POLICY AND REQUIREMENTS HANDBOOK

U.S. Department of Labor
Office of Job Corps

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OUTREACH / ADMISSIONS

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1.0 OBJECTIVES

To ensure that the Job Corps program maintains a positive public image, strong community and employer partnerships, a pool of eligible and committed applicants, and full utilization of Job Corps training opportunities.

1.1 OUTREACH

PURPOSE

P1. To foster and maintain a positive public image of the program by:

- Educating the public about the training opportunities that the Job Corps program provides for at risk youth.
- Ensuring that Job Corps is an active member/partner in the state and local workforce training community, including One-Stop centers, local workforce investment boards, and youth councils.

P2. To attract youth who may be eligible for the program.

P3. To ensure that the center is viewed as an asset and partner within the community by:

- Involving employers with the Job Corps program in local and distant labor markets, where students seek employment.
- Actively involving the community with the center and the students.

REQUIREMENTS

R1. Outreach/Public Education Plan

Outreach and Admissions/Career Transition Services (OA/CTS) contractors and centers shall develop and implement outreach/public education plans, as part of an overall Career Development Services System (CDSS) Plan. The plan shall demonstrate collaboration and consultation between OA/CTS contractors and centers. The plan shall be submitted to the Regional Office for review and approval, in accordance with Chapter 5, Section 5.1, R3.c, Career Development Services System Plan, and shall include, as applicable:

a. Outreach strategies to achieve and maintain overall design capacity.

b. Strategies to ensure coordination of efforts between OA/CTS contractors and center business and community liaisons.

c. A description of the public education and outreach methods, activities, events, and linkages that will be developed to:

   1. Foster referrals of eligible youth.
   2. Promote positive public awareness of student and center achievements.
   3. Respond to media and public inquiries with consistent and factual information.
   4. Reach potential English Language Learner (ELL) applicants.

d. A description of outreach methods and materials to be distributed to One-Stop centers, youth councils, schools, social service agencies, organizations, communities, youths, general public, youth programs, employers, other employment and training programs, vocational rehabilitation agencies, and National Job Corps Alumni (NJCA) chapters. Such materials shall include center-specific information and be designed to reach a diverse audience and be readily understandable by individuals with disabilities (e.g., large print, video, and audio tape).

e. A system to ensure timely follow-up on all referrals.

f. A direct referral system that provides unions, business/industry organizations, and individual employers a mechanism for referring youth who may be qualified to participate in Job Corps. Applicants recruited through direct referrals shall meet all Job Corps eligibility requirements for enrollment and fully participate in all career preparation activities. Direct referral applicants do not have priority over those waiting to enter Job Corps, nor do they have priority over those who are on a waiting list for a specific training program.

g. A system to document and monitor the effectiveness of outreach efforts, including efforts to collaborate with One-Stop centers.

h. An advertising plan, if applicable.

i. An ELL Readiness Plan that outlines the steps that will be taken to meet the needs of ELL applicants.

R2. Use of Student Photos

All contractors and centers shall ensure that photos of Job Corps students are not taken, used on printed materials, or posted on the Internet, except when proper releases have been obtained, as specified in Chapter 6, Appendix 601 (Student Rights to Privacy and Disclosure of Information).

R3. Center Information

Centers shall:

a. Provide admissions counselors (ACs) and One-Stop centers with current information about all aspects of center life, including the center's Career Development Services System (CDSS), the availability of career technical training, dorm life, center standards of conduct, recreation, and support services.

b. Provide admissions counselors with copies of current career technical Training Achievement Records (TARs).

c. Offer center tours to prospective applicants, parents, school counselors, employers, etc., whenever possible.

d. Assign staff and students to participate in outreach activities as needed.

R4. Notification of Newsworthy Events

OA/CTS contractors and centers shall:

a. Notify the Regional Office of newsworthy events, press, or media coverage.

b. Immediately notify and consult with the Regional Office, for guidance and approval, regarding any adverse or negative information.

R5. Partnerships and Linkages

a. OA/CTS contractors and centers shall, as applicable:

1. Work cooperatively with schools, social service agencies, Youth Opportunity Grantees, One-Stop centers, youth councils, youth programs, other employment and training programs, NJCA members, state vocational rehabilitation agencies, associations, and other appropriate

organizations to promote referral of applicants who are eligible to participate in the Job Corps program. In this regard, close cooperation between the National Training Contractors (NTCs) and OA/CTS contractors is essential in assisting potential enrollees who have been referred to Job Corps by unions/employers that work with the NTCs.

2. Establish working relationships and partnerships, including membership where appropriate, with One-Stop systems, state and local workforce investment boards, youth councils that operate as part of local boards, and other local employment and training programs for youth.

3. Ensure that Job Corps services are included on the menu of services available through the One-Stop system, whenever possible.

4. Develop linkages and relationships that enhance the quality of services to students and the community, such as work-based learning, leisure-time employment, high school, college, and other career technical training programs, on-the-job training, One-Stop services, career services, and job placement.

R6. Business and Community Liaison Staff

Centers shall have staff designated by the Center Director to carry out the Business and Community Liaison functions. Liaisons may represent more than one center, with Regional Office approval, where it is more effective and practical do so.

Responsibilities of the Liaison are to:

a. Establish and develop meaningful relationships and networks with local and distant employers, applicable One-Stop centers, and other Workforce Investment Act (WIA) partners to promote and provide job opportunities for graduates.

b. Establish and develop meaningful relationships with members of the local community to keep them informed about the center and to consider areas of mutual interest to the center and the community.

c. Provide support to the center Industry Council and Community Relations Council (CRC).

R7. Industry Council

a. Establish Industry Councils

1. Each Job Corps center shall establish an Industry Council appointed by the Center Director in consultation with the staff member who performs the Business and Community Liaison functions.

2. Where it can be justified that a single Industry Council can more effectively represent employers for more than one center and/or represent multiple labor markets which students will return to, the Regional Office may approve such an arrangement.

b. Composition

1. A majority of the council must be representatives and employers who have substantial management, hiring, or policy responsibility, and represent

businesses with employment opportunities in the communities where students seek employment.

2. Other members must include representatives of labor organizations and/or other organizations (where present) representing employees, and students and graduates of Job Corps. Efforts should be made to include representatives from local workforce investment boards as well.

c. Responsibilities

1. The Industry Council shall work closely with all applicable local boards to identify and recommend to the Center Director appropriate career technical training for the center, and shall meet at least once every 6 months to:

(a) Review relevant labor market information to identify employment opportunities in communities where graduates will seek employment and the skills and education necessary for those employment opportunities.

(b) Reevaluate labor market information and recommend appropriate changes in center vocational offerings and/or curricula.

2. Center Directors shall:

(a) Maintain regular contact and share information with Council members.

(b) Provide recommendations made by the Council to the Regional Office.

(c) Document attendance and recommendations of the Industry Council.

R8. Community Relations Council

Centers shall establish a Community Relations Council (CRC) to serve as a liaison between the center and the surrounding communities. The CRC shall have the following features:

a. Be representative of business, civic, and educational organizations, elected officials, law enforcement agencies, and other service providers.

b. Include student and staff representatives.

c. Meet regularly to consider issues of mutual interest to the center and the community.

d. Records of CRC meetings shall document attendance and recommendations.

R9. Community Projects

Centers shall:

a. Participate in projects that benefit the community and provide a positive public image.

b. Provide opportunities for staff and students to participate in community service projects on a regular basis.

R10. Community Participation

Centers shall arrange recreation, athletic, or leisure time activities in which students and local residents may participate together.

QUALITY INDICATORS

Q1. Job Corps is viewed as a positive alternative for youth by schools and the employment and training community.

Q2. Job Corps is known and recognized as an integral part of state and local workforce systems.

Q3. The local community supports and endorses the Job Corps center.

Q4. Employer input is sought and used by the Job Corps center.

Q5. Media coverage portrays a positive and fair image of the program.

1.2 ELIGIBILITY DETERMINATION AND SCREENING FACTORS

PURPOSE

P1. To assess, verify, and document applicant eligibility for the Job Corps program.

P2. To enroll eligible youth who can benefit from the Job Corps program.

REQUIREMENTS

R1. Enrollment Process

Admissions counselors (ACs) shall provide applicants with accurate information about Job Corps, including at a minimum:

a. The process for eligibility determination, selection, and assignment of eligible applicants for enrollment.

b. Privacy rights and equal employment opportunity (EEO) information (refer to Chapter 6, Appendices 601 and 602, Student Rights to Privacy and Disclosure of Information, and Civil Rights and Nondiscrimination, respectively) and reasonable accommodation information.

c. That enrollment in Job Corps is voluntary for each individual.

R2. Eligibility

ACs shall obtain, through a face-to-face interview with each applicant, pertinent data to make a determination of eligibility. Once this determination has been made, the AC shall notify the applicant that he or she has met the basic eligibility criteria and shall obtain information needed for the **additional factors** for student selection and enrollment relating to **background, needs, and interests** (section R4 below). ACs shall use the procedures described in Appendix 104 (Admissions Counselor Guide for Evaluating Applicant Behavior and Court History) to assess and verify applicant eligibility and the additional factors for student selection and enrollment.

To enroll in Job Corps, applicants must meet all of the following eligibility criteria:

a. Be at least 16, but not yet 25 years old, on the date of arrival at a Job Corps center (i.e., time of enrollment). For otherwise eligible individuals with disabilities, the maximum age limit may be waived (the minimum age is still 16).

b. Have a signed consent form for automatic Selective Service registration (for male applicants).

c. Be a United States citizen, a United States national, a lawfully admitted permanent resident alien, refugee, asylum seeker, or parolee, or other alien who has been authorized by the Attorney General to work in the United States.

d. Be a low-income individual.

e. Be an individual who is one or more of the following:

1. A school dropout

2. An individual who requires additional education, vocational training, or intensive career counseling and related assistance in order to participate successfully in regular schoolwork or to secure and hold employment
3. Basic skills deficient
4. Homeless, runaway, or a foster child
5. A parent

ACs shall explain to the applicant the reasons for self-disclosure if she or he is an individual with a disability: (1) to determine if the upper age limit can be waived, or (2) to determine if the applicant may be considered a family of one. The applicant must be told that this information is confidential and will not be used to determine eligibility. The applicant is to respond yes or no **ONLY** to the question "Are you an individual with a disability?" If the applicant's response is yes, **NO** further information can be collected by the AC regarding the applicant's disability at this time.

Priority Enrollment

An individual who meets all of the eligibility requirements listed above and is a veteran of the Armed Forces of the United States or spouse of a veteran, as specified in Exhibit 1-6, will receive priority in enrollment at Job Corps centers.

R3. Eligibility Notification

ACs shall:

a. Notify all applicants of the results of the eligibility determination and collect information on the additional factors for selection and enrollment only for applicants who have met the eligibility requirements listed in R2 above.

b. Advise the eligible applicant that additional information must be obtained prior to conditional assignment to a Job Corps center, to determine whether the applicant qualifies for enrollment based on the additional factors for selection and enrollment relating to background, needs, and interests.

c. Advise the applicant of the results of the eligibility decision.

1. If the applicant **is** qualified for enrollment, advise the applicant that he or she will be assigned to a Job Corps center and that medical information will be collected and included in the applicant's file for transmittal to the Job Corps center.
2. If the applicant **does not** qualify for enrollment, advise the applicant that he or she will not be recommended for selection and enrollment, and advise the applicant of his or her right to appeal to the appropriate Regional Office of Job Corps. The applicant shall receive a referral to an appropriate One-Stop center, or other training/education resource in their community.

R4. Additional Factors for Student Selection and Enrollment of Eligible Applicants

ACs shall:

a. Obtain a signed consent form for enrollment of minors from a parent or guardian or provide documentation that no guardian exists.

b. Determine that suitable arrangements have been made for the care of any dependent children for the proposed period of enrollment.

c. Conduct a background check to confirm that the applicant is not on probation, parole, or under a suspended sentence, or under the supervision of any agency as a result of court action or institutionalization, unless the court or appropriate agency certifies in writing that it will approve of the applicant's release from its face-to-face supervision and that the applicant's release does not violate applicable laws and regulations. In the event that the applicant has a history of court involvement, the AC must make a determination regarding the seriousness of the charges and whether the applicant should be considered for enrollment based on the guidelines in Appendix 104, the "Admissions Counselor Guide for Evaluating Applicant Behavior and Court History."

d. Determine further, based on observation of the applicant's behavior during the interview process and evaluation of the information provided by the applicant, (using the format provided by the Admissions Counselor's Assessment Tool [ACAT], Appendix 102), whether the following factors are met by an otherwise eligible applicant:

   1. The applicant's educational and training needs can best be met through the Job Corps program. Those applicants seeking only a GED or high school diploma should be referred to a more appropriate program. Applicants to Job Corps should demonstrate a desire to gain both academic and career technical training.

   2. There is a reasonable expectation that the applicant can participate successfully in group situations and activities, and is not likely to engage in behavior that would prevent other students from receiving the benefit of the Job Corps program or be incompatible with the maintenance of sound discipline and good relationships between the Job Corps center to which the individual might be assigned and its surrounding community.

   3. The applicant can fully understand that Job Corps centers have rules and understand the consequences of failing to observe the rules.

e. Use only the prescribed ACAT, and shall not modify, add and/or delete questions.

R5. Recommendation for Enrollment and Assignment

ACs shall:

1. Determine eligibility based on an assessment of the factors in R2 above.

2. Further evaluate the eligibility of applicants after considering the additional factors a–e under R4 above. The determination shall be based on whether the applicant can reasonably be expected to successfully participate in group

situations and activities. ACs should use the guidelines provided in Appendix 104.

3. If the AC **is** recommending an applicant for enrollment, the AC will ensure that the following steps are taken:

   a. If the applicant does not have outstanding court fines or is currently under court-mandated supervision, conditionally assign the applicant to the appropriate Job Corps center in accordance with the assignment procedures in R1 above.

      ACs should coordinate with the Job Corps center in cases where an applicant owes court fines of less than $500. If an applicant's court fines are $500 or greater, the application should be forwarded to the Regional Office for review prior to conditional assignment.

      ACs should coordinate with the Job Corps center in cases where an applicant is under court-mandated supervision. If an applicant's court-mandated supervision exceeds 6 months or is the result of a felony, the application should be forwarded to the Regional Office for review and approval prior to conditional assignment.

   b. Encourage applicants to provide information relating to their health needs, pursuant to ETA Form 6-53 (Job Corps Health Questionnaire). Providing this information is voluntary.

      Information related to health may be collected only after an applicant has been determined to be eligible, required information has been obtained for factors a–e in R4 above, and the applicant has been assigned to a Job Corps center. ACs shall not conduct any assessment of health information nor use health information in making decisions on recommendations for enrollment.

   c. An applicant with a disability can request accommodation at any time during the admissions process. If the applicant is requesting reasonable accommodation to participate in the admissions process, the AC must address the applicant's accommodation needs before the admissions process can begin or continue. The circumstances under which such information may be collected, and types of information that may be collected, are described in Chapter 6, Appendix 605.

   d. Forward the applicant's information to the Job Corps center for final review. In some cases, the center medical staff may need to review the applicant's medical history.

4. If the AC **denies** enrollment of the applicant, the AC will ensure that the following steps are taken:

   a. The applicant shall be notified of the negative determination and shall be provided with a clear, documented explanation for the determination.

b. Applicants denied enrollment shall receive a referral to an appropriate One-Stop center, or other training/educational resource in their home community.

c. Applicants denied enrollment shall be provided with the name and address of the Regional Director or designee if the applicant wishes to file a written appeal of the determination.

Additionally, applicants should be advised that if they feel that they have been denied enrollment based on a form of discrimination, they have the right to file a formal complaint with the Department of Labor's Civil Rights Center:

The U.S. Department of Labor
200 Constitution Avenue, NW
Washington, D.C. 20210
(202) 693-6556
CivilRightsCenter@dol.gov

d. ACs shall maintain clear documentation on file that the denied applicant was informed, counseled, and referred to other resources when appropriate.

R6. Regional Application Review

Regional Offices shall establish procedures to review applicant files that have been denied enrollment by the admissions counselor. Regional Office staff shall consult, as necessary, with individuals and organizations including court, probation, parole, law enforcement, education, and welfare advisers to evaluate applications for admission and/or readmission.

R7. Documentation

ACs shall:

a. Enter all information involving applicant eligibility criteria and additional enrollment factors in the Outreach and Admissions Student Input System (OASIS) in accordance with the procedures specified in the OASIS documentation and Regional Office procedures.

b. Use the procedures described in Exhibit 1-1 and Appendix 104 to verify, assess, and document information relating to applicant eligibility criteria and additional enrollment factors.

c. Use the procedures described in Exhibit 1-2 to provide documentation to Job Corps centers for their use in assessing applicants' health needs.

R8. Sampling Methodology

The system for determining eligibility uses a sampling methodology that allows applicants to self-certify that they are eligible with regard to age and low income, except for sample applicants, who must provide documentation for age and income. For the remaining criteria, documentation is required for all applicants.

Exhibit 1-1 identifies when documentation is required for each of the criteria for both sample and non-sample applicants. This exhibit also identifies how to select sample/non-sample applicants based on Social Security number. For this reason, it is a requirement that an applicant have a valid Social Security card at the time of application.

QUALITY INDICATORS

Q1. Students admitted to Job Corps are eligible to participate in the program.

Q2. Students are informed of the appeals process if not accepted into the program.

1.3 INFORMATION TO APPLICANTS

PURPOSE

P1. To provide applicants with accurate information about the Job Corps program and specific centers.

P2. To establish an information base for students entering the Job Corps program so they can focus on solid career choices.

REQUIREMENTS

R1. Information on Center Life

ACs shall provide applicants with accurate information about:

a. Living accommodations.

b. Student conduct standards and expectations, including Job Corps' drug testing policy.

c. Career Success Standards, including center expectations for student behavior and information on regular evaluation of student progress.

d. Center life, including community service activities.

e. Allotment information to applicants with dependent children.

R2. Career Development Services System

ACs shall inform applicants about the Job Corps Career Development Services System describing, at a minimum, the CDSS components, including:

a. Personalized career planning assistance.

b. Preparation for career development.

c. Career development combining academic, vocational, social, and employability skills training in both center-based and work-based settings to meet each student's individual needs.

d. Career transition support.

e. Program expectations and graduation requirements.

R3. Personal Career Development Assistance

ACs shall assist applicants in initiating career planning by:

a. Discussing available vocational offerings, trade requirements, and waiting lists.

b. Using labor market information to advise applicants regarding the career outlook for their expressed vocational interests and to assist applicants in selecting vocational preferences.

c. Explaining the use of the Personal Career Development Plan (PCDP) as a personalized blueprint, which will be used throughout enrollment and the Career Transition Period (CTP) to assist students in meeting their career goals.

R4. Complaints of Discriminatory Treatment

ACs shall provide applicants with the Equal Opportunity Notice set forth in 29 CFR 37.30 (see Chapter 6, Exhibit 6-11). The notice must be signed and dated by the student and a copy placed in the applicant's file. The notice must be provided in alternate formats upon the request of applicants with visual impairment. Where an alternate-format notice has been provided, a record that such a notice has been given must also be made a part of the student's file.

QUALITY INDICATORS

Q1. New arrivals are well informed and have realistic expectations about the program.

Q2. New arrivals have a basic understanding of Job Corps' career development focus, how labor market information can be used, and the career development services available to them through Job Corps.

Q3. New arrivals report that admissions counselors prepared them for what to expect at Job Corps.

1.4 READMISSION

PURPOSE

P1. To establish criteria to verify an individual's eligibility and to assess his or her appropriateness for re-entry to Job Corps.

REQUIREMENTS

R1. Readmission Criteria

ACs shall assess, determine, and verify that applicants for readmission:

a. Meet all admissions criteria from Section 1.2, Eligibility Determination and Screening Factors.

b. Have not been readmitted before, unless the most recent separation was the result of a medical separation and the student is able to meet the essential requirements of the program with or without reasonable accommodation.

c. Have no more than 18 months of previous, paid Job Corps training and can be expected to complete training within a period of time which, when added to the initial stay, shall total no more than 24 months.

d. Have been out of Job Corps a minimum of 1 year, unless waived by the Regional Office.

e. Have not previously received mandatory separations for Level 1 disciplinary reasons (refer to Chapter 3, Exhibit 3-1, Infraction Levels and Appropriate Center Actions) except for applicants previously separated for Level 1 drug use (i.e., positive drug test prior to the 45th day after entry, on a suspicion intervention drug test, or on second suspicion test). Such applicants are eligible to reapply in 1 year. If such applicants test positive for drug use upon readmission, they shall be separated immediately and not allowed to reapply to Job Corps.

R2. Application Procedures

ACs shall:

a. Complete all required application forms.

b. Verify the applicant's entry and separation dates, previous center of assignment, reason for separation, and center recommendation.

c. Provide justification that clearly demonstrates a motivational change as well as behavioral improvement for applicants who previously received an unfavorable center recommendation or a disciplinary discharge.

