.0000
Average Wage in All Industries in County (\$1,000's)	65.4	65.4	0.0	9.4033	0.0000
% Placed in Job in State With High Minimum Wage	53.3	53.3	0.0	2.5054	0.0000
Average Percent of Families in Poverty in County	9.3	9.3	0.0	-69.2060	0.0000
				Subtotal	0
				National Goal	\$9,000
				Model Adjusted Goal	\$9,000

Attachment 13

PY 2025 Career Technical Training (CTT) Center Level Model-Based Goals for CTT Completer Average Hourly Wage at Placement, CTT Completer JTM Average Hourly Wage at Placement, and CTT Completer Median Earnings in Quarter 2 After Exit Quarter
Note: PY 2024 Models are used for PY 2025

	Center	Average Hourly Wage	JTM Average Hourly Wage	Median Earnings in Quarter 2
	National Goals	\$19.50	\$20.25	\$9,400
10100	Grafton	\$20.54	\$21.29	\$9,785
10200	Northlands	\$19.96	\$20.71	\$9,782
10300	Penobscot	\$19.73	\$20.48	\$9,498
10400	Westover	\$20.47	\$21.22	\$9,652
10500	New Haven	\$20.19	\$20.94	\$9,017
10600	Loring	\$20.72	\$21.47	\$10,237
10700	Shriver	\$20.65	\$21.40	\$9,706
10800	Exeter	\$19.86	\$20.61	\$9,170
10900	Hartford	\$20.88	\$21.63	\$9,722
11000	New Hampshire	\$19.29	\$20.04	\$9,109
20100	Arecibo	\$15.80	\$16.55	\$7,938
20300	Cassadaga	\$19.85	\$20.60	\$9,595
20400	Delaware Valley	\$20.02	\$20.77	\$9,206
20500	Edison	\$20.21	\$20.96	\$9,132
20700	Glenmont	\$19.72	\$20.47	\$9,077
20800	Iroquois	\$20.15	\$20.90	\$9,656
20900	Oneonta	\$20.82	\$21.57	\$10,458
21000	Ramey	\$14.33	\$15.08	\$6,860
21100	South Bronx	\$19.76	\$20.51	\$9,309
30100	Blue Ridge	\$19.49	\$20.24	\$9,327
30200	Charleston	\$19.48	\$20.23	\$9,238
30400	Flatwoods	\$20.55	\$21.30	\$10,288
30500	Harpers Ferry	\$20.51	\$21.26	\$9,463
30600	Keystone	\$18.64	\$19.39	\$8,745
30700	Old Dominion	\$20.20	\$20.95	\$9,576
30800	Philadelphia	\$18.93	\$19.68	\$8,943
30900	Pittsburgh	\$19.60	\$20.35	\$9,546
31000	Potomac	\$20.84	\$21.59	\$10,315
31100	Red Rock	\$18.92	\$19.67	\$9,028
31200	Woodland	\$19.16	\$19.91	\$8,429
31300	Woodstock	\$20.32	\$21.07	\$9,461
31500	Carl D.Perkins	\$18.66	\$19.41	\$9,232
31600	Earle C. Clements	\$19.62	\$20.37	\$9,642

