

Accelerated GED Program: Return on Investment

Department of Human Resources

Table of Contents

Brief History
Understanding the GED
Assessment 4
Job Opportunities 4
Return on Investment
Conclusion 6
Appendices A: (Internal Benchmark)
B: (Return on Investment)

Brief History

The accelerated General Education Development (GED) Program has allowed The Johns Hopkins Hospital the opportunity to engage learners for 12 hours per week for 12 weeks in a given level, representing 144 instructional hours. Based on this model, participants are typically earning diplomas within one year. Prior to the Department of Labor (DOL) Grant, students attended about 4 hours of class a week, for a total of 48 instructional hours in a 12-week session. If they attended 3 sessions per year, then they received 144 hours of instruction per year. In the past, it typically took employees about 3 years to earn a GED if they attended class regularly. Starting with the first session in the fall of 2004, there have been five sessions (Fall/Winter 2004, Winter/Spring 2005, Summer 2005, Fall 2005, and Spring 2006) that have produced 15 motivated Johns Hopkins Hospital employees to receive their high school diploma equivalent.

Understanding the GED

In the Official GED Practice Test, students work toward scoring 450+ points on each section of the test before they are referred to apply for the GED Exam. There are 5 sections in the practice test; Math, Language Arts (Writing), Language Arts (Reading), Science, and Social Studies. On the practice test, if a student received a 'no score' in Language Arts-Writing, this means that they received a score of "1" or less out of a possible 4 points on the essay part of the Official GED Practice Test. No score is assigned if a student scores below a '2' on the essay. This scoring rubric applies to both the Official GED Practice Test and the GED Exam.

CASAS (Comprehensive Adult Student Assessment System) is a tool used for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context CASAS is the only adult assessment system of its kind to be approved and validated by the U.S. Department of Education and the U.S. Department of Labor to assess both native and non-native speakers of English While some correlation can be drawn between the approximate CASAS grade levels and scores on the Official GED Practice Test, it is commonly understood in the field of Adult Education, and supported by the Maryland State GED Office, that CASAS testing is less predictive of success on the GED exam than the Official GED Practice Test, and has little relevance to progress toward the GED once students reach higher levels. CASAS scoring method uses grade level equivalents (GLEs) and it has been reported that the competencies that are included in these academic achievement tests are not the same skills consistently required in a work setting (www.casas.org) The CASAS system was used as a tool for placement into the accelerated GED classes (level 2) for Johns Hopkins Hospital employees However, at this point, the official GED Practice Test scores are a much better indicator of the possible success of a student on the GED exam, as the practice test closely parallels testing format and difficulty level of the actual GED exam-

Assessment

The Johns Hopkins Hospital. In an attempt to evaluate the program, the GED National Testing Center based out of Washington D C. was contacted for external benchmarking data. By looking at the number of hours in the classroom compared to practice GED test scores, each employee could be evaluated versus the national averages however, the GED Testing Center has not yet researched this information for their GED Practice Tests. When this information becomes available, this document will be updated. The following people and organizations were contacted.

Organization	Website	Name	Contact Information	Comments
United States	www.casas.org	Jane Egüez	jeguez@casas.org	More familiar with
Department of	_	CASAS		learning gains and
Education		Director	800-255-1036 x125	not GED Practice
		Program	1	Test scores
		Planning		1031 300103
American	www.acenet edu	Carol E.	carol ezzelle@ace.nche.edu	No information
Council on		Ezzelle,		currently available
Education,		Ph D	(202) 939-9482	but research planned
GED Testing		Psychometri	, , , , , , , , ,	later this year
Service		cian, GED		inter this year
(GEDIS)		Iesting		
		Service		