R3. Regional Application Review

Regional Offices shall establish procedures for the review of applicants for admission and/or readmission, which describe responsibilities of all entities involved in the process and include adequate consultation with individuals and organizations (including court, probation, parole, law enforcement, education, welfare, medical, and mental health advisors).

R4. Readmission Denials

ACs shall refer those applicants whom the AC determines are not eligible for Job Corps to an appropriate resource in the local area that is able to meet their needs.

QUALITY INDICATOR

Q1. Students selected for readmission are successful in the program.

1.5 APPLICANT ASSIGNMENTS

PURPOSE

P1. To establish procedures for assignment of applicants to centers in accordance with legislative requirements.

P2. To ensure a regular flow of applicants for assignment to centers.

REQUIREMENTS

R1. Assignment and Scheduling Procedures

Outreach and Admissions (OA) contractors shall:

a. Develop systems to assign eligible applicants to available training slots in accordance with contract goals, center needs, and applicant interest.

b. Assign applicants to centers closest to their homes, except under the following conditions:

1. The applicant chooses a career technical training program that is not available at such center.

2. The applicant would be unduly delayed in participating in the Job Corps program because the closest center is operating at full capacity.

3. The parent or guardian of an applicant requests assignment of the applicant to another Job Corps center due to circumstances in the applicant's home community that would impair prospects for successful participation in the Job Corps program.

c. Applicants younger than 18 shall be assigned to the center closest to home unless the parent or guardian objects to the assignment.

d. Record all applications in OASIS and forward to the center or Regional Office within the time period required.

e. Applicants who are veterans of the Armed Forces of the United States or spouses of veterans, as specified in Exhibit 1-6, will receive priority in assignments to Job Corps centers.

R2. Regional Assignment Procedures

a. Regional Offices shall:

1. Establish procedures in accordance with R1 above for assignment of eligible applicants to centers, including waivers for applicants assigned to centers other than closest to home.

2. Establish policies and procedures for travel using OASIS.

b. OA and center contractors shall ensure that OASIS files are available to the center of assignment and that hard-copy documents are available to the center at least 5 working days prior to each applicant's scheduled departure.

R3. Arrival Scheduling

Centers shall:

a. Accurately project arrival needs and issue arrival orders in accordance with Regional Office policy.

b. Ensure that the application folder is complete and contains all required documentation upon arrival at the center. The center shall contact the AC to obtain missing or incomplete documentation.

c. Schedule timely assignment, for first available opening on center, of youth referred by ACs to ensure maintaining center at capacity.

d. Provide timely travel authorization and arrival information to ACs and other appropriate parties as required.

e. Meet and greet arrivals at the designated time on the center or at the determined travel termination point.

R4. Delays

a. Travel Delay

In the event that a youth cannot travel on the day assigned, the AC/OA contractor shall request a travel delay (not to exceed 2 weeks) prior to or on the day of assignment. The AC shall:

1. Determine whether the reason for the delay is valid.

2. Notify the center and/or Regional Office to obtain instructions and the future date of travel. Under no circumstances shall an AC send a youth to the center on a day other than the departure date entered on the itinerary without obtaining center and/or Regional Office approval.

b. Delayed Assignment

Under the following circumstances, the AC may apply for a delayed assignment for accepted applicants who fail to depart as originally scheduled and who did not request a travel delay:

1. There is a valid reason for the request.

2. The request for a delayed assignment is submitted within 90 days of the date the assignment notification was sent to the OA contractor. If the youth applies after 90 days, all eligibility documentation must be reverified.

3. The youth continues to meet all the Job Corps eligibility criteria at the time of subsequent departure.

R5. Ticket Recovery

OA contractors shall:

a. Develop procedures to control, safeguard, and track government tickets issued for applicant transportation.

b. Recover and return unused tickets for credit to the government.

QUALITY INDICATOR

Q1. Centers are maintained at enrollment capacity.

1.6 ENROLLMENT READINESS

PURPOSE

P1. To ensure that assigned applicants depart safely for centers.

P2. To ensure that assigned applicants are fully prepared for successful enrollment.

REQUIREMENTS

R1. Pre-enrollment Needs

When an applicant's need for immediate core or intensive services is identified, the Outreach and Admissions (OA) contractor shall, where possible:

a. Assist the applicant in registering with the local One-Stop.

b. Collaborate with One-Stop staff to meet the applicant's needs to the extent possible.

R2. Pre-departure Activity

Admissions counselors (ACs) shall:

a. Provide each applicant with specific, current information about the center of assignment, including location, rules, career technical training waiting lists, and program expectations.

b. If applicable, inform probation or parole office of center assignment, including the scheduled departure date.

c. Provide the applicant with a travel packet, to include itinerary, tickets, meal money, emergency phone numbers, and written guidance on acceptable behavior and expectations while on travel to the center (refer to Chapter 6, Section 6.6, Student Transportation).

d. Include a copy of official General Educational Development (GED) or high school records, if available, in the applicant's file; at a minimum, ensure that contact has been made with the appropriate state GED Administrator (see Exhibit 1-1, Section E: Education/Training/Family Needs) or the last high school the applicant attended, and that a request has been made for delivery of official records to the Job Corps center (see Exhibit 1-5). At a minimum, these records should include:

1. An official transcript with the school's seal affixed.

2. A copy of the GED certificate or Official GED Test Scores.

3. A copy of an acceptable high school diploma (HSD) or official high school transcripts indicating graduation, if the applicant states that he or she completed the 12th grade <u>and</u> obtained a diploma. An acceptable diploma is one described in Documentation Requirements in Section E: Education/Training/Family Needs in Exhibit 1-1. An AC will document that an applicant has a HSD only after receiving a copy of an acceptable diploma or official high school transcripts indicating graduation, and including this in the applicant's file to be sent to the center.

4. An Individual Education Plan (IEP), psycho-educational evaluations, all eligibility and triennial evaluation reports, and IEP progress notes, if applicable.

5. A 504 Plan and all corresponding eligibility evaluation reports, if applicable.

Prior to a student's departure, the AC shall ensure that the center has received either the above-mentioned documents, or documentation of the official request, which delineates contact information for the GED Testing Service or school from which the records have been requested.

e. Assist the applicant in assembling originals of the following documents for use on center:

1. Copy of GED certificate or Official GED Test Scores

2. Copy of acceptable HSD, or official high school transcripts indicating graduation, if applicable

3. Social Security card

4. Driver's license, if available

5. Immigration and Naturalization Service (INS) alien registration card, if applicable

6. Public assistance documentation, or Temporary Assistance for Needy Families (TANF), food stamps, if applicable

7. Medical insurance card, if available

8. Immunization records

R3. Pre-departure Center Contact

Centers shall contact assigned students prior to scheduled arrival to welcome them and provide information about the center.

R4. Departure Procedures

ACs shall:

a. Notify each applicant of his or her assignment date and the process for departure.

b. Accompany the applicant to scheduled departure site or arrange for another responsible escort, and see that the applicant departs safely as scheduled.

c. Verify that the applicant's eligibility status is unchanged since completion of the original application.

d. Request that the applicant sign a release of "Use of Student Photos" and forward it to the center of assignment (see Chapter 6, Appendix 601, Student Rights to Privacy and Disclosure of Information).

R5. No Shows

In the event that the applicant fails to depart for the center, he or she shall be determined to be a no show, and the AC or OA contractor shall:

a. Contact the youth promptly to determine the reason that the assignment was not accepted.

b. If appropriate, request a delayed assignment and reschedule the applicant in accordance with Section 1.5, Applicant Assignments.

c. Notify the center of assignment if it is determined that the youth will not depart within two assignment cycles.

QUALITY INDICATORS

Q1. Assigned applicants arrive at the center of assignment as scheduled.

Q2. New arrivals know what to expect upon arrival and enrollment at the center.

JOB CORPS ELIGIBILITY AND ADDITIONAL SELECTION CRITERIA AND DOCUMENTATION REQUIREMENTS

Eligibility Criteria	Assessment/Verification Requirements		Documentation Requirements	
	Sample (SSNs ending with 03,12,17,30,93)	**Non-Sample**	**Sample (SSNs ending with 03,12,17,30,93)**	**Non-Sample**
A: AGE Applicant must be not less than 16 and not more than 24 on the date of enrollment[1] (i.e., date of departure for a center). For an individual with a disability who is otherwise eligible, the maximum age limit may be waived (minimum age is still 16).	ACs must review and verify all source document information used to demonstrate eligibility under this criterion. Acceptable source documents, which must state the applicant's date of birth, include: Birth certificate; or Driver's license/state identification card; or U.S. passport; or Immigration and Naturalization Service (INS) Document I-551, I-151, I-688, I-688A, I-688B, or I-94; or other official forms or documents from other government agencies which identify the applicant's name and date of birth, such as school records, welfare documents, military records, employment records, and hospital records.	A valid Social Security card is required from all applicants; a copy must be placed in the file. If applicant has lost SS card, a copy of another official document that lists the SS number (e.g., driver's license, state ID, school record, tax record, W-2) must be placed in the admissions file. ACs must be confident that the self-certifying information provided is true. If this is not the case, the AC must require written documentation of this criterion.	A copy[1] of each document used in the assessment/verification to demonstrate eligibility under this criterion as well as a valid Social Security card must be retained in the applicant's file. Acceptable identifying information, including applicant's name and date of birth, consists of: Birth certificate: Place of birth and document registration number; or Driver's license/state identification card; or U.S. Passport: Date of issuance and document registration number or INS documents: Date of issuance, Alien Registration Number, country of citizenship, and expiration date (as appropriate); or Official eligibility form from other government agencies: Agency issuing form, title of form and form identification, date completed, and purpose of form.	A valid Social Security card is required from all applicants; a copy must be placed in the admissions file. Applicant self-certifies on ETA 652.

[1]If applicant does not allow the AC to copy documents used in the verification process, or if photocopying equipment is not available, the AC must prepare a notation indicating the documents used and record the specific information that demonstrates eligibility.

Eligibility Criteria	Assessment/Verification Requirements	Documentation Requirements
	All Applicants	**All Applicants**
B: SELECTIVE SERVICE REGISTRATION A male applicant of any age must comply with Section 3 of the Military Selective Service Act (50 USC App. 451) by registering with the Selective Service.	ACs must ensure that all male applicants sign the Consent Form containing authorization for Selective Service Registration. This applies even if the applicant has documentation (e.g., Selective Service registration card, or letter of acknowledgment from Selective Service Board) that he is already registered with the Selective Service system. If the applicant is already registered, the computer data will show that the student is registered and will not register him again.	A copy of the Consent Form containing the Selective Service Authorization must be completed, signed, and retained in each male applicant's file. For female applicants, the notation "NA/F" shall be placed in the Selective Service authorization space on the Consent Form.

Eligibility Criteria	Assessment/Verification Requirements	Documentation Requirements
	All Applicants	**All Applicants**
C: LEGAL U.S. RESIDENT Applicant must be a: • United States citizen or national, including naturalized citizens; or • Lawfully admitted permanent resident alien, refugee, asylee or parolee, or other alien who has been authorized by the Attorney General to work in the United States; or • Resident of a U.S. territory; or • Jay Treaty Indians, defined as Native Americans born in Canada of 50% or more Indian blood, who have the right to cross the U.S./Canada border freely (upon proving eligibility), to visit the United States, or to live or work in the U.S. A Jay Treaty applicant must be living in the U.S. to be eligible for Job Corps.	1. **Non-Citizens:** ACs must review and verify all source document information used to demonstrate eligibility. Acceptable source documents include: • Alien Registration Receipt Card: I-688A or I-688B; or • Temporary Residence Card, I-688; or • Employment Authorization Card: I-551 or I-151 (green card); or • Unexpired foreign passport containing employment authorization document I-94. 2. **Citizens:** Applicants who are citizens are not required to demonstrate eligibility under this criterion. They may simply state that they are citizens.	A copy of each document used in the assessment/ verification process to demonstrate eligibility under this criterion must be retained in the applicant's file, as appropriate.

Eligibility Criteria	Assessment/Verification Requirements		Documentation Requirements	
	Sample (SSNs ending with 03,12,17,30,93)	**Non-Sample**	**Sample (SSNs ending with 03,12,17,30,93)**	**Non-Sample**
D: LOW INCOME To qualify as Low Income, one or more of these conditions must exist: **Public Assistance**: Receiving, or be a member of a family (see Appendix 101 for definition of "family") living in a single residence that receives cash welfare payments, medical assistance, or food stamps, or has been eligible to receive food stamps within the 6-month period prior to application; or **Foster Child**: A child for whom state or local government payments are made, or a ward of the state or court; or	ACs must review and verify all source document information used to demonstrate eligibility. Acceptable source documents include: Letter or printout from appropriate government agency acknowledging family receipt of any form of public assistance, or documented eligibility for food stamps at the current time or within the previous 6 months; or public assistance voucher or payment stub, including medical assistance card; documented phone contact with case worker. Foster care, ward of court, or state: Letter from, or documented phone contact with, caseworker or public agency personnel attesting to the status of the applicant.	ACs must be confident that the self-certifying information provided is true. If this is not the case, the AC must require written documentation of this criterion.	A copy of each document used in the assessment/verification process to demonstrate eligibility, and completion of the Applicant's Verification of Income Worksheet must be retained in the applicant's file. ACs must clearly identify the income source. The most common (but not only) documentation sources are: 1. Documentation of receipt of any type of public assistance, or eligibility to receive food stamps, within the last 6 months prior to application for Job Corps. 2. Paycheck stubs for each employer for each working member of the family, during the last 6 months, which indicate the employer's name and date of the check. 3. Letters of employment verification. 4. Documentation of excludable income.	Applicant self-certifies on ETA 652.

Eligibility Criteria	Assessment/Verification Requirements		Documentation Requirements
	All Applicants		All Applicants
D: LOW INCOME (cont.) **Disabled:** An individual with a disability that presents barriers to obtaining employment and whose own income meets the income criteria for an individual or who chooses to apply and be considered a member of a family for income purposes. **Homeless**: An individual who lacks a fixed, regular, adequate nighttime residence; any adult or youth who has a primary nighttime residence that is a public or privately operated shelter for temporary accommodation; an institution providing temporary residence for individuals intended to be institutionalized; or a public or private place not designated as a regular sleeping accommodation for human beings.	AC's written description, as stated by applicant, of applicant's disability or letter from, or documented phone contact with, doctor or staff from hospital or rehabilitation program or other appropriate agency, attesting to the applicant's disability. Documented phone contact with support provider or complete **Statement of Support** describing how the applicant is being supported in the absence of any significant income. The Statement of Support can be prepared on the Verification of Income Worksheet or on a separate piece of paper.	ACs must be confident that the self-certifying information provided is true. If this is not the case, the AC must require written documentation of this criterion.	5. Unemployment Insurance Quarterly Wage Records. 6. Statement of support, signed by applicant and support provider if possible. 7. Tax information. 8. Documented telephone calls to employers, caseworkers, public assistance staff, etc., when used as income verification sources.

Eligibility Criteria	Assessment/Verification Requirements		Documentation Requirements	
	Sample (SSNs ending with 03,12,17,30,93)	**Non-Sample**	**Sample (SSNs ending with 03,12,17,30,93)**	**Non-Sample**
D: LOW INCOME (cont.) **Earned Income:** An individual, or a member of a family living in a single residence that has received total family income (see Appendix 101 for definition of "family income") which, in relation to family size, was not in excess of the higher of: 1. The poverty level determined in accordance with criteria established by the DHHS. 2. 70 percent of the lower living standard income level (LLSIL).	Income verification statements from, or documented phone calls with employers; paycheck stubs, tax returns, or W-2s (limited circumstances); Unemployment Insurance Quarterly Wage Records; documentation of excludable income, such as letters of receipt of Unemployment Insurance or Social Security benefits, or copies of checks. Excludable income is not to be confused with public assistance. When determining income eligibility for a person who applies to Job Corps as an individual, ACs must use the "Family Unit of One" standards in the official Poverty Guidelines, as revised by the Department of Health and Human Services. When using the LLSIL, ACs must use the "Family of One" column. Applicants must be required to complete a **Statement of Support** as described under **Homeless** when: • the applicant has zero or minimal income; • the claimed income appears unrealistic relative to family size; or • no income documentation is available.			

Eligibility Criteria	Assessment/Verification Requirements	Documentation Requirements
	All Applicants	**All Applicants**
E: EDUCATION/ TRAINING/ FAMILY NEEDS Applicant must be one or more of the following:	ACs must review and verify all source document information used to demonstrate eligibility under this criterion, when applicable. One or more of these factors must exist for the applicant to be determined eligible for enrollment.	A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant's file in all cases:
A **school drop-out** prior to high school graduation.	ETA-652 indicates no high school diploma (HSD) or GED.	ETA 652 indicates no high school diploma or GED.
In need of additional education, career technical training, or intensive career counseling and related assistance, in order to participate successfully in regular schoolwork or to secure and hold employment.	The AC must assess the applicant's need to enroll in Job Corps in order to obtain additional education, career technical training, or career counseling. Examples of the types of circumstances that would make the applicant eligible include: • lack of employability skills, including social skills; • inability to retain jobs; and • lack of prior work experience. In-school applicants require a letter from a school official indicating that the applicant would benefit more from Job Corps than from staying in school, or a documented phone call that provides the same information.	AC's comments on Section I of the ACAT.
	If ETA 652 indicates the applicant has a GED or HSD, the AC must obtain a copy of: • the GED certificate or Official GED Test Scores; Note: A copy of the GED certificate or transcripts can be requested from the GED administrator of the state in which the GED was received. A complete list of GED administrators can be found on	ETA 652 indicates applicant has HSD or GED. A copy of one of the following documents must be retained in the applicant's file: • GED certificate or Official GED Test Scores; • acceptable regular/standard high school diploma or honors diploma or IEP/Special Education diploma or official transcripts indicating graduation; • acceptable foreign diploma; or • request(s) for official records (Records Release Authorization

Eligibility Criteria	Assessment/Verification Requirements	Documentation Requirements
	All Applicants	**All Applicants**
E: EDUCATION/TRAINING/ FAMILY NEEDS (cont.) **Basic skills deficient:** The individual has English reading, writing, or numeracy skills at or below the 8th grade on a generally accepted standardized test or a comparable score on a criterion-referenced test.	http://www.acenet.edu/AM/Template.cfm?Section=GEDAdmins&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=6841 • a regular/standard HSD or honors diploma or IEP/Special Education diploma or official transcripts indicating graduation from a school which meets the guidelines set in Chapter 3, Appendix 304; and • a foreign diploma – for information on acceptable foreign diplomas, please refer to: NAFSA: Association of International Educators (A Guide to Educational Systems Around the World by Shelley Feagles) at http://www.nafsa.org/publication.sec ; or, the National Collegiate Athletic Association (NCAA Guide to International Academic Standards for Athletics Eligibility): http://www.ncaa.org/library/membership/international_guide/2006/2006_international_guide.pdf. If school records are unavailable, AC must document attempts to obtain educational history. One of the following is necessary to assess basic skills deficiency: • Individualized Education Plan (IEP) if available • School records • Standardized test results • Documented efforts to obtain one or more of the above	shown in Exhibit 1-5). One of the following must be retained in the applicant's admission file: • IEP • School records or Request for Records • Standardized test results • Documented efforts to obtain one or more of the above

Eligibility Criteria	Assessment/Verification Requirements	Documentation Requirements
	All Applicants	**All Applicants**
E: EDUCATION/TRAINING/ FAMILY NEEDS (cont.)		
Meets the definition of **Homeless** in Appendix 101 or considered a **runaway or foster child**.	A letter from caseworker or support provider or, if unavailable, documented attempts to obtain such information accompanied by statement from admissions counselor assessing the applicant's residential status.	Copy of a letter from caseworker or support provider or, if unavailable, documented attempts to obtain such information accompanied by statement from admissions counselor assessing the applicant's residential status.
A **Parent** as defined in Appendix 101.	ETA 652 indicates one or more dependent children.	The ETA 652 indicates one or more dependent children accompanied by one of the following: • Birth Certificate indicating applicant as parent • Court decree indicating child support • Any official government/school form indicating dependent children

Eligibility Criteria	Assessment/Verification Requirements	Documentation Requirements
	All Applicants	**All Applicants**
F: AUTHORIZATION FOR USE AND DISCLOSURE OF HEALTH INFORMATION	All applicants or parent/legal guardian must sign the "Authorization for Use and Disclosure of Your Health Information."	Must be received on the receiving center prior to the applicant's arrival.