	Center	Average Hourly Wage	JTM Average Hourly Wage	Median Earnings in Quarter 2
31700	Frenchburg	\$18.53	\$19.28	\$9,003
31800	Great Onyx	\$19.16	\$19.91	\$9,358
31900	Pine Knot	\$18.82	\$19.57	\$8,799
32000	Whitney M. Young	\$19.22	\$19.97	\$9,597
32100	Muhlenberg	\$20.52	\$21.27	\$10,812
32200	Wilmington	\$19.98	\$20.73	\$9,225
40200	Bamberg	\$18.86	\$19.61	\$8,914
40300	Finch-Henry	\$17.85	\$18.60	\$9,866
40400	Brunswick	\$19.26	\$20.01	\$9,442
41000	Gulfport	\$17.82	\$18.57	\$8,664
41100	Jacksonville	\$19.93	\$20.68	\$9,520
41200	Jacobs Creek	\$20.25	\$21.00	\$10,072
41300	Kittrell	\$19.07	\$19.82	\$8,911
41500	Lyndon Johnson	\$18.88	\$19.63	\$9,238
41600	Miami	\$19.46	\$20.21	\$9,156
41700	Mississippi	\$18.34	\$19.09	\$8,723
41800	Oconaluftee	\$19.56	\$20.31	\$9,806
42000	Schenck	\$19.31	\$20.06	\$9,238
42100	Turner	\$18.66	\$19.41	\$9,082
42400	Gadsden	\$18.51	\$19.26	\$8,005
42500	BL Hooks/Memphis	\$18.40	\$19.15	\$8,882
42600	Montgomery	\$18.78	\$19.53	\$9,095
42800	Pinellas County	\$19.60	\$20.35	\$9,466
50100	Atterbury	\$19.03	\$19.78	\$9,106
50200	Blackwell	\$20.10	\$20.85	\$10,342
50300	Cincinnati	\$18.18	\$18.93	\$8,677
50400	Cleveland	\$18.95	\$19.70	\$9,057
50500	Dayton	\$18.26	\$19.01	\$8,870
50600	Detroit	\$18.93	\$19.68	\$8,251
50800	Gerald R. Ford	\$19.44	\$20.19	\$9,187
50900	Hubert H. Humphrey	\$20.55	\$21.30	\$9,914
51000	Joliet	\$19.55	\$20.30	\$9,275
51100	Flint/Genesee	\$19.20	\$19.95	\$8,911
51200	Paul Simon Chicago	\$20.99	\$21.74	\$9,965
51300	Milwaukee	\$19.64	\$20.39	\$10,038
51400	Ottumwa	\$19.06	\$19.81	\$9,234
60100	Albuquerque	\$20.31	\$21.06	\$9,697
60200	Cass	\$20.15	\$20.90	\$10,072
60300	David Carrasco	\$17.55	\$18.30	\$8,401

	Center	Average Hourly Wage	JTM Average Hourly Wage	Median Earnings in Quarter 2
60400	Gary	\$19.67	\$20.42	\$9,570
60500	Guthrie	\$18.30	\$19.05	\$8,892
60600	Laredo	\$15.90	\$16.65	\$8,160
60700	Little Rock	\$19.12	\$19.87	\$9,026
60800	North Texas	\$18.75	\$19.50	\$9,116
60900	New Orleans	\$17.89	\$18.64	\$8,691
61100	Roswell	\$18.80	\$19.55	\$9,042
61200	Shreveport	\$17.60	\$18.35	\$8,747
61300	Talking Leaves	\$17.03	\$17.78	\$7,886
61500	Tulsa	\$18.80	\$19.55	\$9,128
61600	Carville	\$18.62	\$19.37	\$9,124
61700	Wind River	\$20.82	\$21.57	\$10,561
70100	Denison	\$19.35	\$20.10	\$9,337
70200	Excelsior Springs	\$20.09	\$20.84	\$9,963
70300	Mingo	\$19.99	\$20.74	\$9,491
70400	Pine Ridge	\$20.08	\$20.83	\$9,762
70500	St Louis	\$20.74	\$21.49	\$10,570
70600	Flint Hills	\$18.75	\$19.50	\$9,385
80100	Anaconda	\$20.53	\$21.28	\$10,100
80200	Boxelder	\$19.81	\$20.56	\$9,210
80300	Clearfield	\$19.88	\$20.63	\$9,547
80400	Collbran	\$20.05	\$20.80	\$9,698
80600	Trapper Creek	\$20.52	\$21.27	\$9,965
80700	Weber Basin	\$19.52	\$20.27	\$9,847
80800	Quentin Burdick	\$18.98	\$19.73	\$8,980
90100	Hawaii	\$19.43	\$20.18	\$9,055
90200	Inland Empire	\$19.37	\$20.12	\$8,993
90300	Los Angeles	\$20.42	\$21.17	\$9,725
90400	Phoenix	\$19.91	\$20.66	\$9,359
90500	Sacramento	\$21.35	\$22.10	\$10,280
90600	San Diego	\$20.16	\$20.91	\$9,409
90700	San Jose	\$20.55	\$21.30	\$9,838
90800	Sierra Nevada	\$19.83	\$20.58	\$9,424
90900	Treasure Island	\$20.10	\$20.85	\$9,349
91000	Fred G. Acosta	\$19.69	\$20.44	\$9,516
91100	Long Beach	\$20.46	\$21.21	\$9,622
100100	Angell	\$21.06	\$21.81	\$10,109
100200	Cascades	\$19.90	\$20.65	\$9,094
100300	Columbia Basin	\$19.24	\$19.99	\$8,831