For now, an internal benchmark was done on the 15 GED recipients (See Appendix A: Internal Benchmark) Two types of internal benchmarking were done. The first used each person's session score and compared them against others within that same session. For instance, participant 1 was in the Summer Session (June 13 – September 18, indicated by the color green) and had an overall score of 70 points from the entire pre and post tests in that session. Other participants that took the same pre and post tests in that session had a lower post test score, leading to an average of negative 30 points. In this case, participant 1 had a 40 point positive variance (i.e. 70 - 30 = 40). Looking at the second internal benchmarking method, a participant's overall score was calculated from all pre and post test scores done while a candidate was in the program. For example, participant 1 had an overall score of 150 points from all their pre and post test scores. The internal benchmark however is a 105 point increase, meaning that participant 1 had a positive variance of 45 points (i.e. 150 - 45 = 105). There is a large variance among the 15 recipients which may indicate that another benchmarking tool may be needed to effectively evaluate people who take the GED.

Job Opportunities

Beyond personal goals for taking the GED, many employees will use their GED diploma as a stepping stone to then further their education and skills to gain entry into higher paying positions, which are usually ones that require a high school diploma or equivalent. The American Council on Education, who administers the GED, says that two-thirds of GED candidates go on to seek more education through technical programs, nondegree

training programs, 2-year associate degree programs, and on-the-job training programs. For our 15 GED graduates, the process has just begun and many are now taking training classes to help them prepare for higher paying jobs. An analysis was done on the opportunities available for employees with and without a high school diploma with the assistance of the Career Services Department at The Johns Hopkins Hospital

There are currently 1,500 different job types at The Johns Hopkins Hospital with 8,205 people working in those positions. A few miles down the street, at The Bayview Medical Campus, there are 3,276 employees with 691 different jobs. Currently, there is no information available on which job positions require a high school diploma but this information is being evaluated.

Return on Investment

The 15 candidates that have successfully completed the accelerated GED Program with the aid of the Department of Labor Grant have completed over 3,500 hours of classroom instruction with an average of 234 hours of instruction per person. Thanks to various supportive departments within the hospital, employees have been able to take paid time away from work to have classroom instruction, which is defined as release time. Release time has totaled \$41,595. Course cost included books (\$50 per student per session), a fraction of the instructor's salary, and a fraction of the coach's salary. The total course time amount was \$80,180 and the average amount per employee was \$5,345. (See Table 1: Return on Investment)

Looking at wages, on average, our GED graduates were making \$10.82 in their entry-level positions. It is a policy of the union, which is the major employer of many of the GED graduates, to start their employees with a minimum wage of \$9.14 per hour. After receiving their GED, most candidates received a pay increase over the next few months of \$0.39, which is a 3% increase on average. It is important to note that it is still very early in their educational and professional development and that looking at the wage increase is not a fair depiction of the success of the GED Program or its participants. Employees do not receive a pay increase for completing the GED course but for gaining entry into a new position. An employee must apply for a new position and then it is up to the employer to decide if he or she is to be then hired. Also, many of the 15 employees are union employees and receive a pay increase of 3% annually, which is supported by the percent gain average for all 15 employees in Table 1. It will be important to revisit this information in the next few years to see how successful each of the employees have been in getting higher paying jobs.

The return on investment was calculated by looking at three different areas; project costs, wages, and Johns Hopkins Hospital HR Cost. The Human Resource Department at The Johns Hopkins Hospital calculates turnover by 30% of the annual salary of the employee. Taking the prewage pay of each employee who participated in the GED program, the total turnover costs was \$101,319, with an average of \$6,755 spent on each employee. In 2004, recruitment cost of entry level positions (no advertising, no bonuses, and no relocation) was \$900 per hire. This figure does not include backfill. Due to inflation and

other factors, the number has probably increased but this information is not available. Of the 15 GED recipients, there was a total return on investment of -13 3%.