Additional Factors for Selection and Enrollment	Assessment/Verification Requirements	Documentation Requirements
	All Applicants	**All Applicants**
G: PARENTAL CONSENT An applicant must have parental/legal guardian consent to participate when the applicant is an unemancipated minor. Legal guardians (e.g., social workers, probation officers, other family members), who have official documents legally granting custodianship, with respect to a particular state's laws. Exceptions to this requirement occur when an applicant: • is considered to be emancipated according to applicable laws of the state; or • is under 18 years of age and married, and thereby considered to be emancipated; or • has no parent or legal guardian; or • has been unsuccessful, with the assistance of the AC, in locating a parent or guardian.	ACs must review and verify all source document information used to demonstrate eligibility for all applicants under 18 years of age under this criterion. Acceptable documents are: • Parent/guardian signature on appropriate Job Corps forms, such as the ETA 652, 653, Consent Record, Job Corps Eligibility Self-Certification Sheet, Zero Tolerance for Violence and Drugs Certification forms, Commitment Statement, and other forms as appropriate; or • Emancipation papers for all applicants claiming to be emancipated; or • Marriage license for married applicants under 18 years of age; • AC statement describing unsuccessful efforts to locate a parent or the parent's unwillingness to sign (although parent did not refuse to allow applicant to participate). Only signatures of parents or legal guardians should be obtained. If minor applicant lives with other family members who have not obtained legal guardianship status, such as grandparents, siblings, uncles or aunts, this should be explained by the AC in a note to be maintained in the student file. If only one parent has legal custody for the minor applicant, only that parent's consent is necessary; if both parents share custody, consent of both is needed, although signature of consent is needed from only one. Consent of the second parent is assumed if no documented objection is raised. If a parent refuses to provide consent <u>not</u> out of objection to the applicant participating in the program but because of disinterest in being involved, the applicant may still be eligible. The disinterest should be documented.	A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion, or a notation explaining why the signature could not be obtained, must be retained in the applicant's file in all applicable (minor) cases. Consent record must be signed.

Additional Factors for Selection and Enrollment	Assessment/Verification Requirements	Documentation Requirements
	All Applicants	**All Applicants**
H: INFORMED CONSENT TO RECEIVE MENTAL HEALTH AND WELLNESS TREATMENT	All applicants or parent/legal guardian must sign the Informed Consent to Receive Mental Health and Wellness Treatment. Outreach and Admissions counselors must review and verify signature.	Must be signed and received on center with applicant's file.

Additional Factors for Selection and Enrollment	Assessment/Verification Requirements	Documentation Requirements
	All Applicants	**All Applicants**
I: CHILD CARE To be eligible under this criterion, an applicant with dependent children who provides primary or custodial care must have established suitable arrangements for the care of any dependent children for the proposed period of enrollment. This applies to weekend and evening times, as well as class times, for all residential applicants.	ACs must review and verify all source document information used to demonstrate eligibility (when applicable) under this criterion. The only acceptable source document is a child care certification (ETA 682), which specifies the care provider and the child(ren) for whom the care has been arranged.	A copy of the child care certification obtained during the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant's file for each child in all applicable (applicants with dependent children) cases. Appropriate items related to dependents and child care must be completed on the ETA 652.

Additional Factors for Selection and Enrollment	Assessment/Verification Requirements	Documentation Requirements
	All Applicants	**All Applicants**
J: BEHAVIOR HISTORY To be eligible under this criterion, an applicant must be free of behavioral problems so serious that he or she: • could not adjust to the standards of conduct, discipline, work, and training which Job Corps requires; or • would prevent others from benefiting from the program; or • requires periodic face-to-face supervision from the court system or has court-imposed financial obligations. Further, a youth who is on probation or parole, or is under the supervision of any agency as a result of court action, may be considered eligible only if the agency having jurisdiction states that the youth has responded positively to supervision.	ACs must review and verify all source document information and refer to Appendix 104, Admissions Counselor Guide for Evaluating Applicant Behavior and Court History, when determining eligibility under this criterion. From the applicants, the AC must obtain the addresses where the applicant has lived in the last 3 years ***and*** any residential history arrest records during that time. Using these two pieces of data, ACs must obtain sufficient information from all applicable courts, institutions, and agencies in those jurisdictions, so as to make a reasonable judgment regarding the applicant's behavioral history. The results of background checks with each court, agency, and institution should be recorded on the ETA form 655, unless the court, agency, or institution provides the results of a check on their own letterhead or stationary. Should the AC use an online or electronic system to conduct the background check, the AC should complete the appropriate portions of section 1 of the ETA form 655 and attach it to the hard-copy results of the online or electronic search. All background check information should be maintained, in hard copy, in the student's folder. If courts/agencies refuse or fail to supply information and the applicant (1) indicates that there has been past history with the courts, and (2) admits an offense, the AC should make a reasonable judgment of eligibility consistent with the type of offense admitted to by the applicant.	A copy of each document used in the assessment/verification process to demonstrate eligibility under this criterion must be retained in the applicant's file. All attempts to solicit information from courts/agencies/institutions must be documented. Checks that turn up no previous involvement, unsuccessful attempts to acquire information from the courts, and any information acquired via telephone rather than in writing must also be included in the applicant's file. The form ETA 652 must indicate prior conviction data. Required documentation includes: • Zero Tolerance for Violence Certification • Form ETA 655 for all applicants • A Discharge Summary may be accepted in lieu of a form ETA 655 from institutions where applicants were assigned as a result of court action. For all applicants for whom it is applicable, items indicating receipt of, or attempt to obtain, court information must be checked on the form ETA 655.

Additional Factors for Selection and Enrollment	Assessment/Verification Requirements	Documentation Requirements
	All Applicants	**All Applicants**
J: BEHAVIOR HISTORY (cont.) If courts/agencies refuse or fail to supply information and the applicant (1) indicates that there has been past history with the courts, and (2) admits an offense, determination of eligibility must be consistent with the type of offense admitted to by the applicant. • Will permit the applicant to leave the local area or state while enrolled in Job Corps; and • Will not require personal, face-to-face supervision of the applicant during participation in Job Corps. A youth who is incarcerated or is facing pending criminal court action must be considered ineligible, unless or until the disposition made by the court is a final adjudication, and/or the court provides written assurance that the youth will not be required to appear in court during the period when he or she is enrolled in Job Corps.	ACs shall determine applicant eligibility using the guidelines below: • The AC may approve or deny "clean" folders, that is, the behavior check clearly indicates that the applicant has no behavior history and may or may not be eligible on all other criteria. • The Regional Office shall establish procedures for reviewing folders with a behavior record, or where courts/agencies refuse or fail to supply information. The region may choose to review such folders in the Regional Office or to name a designee, such as centers or ACs. • Where courts refuse to disclose juvenile history and applicant denies any court involvement, the AC should be certain that the applicant understands that concealing a criminal history is grounds for immediate discharge from Job Corps for fraudulent enrollment (and loss of allowance). No individual shall be denied a position in the Job Corps solely on the basis of individual contact with the criminal justice system.	

Additional Factors For Selection and Enrollment	Assessment/Verification Requirements	Documentation Requirements
	All Applicants	**All Applicants**
K: AC'S ASSESSMENT TOOL (ACAT) For an eligible applicant to be selected as a student in Job Corps, a determination must be made that: • The applicant's needs can best be met through the Job Corps program. • There is a reasonable expectation that the applicant can participate successfully in group situations and activities, and is not likely to engage in behavior that would prevent other students from receiving the benefit of the Job Corps program or be incompatible with the maintenance of sound discipline and effective relationships between the Job Corps center to which the individual might be assigned and its surrounding community. • The applicant fully understands a center's rules and consequences of failing to observe the rules.	The Admissions Counselor's Assessment Tool (ACAT) (see Appendix 102) must be completed for each applicant to determine the need for, and capability to participate in and benefit from Job Corps. The AC shall make a comprehensive judgment based on information gathered and observations made during the application process. The information used to make this assessment should be recorded on the ACAT. The AC should sign and date the assessment once it is finalized. The AC should also use information regarding other specific eligibility criteria, such as educational level, school status, and behavioral history, in making the assessment. Attitude and motivation shall also be assessed as part of the application process. The formulation of the judgment shall include observations during the applicant's completion of forms, discussion of the program, and the relevant comprehension of and response to literature presented to the applicant during the application process. Each applicant signs an Applicant Commitment Statement agreeing to participate fully in Job Corps.	A signed Applicant Commitment Statement and a completed ACAT must be included in the applicant's file and noted on the Folder Inventory. A brief summary of the basis for the AC's assessment, citing specific examples, must be provided on the ACAT for all applicants, whether denied or approved for enrollment.

EXHIBIT 1-2

DOCUMENT REQUIREMENTS FOR ASSESSMENT OF APPLICANT HEALTH NEEDS

A. ACs must collect the following information:

- Job Corps Consent Record
- Drug Free Certification Form
- Admissions counselors should encourage all applicants to provide the following information for use by center staff in assessing the applicant's health needs:
    1. ETA Form 6-53, Job Corps Health Questionnaire
    2. Physician/institution report describing injuries, illnesses, and conditions noted on the ETA Form 6-53, including comments about medications taken

B. A copy of all health information collected must be retained in the applicant's file and forwarded to the center of assignment.

EXHIBIT 1-3

AUTHORIZATION FOR USE AND DISCLOSURE OF YOUR HEALTH INFORMATION

As Required by the Health Insurance Portability and Accountability Act of 1996

We, the _____ Health Center, are prohibited by federal law from using or disclosing your personal health information (except for the uses and disclosures listed in a Notice you have received or will receive), unless you authorize us to share this information with others. This Authorization lists the uses and disclosures of your health information that may be required during your participation in the Job Corps program. Your signature on this document authorizes us to use and disclose your health information in the situations described in this document.

Job Corps requires applicants to sign this Authorization as a condition of enrollment in the Job Corps program. You have the right to revoke this Authorization by notifying us in writing, except if we have relied on the Authorization. You may submit a written revocation of this Authorization to _____. We will provide you with health services regardless of whether you revoke this Authorization or any part of it, as long as you are a Job Corps student. However, revoking this Authorization may result in dismissal from Job Corps. If you are dismissed from Job Corps, we will no longer provide you with health center services.

Please note that health information that we share with others under this Authorization may, in certain circumstances, be further disclosed, and may no longer be protected by applicable health privacy standards. This Authorization will be effective from the date of your signature and will remain in effect, unless revoked, until 3 years after you have separated from Job Corps, in accordance with the Job Corps document retention policy.

By signing this document, you authorize us to share your personal health information with others in a number of circumstances. These circumstances are listed below. In each circumstance, we will share only the minimum amount of information needed to accomplish the purposes described. We will share information only with people who need to know this information. Nothing in this Authorization allows anyone to share your entire medical file with anyone else, unless that is the minimum amount of information necessary to accomplish the purposes described. Also, nothing in this Authorization allows anyone to share information about you if it is not lawful to share that information.

The law requires us to identify the person, or class of persons, who are authorized to use or disclose protected health information with someone else. In each circumstance in which we share information, a health care provider or health center staff member, including the head of the health center, will convey the information. These people may be doctors, nurses, dentists, mental health professionals, or other health care providers; health center receptionists, record keepers, or other administrative staff; or health center supervisors or managers.

The following is a list of ways information may be used or disclosed:

1. We may share with the Center Director information about your physical and mental health, including any diagnosis and any recommended accommodations or modifications. This information may be shared only if it has an effect on the operation of the center or any of its staff, or any other Job Corps student, and only if the Center Director would need to know the information for purposes of managing such an effect appropriately. The types of information may include information about the following conditions, among others: contagious diseases, including sexually transmitted diseases; positive illegal drug or alcohol screens; pregnancy; suicidal or homicidal thoughts or other life-threatening situations; and disability. The Center Director, as the supervisor of all other center personnel, also may be informed of any information that we share with other center staff persons, to ensure appropriate use of the information, as described in this Authorization.

2. We may share with academic, vocational, and career counseling staff information about certain health conditions. We may share information about a present health condition that may be aggravated by the activities being supervised or conducted by academic and vocational staff persons or that could cause harm to yourself or another student, for the purpose of avoiding such health aggravation or harm. In addition, if you make a request for an accommodation or a modification in your academic or vocational training, we may share that request and the minimum health information necessary to support that request with members of the academic and vocational staff for the purpose of fulfilling your request. To the extent that present health restrictions in the academic or vocational programs or your requests for accommodation or modification could affect your overall vocational or academic plan or goals, or could discourage you from pursuing your existing plans or goals, we may share this limited health information with members of the career counseling staff for the purpose of encouraging you to select, remain in, or return to programs you are able to complete. Career counseling staff, however, will not use this limited health information to "steer" students into stereotypical programs based on their health conditions.

3. We may share with career transition staff information about certain health conditions, as described below. This information may be shared when you are absent from or on leave from Job Corps or have been separated from Job Corps for purposes of assisting you in meeting your own health needs away from the Job Corps center, and ultimately assisting you in obtaining career opportunities outside of the Job Corps program. Information we may share includes the following: mental health information (excluding psychotherapy notes), including information about medications that may alter mental functioning; information about pregnancies, diseases (including HIV), medication management, and illegal drug use or alcohol abuse (including drug test results); information about accommodations or modifications you have requested, whether for a disability or for any other health condition; oral health information, including treatment plan and appointments; and any health information that may be responsible for a leave of absence from Job Corps or your separation from Job Corps. We may share this information for the purpose of helping you identify community health, housing, child care, support groups, affinity job clubs, social organizations, or other community resources that may assist you in staying healthy and obtaining and keeping employment. In addition, this information may be shared for the purpose of following up with you regarding your independent living needs as well as to encourage you to return to Job Corps, if possible.

4. We may share with residential living staff (including counselors), Trainee Employee Assistance Program (TEAP) specialists, and mental health staff (including mental health consultants) information about certain health conditions, as described below. This information may be shared for purposes of assisting you in meeting your own health needs while on center. Information we may share includes the following: mental health information (excluding psychotherapy notes), including information about medications that may alter mental functioning; information about pregnancies, diseases (including HIV), medication management, and illegal drug/alcohol use (including drug test results); information about accommodations or modifications you request, whether for a disability or for any other health condition; and oral health information, including treatment plan and appointments. We may share each piece of information only with particular staff members that need to know this information to assist you or to avoid an emergency.

5. We may share with food service staff information about your dietary needs, including information about allergies, weight management, diabetes management, and other diet needs or recommendations. This information may be shared for purposes of avoiding medical emergencies and ensuring you are provided with appropriate food and nutrition. We will share this information only if you have a specific dietary need arising from or related to a health condition.

6. We may share with residential living staff information about medications, allergies, medical (including mental) conditions that may warrant emergency or other immediate care, accommodations or modifications requested, or infectious/contagious diseases. We may share this information for the following purposes: assisting you with your medication schedule or other health needs; protecting other students from infection or contagion; providing you with an appropriate environment for allergy control, including, if necessary, appropriate personal products; and ensuring that you receive requested accommodations or modifications in your living quarters for any disability. In addition, if you have a condition for which medication is prescribed for you, and you do not take that medication after you have been instructed to do so, and your uncontrolled condition may result in an unwarranted risk to yourself or others, we may share information about your condition and your failure to take your medication with disciplinary staff, including the center standards officer.

7. We may share with safety and security staff, including federal safety officers, information about illegal drug use or alcohol abuse (underage alcohol use or disruptive or other inappropriate consumption by legal drinkers), including positive drug or alcohol test results, information about any injury or illness you incur in the performance of your duties at Job Corps, and information about medical or mental health conditions only if such conditions may assist in explaining harmful or unusual behavior you display. We may share this information for the purpose of preventing further access by you or other students to illegal drugs, correcting or preventing environmental or other hazardous conditions that may cause injury or illness to you or other students, and managing harmful or unusual behavior (that may pose a threat to you or others) appropriately for your individual circumstance. In addition, we may share information about your allergies to foods, drugs, insect venom, or other substances for the purpose of appropriately managing emergency situations that may arise due to an allergic reaction, as well as attempting to prevent such situations.

8. We may share with recreational staff information about allergies, asthma, or other health conditions, to the extent that those conditions may contribute to a medical emergency while participating in certain recreational activities. In addition, we may share information about the results of any sports physical or other examination you may have been required to have in order to participate in certain recreational activities. We may share this information for purposes of helping to ensure your safety while participating in sports or other recreational activities, and to help ensure that activities you are asked or required to do are not dangerous for you.

9. We may share with a Trainee Employee Assistance Program (TEAP) specialist information about illegal drug use or alcohol abuse (underage alcohol use or disruptive or other inappropriate consumption by legal drinkers), including positive drug and alcohol test results, and information about medications you may be taking. We may share this information for purposes of assisting you in appropriate medication management and avoiding unhealthy drug dependencies.

10. We may share with student records and data management staff information about a health condition that causes you to be absent from or take leave from Job Corps, or that results in your medical separation from Job Corps. Medical information documenting the reasons for absences may be shared for purposes of accounting for your health-related absence from Job Corps, as well as to assist center staff in evaluating your possible re-enrollment in Job Corps after a medical separation. Only the information necessary to accomplish these purposes may be shared.

11. We may transfer your medical records to the Student Records staff for the purpose of meeting Privacy Rule document retention requirements and for providing storage of your records until they are forwarded to the Department of Labor under Job Corps' records retention requirements.

12. We may share information about illegal use of drugs and alcohol abuse (underage alcohol use or disruptive or other inappropriate consumption by legal drinkers), including the results of any drug test. (Job Corps has a Zero Tolerance policy for illegal drug use and alcohol abuse. This means you may be expelled from Job Corps for illegal use of drugs or for alcohol abuse.) This information may be shared with a wide variety of people, including other medical testing facilities, the center standards officer and other disciplinary staff (including members of the Review Board who review proposed disciplinary action), law enforcement officers, probation officers, center safety and security staff, the center group life manager, members of the academic and vocational staffs, members of the student records and data management staff, center and off-center mental health, rehabilitation, or support group personnel, and employees of the U.S. Department of Labor and their contractors. We may share this information with any of the above individuals, for any of the following purposes: verifying that the results of a drug/alcohol test are accurate; enforcing the Zero Tolerance policy by determining whether you have used illegal drugs or abused alcohol and, if so, determining the appropriate consequence (including appeals of that consequence); referring you to center or off-center mental health professionals, counselors, and/or addiction support groups; preventing

further access by you or other students to illegal drugs or alcohol; assisting in compliance with local, state, or federal law; assisting you in managing your social life, education, and career without using illegal drugs or abusing alcohol; identifying illegal drug use or alcohol abuse trends among Job Corps students; and documenting illegal drug use and alcohol abuse in your student records to account for resulting consequences, as well as for purposes of determining your eligibility for re-enrollment in Job Corps.

13. We may share information with others if you request us to do so. We will ask you for a separate Authorization in that case.

14. We may share limited amounts of health information about you with Job Corps center or Department of Labor personnel, or their contractors, for the purposes of resolving internal grievances or disputes, to the extent that the health information is a subject of the dispute.

15. Nothing in this Authorization authorizes us to share psychotherapy notes about you, except as allowed by federal law. Psychotherapy notes are notes made by a health care professional about the contents of a private counseling session or a group, joint, or family counseling session that are kept separate from your medical record. These notes do NOT include information about your medications, counseling session start and stop times, type and frequency of any treatment, clinical test results, and any summary of the following: diagnosis, ability to function, treatment plan, symptoms, prognosis (outlook), and your progress. (This information may be shared as provided in the Notice and this Authorization.) If we believe that we should share psychotherapy notes for a purpose that requires your authorization, we will ask you to sign an authorization for that particular circumstance. Refusal to give us an authorization to share psychotherapy notes about you will not affect your eligibility to continue in Job Corps.

16. Nothing in this Authorization authorizes us to share your health information for other purposes. For instance, this Authorization does not permit us to share your health information for purposes of determining your selection for Job Corps, your enrollment at any particular Job Corps center, your career choices (unless you require reasonable accommodations to perform the essential functions of a job), or any other purpose not set forth in this Authorization. However, other law or policies may govern these purposes. Again, we will share only the minimum amount of information necessary to accomplish the purposes described.

Other Routine Uses

In addition to the above uses and disclosures of your medical information (and the uses and disclosures listed in the Notice you have received or will receive), we may disclose any and all medical information about you under the following circumstances:

- we may share information with state and federal law enforcement agencies or other government investigators to assist them in locating you or your family;
- if you are a minor, we may share information with your parent(s) or guardian(s), if not prohibited by law;

- we may share information with social service agencies in cases of a student's termination in order to provide services such as Medicaid.

AUTHORIZATION

I, _____, have received a copy of this Authorization. I have read this Authorization and I understand that it explains circumstances in which I permit my health information to be used and shared with others. I authorize the uses and disclosures described in this Authorization.

_____ _____

DATE SIGNATURE

AUTHORIZATION BY PARENT OR GUARDIAN (IF A MINOR)

I, _____, am a parent or guardian of the individual named above. I have received a copy of this Authorization. I have read this Authorization and I understand that it explains circumstances in which I permit my child's (or charge's) health information to be used and shared with others. I authorize the uses and disclosures described in this Authorization.