	Center	Average Hourly Wage	JTM Average Hourly Wage	Median Earnings in Quarter 2
100400	Curlew	\$21.01	\$21.76	\$10,221
100500	Fort Simcoe	\$22.20	\$22.95	\$11,033
100600	Centennial	\$21.30	\$22.05	\$10,283
100700	Springdale	\$19.55	\$20.30	\$9,007
100800	Timber Lake	\$20.45	\$21.20	\$10,571
100900	Tongue Point	\$22.80	\$23.55	\$11,538
101000	Wolf Creek	\$20.66	\$21.41	\$9,144
101100	Alaska	\$20.21	\$20.96	\$9,492
1	Boston Region	\$19.26	\$20.01	\$9,190
2	Philadelphia Region	\$19.49	\$20.24	\$9,405
3	Atlanta Region	\$18.99	\$19.74	\$9,177
4	Dallas Region	\$18.99	\$19.74	\$9,268
5	Chicago Region	\$19.43	\$20.18	\$9,433
6	San Francisco Region	\$20.57	\$21.32	\$9,793

Career Technical Training (CTT) Report Card

PY 2025 CTT Completer Average Hourly 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	19.4	19.4	0.0	0.1438	0.0000
% High School Diploma or HSE at Enrollment	57.2	57.2	0.0	0.0073	0.0000
% Initial Reading TABE Educational Functioning Level 4	26.9	26.9	0.0	0.0057	0.0000
% Initial Reading TABE Educational Functioning Level 5-6	22.3	22.3	0.0	0.0071	0.0000
% Initial Math TABE Educational Functioning Level 4	26.3	26.3	0.0	0.0032	0.0000
% Initial Math TABE Educational Functioning Level 5-6	5.0	5.0	0.0	0.0110	0.0000
% Completed Training in Advanced Manufacturing	8.1	8.1	0.0	0.0132	0.0000
% Completed Training in Construction	31.0	31.0	0.0	0.0087	0.0000
% Completed Training in Finance and Business	7.4	7.4	0.0	-0.0132	0.0000
% Completed Training in Health Care	21.8	21.8	0.0	-0.0035	0.0000
% Completed Training in Hospitality	8.7	8.7	0.0	-0.0164	0.0000
% Completed Training in Information Technology	3.4	3.4	0.0	-0.0080	0.0000
% Completed Training in Retail Sales and Services	0.5	0.5	0.0	-0.0128	0.0000
% Completed Training in Transportation	6.6	6.6	0.0	0.0346	0.0000
% Completed Training in Automotive and Machine Repair, Homeland Security, or Renewable Resources and Energy	12.5	12.5	0.0	-0.0026	0.0000
Average Wage in All Industries in County (\$1,000's)	65.7	65.7	0.0	0.0475	0.0000
% Placed in Job in State With High Minimum Wage	55.3	55.3	0.0	0.0142	0.0000
Average Percent of Families in Poverty in County	9.1	9.1	0.0	-0.1418	0.0000
				Subtotal	0.00
				National Goal	\$19.50
				Model Adjusted Goal	\$19.50