The negative value of this investment does not grasp the total return on investment however. Employees that have participated and received their high school diploma equivalent are now able to take additional training and skills enhancement classes offered through the hospital to gain entry into higher pay grade positions. Also, the amount of self-worth that is gained is immeasurable. A dollar value can not capture the complete picture and importance of the accelerated GED Program. According to the Center on Education and Training for Employment, GED recipients tend to feel better about themselves and have an enhanced sense of self-esteem by knowing that they have accomplished requirements of educational certification. Also they have a greater satisfaction with their individual lives, being more apt to read, continue learning and be financially secure. These candidates are also more likely to encourage their children to finish school by relating to them their own handicaps by not completing high school

Conclusion

The accelerated GED Program offered at The Johns Hopkins Hospital has not only allowed employees to work on their GED for free but has eased the struggle of earning a GED by allowing employees to study while at work during paid leave time. The hospital not only strongly believes in the program but has a large financial investment in it. This investment may not show a positive return on investment but The Human Resource Department at The Johns Hopkins Hospital also recognizes that the full impact of the program is not reflected in the quantitative financial numbers but the qualitative impact is immeasurable.

Appendix A

Internal Benchmarking

Pre and Post-Testing for Accelerated GED Classes The Johns Hopkins Hospital

Note: Scores color-coded by session
Fall Session (Povember 28, 2004 - February 10, 2005)
WinterSpring Session (February 28 - May 24, 2005)
Symmer Session (September 12 - Depember 20, 2005)
Spring Session (September 12 - Depember 20, 2005)
Spring Session (Marich - May 2006)

May 24, 2005) er N. 2006)

NOTE: Need a 450 on each test to pass or a total of 2250 points, but must score at least a 410 on each section to pass.

	10		5		9				. a				 Œ		,	, 5													>		,		,	,		,				z
	10 Laniont Watson	_	Lakoistin Cooper	the district per	Lakeisha Gogper	-		Francisc Hood	Francine Hood			Eliati Oliver	Elial Olivi i		Lawayne Lynch	Darayate Lymch	Taylogh Carry			Denise Matthews	Doug klaphov.	:		Danion Weaver	A September	Contract Mesons			Antonio Whitinglan	ogses Vhillogen	anterna Whitington		Andre Robottson	Andri-Robertson		Andro Johnson	earlike je je and and		ě	Namo
TOTAL	Activo	TOTAL	Complete	651	Active	, e	Compac	Councillo	Active	i	TOTAL	Active	\$4.hpr	TOTAL	Complete	Activo	٠,		TOTAL	Carapleto	भैद्याक		TOTAL	Complete	Š.	Active		TOTAL	Complete	1 22	Activi	Č.	Complete	Active	O A	Complete	Miles		oidius	Sign