_____ _____

DATE SIGNATURE

EXHIBIT 1-4

JOB CORPS — INFORMED CONSENT TO RECEIVE MENTAL HEALTH AND WELLNESS TREATMENT

I,_____, consent to receive services from Job Corps,
Print name of Job Corps applicant

through appropriate mental health personnel, to promote and maintain my mental and emotional well-being. The services may involve mental health and/or substance abuse counseling, educational activities, medications, and other methods and services as deemed necessary by the wellness staff.

The Job Corps center operates under a team approach and I understand all treatment is confidential, as limited in the following special circumstances:

1. If the staff believes it is in the best interest of my treatment to share some information with other center staff, they will do so only on a need-to-know basis as allowed through the authorization for disclosure under HIPAA (the Health Insurance Portability and Accountability Act) that I have signed.

2. If I become a danger to myself or others, center staff will take measures to maintain my safety, and the safety of others. This may include a medical separation based on an evaluation by the health and wellness staff.

3. If I disclose any past or present abuse of a minor, center staff are legally required to report the abuse to the appropriate children's social services agency.

4. If I disclose any past or present abuse of an elder, center staff are legally required to report the abuse to the appropriate adult protective services agency.

I have read and understand the above information concerning mental health and wellness assistance, my privilege of confidentiality, and the limitations to it. This consent will remain in force during my stay in Job Corps.

_____ / _____
Job Corps Applicant's Signature Date

_____ / _____
Parent's Signature (Required if Minor) Date

_____ / _____
Admissions Counselor's Signature Date

RECORDS RELEASE AUTHORIZATION

To: _____ **From:** _____

_____ **Date of Request:** _____

_____ **Date of Receipt:** _____

Please print your name, sign, date, and return this form with the information requested below:

Academic Transcript		GED Transcript	
Copy High School Diploma		Copy of GED Certificate	
Individual Education Plan, Psycho-educational Evaluations, Eligibility and Triennial Evaluation Reports, and IEP Progress Notes		Medical/Dental Records	
504 Plan and Eligibility Evaluation Reports			

Mail To:

(Center Name) _____

(Number, Street) _____

(State, City, ZIP Code) _____

If you have any question regarding this request, please call 1 (_____) _____-_____.

Signature: _____ **Date:** _____

Printed Name: _____

STUDENT INFORMATION

Name:

_____

Last First Middle

Social Security Number: _____ **Dates of Attendance:**

Date of Birth (MM/DD/YY): _____ _____

INFORMATION RELEASE AUTHORIZATION

My signature below authorizes the release of the requested information. This authorization remains in effect for a period of one year from the date of this request.

Student Signature: _____

Signature of Parent or Guardian: _____
(if applicant is under 18 years of age)

Address: _____ Phone #: _____

Number, Street, Apt.#

_____

City State ZIP Code

Records Release Authorization – Instructions

Admissions counselors (ACs) may use the "Records Release Authorization" to obtain educational records of Job Corps applicants. The following information explains the sections of the form.

To:	Agency from which the AC/OA Office is requesting information (verify correct and current address).
From:	Name of the AC requesting the information.
Date of Request:	Date when the request is sent by the AC.
Date of Receipt:	Date when the AC received the requested information (or date when the center received the requested information, if the form was sent to the center as documentation that the AC has made the request prior to a student's enrollment/arrival).
Academic Transcript or Copy of HSD:	Send request to the High School or Middle School Office **(NOT** to the Guidance or Counseling offices, which are **often closed during school breaks and vacations)**.
GED Transcript or Copy of Certificate:	Send to the GED Testing Service where the applicant took his or her GED tests.
IEP:	Send request to the Office of Special Education, or the High School or Middle School Office.
Mail to:	Enter the recipient's address.
Telephone Number:	Enter the AC's contact number.
Name, Signature, and Date:	To be completed by the person responding to the request.
Student Information:	To be completed by the AC with information provided by the applicant.
Information Release Authorization:	To be completed by the applicant or the applicant's parent or guardian (if applicant is a minor), with assistance from the AC.

FACTORS FOR PRIORITY ENROLLMENT

Factors for Priority Enrollment	Assessment/Verification Requirements	Documentation Requirements
	All Applicants	**All Applicants**
A: VETERANS' PRIORITY Veterans are defined as those individuals who have been separated with an honorable discharge or under honorable conditions from active duty in the Armed Forces of the United States, performed during one of the periods or campaigns described in 5 U.S.C. 2108. Spouses of veterans also receive priority if they are married to: • Any veteran who died of a service-connected disability; • Any member of the Armed Forces serving on active duty who, at the time of application for assistance under this section, is listed, pursuant to section 556 of title 37 and regulations issued there under, by the Secretary concerned in one or more of the following categories and has been so listed for a total of more than 90 days: (1) missing in action; (2) captured in the line of duty by a hostile force; or (3) forcibly detained or interned in the line of duty by a foreign government or power; • Any veteran who has a total disability resulting from a service-connected disability; or • Any veteran who died while a disability so evaluated was in existence.	AC assesses documentation of veteran status. AC assesses documentation of veteran status.	At the time of application to Job Corps, veterans must provide their form DD 214, Report of Separation, which identifies a veteran's condition of discharge. In addition to form DD 214, veterans with a service-connected disability of 30% or more must also submit a copy of a letter, dated within the last 12 months, from the Department of Veterans Affairs or the Department of Defense certifying receipt of compensation. At the time of application to Job Corps, spouses must provide their: • Marriage license • Spouse's form DD 214, Report of Separation • Spouse's military identification • Where applicable, a letter dated within the last 12 months from the Department of Veteran's Affairs or the Department of Defense certifying receipt of compensation for the spouse's service-connected disability of 30% or more.

APPENDIX 101

DEFINITIONS OF FAMILY AND FAMILY INCOME

A. **Family** means persons living in a single residence who are related by blood, marriage, or decrees of court and are included in one or more of the following categories: (1) a husband, wife, and dependent children; (2) a parent or guardian and dependent children; and (3) a husband and wife. A step-child or step-parent is considered to be related by marriage.

1. For purposes of this definition, an applicant who lives in a single residence with family members, at least one of whom claims the applicant as a dependent, will be considered a family member supported by the family, and income of all family members will be included in the family income computation.

2. A person who lives alone, or who lives with unrelated individuals, or who lives in a single residence where no family member claims him or her as a dependent, shall be considered an "individual."

3. A person with disabilities has an option of applying and being considered as a family member or as an individual.

B. **Family income** means all income actually received from all sources by all members of the family for the 6-month (authorized) period prior to application. Family size is the maximum number of family members during the 6-month period prior to application. When computing family income, income of a spouse and other family members is counted for the portion of the 6-month (annualized) period prior to application that the person was actually a part of the family unit.

1. For the purpose of determining an individual's eligibility for participation in the Job Corps program, family income includes:

   a. Gross wages, including wages from community service employment (CSE), work experience, and on-the-job training (OJT) paid from Workforce Investment Act funds, and salaries (before deductions);

   b. Net self-employment income (gross receipts minus operating expenses; and

   c. Other money income received from sources such as interest, net rents, OASI (Old Age and Survivors Insurance) Social Security benefits, pensions, alimony, and periodic income from insurance policy annuities, and other sources of income (including continuing disability income).

2. Family income does not include:

   a. Non-cash income such as food stamps or compensation received in the form of food or housing;

   b. Imputed value of owner-occupied property, i.e., rental value;

   c. Public assistance payments;

d. Cash payments received pursuant to a state plan approved under Titles I, IV, X, or XVI (Supplemental Security Income) of the Social Security Act, or disability insurance payments received under Title II of the Social Security Act;

e. Federal, state, or local unemployment benefits;

f. Capital gains and losses;

g. One-time unearned income, such as, but not limited to:

(1) Payments received for a limited fixed term under income maintenance programs and supplemental (private) unemployment benefits plans;

(2) One-time or fixed-term scholarship or fellowship grants;

(3) Accident, health, and casualty insurance proceeds;

(4) Disability (one-time payments) and death payments including fixed term (but not lifetime) life insurance annuities and death benefits;

(5) Fixed-term workers compensation awards;

(6) Soil bank payments; and

(7) Agricultural crop stabilization payments.

h. Pay or allowances which were previously received by any veteran while serving on active duty in the Armed Forces;

i. Educational assistance and compensation payments to veterans and other eligible persons under Chapters 11, 13, 31, 34, 35, and 36 of Title 38, U.S. Code;

j. Payments made under the Trade Act of 1974;

k. Payments received under the Black Lung Benefits Act (30 U.S.C. 901 et seq).

l. Any income directly or indirectly derived from, or arising out of, any property held by the United States in trust for any Indian tribe, band, or group of any individual; per capita payments; and services, compensation or funds provided by the United States in accordance with, or generated by, the exercise of any right guaranteed or protected by treaty; and any property distributed or income derived therefrom, or any amounts paid to or for the legatees or next of kin of any member, derived from or arising out of the settlement of an Indian claim; and

m. Child support payments.

APPENDIX 102

ADMISSIONS COUNSELOR'S ASSESSMENT TOOL

Instructions[1] for Completing the Admissions Counselor's Assessment Tool

The Admissions Counselor's Assessment Tool (ACAT) must be completed for each applicant to determine the need for and the capability to successfully participate in and benefit from Job Corps. The admissions counselor (AC) will make this determination through an assessment of commitment, attitude, personal history, motivation, and demonstrated behavior.

The AC shall make a comprehensive judgment based on information gathered and observations made during the application process. The rationale used to recommend whether the applicant is to be enrolled shall be recorded on the ACAT.

The AC must sign and date the assessment once it is finalized, and place it in the applicant's file. The formulation of any judgment must include observations made during the entire application process. This includes the completion of forms, discussions of the program, and the response to literature presented to the applicant.

[1] Specific instructions for individual questions are included on the ACAT.

ADMISSIONS COUNSELOR'S ASSESSMENT TOOL

Applicant Name: _____ SSN: _____

I. EDUCATION AND TRAINING NEEDS

A. Applicant History *(For questions 1-5, record all pertinent information, including the applicant's comments.)*

1. Describe applicant's past education and training experience.

2. If applicable, describe any prior Job Corps history.

3. If applicable, describe reason for not completing prior education and/or training.

4. Describe applicant's employment history.

5. Explain reason for pursuing further training.

B. Needs

1. Does applicant have a specific vocational interest? Yes / No
   If yes, please explain.

   List choices, if known. Summarize results of vocational choices discussion.

2. Does applicant have GED/high school diploma? Yes / No

   Does applicant need to obtain GED/high school diploma to obtain quality placement?

3. Does the applicant have a valid driver's license? Yes / No
   If no, which of the following applies: Never Issued/Suspended/Revoked?

   Does applicant need to obtain a driver's license to obtain quality placement?

C. Goals

1. Short-term goals *(What does applicant plan to accomplish during Job Corps enrollment?)*

2. Long-term goals *(What are the applicant's career, educational, vocational, and personal plans subsequent to Job Corps enrollment?)*

3. Action plan, including target dates *(Discuss with the applicant short- and long-term goals and establish realistic target dates for completion.)*

II. CAPABILITY TO PARTICIPATE SUCCESSFULLY

1. Did applicant keep all appointments? Yes / No If not, why?

   Did applicant show commitment by keeping scheduled appointments? Record observation.

2. Was applicant punctual? Yes / No If not, why?

   Did applicant show responsibility and maturity through punctuality? Record observation.

3. Did applicant comply with application requirements, e.g., appropriate dress, bring required documents on time? Yes / No If not, why?

   Did applicant show capability to comply with AC's instructions? Record observation.

4. Does applicant understand the intent of the forms that explain Job Corps policies on Zero Tolerance (ZT), the Privacy Act, commitment, and consent? Yes / No

   Does applicant demonstrate ability to read and comprehend ZT policy, Privacy Act Statement, commitment form, and consent form? If applicant cannot read or comprehend this material, include results of professional assessments, e.g., psychologist report, school report, including Individual Education Plan (IEP), if applicable.

5. Did applicant demonstrate respectful and courteous behavior during the interview process? Yes / No

   Record observation of interview behavior.

6. Did applicant understand and accept Job Corps policies and requirements?
Yes / No

Record applicant's responses to these questions. Summarize negative responses in the Overall Assessment section.

- ► Zero Tolerance Policy
- ► Drug Testing Policy
- ► Smoking Policy
- ► Dress Code
- ► Program Content
- ► Dorm Life
- ► Clean-up Detail
- ► Rules and Facilities (of applicable centers)

7. Does applicant express a positive attitude toward living in an ethnically diverse environment? Yes / No

Record applicant's response. Summarize applicant's responses to discussion of center demographics.

8. Does applicant express a positive attitude toward living and sharing with other students?
Yes / No

Record and summarize applicant's responses to discussion of group living.

9. Does applicant express a positive attitude toward performing community service and otherwise working cooperatively with local community? Yes / No

Record and summarize applicant's responses to discussion of community responsibility.

10. Is applicant committed to staying a minimum of 8-12 months and becoming a graduate? Yes / No

Record and summarize applicant's responses to discussion of planned duration of training.

11. Describe any potential issues that could prevent the applicant from successfully participating and completing the program. *(Summarize applicant's responses to these issues):*

    a. Child Care:

    b. Court Obligations, including unpaid fines and pending court dates:

    c. Financial Obligations:

    d. Home Life:

12. If required, is applicant willing and able to relocate for advanced training or placement? Yes / No

Discuss vocational choices and correlation with local labor market information. Summarize discussion of need and willingness to relocate for advanced training and quality placement.

III. OVERALL ASSESSMENT

Enter final determination at the bottom of this page. In a summary, give your reasons to recommend or not recommend this applicant based on his/her need for the program, the capability to successfully participate and benefit, and the appropriateness of Job Corps for the applicant. Address pertinent factors from Sections I and II and any other relevant factors affecting your decision. Negative responses may not necessarily make the applicant ineligible, but indicate a need for further investigation of the circumstances.

A. Provide a summary to support your recommendation that the applicant has training and education needs, understands and reacts favorably to Job Corps requirements, and can successfully participate and complete the Job Corps program. Cite observations and conclusions only for those questions relevant to your recommendation.

B. Provide the rationale used to support your determination that the applicant's educational and training needs can best be met through the Job Corps program as opposed to any other training program.

( ) Recommended ( ) Not Recommended

_____ _____

Admissions Counselor Signature Date

APPENDIX 103

GUIDELINES FOR REVIEWING APPLICANT FILES

1. Background Information

In cases in which the collection of background information raises concerns regarding the applicant's behavior, the center will review the application and make a determination as to whether the applicant can reasonably be expected to successfully participate in group situations and activities. Where behavioral problems are related to mental or emotional disabilities, as defined in 29 CFR 37.4, see paragraph 2.b below regarding "direct threat."

2. Health Issues

With regard to health issues, the following standards apply:

a. In some cases, the information on ETA 6-53, or information received directly from the applicant, may indicate that the applicant is an individual with a disability, as defined in 29 CFR 37.4, who will need reasonable accommodation or reasonable modification in order to meet the essential eligibility requirements of the programs and activities. In such cases, the center must engage in an interactive process with the applicant to determine what accommodations and/or modifications are appropriate. The center must also consider the factors set forth in CFR 37.4 (definitions of "reasonable accommodation," "undue hardship," and "fundamental alteration"), as explained in 29 CFR 37.8, in order to determine whether the specific accommodation or modification will be provided. In cases where the center determines that the particular accommodation would create a fundamental alteration of the programs or activities, the center must take any other action that would not result in such a hardship or alteration, but that would permit the applicant to meet the essential eligibility requirements, or participate in the programs or activities. Applicants must not be denied admission based solely on the need to provide reasonable accommodation or modification.

b. A qualified individual with a disability must not be denied admission to the center for safety reasons unless his or her disability is determined to pose a "direct threat." This term is defined as a significant risk of substantial harm to the health and safety of the applicant or others that cannot be eliminated or reduced by reasonable accommodation or modification. The determination whether an individual poses a "direct threat" must be based on an individualized assessment of the applicant's present ability to safely meet the essential requirements of the Job Corps program. This assessment must be based on a reasonable medical judgment that relies on the most current medical knowledge and/or on the best available objective, factual evidence – not on subjective perceptions, irrational fears, patronizing attitudes, or stereotypes. Relevant evidence may include input from the individual with a disability; the experience of the individual with a disability in previous situations similar to those he or she would encounter in the program; and opinions of medical doctors, rehabilitation counselors, or therapists who have expertise in the disability involved and/or direct knowledge of the individual applicant. In determining whether an applicant would pose a direct threat, the following factors must be considered:

(1) The imminence of the potential harm

(2) The duration (length) of the risk

(3) The nature and severity of the potential harm

(4) The likelihood that the potential harm will occur

For further information regarding “direct threat,” see 29 CFR 1630.2(r) and the related discussion in the appendix to that section.

APPENDIX 104

ADMISSIONS COUNSELOR GUIDE FOR EVALUATING APPLICANT BEHAVIOR AND COURT HISTORY

This guide provides admissions counselors (ACs) with strategies to use when assessing an applicant's ability to participate successfully in Job Corps. All applicants must be evaluated on an *individual* basis, and on their *current* ability to participate. Recommendations for denial should not be based solely on long-past behaviors or offenses. It is expected that many qualified applicants will have behavior histories that reflect one or more of the indicators listed in these guidelines. The AC is responsible for evaluating them to determine if the applicant meets PRH requirements for eligibility under the Behavior History criterion.

These guidelines provide only a basis for evaluation; there is not, for example, a list of offenses for which anyone would automatically disqualify an applicant. The guidelines consist mainly of a series of questions designed to help ACs make recommendations about applicant eligibility with regard to the Additional Factors for Selection and Enrollment in Exhibit 1-1.

I. Additional Factors for Selection and Enrollment

The AC should evaluate the applicant's eligibility under the Additional Factors for Selection and Enrollment included in Exhibit 1-1, including Behavior History:

- Prior to asking the applicant to complete the Health Questionnaire, *and*
- Prior to obtaining any information related to disabilities, *and*
- Prior to conditional assignment to a Job Corps center.

ACs are required to make a recommendation for enrollment of applicants using the Admissions Counselor's Assessment Tool (ACAT), Appendix 102, after considering eligibility under the PRH Behavior History criterion, which requires applicants be free of behavioral problems so serious that the applicant:

- could not adjust to Job Corps standards of conduct;
- would prevent others from benefiting from the program;
- requires face-to-face supervision from the court system; or
- has significant court-imposed financial obligations.

These guidelines provide methods for ACs to use when evaluating the applicant's eligibility under the Behavior History criterion in the following areas:

- AC behavior observations
- History of criminal behavior

- Court fines
- Parole, probation, and incarceration
- Serious behaviors or crimes

Finally, applicants may have a history of behaviors that did not result in criminal conviction, but that cause an AC to have concerns regarding the applicant's ability to participate successfully in Job Corps. ACs should evaluate all aspects of the applicant's behavior history when determining eligibility for Job Corps, regardless of whether the behaviors led to criminal conviction.

II. Behavior Observations by ACs

ACs may immediately suspend the application process for applicants who display inappropriate behaviors during the admissions process, such as:

- displaying aggression or using threats;
- showing anger regarding application procedures;
- acting disrespectfully toward other applicants or the AC;
- depending on parents, friends, case workers, or others to complete required application activities (except where an applicant has a disability that makes such assistance appropriate);
- refusing to comply with orientation or interview expectations, such as refusing to remove gang-related apparel; and/or
- attending appointments while under the influence of illegal drugs or alcohol.

In cases where applicants display inappropriate behaviors during the application process, the AC should inform the applicant that she or he will not be allowed to complete application to Job Corps as a result of the behavior. ACs should immediately stop the application process and require the applicant to return at a later time to complete it, with the understanding that should any inappropriate behavior reoccur, the application process will again be suspended or enrollment will be denied.

III. History of Criminal Behavior

The PRH states that applicants cannot be denied enrollment in Job Corps based on involvement in the criminal justice system. The PRH does not list criminal offenses that automatically determine that an applicant is unsuitable for enrollment in Job Corps, nor is there is a specific criminal offense or number of convictions that automatically disqualifies an applicant from Job Corps.

In order to evaluate eligibility of applicants with a history of criminal convictions or other serious behaviors as defined in Section VI below, ACs must keep in mind the need for applicants to be successful in the Job Corps residential living environment, and within a system of structured training and discipline. Applicant criminal history review should include the following:

- ***The <u>relevance</u> of each conviction or behavior to the requirements of Job Corps***. Considerations must include:

- ✓ Has the applicant demonstrated inappropriate or disruptive behaviors in school or other structured environments, such as group homes or foster-care placements?
- ✓ Does the behavior history indicate that the applicant may not be appropriate in a group living situation, such as having a history of theft or being a chronic runaway?
- ✓ Does the applicant pose a risk to others?
- ✓ Are there any other factors that indicate that the applicant may interfere with the training of others and prevent them from receiving the benefit of the program?