Career Technical Training (CTT) Report Card

PY 2025 CTT Completer JTM Average Hourly 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	19.4	19.4	0.0	0.1438	0.0000
% High School Diploma or HSE at Enrollment	57.2	57.2	0.0	0.0073	0.0000
% Initial Reading TABE Educational Functioning Level 4	26.9	26.9	0.0	0.0057	0.0000
% Initial Reading TABE Educational Functioning Level 5-6	22.3	22.3	0.0	0.0071	0.0000
% Initial Math TABE Educational Functioning Level 4	26.3	26.3	0.0	0.0032	0.0000
% Initial Math TABE Educational Functioning Level 5-6	5.0	5.0	0.0	0.0110	0.0000
% Completed Training in Advanced Manufacturing	8.1	8.1	0.0	0.0132	0.0000
% Completed Training in Construction	31.0	31.0	0.0	0.0087	0.0000
% Completed Training in Finance and Business	7.4	7.4	0.0	-0.0132	0.0000
% Completed Training in Health Care	21.8	21.8	0.0	-0.0035	0.0000
% Completed Training in Hospitality	8.7	8.7	0.0	-0.0164	0.0000
% Completed Training in Information Technology	3.4	3.4	0.0	-0.0080	0.0000
% Completed Training in Retail Sales and Services	0.5	0.5	0.0	-0.0128	0.0000
% Completed Training in Transportation	6.6	6.6	0.0	0.0346	0.0000
% Completed Training in Automotive and Machine Repair, Homeland Security, or Renewable Resources and Energy	12.5	12.5	0.0	-0.0026	0.0000
Average Wage in All Industries in County (\$1,000's)	65.7	65.7	0.0	0.0475	0.0000
% Placed in Job in State With High Minimum Wage	55.3	55.3	0.0	0.0142	0.0000
Average Percent of Families in Poverty in County	9.1	9.1	0.0	-0.1418	0.0000
				Subtotal	0.00
				Supplemental JTM Adjustment	.75
				National Goal	\$19.50
				Model Adjusted Goal	\$20.25

Career Technical Training (CTT) Report Card

PY 2025 CTT Completer Median Earnings in Quarter 2 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	19.4	19.4	0.0	152.6260	0.0000
% High School Diploma or HSE at Enrollment	58.0	58.0	0.0	5.0731	0.0000
% Initial Math TABE Educational Functioning Levels 4-6	32.1	32.1	0.0	4.2751	0.0000
% Completed Training in Advanced Manufacturing	7.1	7.1	0.0	11.0690	0.0000
% Completed Training in Construction	31.8	31.8	0.0	2.9219	0.0000
% Completed Training in Finance and Business	7.6	7.6	0.0	-14.0430	0.0000
% Completed Training in Health Care	22.0	22.0	0.0	-4.0073	0.0000
% Completed Training in Homeland Security	6.6	6.6	0.0	-3.0871	0.0000
% Completed Training in Hospitality	8.8	8.8	0.0	-17.4930	0.0000
% Completed Training in Information Technology	3.4	3.4	0.0	-12.2690	0.0000
% Completed Training in Renewable Resources and Energy	1.3	1.3	0.0	12.77970	0.0000
% Completed Training in Transportation	6.4	6.4	0.0	30.6892	0.0000
% Completed Training in Automotive and Machine Repair or Retail Sales and Services	5.0	5.0	0.0	-6.5603	0.0000
Average Wage in All Industries in County (\$1,000's)	65.4	65.4	0.0	4.7694	0.0000
% Placed in Job in State With High Minimum Wage	54.0	54.0	0.0	3.0230	0.0000
Average Percent of Families in Poverty in County	9.2	9.2	0.0	-79.8460	0.0000
				Subtotal	0
				National Goal	\$9,400
				Model Adjusted Goal	\$9,400