	370 / 10		400:420	44.40	270 370		Octobre	DOM DE L	330-410		Sept to the	390.440	3577,7502		no score available	4003440	7			390440	JES 100r			no score available	\$ 1 to 1	300 460			440460		4.10 GHZ		no score available	anyage:		449'450	omposit	Pro/ Post	Milki	Malb
88	ŧŝ	150	Zū	3	100	ş	i	\$ 3	en en	ā	3	50	ş	٠	=	è	÷		8	50	5		46	w	. i	i e		150	≱ ∙	. 8	130	Ė		5	9	ō	3 3	Difference		
			430:410	49.00	390-480		490510	110-11	420:440		fit Proc.	190:570	490450		no score available	N70*430	ě č			410				no score available	111111111111111111111111111111111111111	OSP DRE			510:510	49050	1201450		no score avadatyle	500 500		390-410	din telli	Prei Post	Caul Aus Auning	Toron Ardin Ministra
٥		20	.20		90	8	70	; :	20	é	#	80	ŧ	66	=	8			۰				8		% <u>\$</u>	i d		8	.	- 2	5	98		90	ā	20	5	Difference		
3874			540:540	500,400	·500		560'470	42.	.470		570.460	450:420			no score evenlable	800 490	761-25			-570				no scoro avallable	S 60 450	430.450		100	design.	520/430			do secre available			560'460	Apply Alger	Pre/ Post	Lang Arts-Reading	
0		-30	0	÷		-200	-90	: 0		8	*	20		-140		-310	1 to		o				60		ię ĝ	ě		ر ا	3 5	-90					-100	-100		□ifference		
1970			41D:43D	10000	-470		390 470	1 1 3	470		19.4%	400/500			ne score available	420/480	06000			<i>/430</i>			the property of the property of	no score available	470470	470.470		100100	ign. (e).	470:480			no score available			450:560	1160v.450	Pref Post	Science	,
-		è	20	ç		8	126	.5		8	:::	100		-20		60	ą.		•				5		F -9	:	;	± 8	3 3	ē		٥			110	110		Difference		
4			500 470	9.49	-480		470:430	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	/530		430340	520:570			no score avadable	170-590	10000			:470			in accident	adellane arona on	0.66.066			4 (0) 4000	100 400	390:460			no score available			580-520	28S mar	Pro/ Post	Social Studies	
>		à	30	,		-100	4			-20	400	S		-30		100	÷		۰				5		ê	;	;	8 8	š ;	70		o			40	à		Difference		
8 5	40	90	-10	.90	190	8	50	.230	100	100	180	300	-20	-130		40	-90		40	50	-10		180	400	100	9	!	260	3 :	150	-100	80	0	80		ı	70			
128	84	273	30	123	120	405	126	13	138	261	2	126	123	279	129	66	20.		80	80			327	111	135	200	į	438	1 8		84	135	12	123	213	90	123	Session	Total House by	
3	40		-10	-90	190		50	230	100		180	300	ار ان			-40	.80			50	. 10			÷	2	ŝ		520	3 =	150	-100			80	•	80	70	Session Score	and individual	
. 31	125		86	30	125		86	30	125		-36	125	Ń			86	36			125	'n		•	30	. C.	ì		Ş	° 6	125	-2		125	ĸ				Session Benchmark	Per Session	
415	-85		-96	Ś	g.		-36	200	-25		150	175	÷		-	-126	. (50)			-75	ċ			7	3	1		ç	å å	25	-98		•	78		င်္ဂာ	40	Variance		Cent
ž		90			•	-80	•			100				-130				•	40	_			<u>3</u>					360				88			150			Scare		umarking
105		105				105				105				105					105			į	105					105				105			105			Overell Benchmark	Overell	
n n		-15				-185				ራ				-235					-65				75				ē	À				-25			45			Vanance		