➢ ***The nature of the crime(s) committed.*** Considerations must include:

- ✓ Is there history of assault or physical aggression toward other persons?
- ✓ Were there serious crimes that included poisoning or attempted poisoning of others or those that involve kidnapping, robbery, or extortion behaviors?
- ✓ Did the applicant possess a weapon or use one in a crime?
- ✓ Is there a history of stalking, or any other behaviors that involve threats or harm to weaker individuals?
- ✓ Are there arson-related property crimes?
- ✓ Has the applicant been convicted of serious felony crimes?

➢ ***The number of convictions.*** Considerations must include:

- ✓ Is there only one isolated conviction, or are there many?
- ✓ If there are multiple convictions, did they increase in seriousness as the applicant became older (e.g., did they begin with small property crimes at age 15 and end with robbery at age 19)?
- ✓ Are there many convictions for an earlier time period, and then none or fewer more recently, indicating the applicant has made an effort to reform?

➢ ***The facts surrounding each offense.*** Considerations must include:

- ✓ Were there aggravating factors, such as threats against the victim or multiple instances of aggressive behaviors?
- ✓ Was the offense a first offense?
- ✓ Was the applicant a “ring leader” for the crime, or was the applicant following the lead of an older, trusted adult in committing the offense?
- ✓ Did the crime or behavior involve significant planning, or did it appear to be an unplanned response to an opportunity?

- ***The length of time between the conviction(s)* and/or *the completion of court-imposed sanctions, and the time of the Job Corps application.*** Considerations must include:
  - ✓ Is the crime or behavior recent, and is there any indication that the applicant is committed to changing behaviors?
  - ✓ Has the applicant nearly completed court-imposed sanctions and shown an effort to meet requirements in positive ways?
  - ✓ Has the applicant shown through actions in the community after release — such as volunteer work, employment, or participation in other activities — that she or he could function as a responsible citizen in the local community near a Job Corps center?
  - ✓ Was the applicant's response to supervision and rehabilitation positive?
  - ✓ Are there other positive mitigating factors present now, such as current success in school or a job, or a history of such success?
- ***The applicant's school and employment history before and after the conviction.*** Considerations must include:
  - ✓ Did the applicant attend school or have employment prior to the conviction?
  - ✓ Was the applicant successful in school or employment prior to the conviction? After?
  - ✓ If there is a long history of failure to succeed in school, and was it because of poor attendance, or expulsion for disruptive behaviors?
- ***The applicant's efforts at rehabilitation.*** Considerations must include:
  - ✓ Is the applicant active in finding ways to improve behaviors, such as counseling, drug and alcohol treatment, or involvement in positive activities such as sports or community service?
  - ✓ Is the applicant now employed or in school, and doing well?
  - ✓ Does the applicant acknowledge personal responsibility for behaviors and crimes?
  - ✓ Is the applicant positive when discussing changes made?
  - ✓ Does the applicant present restitution requirements such as fines or community service in an affirmative manner, accepting them as reasonable repayment for actions that caused others harm?

IV. Court Fines

Applicants who have court fines may be considered for enrollment in Job Corps if the court suspends the obligation during Job Corps enrollment. ACs should make a reasonable determination regarding the eligibility of applicants with court fines, using the criteria above for review of criminal behaviors, and considering the level of restitution required and the applicant's commitment to fulfilling court-imposed obligations once separated from Job Corps.

ACs should also consider the applicant's restitution efforts thus far when considering recommendations for enrollment. Applicants should have made a responsible effort to pay court-imposed fines for a reasonable time period prior to enrollment in Job Corps.

ACs must coordinate with the Job Corps center *prior to conditional assignment* when reviewing applicant eligibility in cases where court fines are involved. In addition, the AC should forward cases in which applicants are responsible for significant court fines, such as those over $500, to the Regional Office for review and approval prior to conditional assignment.

V. Parole, Probation, and Incarceration

Applicants to Job Corps who are on parole or probation are not considered for enrollment unless:

- the court of record will waive the requirement for face-to-face supervision during Job Corps enrollment; *and*
- the parole or probation officer indicates the applicant has made a good faith effort to meet court-imposed sanctions and responded positively to court supervision.

Applicants should have displayed successful ability to meet court-mandated appointments and requirements for a reasonable time period prior to enrollment in Job Corps, and should be involved in positive activities since being sentenced, such as school or employment. Applicants who apply to Job Corps in order to avoid their court-mandated supervision, or court-sentenced incarceration, should not be considered for enrollment in Job Corps.

ACs must coordinate with the center *prior to conditional assignment* when reviewing applicant eligibility in cases where court supervision is involved. In addition, the AC should forward cases in which applicants are involved in significant court supervision waivers, such as those for a felony or those more than 6 months in length, to the Regional Office for review and approval prior to conditional assignment.

VI. Serious Behaviors or Crimes

The following are considered serious behaviors or crimes:

- First- or second-degree assault
- Gang-related assault or assault committed by multiple attackers
- Use of a weapon in a crime
- Poisoning or attempted poisoning
- Kidnapping, robbery, or extortion behaviors
- History of stalking, or any other behaviors that involve threats or harm to weaker individuals
- Arson-related property crimes
- Serious felony convictions
- Sexual offenses
- Significant court-imposed fines ($500 or more)

Special Considerations

I. Drug and Alcohol Involvement

Applicants who disclose current or past drug or alcohol use are not automatically disqualified from Job Corps. These applicants are reviewed on an individual basis for their eligibility to enroll in Job Corps. Eligibility determinations for applicants with a history of drug involvement and/or drug addiction are processed in one of three ways depending on applicant characteristics:

- Applicants who have not completed a treatment program, or who have completed a treatment program but are currently using illegal drugs, are reviewed by the AC to determine eligibility under the Behavior History criterion.
- Applicants who have completed a treatment program for alcohol or drug addiction, and who are not currently using drugs illegally, are considered to be persons with disabilities. If the applicant is requesting reasonable accommodations to participate in the admissions process, the AC will need to address the applicant's accommodation needs before the admissions process can begin or continue. The circumstances under which such information may be collected, and types of information that may be collected, are described in Chapter 6, Appendix 605.
- Applicants who have not completed a treatment program, and who have a physician's or other medical professional's referral for treatment, should be forwarded to the Job Corps center of assignment for a medical review. The center can recommend the applicant be required to complete treatment prior to enrollment in Job Corps.

POLICY AND REQUIREMENTS HANDBOOK

CHAPTER 2:

CAREER PREPARATION PERIOD

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None

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None

2.0 OBJECTIVES

To ready each student for successful participation in the Job Corps experience by providing a Career Preparation Period designed to assist each student to:

- Acclimate to center life.
- Acquire basic skills that will enhance job readiness and job search competencies.

To enable staff to help each student to acclimate to center life by:

- Identifying and addressing personal issues that are barriers to successful adjustment and participation.
- Tailoring the mix of services to the individual student's needs.

2.1 CENTER PLAN

PURPOSE

P1. To ensure the efficient, effective, and coordinated delivery of career preparation services to students.

REQUIREMENTS

R1. Center Career Preparation Plan

a. Centers shall prepare and implement a center Career Preparation Plan (CPP), as part of the overall Career Development Services System (CDSS) Plan. The plan shall be submitted for Regional Office approval in accordance with Chapter 5, Section 5.1, R3.c, Career Development Services System Plan.

b. Career preparation services reflected in the plan shall be tailored to the individual needs of each student.

c. At a minimum, the CPP shall address:

1. The rationale for the center's CPP design and how it will motivate student success and ensure the provision of individualized services to assist each student in preparing for full program participation.

2. Organization, to include detailed descriptions of:

(a) How CPP will be staffed to deliver a full array of services to meet each student's needs.

(b) How staff will communicate across various departments to deliver the services.

(c) How staff will coordinate with Outreach and Admissions (OA) staff to ensure that school records are obtained before or during the CPP.

(d) How services and activities will be scheduled, paced, and delivered to ensure personalized learning opportunities tailored to each student's needs during the first 60 days of enrollment.

(e) How student input and feedback will be encouraged and used.

(f) How the center will create an environment where students regard staff as supportive, caring, and dependable.

3. Examples of methods and materials to be used to teach each of the required content areas as required within this chapter.

4. Methods to involve contact between students and employers to establish the relevance of Job Corps career preparation and development activities to the workplace.

5. The use of practical experiences to enable students to learn and practice skills.

6. Methods and strategies to create student commitment to and ownership of the Personal Career Development Plan (PCDP).
7. A system that identifies and addresses students' personal issues that may prevent them from being fully engaged in the CPP.
8. Approaches to involve admissions counselors in the students' successful adjustment to CPP.
9. Methods to assist students in developing the confidence and motivation to achieve their career goals.
10. Approaches to tailor the CPP to meet the needs of English Language Learner (ELL) students, if applicable.
11. Approaches to evaluate student readiness to participate in career development activities.
12. Methods planned to ensure a smooth transition from career preparation to career development for each student as he or she is ready.

QUALITY INDICATOR

Q1. Center practices are in accordance with the CPP.

2.2 INTRODUCTION TO CENTER LIFE

PURPOSE

P1. To welcome new students and assist them in acclimating to center life.

P2. To acquaint new students with center systems, behavioral standards, benefits, rules, and procedures to enable them to participate successfully in the program.

REQUIREMENTS

R1. Activities

Centers shall provide new students with an introduction to center life that includes:

a. Activities designed to make them feel welcome and safe upon arrival.

b. Experiences and information that will lead to an understanding of the opportunities and benefits available and the program's expectations of Job Corps students to include the following:

1. Job Corps' mission
2. The Career Development Services System
3. The center's basic schedule of training and activities
4. The Career Success Standards
5. Assessment testing
6. Student progress evaluation
7. Student rights and responsibilities
   (a) Behavioral standards and expectations
   (b) Equal opportunity, civil/legal rights, religious rights, sexual harassment policies
8. Student government and leadership programs
9. Student benefits
   (a) Pay and allotments
   (b) Accountability, leave, and absence policies
   (c) Support services (e.g., food services, mail, telephone, and voting rights)
10. Center and community life
   (a) Dormitory life
   (b) Hands-on activities to practice the Career Success Standards
   (c) Recreation/leisure time activities
   (d) Information about the local community

11. Health and wellness services (including the Trainee Employee Assistance Program and Disability Program)

12. Safety and security (including water safety)

c. An introduction to diversity to acquaint new students with the diversity represented on the center and in the community, and to familiarize them with the Multicultural Awareness Standard.

d. A variety of opportunities for new students to meet and interact with:

1. Center managers

2. Career development/transition managers and/or specialists

3. Counselors

4. Staff representatives from all major program and support areas

5. Student leaders

R2. Student Handbook

Centers shall develop and distribute to all students a student handbook that accurately reflects current center behavioral expectations, benefits, policies, and procedures in the areas included in Section 2.2, R1.b above, at a minimum.

QUALITY INDICATORS

Q1. Students report feeling welcome upon arrival.

Q2. Students can describe center expectations, systems, behavioral standards, benefits, and services available to them through Job Corps.

Q3. Students are acquainted with staff and know who to ask for assistance with their needs.

Q4. Students' needs for assistance with personal issues are appropriately identified and addressed.

2.3 STUDENT ASSESSMENT

PURPOSE

P1. To assess student's prior academic achievement, skill level needs, and interests so that appropriate individualized career development services may be provided.

P2. To identify student's personal issues so that appropriate support can be provided early in enrollment.

REQUIREMENTS

R1. Assessing Student Needs and Interests

Using formal and informal methods, centers shall assess each student's needs and interests to include:

a. Level of academic achievement, competency for appropriate placement in academic classes, using the high school transcript, IEP (if applicable and available), and the Tests of Adult Basic Education (TABE) in accordance with procedures in Chapter 3, Appendix 301 (TABE Requirements and Instructions).

b. Medical status (entrance physical and dental examinations) per Chapter 6, Section 6.10 (Student Health Services).

c. Counseling intake needs/interests assessment – using the student's application and Admissions Counselor's Assessment Tool (ACAT) as foundations, counselors shall identify at a minimum:

1. Personal history
2. Personal and career aspirations
3. Family status, living situation, and responsibilities
4. Legal issues
5. Personal issues
6. Post-center plans

d. Career aptitude and interests using a formal assessment tool

e. Knowledge of and ability to demonstrate the appropriate behaviors associated with the Career Success Standards.

f. English language proficiency

g. Basic information technology skills

h. Transitional needs

R2. Using Student Assessments

Results of student assessments shall be used in collaboration with the student to:

a. Develop the student's Personal Career Development Plan (PCDP).

b. Schedule appropriate career development classes and activities.

c. Develop essential support systems to address each student's personal and transitional needs.

QUALITY INDICATORS

Q1. Student's initial aptitudes, interests, development needs, and transitional needs are recorded on the PCDP and used as a basis for career planning.

Q2. Students know and understand their needs and can articulate what steps they need to take to achieve their goals.

2.4 PERSONAL COUNSELING

PURPOSE

P1. To provide initial intervention to address the personal and social development needs of individual students.

P2. To identify and coordinate the delivery of center and community resources to meet the needs identified.

REQUIREMENTS

R1. Organization

Centers shall provide personal counseling services with the following features:

a. Designated counseling staff or qualified professionals

b. Assigned caseloads

c. Personal counseling sessions

d. Availability of counseling services on weekends and in the event of emergencies

R2. Personal Counseling Services

Centers shall provide intensive ongoing personal counseling services early within the first 60 days of the student's stay on center. These services will continue as needed (see Chapter 3, Section 3.3, Personal and Career Counseling) throughout the student's enrollment, with the following features:

a. An intake assessment, including student history, during the first 48 hours of enrollment (see Section 2.3, Student Assessment).

b. Ongoing structured, scheduled, and documented individual social development and adjustment counseling.

c. Group support sessions designed to identify and address specific issues, such as: abuse, relationships, child care, homesickness, language and cultural barriers, etc.

d. Identification of students who need more intensive services and referral to such services.

e. Intervention and implementation of strategies to address personal issues, including mental health, medical issues, and English language learners.

f. Support services, to include assisting with AWOL retrieval, conferring with parents, admissions counselors, career transition specialists, social service agencies; and providing referrals to community resources, as appropriate.

R3. Coordination of Services

Centers shall:

Develop a system for counselors to interact and share information with other staff, departments, and community resources in accordance with R4.b below, as needed, to ensure the coordinated delivery of services to students.

R4. Reporting/Documentation/Record Keeping

Centers shall:

a. Ensure that counselors maintain a record of individual counseling sessions to include, at a minimum, the following information:

   1. The reason for such session
   2. An assessment
   3. A plan of action with appropriate follow-up

b. Implement safeguards to assure that personal information about individual students, subject to the Privacy Act, is shared among staff only to the extent necessary to ensure the safety and effective provision of services to students, and no further, in accordance with Chapter 6, Appendix 601 (Student Rights to Privacy and Disclosure of Information). Personal counseling records shall be treated as confidential documents.

c. Advise students regarding counselors' responsibilities for safeguarding confidentiality and for disclosing information which is legally required or which may represent a threat to the student or others.

QUALITY INDICATORS

Q1. Counseling services are effectively integrated and coordinated with other career preparation activities.

Q2. Students view counselors as a resource to help them address their personal and social development needs.

Q3. Students' personal and social development needs are met so that they can continue to prepare for careers.

2.5 STUDENT CAREER PLANNING

PURPOSE

P1. To provide students with relevant information and experiences in high-demand and high-growth career technical areas that offer opportunities for job placement.

P2. To assist students in setting short- and long-range goals that will lead to viable career paths and/or postsecondary education.

P3. To assist students in choosing academic pathways and career technical training programs suited to the labor market, as well as to the student's interests, capabilities, and career goals.

REQUIREMENTS

R1. Career Exploration

Centers shall provide all new students with:

a. A variety of career exploration activities designed to provide information and practical experiences that assist students in understanding various factors to consider when making a career choice and setting career goals, including:

1. Using labor market information to identify and assess career opportunities
2. Recognizing the relationship of goal setting to career planning
3. Understanding the importance of education and training to career success
4. Applying employability and information technology skills to be successful in the workplace
5. Assessing personal interests, aptitudes, and values to assist in making a career choice

b. An overview of center career technical offerings in each area in which the student expresses an interest. This overview shall include information on the following subjects:

1. Wages
2. Working conditions, including physical requirements
3. Required technical training and academic skills
4. Advancement potential
5. Related career technical offerings, postsecondary training, and related careers in the industry
6. Industry-recognized certifications
7. Employment outlook, labor market information, and available placement services offered in the geographical areas to which the student is likely to return

8. Practice of general safety
9. Use of hand tools
10. Equipment safety

c. Work-based learning experiences (see Chapter 3, Appendix 308), such as:

1. Structured hands-on experience for each career technical area in which the student expresses an interest. No hands-on experience with power tools or moving equipment shall be allowed except under the direct supervision of the instructor.
2. Workplace tours, employer presentations, and job shadowing to help students refine their career objectives and focus on a specific career technical area.

d. Goal-setting activities and career counseling to assist students in making informed choices on career technical areas to consider.

e. A visit to the nearest One-Stop career center to acquaint students with career exploration, training, job placement, and other services and resources available to them. If a One-Stop is not available in the vicinity, centers shall provide opportunities for students to access a virtual One-Stop via the Internet.

R2. Student Personal Career Development Plan

a. Centers shall collaborate with each student to initiate a Personal Career Development Plan (PCDP), which shall document the student's personal career goals, training needs, challenges, and progress and accomplishments throughout enrollment and the post-center Career Transition Period.

At a minimum, the PCDP shall include:

1. Student career goals
2. Desired geographic residence/work location
3. Student entry status regarding:
   (a) Pre-enrollment educational attainment/credentials
   (b) TABE results
   (c) Information technology skills assessment results
   (d) Previous employment/skills
   (e) English language proficiency
   (f) Driver's license
4. Student interests, aptitudes, and career technical preferences and choices
5. Student training needs to achieve career goals
   (a) Academic
   (b) Career technical training

(c) Career Success Standards

(d) Job search skills

(e) Information technology (IT) skills

6. Short-term goals

7. Progress/accomplishments/achievements

8. Career transition needs/challenges/strategies

(a) Housing

(b) Transportation

(c) Child care

(d) Health care

(e) Work clothing and tools

(f) Food and nutrition

(g) Budgeting/money management

(h) Counseling/mentoring

(i) Job retention skills

(j) Legal services

b. During the Career Preparation Period, staff will assist students in identifying initial career goals and developing personalized strategies to reach those goals through:

1. An individualized schedule of appropriate academic and career technical training.

2. Exposure, practice, and experiences to meet the Career Success Standards.

3. Personal and career counseling to develop appropriate strategies and identify resources to address issues.

c. Students shall update their Personal Career Development Plan (PCDP) on an ongoing basis, in cooperation with appropriate staff, no less frequently than at each student's regularly scheduled progress evaluation.

d. The PCDP shall be updated and maintained using the Job Corps automated system. Students shall be provided copies of their PCDPs whenever changes are made to the plan and at separation.

R3. Assignment to a Career Technical Training Program

Centers shall:

a. Schedule students to their first choice of career technical training program, if feasible, when they are determined to be ready for the Career Development Period (CDP), but no later than 60 days following center enrollment.

b. When the student's first choice is not available, the student shall be assigned to a career technical training program that is directly related to his or her first choice, or to his or her second choice.

c. Maintain a log of all students not assigned to career technical training programs within 60 days of enrollment. The list shall show the students' names, dates of arrival, dates of assignment to career technical training programs, and reasons for delay.

QUALITY INDICATORS

Q1. Students can explain the relationship between their academic and career technical training assignments, and their career plans.

Q2. Students can articulate their short- and long-term training and career goals.

Q3. Students can explain how Job Corps services will assist them with the attainment of their career goals.

2.6 NAVIGATING THE LABOR MARKET

PURPOSE

P1. To provide new students with an introduction to fundamental job search and information technology skills needed to successfully navigate the labor market.

REQUIREMENTS

R1. Introduction to Information Technology

Centers shall provide each new student with instruction in the following within the first 60 days of enrollment:

a. The role and impact of technology trends on business and society

b. Basic care and handling of computer hardware and software

c. Basic hardware and software components

d. Basic computer functions

1. Keyboarding
2. Word processing applications
3. E-mail

e. Use of the Internet to:

1. Conduct a job search
2. Access labor market information for career exploration
3. Identify community support service resources
4. Access One-Stop services

f. Appropriate use of the Internet and e-mail

R2. Job Search Skills

Centers shall provide each new student with an introduction to basic job search skills within the first 60 days of enrollment. The introduction shall include at a minimum:

a. Identifying personal skills and attributes

b. Sources of employment

c. Inquiring about a job over the telephone

d. Completing a job application

e. Writing a resume

f. Writing a cover letter

d. Job survival skills

e. Interviewing for a job

f. Information on the apprenticeship application process

g. Worker's rights and responsibilities

h. Strategies for succeeding during the first weeks on the job

i. Availability of Career Transition Services through Job Corps and One-Stops

QUALITY INDICATORS

Q1. Students can describe how to conduct a job search.