Attachment 14

**PY 2025 Academic Center Level Model-Based Goals for High School Diploma (HSD)/High School
Equivalency (HSE) Attainment Rate, Average Literacy Gains, Average Numeracy Gains, and HSD/HSE
Completer Average Hourly Wage at Placement
Note: PY 2024 Models are used for PY 2025**

		HSD/HSE Attainment	Average Literacy Gain	Average Numeracy Gain	Average Hourly Wage
	National Goals	65.0	0.70	0.70	\$18.80
10100	Grafton	67.7	0.70	0.71	\$19.88
10200	Northlands	70.4	0.69	0.74	\$19.18
10300	Penobscot	67.0	0.71	0.70	\$18.89
10400	Westover	66.0	0.70	0.70	\$19.68
10500	New Haven	62.9	0.70	0.71	\$19.36
10600	Loring	69.6	0.70	0.73	\$19.75
10700	Shriver	68.6	0.72	0.70	\$19.70
10800	Exeter	64.8	0.69	0.70	\$19.16
10900	Hartford	65.5	0.64	0.75	\$19.85
11000	New Hampshire	68.2	0.69	0.71	\$19.05
20100	Arecibo	64.4	2.59	2.18	\$15.30
20300	Cassadaga	64.5	0.70	0.71	\$19.18
20400	Delaware Valley	64.8	0.68	0.71	\$19.46
20500	Edison	67.2	0.71	0.70	\$19.55
20700	Glenmont	63.8	0.69	0.70	\$19.23
20800	Iroquois	67.4	0.72	0.69	\$19.57
20900	Oneonta	64.8	0.70	0.71	\$19.87
21000	Ramey	62.9	2.57	2.17	\$13.97
21100	South Bronx	64.1	0.71	0.71	\$19.15
30100	Blue Ridge	65.4	0.68	0.73	\$18.70
30200	Charleston	64.1	0.67	0.72	\$18.63
30400	Flatwoods	64.8	0.71	0.70	\$19.63
30500	Harpers Ferry	67.1	0.71	0.71	\$19.64
30600	Keystone	64.0	0.71	0.67	\$18.14
30700	Old Dominion	67.1	0.68	0.72	\$19.41
30800	Philadelphia	62.1	0.68	0.73	\$18.18
30900	Pittsburgh	64.6	0.71	0.71	\$18.70
31000	Potomac	65.1	0.70	0.70	\$20.05
31100	Red Rock	62.8	0.71	0.68	\$18.48
31200	Woodland	65.3	0.71	0.68	\$19.05
31300	Woodstock	64.5	0.68	0.72	\$19.56
31500	Carl D.Perkins	64.4	0.70	0.71	\$17.97
31600	Earle C. Clements	64.8	0.73	0.68	\$18.91
31700	Frenchburg	63.1	0.70	0.69	\$17.81