Pre and Post-Testing for Accelerated GED Classes The Johns Hopkins Hospital

Note: Scores color-coded by session
Fall Session (November 29: 2004 - February 10: 2005)
Winter/Spring Session (February 28: May 24: 2005)
Summer Session (Letter 1 - September 3: 2005)
Fall Session (September 12 - December 20: 2005)
Spring Session (March - May 2006)

NOTE: Need a 450 on each test to pass or a total of 2250 points, but must score at least a 410 on each section to pass.

Spring Session (March - May 2006)	- May 2006)												ı						
																Bench	Benchmarking		
Name	Status	Main		Leng Arts -Writing		Lang. Arts- Reading		Science		Social Studios					Per Session			Overafi	
		Pref Post	Difference	Pref Post	Difference	Pre/ Fost	Difference	Pref Post	Difference	Pre/ Post	Difference	Total Score	Total Hours by Session	Individual Session Score	Individual Session Score Session Benchmark	Variance	Individual Overall Score	Overall Benchmark	Variance
# Table 1999	si Sara	- 40 Jar.	1	40x536	-								136	920	ii —	960			
Lafasha Cherry	Camplete	440.410	-30	570:470	-100	560:550	-10	410:470	ą	470/520	8	-30	72	-30	සි	-116			
TOTAL	•		70		20		ð		8		8	190	198				190	105	85
12 Magnery Adliga	2 52	operator	ŧ	450 540	Ē.	No. Van.		327 550		150 West		100	126	ig 600	-30	<u></u>			
Manring Jofferson	Active	430/450	20	510:530	20	500.700	200	470/670	20n	630:550	Ė	360	120	360	86	274			
Mennang Jofferson	Congleje	no secre available.		no score available		no scere avoilable		aldiejasve aloos ou		no score avaitable			42						
TOTAL	·		8		98	:	200		200		-80	460	288				460	105	355
13 Raymund Williams	Aujus	400 200	110									·1:		-110	λi	:108			
Raymond Williams	Active	310/410	iga									100	80	100	125	-25			
Majarener Aufturum	2.15		=	27		Ē		17.		3		c	24	0	-30	30			
Rayment Williams	Complete	no score available		no score available		no score available		no score avalable		по всом акальта			96						
TOTAL			40		0		٥		۰			-10	200				-10	105	-115
14 Loyia Holmes	Active	310420	Ą	440-420	.; ₀	530		:440		OBBO		60	132	80	86	-26			
i oya Holmes	Complete	no score available		rio score available		no score available		rio score available		no score available			117						
TOTAL	·		8		- <u>2</u> 0		0		0		ø	60	249				8	105	-45
15 Vida Pirry	Active.	OUSE CROSS	70	470500	120							150		150	à	152			
Viola Perry	Active	389410	8	550 060	70	410/450	45	470+460	.10	470:490	ð	140	129	140	125	햐			
Property.		The server	1	ideo franc	. 40	400,000	ż	Test feat	-	9.50		-20	129	-20	-30	5			
Viola Parry	Complete	no score available		ทับ รดดาย สหมาใจใช้ด		na score available		na scure available		ne accep available			43						
TOTAL			140		8		90		-20		٥	270	301				270	105	165
Foolonie															Avg Variance	2		Avg Variance	9
* Math only students spent 2 hours in class versus others who were in class for 3 hours	2 hours in clas	s versus others wh	o were in c	lass for 3 hours															
							Amount												
							of House												

Г		_									
All Sessions	Internal Benchmarking Overall	Spring Session (March - May 2005)	Fall Session (September 12 - December 20, 2005)	Summer Sessifications 12. Soptember a 2005,	Winter/Spring Session (February 28 - May 24, 2005)	Fall Session (Nevember 29, 2004 - February 10, 2905)	Internal Benchmarking; By Session				
1570	Points	0	690	.00%	1250	-10	Total Points				
3775	Total Hours	538	747	1136	1024	330	Total Hours				
105	Overall Point Gai	0	86	-30	125	-2	Per Session	Avg Point Gai			
252	Overall Avg. Amount Amount	0	93	95			Session	-	of Hours	Amount	Avq