Q2. Students know what placement and career transition services are provided by Job Corps and One-Stop centers.

Q3. Students can demonstrate basic skills with personal computers.

2.7 CAREER SUCCESS STANDARDS

PURPOSE

P1. To provide new students with an overview and introduction to center expectations, behavioral standards, and the Career Success Standards they will be expected to meet during enrollment in order to successfully participate in the program and become employable.

REQUIREMENTS

R1. Overview

Centers shall provide each student with an introduction to all eight Career Success Standards and an overview of the behavioral expectations of the center. The center will review with each new student the Career Success Standards they will be expected to meet during enrollment in order to successfully participate in the program and become employable.

R2. Individualized Opportunities, Projects, and Activities

Centers shall use the results of formal and informal assessments of the Career Success Standards conducted in the Career Preparation Period (CPP) to provide each new student with a personal and individualized plan for meeting all eight Standards. The individualized plan shall be included in the student's Personal Career Development Plan (PCDP) and shall include, at a minimum:

a. An overview of the Standards the student does and does not meet

b. Specific opportunities, projects, and activities on center the student may participate in to meet the Standards and how the student will be evaluated on his or her participation in these activities

c. Expectations for students to acquire and demonstrate the Career Success Standards in all phases of career development and career transition

R3. Evaluation of Student Progress

Centers shall inform all new students that they will be formally evaluated at least every 60 days on their knowledge of and ability to demonstrate all eight Career Success Standards.

QUALITY INDICATORS

Q1. Students have knowledge of all eight Career Success Standards and understand how they will be evaluated on meeting these Standards throughout enrollment in the program.

Q2. Students can identify their individualized plan to develop and demonstrate competency in the Career Success Standards.

2.8 PERSONAL DEVELOPMENT SKILLS

PURPOSE

P1. To teach new students the basic conflict resolution skills needed to participate in the program.

P2. To facilitate students' employment readiness by providing driver education training.

REQUIREMENTS

R1. Conflict Resolution Skills

Centers shall provide each new student with instruction in basic conflict resolution techniques within the first 60 days of enrollment. At a minimum, instruction shall include:

a. Content

1. Defining conflict and recognizing when it exists
2. Developing strategies for dealing with conflict
3. Identifying resources available to help resolve conflict

b. Opportunities to learn and practice conflict resolution techniques.

c. Explanation of the importance of conflict resolution skills in Job Corps and in the workplace.

R2. Driver Education and License Attainment

Centers shall:

a. Review with each student who does not already possess a license, the steps necessary to attain a license; and document these steps in the Center Information System (CIS) through the student's Personal Career Development Plan (PCDP). These actions will take place during CPP.

b. Provide each new student who does not already possess a driver's license with instruction that will enable him or her to attain a learner's permit.

c. Initiate driver training during CPP as described in Chapter 3, Section 3.20 (Driver Education), whenever possible.

QUALITY INDICATOR

Q1. Students can describe techniques for managing and resolving conflict.

2.9 CAREER DEVELOPMENT READINESS

PURPOSE

P1. To ensure that students are fully prepared for successful participation in the Career Development Period (CDP).

REQUIREMENTS

R1. Evaluation

a. Centers shall ensure that each student receives ongoing evaluations, conducted by a career management team.

b. Each student's career management team shall conduct a formal evaluation prior to the student's entry into CDP. The formal evaluation shall:

1. Assess the student's progress and readiness to participate in career development activities.
2. Assist the student in completing his or her initial Personal Career Development Plan.
3. Collaborate with the student on identifying the personalized mix of career development activities that will move the student toward meeting the Career Success Standards and his or her career goals.

R2. Transition to Career Development Period

Centers shall:

a. Assign students to career development activities based on each individual student's progress and readiness to participate.

b. Schedule support services for each student, as needed, to address personal issues that still present barriers to full program participation.

QUALITY INDICATOR

Q1. Students express personal satisfaction with and ownership of their PCDP.

POLICY AND REQUIREMENTS HANDBOOK

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3.0 OBJECTIVES

To prepare students to enter and remain connected to the labor market, and/or obtain further education and training, by assisting them to:

- Acquire the foundation skills, specific knowledge, and competencies needed to achieve their career goals.
- Understand how to progress in the workplace environment.
- Move successfully from the learning environment to the work environment.

To provide a safe and secure living environment in which students:

- Experience personal growth.
- Learn self-management, personal responsibility, and both independent and community living skills.

3.1 CENTER PLAN

PURPOSE

P1. To assure the efficient, effective, and integrated delivery of career development training to students to enable their successful transition from learning to careers.

REQUIREMENTS

R1. Career Development Plan

a. Centers shall prepare and implement a Career Development Plan (CDP) as part of the overall Career Development Services System (CDSS) Plan. The plan shall be submitted for Regional Office approval in accordance with Chapter 5, Management.

b. Career development services reflected in the plan shall be tailored to the individual needs of each student, provided throughout enrollment, and coordinated with Career Preparation and Career Transition Services (CTS) to ensure continuity of services to students.

c. At a minimum, the CDP shall address:

1. The rationale for the design of career development services and how that design will ensure provision of individualized services to assist each student in meeting his or her career goals.

2. Organization, to include detailed descriptions of:

(a) How each component will be staffed.

(b) How responsibilities will be distributed among the instructional staff and among various center departments.

(c) How the center will ensure that Tests of Adult Basic Education (TABE®) will be implemented using the Student Testing System (STS) in a designated testing facility, following procedures for securing test materials, scheduling tests, and administering the tests.

(d) How center-based and work-based learning will be scheduled and what interruptions to the schedule will be allowed.

(e) How individualized services will assist each student in meeting all eight Career Success Standards.

(f) How the center will ensure the delivery of programs and services to English Language Learner (ELL) students.

3. Methods, materials, and activities to:

(a) Teach each of the competencies required by this chapter.

(1) Centers may use either materials and methods as outlined in Job Corps course guides or other

materials and methods selected by centers to teach required competencies. Centers must define requirements for student completion of course materials and competencies. Centers must also describe how students' progress in training will be documented in Case Notes, through the Evaluation of Student Progress (ESP), or other means.

(2) If a center elects to use Job Corps materials and methods to teach a set of required skills, the plan need only reference the relevant course guide.

(3) Regional Offices may direct centers to use specified Job Corps materials and methods for given subject areas if training outcomes do not meet targeted levels.

(b) Integrate academic, career technical, and career success skills development and practice to impart knowledge and help students develop appropriate attitudes and behaviors in the context of the workplace.

(c) Use center and employer work sites to teach required skills and competencies.

(d) Instruct students in workplace safety measures.

(e) Provide individual students with experiences and practice to help them meet each of the eight Career Success Standards.

(f) Acquaint students with diversity issues to promote respectful behavior and develop competency in responding to diversity issues.

(g) Utilize the Personal Career Development Plan (PCDP) to guide each student's career progress and provide feedback on student achievements.

(h) Evaluate student readiness for CTS and ensure a smooth transition from center to post-center services.

(i) Provide students with options to achieve a high school diploma.

4. A description of the center's student conduct system including incentives, rules and sanctions, procedures for adjudication of infractions, appeal procedures, and how conduct expectations are related to workplace.

5. Documentation of the accreditation of all high school programs that a center offers to students (see Appendix 304).

6. Documentation of the processes for assessing students for disabilities and programs for providing students with special education, if the center is subject to the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or Section 504 of the Rehabilitation Act of 1973 (see Section 3.11).

QUALITY INDICATOR

Q1. Center practices are in accordance with the Center Career Development Plan.

3.2 ADMINISTRATION AND MANAGEMENT OF CAREER DEVELOPMENT SERVICES

PURPOSE

P1. To assure the efficient, effective, and integrated management of career development services for students.

REQUIREMENTS

R1. Managing the Learning Environment

Centers shall ensure that learning environments facilitate and support each student's career development as follows:

c. Training facilities are safe, clean, orderly, and well-maintained.

b. Career technical training (CTT) facilities simulate workplaces in their layout, furnishing, and organization to the extent possible.

c. Current training-related materials and equipment are available in classrooms and CTT facilities.

d. Staff:

1. Recognize positive behavior and achievement.
2. Intervene and correct inappropriate student behavior and non-performance.
3. Recognize and remediate student-learning difficulties.
4. Engage, actively instruct, and guide students.
5. Encourage students to be active participants in the learning process.
6. Maintain familiarity with current industry skill and safety demands and requirements.
7. Emphasize the relevance of training activities to career success.
8. Provide students with feedback on their progress.
9. Model, mentor, and monitor the Career Success Standards at all times.

R2. Scheduling

Centers shall:

a. In collaboration with each student, develop flexible, individualized training schedules tailored to the student's individualized learning needs and career goals. Interruptions to the regular schedule shall be kept to a minimum.

d. Provide time for project-centered learning activities, field trips, and work-based learning experiences.

e. Develop a schedule that ensures that prior to graduation, students receive substantial practice and experience in working an 8-hour day or working hours and conditions consistent with the anticipated workplace.

f. Allow time for instructor collaboration, lesson planning, and career technical/academic integration activities.

R3. Equipment/Clothing

Centers shall:

a. Maintain equipment in all learning environments in good repair and ensure that it is equivalent and relevant to industry standards.

b. Submit requests for equipment to the Regional Office for review and approval. Conservation centers shall submit such requests through agency channels.

c. Ensure that students are provided with industry-standard clothing and safety equipment, in accordance with the guidelines in Chapter 6, Section 6.5, Student Clothing.

R4. Personal Tools

a. For those career fields in which the personal ownership of tools enhances the employability of the student, centers shall provide tool kits to students who graduate from a center-provided CTT program, at no cost to the student. National Training Contractors (NTCs) are responsible for providing tools at no cost to graduates of their programs.

R5. Student Certification and Licensing

a. Centers shall provide testing, certification, and licensing at no cost to students where such certification or licensing is required for employment or enhances the student's career readiness. Examples include General Educational Development (GED) testing and certification, state certification of nursing assistants, and driver licensing.

b. Training provided must enable the student to obtain a license or certification in the state where he or she will seek employment, if applicable.

R6. Record Keeping

Centers shall:

a. Record skill acquisition and accomplishments by students, as they occur.

b. Establish methods for employers to record skill acquisition for students engaged in work-based learning at work sites, in consultation with center instructional staff.

R7. Performance Assessment

Centers shall:

a. Assess and monitor the delivery of the career development services to assure that it conforms to the approved center plan.

b. Monitor outcomes and take corrective action when outcomes are not acceptable. The National Office of Job Corps shall monitor and take corrective action when NTC outcomes are not acceptable.

c. Using state and local area labor market information and with the advice of employers and the center's Industry Council, regularly assess the labor market demand for workers in the occupations represented on center, and initiate career technical change requests when needed.

R8. Career Technical Program Changes

a. Requests to add, delete, expand, or reduce training offerings shall be submitted to the Regional Director through agency channels for Civilian Conservation Centers (CCCs) for initial approval using the Career Technical Training Change Request Form (Appendix 307). The Regional Director is responsible for forwarding the request and all supporting documents to the National Office of Job Corps for review and final approval.

b. For changes to NTC programs, Regional Directors shall submit requests to the National Office of Job Corps for approval.

c. Following approval by the Regional Director and the National Office of Job Corps, changes to center-operated career technical training programs must be written into contract requirements. In the case of federally operated centers, the federal operator and the Regional Director must mutually review and approve proposed changes prior to forwarding to the National Office of Job Corps for final approval.

d. Approved program, O*NET training title, Job Training Match title or code changes through the Center Information System (CIS) must be approved both by the Regional Director and the National Office of Job Corps. The National Office will communicate all approved changes to the Job Corps Data Center (JCDC) for entry into CIS.

QUALITY INDICATOR

Q1. Systems are in place to ensure that training content, scheduling, method, and pace are tailored to the individual needs, abilities, and career goals of each student.

3.3 PERSONAL AND CAREER COUNSELING

PURPOSE

P1. To provide ongoing assessments of the personal, career development, and social development of individual students.

P2. To identify students' career development needs and coordinate the delivery of center and community resources.

REQUIREMENTS

R1. Personal Counseling

Centers shall provide ongoing personal counseling to students throughout enrollment to include:

a. Availability of counseling services on weekends and in the event of emergencies.

b. Support services, to include assisting with AWOL retrieval; conferring with parents, admissions counselors, career transition specialists, and social service agencies; and providing referrals to community resources, as appropriate.

R2. Career Counseling

Centers shall provide career counseling services throughout the student's stay on center with the following features:

a. Ongoing structured, scheduled, and documented individual career counseling sessions, which may be scheduled as part of a student's career development activities.

b. Management of students' career development through student/counselor collaboration to assist students in:

1. Setting short- and long-term goals.
2. Identifying personal strengths and career challenges.
3. Resolving personal issues affecting career readiness.
4. Assessing transitional support needs and developing strategies to meet those needs.

c. Regular evaluation of student progress in meeting career goals and in updating the student's Personal Career Development Plan, in accordance with Section 3.5.

R3. Coordination of Services

Centers shall develop a career management system for counselors to interact and share information with other departments and community resources as needed to assure the coordinated delivery of services to students, in accordance with Chapter 6, Appendix 601, Student Rights to Privacy and Disclosure of Information.

R4. Reporting/Documentation/Record Keeping

Centers shall ensure that counselors maintain ongoing records of personal counseling sessions in accordance with Chapter 2, Section 2.4.

QUALITY INDICATORS

Q1. Counseling services are effectively integrated into and coordinated with all aspects of center life.

Q2. Students view counselors as a resource in achievement of their career goals.

3.4 STUDENT STANDARDS OF CONDUCT

PURPOSE

P1. To promote among students, standards of conduct that are expected and accepted in the workplace.

P2. To provide students with an opportunity to learn from their mistakes.

P3. To maintain an environment for students that is free from drugs and violence.

P4. To provide students with opportunities for due process in disciplinary proceedings.

REQUIREMENTS

R1. Incentives

Centers shall develop processes for recognizing students for positive behavior and performance, including rewards and what students must do to earn them.

R2. Rules and Sanctions

Centers shall develop standards of conduct, including a set of rules and sanctions. To the extent possible, conduct expectations shall parallel workplace expectations, and shall incorporate a policy of Zero Tolerance for Violence and Drugs. Each center's policy shall include, at a minimum, those infractions and corresponding actions detailed in Exhibit 3-1 (Infraction Levels and Appropriate Center Actions). The following sanctions are prohibited:

a. Corporal punishment and measures designed to humiliate or degrade the student.

b. Physical force or solitary isolation. Physical restraint may be used only to the minimum extent necessary and only in situations that seriously threaten persons or property.

c. Dorm cleanup, KP, or other regular housekeeping chores, as a punishment.

d. Suspension of privileges for the dining hall, canteen, voting, religious services, or pay and allowances.

e. Restrictions to center in excess of 30 days.

f. Fines in excess of $5 per offense or per pay period.

g. Restitution in excess of $500.

h. Forced resignation from the program.

R3. Investigation and Disposition of Incidents

Centers shall conduct investigations, fact-finding boards, and review panels as follows:

a. Convene boards and panels in accordance with the guidelines in Exhibit 3-2 (Requirements for the Conduct of Fact-Finding Boards and Behavior Review Panels), and the boards and panels should only consider evidence relevant to the infraction.

b. Provide boards or panel with a written investigative report of the incident under consideration.

c. Recommend appropriate sanctions in keeping with the level of infraction as shown in Exhibit 3-1 (Infraction Levels and Appropriate Center Actions).

d. Report the outcomes of disciplinary boards and panels on the "Summary of Review Board Hearing" form.

R4. Appeal Process

Centers shall develop a process for the appeal of disciplinary decisions. The appeal process shall have the following features, at a minimum:

a. Students shall be allowed to appeal disciplinary decisions from lower organizational levels to higher ones.

b. Students shall be notified in writing of their right to appeal a decision of the Center Director to the Regional Appeals Board (RAB). Student appeals must be made within 30 days of their separation.

R5. Regional Appeals Board

Each Regional Office shall establish a RAB to review student appeals of disciplinary discharge from the Job Corps program. The RAB shall operate as follows:

a. The Regional Director shall determine the composition of the RAB.

b. In reviewing cases, the RAB shall utilize only written documentation, to include, at a minimum, the student's appeal letter and the record of the student's hearing at the center. The RAB shall not hear oral testimony from interested parties.

c. The RAB shall rule on student appeals within 30 days of the receipt of the student's appeal letter.

d. In making a decision, the options open to the RAB are to:

1. Affirm the Center Director's decision to discharge the student.

2. Overturn the Center Director's decision to discharge the student.

3. Recode the separation (for zero tolerance offenses).

4. Remand the case to the center for rehearing.

5. Request additional information from the center and continue the RAB meeting to a later date.

e. If the RAB determines that all three of the following conditions are met, the RAB must affirm the disciplinary discharge of the student.

1. There is substantial evidence to support the alleged facts of the case; and

2. The procedural requirements of the law and Job Corps policies were adequately met; and

3. The facts of the case constitute an offense for which disciplinary discharge is permitted.

f. If the RAB determines from the record that either of the following conditions pertain, the RAB must reverse the disciplinary discharge:

1. The evidence provided does not support the facts alleged; or

2. The facts are supported by the evidence presented, but these facts do not constitute an offense for which disciplinary discharge is permitted.

g. If the RAB determines that substantial procedural requirements were not met, the RAB may take either of the following actions:

1. It may reverse the Center Director's decision to discharge.

2. It may remand the case to the center for rehearing.

h. If the RAB determines that there is not enough information in the record to make a determination, the RAB may continue the RAB meeting to another date and request additional written information from the center, the student, or any other source.

i. If the RAB overturns the decision of a Center Director to discharge a student from the program, the Regional Office shall reestablish the student.

1. If the student is allowed to resume training at the same center, the center shall reestablish the student in CIS and arrange for the student's immediate return to the center.

2. If the student is transferred to another center, the sending center shall take the following actions:

(a) Reestablish the student in CIS

(b) Effect the transfer in CIS

(c) Provide the student with transportation to the receiving center

(d) Provide a complete copy of the student's personnel record to the receiving center

j. Automatic appeal of felonies/misdemeanors (dropped charges/not guilty):

1. If the student is found not guilty, or if the charges are dropped, the center will forward the case to the RAB for disposition.

2. The RAB will decide if the student should be:

(a) Reestablished at the same center

(b) Reestablished and transferred to another center

(c) Re-entered into CIS with a different code

3. The center shall complete appropriate CIS entries as advised by the RAB.

k. Regional Offices shall maintain a log of all cases reviewed by the RAB and the disposition of the cases.

l. RAB decisions shall be communicated in writing to the student and the center.

m. RAB decisions are final and represent the official decision of the Secretary of Labor.

R6. Reporting/Documentation/Record Keeping

Centers shall ensure that all student incentives, infractions, and sanctions are documented and recorded using the automated Center Information System.

QUALITY INDICATORS

Q1. Positive student behavior is recognized and encouraged.

Q2. Students regard the conduct standards system as fair.

Q3. Students feel safe and secure on center.

3.5 EVALUATION OF STUDENT PROGRESS

PURPOSE

P1. To provide students with periodic feedback and assessments of progress in achieving their career development goals.

P2. To collaborate with students in setting or revising their short- and long-term goals that will lead to achievement of career goals.

P3. To motivate and encourage progress and achievement.

REQUIREMENTS

R1. Frequency

a. Centers shall ensure that each student participates in ongoing evaluations, with appropriate staff, at least every 60 days.

b. Each student's career management team shall conduct a formal evaluation prior to the student's entry into CDP and CTP, at a minimum.

c. Special evaluations may be scheduled as needed at any time during a student's enrollment.

R2. Content of Evaluations

a. Evaluations shall include the assessment of student progress in all major career development areas: academics, vocational training, work-based learning (if applicable), social development, and recreation.

b. Evaluations shall include all eight Career Success Standards as well as any additional expectations the center wishes to evaluate. Evaluations shall be calculated as follows:

Score	Performance Levels
1–2	Needs Improvement
3–4	Meets Standard
5	Excels

c. Each student will be provided with a schedule of individualized projects and activities to assist him or her in meeting the Career Success Standards in which a "Needs Improvement" rating is received.

d. As part of each evaluation, staff shall collaborate with students in setting, affirming, and/or revising short- and long-term training and career goals. At a minimum, the student's Personal Career Development Plan shall be updated, as a result of each evaluation, to reflect accomplishments and goal revisions.

e. Students shall be evaluated by career development staff who are in direct contact with them, such as counselors, instructors, residential advisors, and work site supervisors. Evaluators shall discuss their evaluations with students privately and in person.

f. Each student shall be provided with an updated copy of his or her Personal Career Development Plan following each evaluation, whenever the plan is changed.