		HSD/HSE Attainment	Average Literacy Gain	Average Numeracy Gain	Average Hourly Wage
31800	Great Onyx	67.6	0.71	0.70	\$18.41
31900	Pine Knot	66.4	0.70	0.71	\$18.56
32000	Whitney M. Young	63.9	0.73	0.67	\$18.44
32100	Muhlenberg	63.4	0.68	0.72	\$19.30
32200	Wilmington	65.6	0.68	0.73	\$19.35
40200	Bamberg	64.0	0.71	0.68	\$18.26
40300	Finch-Henry	59.6	0.69	0.68	\$17.64
40400	Brunswick	63.2	0.70	0.70	\$18.46
41000	Gulfport	62.8	0.71	0.66	\$17.01
41100	Jacksonville	65.2	0.69	0.71	\$19.26
41200	Jacobs Creek	62.0	0.69	0.72	\$19.39
41300	Kittrell	62.2	0.70	0.69	\$18.22
41500	Lyndon Johnson	65.8	0.71	0.68	\$18.27
41600	Miami	65.4	0.69	0.72	\$18.80
41700	Mississippi	59.3	0.73	0.65	\$17.78
41800	Oconaluftee	67.5	0.69	0.73	\$18.96
42000	Schenck	67.0	0.68	0.72	\$18.76
42100	Turner	62.0	0.68	0.70	\$18.06
42400	Gadsden	60.7	0.68	0.71	\$17.95
42500	BL Hooks/Memphis	61.7	0.68	0.70	\$17.81
42600	Montgomery	61.3	0.72	0.68	\$17.93
42800	Pinellas County	66.3	0.69	0.72	\$19.02
50100	Atterbury	64.3	0.69	0.70	\$18.39
50200	Blackwell	68.4	0.73	0.68	\$19.45
50300	Cincinnati	65.5	0.70	0.70	\$17.95
50400	Cleveland	66.0	0.69	0.71	\$18.37
50500	Dayton	64.5	0.70	0.70	\$17.75
50600	Detroit	63.8	0.70	0.68	\$18.54
50800	Gerald R. Ford	62.4	0.71	0.66	\$18.74
50900	Hubert H. Humphrey	68.0	0.70	0.70	\$19.45
51000	Joliet	63.4	0.70	0.68	\$19.20
51100	Flint/Genesee	62.3	0.70	0.69	\$18.81
51200	Paul Simon Chicago	65.8	0.69	0.71	\$20.11
51300	Milwaukee	59.5	0.69	0.69	\$18.77
51400	Ottumwa	65.2	0.72	0.70	\$18.49
60100	Albuquerque	65.6	0.70	0.70	\$19.56
60200	Cass	64.0	0.68	0.70	\$19.33
60300	David Carrasco	65.7	0.72	0.67	\$17.29
60400	Gary	62.7	0.70	0.69	\$18.94
60500	Guthrie	67.0	0.68	0.72	\$17.82

		HSD/HSE Attainment	Average Literacy Gain	Average Numeracy Gain	Average Hourly Wage
60600	Laredo	58.2	0.73	0.67	\$15.87
60700	Little Rock	63.4	0.71	0.69	\$18.44
60800	North Texas	64.1	0.68	0.71	\$18.29
60900	New Orleans	62.8	0.69	0.72	\$17.37
61100	Roswell	64.8	0.68	0.70	\$18.38
61200	Shreveport	58.8	0.68	0.70	\$17.03
61300	Talking Leaves	64.3	0.70	0.68	\$16.77
61500	Tulsa	64.4	0.69	0.70	\$18.23
61600	Carville	63.8	0.70	0.70	\$18.13
61700	Wind River	68.0	0.70	0.70	\$19.54
70100	Denison	64.9	0.71	0.68	\$18.78
70200	Excelsior Springs	66.2	0.70	0.68	\$19.27
70300	Mingo	66.0	0.68	0.71	\$19.09
70400	Pine Ridge	66.7	0.71	0.68	\$19.51
70500	St Louis	63.1	0.68	0.70	\$19.86
70600	Flint Hills	64.9	0.72	0.68	\$18.31
80100	Anaconda	66.7	0.70	0.69	\$19.71
80200	Boxelder	66.2	0.69	0.68	\$19.04
80300	Clearfield	69.1	0.70	0.71	\$19.23
80400	Collbran	68.7	0.71	0.70	\$19.33
80600	Trapper Creek	73.8	0.70	0.70	\$19.76
80700	Weber Basin	71.7	0.71	0.69	\$18.87
80800	Quentin Burdick	66.4	0.70	0.68	\$18.50
90100	Hawaii	62.4	0.70	0.70	\$18.73
90200	Inland Empire	63.7	0.69	0.72	\$18.95
90300	Los Angeles	66.0	0.69	0.74	\$19.50
90400	Phoenix	64.3	0.69	0.70	\$19.31
90500	Sacramento	66.5	0.68	0.72	\$20.26
90600	San Diego	66.1	0.72	0.70	\$19.48
90700	San Jose	65.5	0.68	0.72	\$19.73
90800	Sierra Nevada	70.6	0.69	0.71	\$19.20
90900	Treasure Island	67.5	0.70	0.71	\$19.26
91000	Fred G. Acosta	68.4	0.69	0.71	\$18.99
91100	Long Beach	66.5	0.69	0.73	\$19.60
100100	Angell	67.6	0.69	0.71	\$20.28
100200	Cascades	70.9	0.69	0.73	\$19.22
100300	Columbia Basin	73.0	0.73	0.68	\$18.62
100400	Curlew	75.2	0.70	0.71	\$20.34
100500	Fort Simcoe	69.6	0.73	0.66	\$20.97
100600	Centennial	70.0	0.71	0.70	\$19.91