Appendix B

Return On Investment

Table 1: Re	Table 1: Return on Investment	stment														
					Estim	ated ROI	Estimated ROI for Project REACH's GED Candidates	REACH	l's GED	Candi	lates					
APPLICANT		PAC	PROJECT COST	STS				WAGES) ÷	JHH HR COST		HR MINUS	RETURN
	MOORE					DIPI OM A	LAST DATE of	100	FJCd	3		TURNOVER \$				
*	HOURS	RELEASE	COURSE	COACHING	TOTAL	DATE	DIPLOMA		1501 ***		NI VS	(30% of annual salary)	RECRUITMENT	TOTAL	HR minus	PER 41 TRAIC
		(\$)	(\$)	(\$)	(\$)			(\$)	(\$)	(\$)	(%)	(\$)	(\$)	(9)	9	(%)
-	216	\$2,270	\$5,322	\$793	\$8,385	11/30/05	10/25/04	\$10.51	\$10.83	\$0.32	36,	8,6 5,58	4000	67 /58	4000	11 10/
2	144	\$1,377		\$793	\$7 492	1/31/06		\$9.56	\$9.56	20.00	8	\$5.965	0065	\$6.865	A628-	-8.4%
m	468	\$5,068	\$5,472		\$11,333	1/31/06	12	\$10.83	\$10.83	\$0.00	%	\$6,758	8900	\$7,658	-\$3.675	32.4%
4	327	\$3,486		\$793	109'6\$	7/29/05	9/30/02	\$10.66	\$11.60	\$0.94	%6	\$6,652	\$900	\$7.552	\$2.049	-21.3%
īΩ	126	\$1,169		662\$	\$7,234	5/31/05		\$9.28	\$10.44	\$1.16	13%	\$5,791	\$900	\$6,691	-\$543	-7.5%
9	279	\$2,974	\$5,372	\$793	\$9,139	9/30/02	5/1/05	33	\$10.98	\$0.32	3%	\$6,652	\$900	\$7.552	-\$1,587	17.4%
7	258	\$2,508		\$293	\$8,673	5/31/05	5/27/05	\$9.72	\$10.01	\$0.29	3%	\$6,065	\$900	\$6,965	\$1.707	19.7%
8	367	\$5,711		\$253	\$11,875	12/30/05	7/12/04	\$15.56	\$16.38	\$0.82	2%	602'6\$	\$900	\$10,609	-\$1,266	10.7%
6	276	\$2,942		\$793	\$9,107	11/30/05	9/11/05	\$10.66	\$10.98	\$0.32	3%	\$6,652	\$900	\$7,552	-\$1,555	-17.1%
10	124	\$1,348		\$793	\$7,463	90/02/9		\$10.87	\$11.26	\$0.39	4%	\$6,783	\$900	\$7,683	\$220	2.9%
11	124	\$1,303		\$793	\$7,418	10/31/05	9/18/05	\$10.51	\$10.83	\$0.32	3%	\$6,558	006\$	\$7,458	\$40	0.5%
12	288	\$3,298		\$793	\$9,463	1/31/06	12/11/05	\$11.45	\$11.45	\$0.00	%0	\$7,145	006\$	\$8,045	-\$1,418	-15.0%
13	200	\$1,902		\$793	\$8,017	6/30/05	910/11/05	\$9.51	\$9.83	\$0.32	3%	\$5,934	006\$	\$6,834	-\$1,183	-14.8%
14	237	\$2,555	\$5,322	\$793	\$8,670	3/31/06	9/19/05	\$10.78	\$10.87	\$0.09	1%	\$6,727	006\$	\$7,627	-\$1,043	-12.0%
15	312	\$3,685	\$5,322	\$793	\$9,800	6/30/05	1/26/05	\$11.81	\$12.34	\$0.53	4%	\$7,369	006\$	\$8,269	-\$1,530	-15.6%
TOTAL	3.746	L	\$80.180	\$11.894	\$121 775						\parallel	£101 310	£13 E00	6114 010	410 950	12.00
AVERACE	734	\$77.5	1		£1 040	1		0000	611 01	00.00	è	4101017	UNC/CT&	Ā	UC8,614-	-13.3%
2000	F77				000			\$10.87	\$11.21	40.39	3%	\$6,735	2004	\$7,655	-\$1,257	
* applicant name	applicant name and number replaced with code for confidentiality.	ed with code for co	onfidentiality.		103		**** As of May 15, 2006	900								
** As of April 2006	90				\ -		***** Gaining a GED does not give an employee a pay increase, it allows the employee to	O does not giv	e an employe	e a pay incre	se, it allor	ws the employee to				
*** wage before	*** wage before diploma was received (Information obtained from JHH	d (Information obt.	alned from JHI	H HR Compensation) [receive additional training for a higher paying skilled job. This area will be revisited in upcoming months.	raining for a l	ligher paying	skilled Job, T	his area w	rill be revisited in up	peoming months.			
	-								Ī	+	1					