R3. Reporting/Documentation/Record Keeping

Centers shall document evaluations in the automated Center Information System (CIS).

QUALITY INDICATORS

Q1. Students can identify their achievements, areas needing improvement, and their career readiness.

Q2. Students can describe their short- and long-term career goals.

3.6 CENTER-BASED LEARNING STANDARDS

PURPOSE

P1. To establish minimum standards for curriculum design, development, and implementation throughout the Career Development Period (CDP).

REQUIREMENTS

R1. Instructional Strategies and Materials

Centers shall:

a. Deliver career development services through a combination of center-based and work-based learning experiences designed to assist students in achieving their individual career goals.

b. Tailor instructional methods and expected rates of progress to the learning styles, abilities, and career goals of each individual student.

c. Deliver training in the context of projects or workplace situations, using workplace materials and employer and Industry Council input whenever possible.

d. Create job-shadowing opportunities with local and national businesses, both on Groundhog Job Shadow Day and year-round, that will enhance students' educational and career skills training.

e. Ensure instructor collaboration to identify and develop methods and materials that integrate academic, social development, career technical, and career readiness competencies.

f. Develop and deliver student career development activities using materials and equipment that support the use of the following instructional approaches:

1. Hands-on activities
2. Large and small group activities
3. Individual, self-directed activities or projects
4. Class discussions
5. Field trips
6. Project learning
7. Job shadowing
8. One-on-one tutoring
9. Multimedia
10. Individualized, programmed learning

g. Develop techniques for assisting students in becoming independent learners, to include:

1. Alternative learning strategies

2. Study skills
3. A variety of analytical approaches
4. Memorization techniques
5. Goal setting for life-long learning

R2. Curriculum Content Areas and Competencies

Centers shall provide instruction in the following content areas. Specific required competencies are listed in the relevant sections of this chapter. Courses may be designed to include competencies from different content areas.

a. Reading
b. Mathematics
d. GED Certification and/or High School Diploma
e. English as a Second Language
f. Career Technical Training
g. Wellness
h. Information Technology
i. Driver Education

R3. Course Structure

All required content area competencies shall be integrated into a variety of courses. Centers shall incorporate the following course design components:

a. Content that includes, but is not limited to, nationally required competencies.
b. Prerequisite competency levels for placement into the academic course based on diagnostic testing or demonstration of skills level. This includes the demonstration of competency in lieu of doing course work.
c. Individual and group lessons or project assignments that help students master course competencies.
d. Clearly established performance levels (standards or passing scores) for competencies, tasks, assigned projects, and/or units of study.
e. Methods to identify and diagnose the needs of students who have difficulty progressing.
f. A definition of course completion stated in terms of performance level of demonstrated competencies.
g. A course guide for instructors that documents how the components above work together to create a course of study.
h. Methods for evaluating the effectiveness of course design and delivery.

R4. Testing

Centers shall use formal testing procedures to evaluate the overall progress and mastery level a student has achieved in each content area, including the General Educational Development (GED) Tests, writing proficiency assessments, and other tests. Tests of Adult Basic Education (TABE) shall be administered in accordance with procedures specified in TABE requirements and instructions:

a. To assess the reading and mathematics capability of all students at entry in order to place them at appropriate training levels.

b. To assess the achievements of students in reading and mathematics during their enrollment in Job Corps.

QUALITY INDICATORS

Q1. Students can describe the requirements of their training and how those requirements relate to their career goals.

Q2. Staff and employers involved in the career development of students collaborate effectively in the development and delivery of training.

Q3. Staff is able to explain how a given course fits into the center's overall curriculum and how the various components work together to support student career development.

3.7 CAREER SUCCESS STANDARDS

PURPOSE

P1. To provide students with a center culture that regularly fosters opportunities to learn and practice a set of behavioral expectations that support employability and social development for career success.

REQUIREMENTS

R1. Required Career Success Standards

Centers shall ensure students leave Job Corps with proficiency in the following eight Standards and associated competencies:

a. Workplace Relationships and Ethics

STANDARD: The student will leave Job Corps with the ability to productively interact with co-workers and deal with problems and situations with honesty, integrity, and responsibility.

COMPETENCIES:

1. Follows and promotes workplace policies and procedures including: good attendance, being on time, and dressing appropriately for the job.
2. Understands and supports organizational goals and structure and follows the chain-of-command.
3. Observes and practices safety standards.
4. Develops productive relationships with members of his or her team.
5. Responds well to supervision.
6. Maintains confidentiality and personal trustworthiness.
7. Understands and supports the concept of customer service.

b. Interpersonal Skills

STANDARD: The student will leave Job Corps with the ability to get along with others and adjust to a variety of social and professional situations.

COMPETENCIES:

1. Takes an active role when working in teams.
2. Exhibits friendly behaviors and works well within the culture of a group.
3. Recognizes and respects individual differences and viewpoints.
4. Manages and resolves conflict with varied negotiation techniques.
5. Demonstrates flexibility in adjusting to a variety of situations.
6. Recognizes and manages emotions such as sadness, depression, frustration, and anger.

c. Personal Growth and Development

STANDARD: The student will leave Job Corps with the personal skills, attributes, and behaviors that foster confidence and drive for life-long growth.

COMPETENCIES:

1. Uses knowledge of personal strengths, weaknesses, and values in decision-making.
2. Demonstrates resilience when receiving both positive and negative feedback.
3. Maintains a healthy lifestyle by managing physical, emotional, and social aspects of daily life.
4. Uses social networks when balancing work and personal life.
5. Exhibits self-respect and a positive self-esteem.
6. Takes initiative and uses opportunities for advancement.

d. Independent Living

STANDARD: The student will leave Job Corps capable of finding, managing, and using the resources needed to maintain employment, satisfy physical and emotional needs, and lead a productive life as an independent adult.

COMPETENCIES:

1. Plans and manages time, money, and other resources to support him/herself.
2. Uses available resources to find housing, transportation, and employment and to make informed consumer decisions.
3. Makes educated life choices concerning nutrition, fitness, health care, parenting, and sexual responsibility.
4. Creates and maintains an appropriate support network.
5. Uses creative problem-solving skills.

e. Career and Personal Planning

STANDARD: The student will leave Job Corps with a personal plan that outlines a step-by-step process for entering and advancing in a fulfilling career.

COMPETENCIES:

1. Sets and redefines short- and long-term goals.
2. Acquires, organizes, interprets, and evaluates information from career assessments and work-based learning experiences.
3. Completes activities that support career planning. These may include a generic resume, sample cover letter, and letters of recommendation.

f. Communications

STANDARD: The student will leave Job Corps with the ability to listen actively, follow directions, and communicate with others to solve problems and accomplish tasks.

COMPETENCIES:

1. Expresses and supports ideas through oral, written, and nonverbal communication, such as body language, volume, and tone.
2. Responds to and acknowledges other people's views.
3. Follows directions and asks for clarification.
4. Understands, uses, and explains procedures.
5. Uses appropriate language when addressing different audiences.
6. Demonstrates active listening skills.

g. Multicultural Awareness

STANDARD: The student will leave Job Corps valuing diversity, practicing cultural sensitivity, and able to work with people of different backgrounds and cultures.

COMPETENCIES:

1. Understands and appreciates a variety of cultural perspectives and how those enhance productivity.
2. Demonstrates the ability to value diversity in the workplace.
3. Understands cultural differences in communication styles.
4. Positively interacts and fosters relationships with people of different backgrounds.

h. Information Management

STANDARD: The student will leave Job Corps with the ability to interpret and evaluate data, organize and maintain information, and use technology to perform work.

COMPETENCIES:

1. Obtains information from existing sources, including the Internet.
2. Evaluates the relevancy, accuracy, and appropriate use of data.
3. Organizes, maintains, and uses information.
4. Demonstrates capacity to connect data to personal and professional success.

R2. Strategies for Delivery

Centers shall adopt strategies that provide diverse opportunities for each student to learn, practice, and develop competencies to meet all eight Career Success Standards via:

a. Integration of the Standards into all phases of the program and all departments on center.

b. Integration of the Standards into formal academic and vocational instruction.

c. Individual and group lessons or project assignments held during and after the training day and on weekends to help students master competencies in all Standards.

d. Clearly established performance levels (correlated to the Evaluation of Student Progress) for competencies, tasks, assigned projects, and/or activities.

e. The needs of students who have difficulty progressing are addressed and documented in the PCDP.

f. Methods for evaluating the effectiveness of design and delivery of the Career Success Standards are in place.

Centers shall not establish a stand-alone class to teach to the Standards.

The Standards must be integrated into all training and center activities.

QUALITY INDICATORS

Q1. Students demonstrate appropriate behavioral expectations on center, in the workplace, and in the community.

Q2. Students are able to model appropriate behaviors, mentor other students, and monitor others for appropriate behavior.

Q3. Students and staff are partners in sustaining a center culture that is safe, welcoming, and supportive for all students, staff, and visitors.

3.8 WORK-BASED LEARNING STANDARDS

PURPOSE

P1. To provide opportunities for students to:

a. Develop a further understanding of career opportunities, employer expectations, and the impact of postsecondary education in the workplace.

b. Apply their newly acquired skills in the workplace.

c. Learn new career technical skills and workplace competencies.

REQUIREMENTS

R1. Work-Based Learning Program

Centers shall:

a. Incorporate work-based learning (WBL) as a primary instructional approach to its delivery of applied and contextual training.

b. Implement a structured WBL program that:

1. Involves students in work experiences related to the career field for which they are preparing.

2. Occurs at employer work sites. To the extent such sites are not accessible, structured on-center work sites and off-center Career Technical Skills Training (CTST) projects shall be established.

3. Relates closely with center-based learning activities.

c. Ensure that each student participates in WBL:

1. Each student must complete, at a minimum, the equivalent of 12 weeks of local or home-based WBL activities and assignments throughout his or her enrollment. The 12-week requirement is defined as a total of 360 hours (6 WBL hours per day) and must be met through multiple assignments that progressively vary in duration and complexity as the student completes established benchmarks in their CTT (see Appendix 308).

2. Home-based WBL assignment is limited to a maximum of 6 weeks, as specified in Chapter 6, Exhibit 6-1. The Regional Office, at its discretion, may grant a waiver to extend the 6-week limit, not to exceed 6 additional weeks (30 additional training days), if there is reasonable expectation of full-time employment. A written request must be submitted to the region with supporting documentation, such as a letter of request from the employer, prior to the end of the student's initial assignment.

3. Establish center-specific criteria and procedures for student participation in WBL and assign staff to support the center's WBL activities.

R2. Employer Partnership

Centers shall develop partnerships with private and public employers to secure work-based learning opportunities for students at employer work sites.

R3. Work-Based Learning Agreements

Centers shall develop a written agreement with the employer when a student is assigned to a work site. The agreement shall include the following provisions:

a. Blanket provisions:

1. The employer agrees to (1) provide direct supervision and workplace mentors to students, (2) assist students in achieving agreed upon career technical and academic skills, (3) document student achievements and competencies, and (4) provide a safe environment (see Chapter 5, Appendix 505).
2. The center shall monitor student performance and work closely with the employer and workplace mentor to provide training and resolve problems that arise.
3. The student shall not displace employees at the work site.
4. The employer adheres to all federal and state laws and regulations regarding employment and working conditions.
5. The student is considered an employee of the federal government for purposes of medical coverage under the Federal Employees' Compensation Act (FECA).
6. In paid WBL situations, an employment relationship exists between the employer and the student; therefore, the provisions of the Fair Labor Standards Act are applicable.

b. Student-specific provisions:

1. The name of the student's supervisor at the work site.
2. The hours of work, length of employment or training, and rate of compensation, if applicable.
3. The competencies (or sections of the student's Training Achievement Record [TAR]) in which the student will be trained at the work site.
4. A process for notifying the center in the case of student absence or injury.
5. A process for notifying the employer in the case of student absence (i.e., winter/summer break, unexpected student absence, center function).
6. A schedule/format for providing feedback to the center and the student about the student's performance.

R4. On-Center Work-Based Learning

Work-based learning may occur on center, with the center as the employer. On-center WBL shall be formally organized and shall use written agreements similar to those used for off-center work-based learning. The agreements shall:

a. Assign the student to a single supervisor.

b. Establish the length of the assignment, hours of work, and rate of pay, if applicable.

c. Specify the TAR items and other employer-specific competencies to be attained by the student.

d. Provide for written feedback from the on-center work site.

R5. Career Technical Skills Training (CTST) Projects

a. Project-Based Training

Centers offering training in construction careers (and other career technical offerings that are eligible for CTST funding, as outlined in Appendix 303, Career Technical Skills Training) shall provide training to students in the eligible career technical areas through work on construction or manufacturing projects.

b. Project Planning

1. Centers with career technical training programs that are eligible for CTST funding shall submit an annual CTST Plan to the Regional Office for approval. Procedures for preparing and submitting the plan are outlined in Appendix 303.

2. Upon approval by the Regional Office, centers shall implement the CTST Plan in accordance with the procedures contained in Appendix 303.

c. Safety

Before initiating a construction project, centers shall assure that:

1. The project has been evaluated and a job hazard analysis has been conducted by the center safety officer for possible safety and environmental hazards and their remediation.

2. All students who work on the project are trained in the safety practices relevant to the hazards identified, prior to performing work on the project.

3. All appropriate safety equipment is provided to students and staff.

R6. Work-Site Monitoring

Centers shall monitor all active work-based learning sites to ensure that students are receiving quality training in a safe environment. Center instructors and other staff shall visit active work sites on a regular basis to:

a. Observe and counsel students.

b. Ensure that the training needs of the students are being met.

c. Determine, in collaboration with the work-site supervisor, what on-center activities might be needed to support training at the work site.

R7. Reporting/Documentation/Record Keeping

Centers must document and record student WBL assignments and progress using the Work-Based Learning Menu in the training module of the Center Information System.

QUALITY INDICATORS

Q1. Center staff, employers, and students can describe their respective responsibilities in delivering and receiving training.

Q2. Students demonstrate familiarity with the terminology, technology, and behavioral expectations of workplaces.

Q3. Students practice skills acquired on center and learn new skills at the work sites to which they are assigned.

3.9 READING

PURPOSE

P1. To provide students with the reading skills needed for employment in their chosen career fields and to function independently in society.

REQUIREMENTS

R1. Required Instruction

Centers shall provide instruction in the following reading competencies:

a. Initial skills

1. Letters of the alphabet
2. Vowel sounds
3. Letter sound associations for consonants
4. Consonant-vowel-consonant-silent e pattern
5. Sounds of diphthongs and other vowel combinations
6. Number words: zero through ten
7. Digraphs and other blends
8. Compound words
9. Irregular verbs
10. Forming plurals
11. Sounds of silent letter combinations
12. Sounds of vowels with r
13. Adding endings to y words
14. Forming possessive nouns
15. Syllabification patterns
16. Prefixes and suffixes
17. Accent marks

b. Interpret graphic information

1. Signs
2. Schedules
3. Dictionary usage
4. Index
5. Reference sources
6. Card catalog display

7. Maps
8. Graphs
9. Forms
10. Consumer materials

c. Words in context
1. Same meaning
2. Opposite meaning
3. Appropriate word

d. Recall information
1. Details
2. Sequence
3. Stated concepts

e. Construct Meaning
1. Character aspects
2. Main idea
3. Summary/paraphrase
4. Cause/effect
5. Compare/contrast
6. Conclusion
7. Supporting evidence

f. Evaluate/Extend Meaning
1. Facts and opinions
2. Predict outcomes
3. Apply passage element
4. Generalizations
5. Author purpose
6. Point of view
7. Style techniques
8. Genre

R2. Placement in Reading Instruction

Centers shall test all students at the beginning of their enrollment in Job Corps and provide them with reading instruction if they test below 567 on the Reading subtest of the Tests of Adult Basic Education (TABE), Version 7/8. Students will continue to receive

reading instruction as a part of their overall academic and vocational training programs, and will not be exempt from follow-up TABE testing until they achieve the required reading score of 567 or greater on the TABE level M or D, form 7/8. Exceptions that apply to students with cognitive disabilities, and specific requirements for TABE test administration, are outlined in Appendices 301 and 305. Centers and operators will have the flexibility to determine where targeted training in reading will take place—in separate reading courses, GED classes, high school courses, or in applied academic skills training in vocational programs. Centers will also have the flexibility to determine students' reading scores for placement in these courses and programs. In Puerto Rico centers, students will receive reading instruction, and will not be exempt from follow-up TABE testing, if they test below 760 on the TABE Español. (Initial Test Level – E-M; follow-up – Level M). Students who score 552 or below on the initial TABE (751 on TABE Español) are the pool for tracking learning gains as outlined in Chapter 5, Appendix 501a. TABE scores for placements of students in English as a Second Language class are specified in "Initial Testing: All Students" in Appendix 301.

R3. Reporting/Documentation/Record Keeping

Centers shall ensure that all students' test results and progress are documented and recorded using the automated Student Testing System (STS) of the Center Information System (CIS). Centers must also document student academic progress as described in the center's CDSS Plan (referred to in Section 3.1, Center Plan, R1).

QUALITY INDICATORS

Q1. Students can read and understand written technical and safety materials associated with entry-level employment in their chosen career fields.

Q2. Students can read and understand local newspaper articles, employment applications, and similar items of basic employment literacy.

3.10 MATHEMATICS

PURPOSE

P1. To provide students with the mathematics skills needed for employment in their chosen career fields and to function independently in society.

REQUIREMENTS

R1. Required Instruction

Centers shall provide instruction in the following mathematics competencies:

a. Addition, subtraction, multiplication, and division of whole numbers

b. Addition, subtraction, multiplication, and division of decimals

c. Addition, subtraction, multiplication, and division of fractions

d. Percent and proportion

e. Linear, square, and volume measurement

f. Pre-algebra

g. Simple plane geometry

h. Consumer mathematics, to include, at a minimum, the following subject areas:

1. Understanding paycheck information and income taxes
2. Managing money
3. Banking
4. Becoming a wise consumer

i. Workplace mathematics related to the student's specific career field.

R2. Placement in Mathematics Instruction

Centers shall test all students at the beginning of their enrollment in Job Corps and provide them with instruction in mathematics if they test below 566 on the math component of the Tests of Adult Basic Education (TABE), Version 7/8. Students will receive math instruction as a part of their overall academic and vocational training programs, and will not be exempt from follow-up TABE testing until they achieve the required TABE score of 566. Exceptions that apply for students with cognitive disabilities and specific requirements for TABE test administration are outlined in Appendices 301 and 305. Centers will have the flexibility to determine where targeted training in math will take place—in separate math courses, GED classes, high school courses, or in applied academic skills training in vocational programs. Centers will also have the flexibility to determine students' reading scores needed for placement in these courses and programs. In Puerto Rico centers, students will receive math instruction if they test at or below 777 on the TABE Español. (Initial Test Level – E-M; follow-up – Level M). Students who score 551 or below on the initial TABE math subtest

(764 on the TABE Español) are in the pool for tracking learning gains as outlined in Chapter 5, Appendix 501a.

R3. Reporting/Documentation/Record Keeping

Centers shall ensure that all student test results and progress are documented and recorded using the automated Student Testing System (STS) of the Center Information System (CIS). Centers must also document student academic progress as described in the center's CDSS Plan (referred to in Section 3.1, Center Plan, R1).

QUALITY INDICATORS

Q1. Students demonstrate the mathematics skills necessary for entry-level employment in their chosen career fields.

Q2. Students can perform the basic mathematical competencies required in everyday life.

3.11 HIGH SCHOOL DIPLOMA AND GED CERTIFICATE

PURPOSE

P1. To provide students with opportunities to obtain high school diplomas (HSDs) and/or pass the examination for the General Educational Development (GED) certificate.

REQUIREMENTS

R1. High School Diploma

Centers shall make every possible effort to assist students in obtaining their high school diplomas, where attainment of same is feasible for a student during his or her enrollment.

Centers shall implement a program to support student attainment of high school diplomas. At a minimum:

a. The program shall be accredited by the State Department of Education in the state where the program is located, or the General Council of Education of the Commonwealth of Puerto Rico, or a recognized accrediting body (acceptable accrediting bodies are listed in Appendix 304).

b. The center shall not require the student to pay for any fees required for the high school diploma.

c. Centers that are degree-conferring high schools, local education agencies (LEAs), and/or receive funds from the U.S. Department of Education must assess students with disabilities who may be in need of special education services, and provide those services accordingly. Centers that meet these criteria shall confirm with an appropriate local, state, or federal education agency official that its high school program is in compliance with Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). The process for assessing students and providing special education services to those students with disabilities must be documented in the center plan (see Section 3.1).