		HSD/HSE Attainment	Average Literacy Gain	Average Numeracy Gain	Average Hourly Wage
100700	Springdale	65.3	0.69	0.71	\$19.02
100800	Timber Lake	72.4	0.70	0.72	\$19.95
100900	Tongue Point	69.2	0.72	0.70	\$20.73
101000	Wolf Creek	71.8	0.73	0.70	\$20.19
101100	Alaska	66.2	0.74	0.69	\$18.96
1	Boston Region	65.7	0.84	0.79	\$18.66
2	Philadelphia Region	64.5	0.70	0.70	\$18.76
3	Atlanta Region	62.8	0.69	0.70	\$18.34
4	Dallas Region	65.1	0.70	0.70	\$18.47
5	Chicago Region	64.4	0.70	0.69	\$18.84
6	San Francisco Region	67.5	0.70	0.71	\$19.56

Academic Report Card

PY 2025 ARC 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)
% Completed Grade 9 or Below at Enrollment	41.0	41.0	0.0	-0.0252	0.0000
% Completed Grade 10 at Enrollment	30.5	30.5	0.0	-0.0044	0.0000
% Completed Grades 11-12 at Enrollment	28.5	28.5	0.0	0.0297	0.0000
% Initial Reading TABE Educational Functioning Levels 1-2	37.6	37.6	0.0	-0.1407	0.0000
% Initial Reading TABE Educational Functioning Level 3	30.0	30.0	0.0	-0.0974	0.0000
% Initial Reading TABE Educational Functioning Level 4	21.8	21.8	0.0	-0.0059	0.0000
% Initial Reading TABE Educational Functioning Level 5	8.6	8.6	0.0	0.1004	0.0000
% Initial Reading TABE Educational Functioning Level 6	2.0	2.0	0.0	0.1436	0.0000
% Initial Math TABE Educational Functioning Level 1	5.8	5.8	0.0	-0.1414	0.0000
% Initial Math TABE Educational Functioning Level 2	37.1	37.1	0.0	-0.0731	0.0000
% Initial Math TABE Educational Functioning Level 3	40.7	40.7	0.0	0.0025	0.0000
% Initial Math TABE Educational Functioning Level 4	15.0	15.0	0.0	0.0804	0.0000
% Initial Math TABE Educational Functioning Levels 5-6	1.4	1.4	0.0	0.1316	0.0000
				Subtotal	0.0
				National Goal	65.0%
				Model Adjusted Goal	65.0%

Academic Report Card

PY 2025 ARC 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 11 or Below and No Diploma at Enrollment	59.9	59.9	0.0	-0.0005	0.0000
% Initial Reading TABE Educational Functioning Level 1	5.0	5.0	0.0	0.0020	0.0000
% Initial Reading TABE Educational Functioning Level 2	33.1	33.1	0.0	0.0003	0.0000
% Initial Reading TABE Educational Functioning Level 3	33.8	33.8	0.0	-0.0005	0.0000
% Initial Reading TABE Educational Functioning Level 4	28.1	28.1	0.0	-0.0018	0.0000
% Initial Math TABE Educational Functioning Level 1	6.0	6.0	0.0	-0.0025	0.0000
% Initial Math TABE Educational Functioning Level 2	38.0	38.0	0.0	-0.0007	0.0000
% Initial Math TABE Educational Functioning Level 3	41.5	41.5	0.0	0.0008	0.0000
% Initial Math TABE Educational Functioning Levels 4-6	14.5	14.5	0.0	0.0024	0.0000
				Subtotal	0.00
				Supplemental TABE Adjustment	0.00
				National Goal	0.70
				Model Adjusted Goal	0.70