	1							
		*	L.	COUR	SE			
	Boo	ks	1		Ins	structors		
Candidate	No. of Semesters	\$50/student/ semester	Instructor	Pay per Hour	No. of weeks	No. of Hours per week	No. of Sessions	
1	2	\$ 100	1*	\$27	34	12	5	\$55,080
2	2	\$ 100) 2	\$25	12	15	2	\$9,000
3	5	\$ 250	3	\$25	12	17.5	1	\$5,250
4	2	\$ 100	1 4	\$25	12	22.5	1	\$6,750
5	1	\$ 50	5	\$25	12	7.5	1	\$2,250
6	3	\$ 150	Total					\$78,330
7	3	\$ 150	* Only char	ged to grant				
8	3	\$ 150)					
9	3 .	\$ 150)					
10	2	\$ 100						
11	3	\$ 150						
12	2	\$ 100						
13	2	\$ 100						
14	2	\$ 100						
15	2	\$ 100	1					
				COACH	IING		1	•
Teachers	GED Fraction*	Salary (per hou	nours	weeks	Sessions per Year	Class Time	No. of sessions	Total
eacher 1	0.063	\$23.85	5.5	52	3	1.5	6	\$11,622
eacher 2	0.068	\$23.18	5.5	52	3	1.5	6	\$12,165
AVG								\$11,894

c/r
ā
Ę
ij
ž
್ಷ
Ö
GED
GE
r.n
H
Q
REACH's
\mathbf{Z}
Ç
oie
2
÷
I for Pro
_
2
~
굯
¥
Ë
臣
ES

APPLICANT		PROJECT COST	T COSTS				WAGES				UHC AVG	HR MINUS	RETURN
	Hours of Instruction in				DIPLOMA	LAST DATE of pay into before		POST	GAIN				
*	AP **	RELEASE	COURSE	TOTAL	DATE	DIPLOMA	PRE ***	***	****	GAIN	HR COST	TRNG COST	PER \$1 TRNG
		(%)	(\$)	(\$)	:		€	(\$)	(\$)	(%)	(\$)	((%)
	216	\$3,040.00		\$3,040.00	11/30/05	10/25/04	\$10.51	\$10.83	\$0.32	3%			
2	133				1/31/06			\$9.56	\$0.00	%0			
က	468				1/31/06	12/11/2005	\$10.83	\$10.83	\$0.00	%0			
4	108				4/5/06			\$10.06	\$0.00	%0			The second secon
5	327				7/29/05			\$11.60	\$0.94	%6			
9	126				5/31/05		\$9.28	\$10.44	\$1.16	13%			The second secon
7	279				9/30/02			\$10.98	\$0.32	3%			
œ	258				5/31/05			\$10.01	\$0.29	3%			
6	354				12/30/05		:	\$16.38	\$0.82	2%			
10	276	\$9,825.92		\$9,825.92	11/30/05			\$10.98	\$0.32	3%			
=	124				90/08/9	9/27/04		\$11.26	\$0.39	4%			
12	207	\$8,744.32		\$8,744.32	10/31/05		:	\$10.83	\$0.32	3%			
13	288	\$7,912.32		\$7,912.32	1/31/06	12/11/05	\$11.45	\$11.45	\$0.00	%0			
14	200	\$8,744.32		\$8,744.32	6/30/05	6		\$9.83	\$0.32	3%			
15	183				12/30/05	not in system	1	1	-				
16	237				3/31/06	į	\$10.78	\$10.87	\$0.09	1%			
17	315				6/30/05	1/26/05	\$11.81	\$12.34	\$0.53	4%			
TOTAL	4,099	97		\$38,266.88					:	ı			
AVERAGE	241	\$2,250.99		\$2,250.99			\$10.14	\$10.49	\$0.34	3%			
* applicant name	and number rec	olaced with mode fo	* applicant name and number replaced with code for confidentiality.			**** Ac of May 15 2006	'nné						

* applicant name and number replaced with code for confidentiality. ** As of April 2006

*** wage before diploma was received (Information obtained from IHH HR Compensation

**** As of May 15, 2006

**** Gaining a CED does not give an employee a pay increase, it allows the employee to receive additional training for a higher paying skilled job. This area will be revisited in upcoming months.