Academic Report Card

PY 2025 ARC 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 11 or Below and No Diploma at Enrollment	56.3	56.3	0.0	-0.0006	0.0000
% Initial Reading TABE Educational Functioning Level 1	4.2	4.2	0.0	-0.0025	0.0000
% Initial Reading TABE Educational Functioning Level 2	28.0	28.0	0.0	-0.0017	0.0000
% Initial Reading TABE Educational Functioning Level 3	28.7	28.7	0.0	-0.0007	0.0000
% Initial Reading TABE Educational Functioning Level 4	23.9	23.9	0.0	0.0003	0.0000
% Initial Reading TABE Educational Functioning Level 5	11.9	11.9	0.0	0.0016	0.0000
% Initial Reading TABE Educational Functioning Level 6	3.2	3.2	0.0	0.0030	0.0000
% Initial Math TABE Educational Functioning Level 1	5.1	5.1	0.0	0.0027	0.0000
% Initial Math TABE Educational Functioning Level 2	33.0	33.0	0.0	0.0014	0.0000
% Initial Math TABE Educational Functioning Level 3	40.0	40.0	0.0	-0.0001	0.0000
% Initial Math TABE Educational Functioning Level 4	19.5	19.5	0.0	-0.0018	0.0000
% Initial Math TABE Educational Functioning Level 5	2.4	2.4	0.0	-0.0023	0.0000
				Subtotal	0.00
				Supplemental TABE Adjustment	0.00
				National Goal	0.70
				Model Adjusted Goal	0.70

Academic Report Card

PY 2025 ARC Average Hourly Wage Model Worksheet National Total					
Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	19.5	19.5	0.0	0.1869	0.0000
% Initial Reading TABE Educational Functioning Level 4	27.3	27.3	0.0	0.0043	0.0000
% Initial Reading TABE Educational Functioning Level 5-6	21.8	21.8	0.0	0.0059	0.0000
% Initial Math TABE Educational Functioning Level 3	40.8	40.8	0.0	0.0034	0.0000
% Initial Math TABE Educational Functioning Level 4	26.6	26.6	0.0	0.0067	0.0000
% Initial Math TABE Educational Functioning Level 5-6	4.8	4.8	0.0	0.0117	0.0000
% Training in Advanced Manufacturing	8.4	8.4	0.0	0.0103	0.0000
% Training in Construction	31.5	31.5	0.0	0.0075	0.0000
% Training in Finance and Business	7.8	7.8	0.0	-0.0123	0.0000
% Training in Health Care	22.2	22.2	0.0	-0.0043	0.0000
% Training in Hospitality	8.7	8.7	0.0	-0.0154	0.0000
% Training in Information Technology	3.2	3.2	0.0	-0.0076	0.0000
% Training in Transportation	5.6	5.6	0.0	0.0235	0.0000
% Training in Automotive and Machine Repair, Homeland Security, Renewable Resources and Energy, or Retail Sales and Services	12.7	12.7	0.0	-0.0016	0.0000
Average Wage in All Industries in County (\$1,000's)	66.0	66.0	0.0	0.0446	0.0000
% Placed in Job in State With High Minimum Wage	55.6	55.6	0.0	0.0137	0.0000
Average Percent of Families in Poverty in County	9.1	9.1	0.0	-0.1381	0.0000
				Subtotal	0.00
				National Goal	\$18.80
				Model Adjusted Goal	\$18.80