R2. GED Preparation and Testing

Centers shall implement a program to support student attainment of GED certificates. At a minimum centers shall:

a. Provide instruction in the following subjects:

1. Language Arts, Writing (sentence structure, usage, mechanics, and organization)
2. Social Studies
3. Science
4. Language Arts, Reading (Literary and Nonfiction)
5. Advanced Mathematics (Measurement, Algebra, Geometry, Number Relations, Data Analysis, and Statistics)

b. Require that students enrolled in GED preparation classes take the GED official practice tests.

c. Establish linkages with local GED test sites to provide regularly scheduled testing dates.

d. Pay all fees associated with student GED testing.

R3. Concurrent HSD/GED Programs

Centers are encouraged to develop concurrent HSD/GED opportunities through local or public educational agencies, private educational agencies, or online/virtual learning programs, whenever such entities provide education and training substantially equivalent in cost and quality to that which the center could provide.

Concurrent HSD/GED arrangements must be approved by the Regional Director and formalized by a memorandum of understanding (MOU) or contract. At a minimum, HSD/GED MOUs or contracts shall include:

a. Name and location of the HSD/GED provider;

b. Description of how services will be delivered and coordinated through the student's career development period (CDP);

c. Methods for determining student enrollment, progress, and completion in the concurrent HSD/GED program;

d. Accrediting body certifying attainment of the HSD or GED; and,

e. All associated costs to the center.

Every effort should be made to reduce class size in approved HSD/GED programs. However, concurrent arrangements must ensure that both programs are not paying for the same services. Center operating budgets/staffing must be adjusted to account for services provided by other concurrent enrollment institutions.

R4. Reporting/Documentation/Record Keeping

Centers shall record information on students' GED and high school diploma achievement while on center in the Center Information System (CIS), and maintain the appropriate supporting documentation in the students' permanent Job Corps files.

a. HSD/GED Completion Reporting

1. The GED completion date recorded in CIS will be the date on the student's GED certificate, if available. If the GED certificate cannot be obtained prior to a student's separation, the center can enter the date of the student's last GED test on the official notification from the GED testing center indicating the student has passed the GED.

2. The official high school diploma completion date recorded in CIS will be the date on a student's diploma. If the high school diploma is not available at the time of a student's separation, the center can enter either (a) the date of the official letter from the diploma-granting institution indicating the student has met all the requirements for graduation and will

be issued a diploma at a later date, or (b) the date on the student's official high school transcripts indicating graduation.

b. HSD/GED Final Documentation

1. Copies of the GED certificates or official GED scores shall be included in students' permanent files.

2. Copies of high school diplomas students earned while on center, final high school transcripts (if the students earned their diplomas from a center accredited as a degree-conferring high school), and supporting documentation on special education services, as applicable for students with documented disabilities, shall be included in students' permanent files.

c. HSD/GED Progress Reporting and Documentation

1. Copies of students' GED practice test results (paper answer sheets, or reports generated by official practice test software, or TMS reports) will be maintained by centers required by the states in which they are located to show documentation of official practice test results prior to students taking GED exams.

2. Centers shall record students' test scores in each GED content area in CIS, as written confirmation is received from the testing center. Scores recorded in CIS shall be updated to record higher test scores that students may obtain in retests, as needed, in each content area.

3. Students' progress in their GED and high school diploma programs must be documented in the students' Personal Career Development Plans.

QUALITY INDICATORS

Q1. Students who come to Job Corps without a high school diploma or GED leave with a high school diploma or GED.

Q2. Concurrent HSD/GED agreements are suitable, appropriate, and cost-effective to meet program needs.

3.12 ENGLISH AS A SECOND LANGUAGE (ESL)

PURPOSE

P1. To provide English Language Learner (ELL) students with the opportunity to develop English language and acculturation skills so that they can successfully achieve their career goals.

P2. To improve ELL students' opportunities for employment through improved English language communication skills.

REQUIREMENTS

R1. Center Requirements

Centers shall:

a. Develop strategies to meet the unique needs of ELL students in all phases of the Career Development Services System (CDSS).

b. Use vocational ESL (VESL) techniques to ensure the regular collaboration of ESL instructors and career technical training instructors to develop strategies for working with ELL students in career technical training shops and classrooms.

c. Assign an ELL coordinator to oversee and monitor programs and services for ELL students.

R2. English Language Skills

Each center shall develop the capability, and describe that capability in its Career Development Plan (see Section 3.1), to provide instruction and training to ELL students aimed at enabling the students to demonstrate the following skills in English:

a. Ask and respond to questions on familiar and some unfamiliar topics

b. Communicate effectively in routine social and work situations

c. Pronounce words clearly and understandably

d. Apply basic grammar

e. Understand conversation at a reasonable speed

f. Understand and accurately relay telephone messages

g. Follow basic oral instructions

h. Read and understand material on familiar topics

i. Perform the reading competencies listed in Section 3.9, Reading

j. Perform the communication competencies listed in Section 3.7, R1.f, Communications

R3. Special Support for ELL Students

All Job Corps centers shall provide special emphasis on, and support for, ELL students in learning, practicing, and developing competencies in all eight Career Success Standards (Section 3.7, Career Success Standards). At a minimum, special support shall include:

a. The tailoring of lessons and activities to meet the special needs of ELL students.

b. The use of supplementary learning materials.

c. Opportunities to role-play and otherwise practice speaking and writing skills related to CSS.

d. The teaching of safety, tool, machine, and other workplace vocabulary to facilitate the full involvement of ELL students in career technical training as early in career development as possible.

R4. Reporting/Documentation/Record Keeping

Centers shall ensure that all student test results and progress are documented and recorded on the student's Personal Career Development Plan (PCDP) and other applicable modules of the automated Center Information System (CIS).

QUALITY INDICATORS

Q1. ELL students participate fully in all career development services throughout enrollment.

Q2. ELL students who are nearing graduation demonstrate the language, thinking, and interpersonal skills necessary to apply for jobs, access information, use workplace systems and technologies, and interact successfully with supervisors, co-workers, and customers in workplace settings.

3.13 VOCATIONAL TRAINING

PURPOSE

P1. To provide students with the skills required for entry level employment in specific career fields that offer employment opportunities, livable wages, and career progression.

REQUIREMENTS

R1. Approved Programs

Centers shall offer training in the vocations approved for the center by the National Director and/or Regional Directors of Job Corps.

R2. Required Instruction

Centers shall:

a. Provide instruction in the competencies listed on official Job Corps Training Achievement Records (TARs) of the vocational training programs approved for the center. Where training is obtained from accredited educational institutions other than Job Corps, centers are not required to use official TARs for those programs.

b. Provide instruction in additional competencies (beyond those listed on officially approved TARs) as necessary to equip students with the skills required in specific labor markets. Centers shall not delete competencies from TARs without the approval of the National Director, Job Corps.

c. Provide instruction related to safety in all vocational training.

d. Credit students with acquisition of skills only after they have demonstrated competency in the skills at the level indicated on the approved TARs. When work sites are used to develop skills, employers shall be involved in assessing student competency.

e. Develop work-based learning opportunities that are related to the vocational training programs in which the students are enrolled and are appropriate to the student's level of achievement.

R3. Employer Involvement

Centers shall utilize input from their Industry Councils and other sources, such as employers and apprenticeship committees/councils, in determining the content of their training programs, and shall adjust and supplement center training programs to meet industry needs.

R4. Relations With National Training Contractors

Relations between center management and NTC instructors shall be governed by the memorandum of understanding (MOU) signed by each NTC and the involved center. A copy of this MOU is included for reference in Appendix 302 (Memorandum of Understanding).

R5. Advanced Training (AT) Programs

The National Office has approved a variety of advanced training programs at certain Job Corps centers. Students enrolled in AT programs have the opportunity to extend their enrollment up to one full year beyond the current 2-year enrollment limitation.

a. Eligibility

All students who are transferred into an approved advanced training (AT) program must meet the advanced program's specific eligibility requirements. At a minimum, AT applicants shall meet the following entry criteria:

1. Must have completed an approved center vocational training program, unless waived by the Regional Office.
2. Must hold a high school diploma or have passed a state GED exam.
3. Must demonstrate the academic proficiency needed to succeed, as defined by the specific AT program.
4. Must receive a written recommendation from the sending center.

b. Transfer credits centers that send eligible students to an approved AT program will receive a school placement credit at the time of transfer. The sending center will also be credited for any program measure that the student qualifies for and has earned. When a student separates from an AT program and is placed, both the sending and the AT center will receive all credits related to placement accomplishments, as outlined in Chapter 5, Appendix 501a.

c. Advanced Training (AT) Centers

1. The operator shall develop outreach strategies to include enrollment, eligibility, and completion requirements to achieve and maintain the AT program's design capacity.
2. Regional and National Office staff will monitor performance of approved AT programs through the VTRC as outlined in Chapter 5, Appendix 501d.

d. Sending Centers

1. Sending centers will promote AT programs as an option for students throughout their enrollment.
2. The sending center will collaborate with the AT center to effect the transfer of eligible students, as outlined in Chapter 6, Section 6.4, R2.

R6. Reporting/Documentation/Record Keeping

Centers shall ensure that all student test results and progress are documented on TARs as progress occurs and recorded using the automated Center Information System (CIS).

QUALITY INDICATORS

Q1. Students demonstrate competency in the skills indicated and documented on their training records.

Q2. The curricula of the vocational training programs at the center reflect current industry practices.

3.14 CONCURRENT TRAINING

PURPOSE

P1. To broaden academic and career training opportunities available to Job Corps students through linkages with external training providers.

REQUIREMENTS

R1. General

Job Corps students enrolled in and receiving supplemental services from one or more additional workforce development programs or other training institutions will be designated as concurrently enrolled. Concurrent enrollment arrangements must be approved by the Regional Director and formalized by a memorandum of understanding (MOU) or contract. Such agreements must include language that describes how each of the following requirements will be met.

a. Students must complete all career preparation period requirements, including health services.

b. All students must receive the full range of Job Corps services, including career development and personal face-to-face counseling. Evaluations of Student Progress (ESPs) and Personal Career Development Plan (PCDP) updates will be accomplished in the same manner as for other students.

c. Provisions must be made to ensure that concurrently enrolled students receive the full benefit of academic, employability, and social skills training.

d. Student breaks and holidays provided by other service providers must not result in concurrently enrolled students having more non-work days than other Job Corps students.

e. Provisions must be made to ensure that students are engaged in meaningful learning or enrichment activities during their downtime (i.e., non-class days/hours, semester breaks, etc.) from concurrent courses.

f. At a minimum, the center must receive, record, and maintain regular progress and attendance reports from concurrent enrollment institutions.

g. Provisions must be made to ensure that concurrently enrolled students receive career transition readiness services prior to graduation and career transition services after graduation.

h. Concurrent enrollment arrangements must ensure that both programs are not paying for the same services. Center operating budgets/staffing must be adjusted to account for services provided by other concurrent enrollment institutions.

i. Resources from federal student aid, such as Pell Grants and Stafford loans, can only be applied to college-credit courses leading to a certificate of completion or an associate’s degree at accredited higher education institutions, and which are required by Advanced Career Training (ACT) programs approved by the National Office.

j. MOUs or contracts must be reviewed and approved annually by the Regional Offices. MOU/contract renewals will be due on the contract center's anniversary or the start of each program year for Civilian Conservation Centers (CCCs).

k. A description of the approved concurrent enrollment programs must be included as part of the center's Career Development Services System (CDSS) plan. At a minimum, the narrative shall address:

1. The name and location of the service provider.
2. A description of the programs offered, O*NET codes, and approved slots.
3. Methods for determining entry, progress, and completion.
4. A description of how the programs will be evaluated.

R2. Off-Center Training (OCT) Programs

Job Corps students enrolled in and receiving training at an off-center training (OCT) location or other educational institution will be designated as OCT students.

a. Program Approval

OCT arrangements, with specific O*NET codes and contracted slots designation, must be approved by the Regional Director and formalized by a memorandum of understanding or contract.

b. General Requirements

Approved OCT programs shall:

1. Offer training at accredited institutions located within reasonable commuting distances of the center.
2. Offer students the opportunity to obtain career technical certification in their chosen field of study.

Centers shall not pursue OCT programs for which on-center career technical programs already exist.

c. Entry Requirements

All OCT applicants shall meet the following entry criteria:

1. Must demonstrate the academic proficiency needed to succeed in the chosen OCT program.
2. Be available to eligible full- or part-time trade students.
3. Parental consent must be obtained for minors prior to their participation in OCT programs.

d. Continued Enrollment

Once enrolled in an OCT program, to continue to participate, students must:

1. Carry enough credits and/or complete all coursework necessary to maintain adequate progress toward completion of a certification within the enrollment period.

2. Maintain "student in good standing" status throughout their enrollment in the OCT program.

Centers shall develop procedures for removal of students who do not meet the requirements of paragraphs 1 and 2 above.

e. OCT Completion Requirements

To complete OCT, students must receive a full professional certificate (applicable to occupationally oriented OCT programs) or a 1-year completion certificate.

f. Reporting/Documentation/Record Keeping

Centers shall ensure that all student progress is documented and recorded using the automated Center Information System.

R3. Advanced Career Training (ACT) Programs

Job Corps students pursuing an associate's degree at accredited higher education institutions will be designated as Advanced Career Training (ACT) students.

a. Program Approval

Regional Offices shall approve the establishment of ACT programs at Job Corps centers with specific O*NET codes and contracted slots designation. Programs must be approved by the Regional Director and formalized by a memorandum of understanding (MOU) or contract.

b. General Requirements

ACT-approved Job Corps centers shall:

1. Offer training at accredited postsecondary institutions located within reasonable commuting distances of the center.
2. Maintain total ACT enrollment at a single institution at a level not to exceed 5% of the institution's total student population.
3. Assure that the training offered to students is advanced beyond the skill levels taught in the basic career technical and academic programs at the center.
4. Ensure that ACT programs are aligned with on-center or OCT career technical training programs to promote a student's career development.
5. Develop a formal application and approval process, to which all students have equal access, and utilize this process in selecting students for the ACT program.
6. Monitor the performance of ACT students via transcripts, attendance records, and other means on an ongoing basis, and provide assistance as needed.
7. Provide opportunities for ACT students to continue to participate in center life.

8, Allow students enrolled in ACT programs to extend their enrollment up to 1 full year beyond the current 2-year enrollment limitation.

c. Entry Requirements

All ACT applicants shall meet the following entry criteria:

1. Must have completed an approved career technical training program.
2. Must hold a high school diploma or have obtained a GED certificate.
3. Must qualify on college placement tests to be eligible for the ACT entry requirements without the need for remedial studies in the content areas and competencies outlined in Section 3.6, Center-Based Learning Standards.

d. Continued Enrollment

Once enrolled in an ACT program, to continue to participate, students must:

1. Carry enough credits to maintain full-time student status each quarter/semester.
2. Maintain "student in good standing" status throughout each quarter/semester.
3. Complete all course work and earn the associated number of credits each quarter/semester.

Centers shall develop procedures for removal of students who do not meet the requirements of paragraphs 1 through 3 above.

e. ACT Completion Requirements

To complete ACT, students must meet the following requirements:

1. Attend the ACT institution for three academic quarters or two semesters; and
2. Receive a 1-year completion certificate OR have earned credits equivalent to 1 year of full-time enrollment, OR
3. Receive an Associate's Degree in an approved program.

f. Reporting/Documentation/Record Keeping

Centers shall ensure that all student progress is documented and recorded using the automated Center Information System.

QUALITY INDICATOR

Q1. ACT students demonstrate increased proficiency in career technical, academic, and career success skills while at school, work, or on center.

3.15 INFORMATION TECHNOLOGY

PURPOSE

P1. To enable students to apply basic information technology to the development of their academic and vocational skills.

P2. To provide students with information technology skills needed for employment and job retention in their chosen fields, and to function effectively as lifelong learners.

REQUIREMENTS

R1. Applied Information Technology

Centers shall provide students with instruction in the application of basic information technology to the development of their academic and vocational skills. This will include:

a. Instruction in use of information technology applications relevant to their academic and vocational training.

b. Opportunities to practice and use information technology to learn academic and vocational skills.

R2. Computer-Based Learning

Centers shall provide and use information technology to learn academic and vocational skills.

a. Access and use computer-based training modules

b. Locate and use online learning resources

R3. Word Processing

Centers shall provide students with instruction that will enable them to attain the following competencies:

a. Basic keyboarding

b. Use of word processing applications to create, edit, save, and print documents

c. Use of basic templates and formatting features to create business documents in standard formats and styles

d. Use of word processing utility tools including spell check, thesaurus, and grammar check

R4. Internet Proficiency

Centers shall provide students with instruction in the use of the Internet to:

a. Use search engines

b. Conduct research to find directions, schedules, and resources

c. Communicate using e-mail

d. Access and use labor market information

R5. Business Technology

Centers shall provide students with instruction in the use of:

a. Copiers

b. Fax machine

c. Telephone

d. Voice mail

R6. Business Etiquette

Centers shall provide instruction to ensure that students understand:

a. Ethics of using employer business machines for personal use

b. E-mail etiquette

c. Appropriate use of the Internet in the workplace

QUALITY INDICATORS

Q1. Students demonstrate the ability to use computers to access and process information, including online learning opportunities.

Q2. Students can describe the relevance of information and business technology to their career goals.

3.16 RESIDENTIAL LIVING

PURPOSE

P1. To create and maintain an environment that allows students to learn and practice independent and community living skills.

P2. To model and reinforce social and employability skills, such as positive attitude, dependability, and teamwork.

P3. To provide a safe, secure, clean, and attractive physical and social living environment for students that is appropriate to their varied needs and levels of maturity.

REQUIREMENTS

R1. Student Self-Management Skills Development

Centers shall develop systems that involve students in the management of their living areas, which shall incorporate the following features:

a. Opportunities for all students to have input into the development of the center policies governing the management of their living areas

b. Procedures to solicit input from, disseminate information to, and obtain feedback from students

c. Student responsibility for maintaining cleanliness within their living areas

d. Progressive opportunities to learn, practice, and demonstrate personal responsibility and self-management skills

R2. Supervision of Student Living Areas

Centers shall:

a. Provide staff supervision of all student living areas at levels that assure the safety, security, and accountability of all students at all times.

b. Develop a structured process for sharing information that ensures effective student accountability.

R3. Delivery of Services to Students

Centers shall develop a structured process for the sharing of information between residential staff and other center staff as needed to assure the coordinated delivery of services to students.

R4. Reporting/Documentation/Record Keeping

Centers shall:

a. Implement safeguards to assure that personal information about individual students, subject to the Privacy Act, is shared among staff only to the extent necessary to ensure the safety and effective provision of services to students, and no further, in accordance with Chapter 6, Appendix 601, Student Rights to Privacy and Disclosure of Information.

b. Develop procedures to record important information about student-related events as the events occur and to transmit the information from each shift to the next.

c. Maintain individual records for each student that contain, at a minimum, basic identifying information, including emergency contacts, and written parental consent (minors) for weekend passes to approved destinations. Such records shall be readily accessible to dormitory staff.

QUALITY INDICATORS

Q1. Students accept responsibility for their living conditions and leisure time activities.

Q2. Student residences are attractive, clean, safe, and in good repair.

Q3. Students demonstrate self-management skills.

Q4. Students feel safe in their living areas.

3.17 WELLNESS

PURPOSE

P1. To enhance the employability of students by providing them with information about practices that lead to good physical, mental, and emotional health.

REQUIREMENTS

R1. Required Instruction

Centers shall provide instruction to all students in the following subjects:

a. Health education and the decision-making model

b. Emotional and social well-being

c. Depression, grief, and suicide

d. Relationships and sexuality

e. Reproduction and birth control

f. Sexually transmitted diseases

g. Consumer health

h. Nutrition and fitness

i. Alcohol and other drugs of abuse

j. Relationship of a healthy lifestyle to successful job retention

R2. Reporting/Documentation/Record Keeping

Centers shall ensure that all student progress and accomplishments are documented and recorded using the automated Center Information System.

QUALITY INDICATORS

Q1. Students can describe how and when to access wellness services.

Q2. Students demonstrate basic knowledge of the steps to maintain personal wellness.

Q3. Students can describe how maintaining a healthy lifestyle will contribute to their ability to maintain employment.

3.18 RECREATION AND LEISURE TIME ACTIVITIES

PURPOSE

P1. To promote productive and socially acceptable use of leisure time.

P2. To assist students in understanding and developing lifelong leisure time skills and habits.

P3. To build students' self-esteem by developing teamwork, good sports conduct, and other positive social behaviors.

P4. To enhance the Job Corps experience for students by providing them with opportunities to participate in enjoyable and safe activities.

REQUIREMENTS

R1. Planning

Centers shall:

a. Develop and maintain a calendar of recreational activities and events and distribute the schedule to students in advance of the activities listed.

b. Involve students in the selection and planning of recreational activities.

c. Conduct periodic surveys of student recreational interests and participation and utilize the information gathered in planning recreational activities.

R2. Recreational Activities

Centers shall:

a. Provide a wide variety of activities open to all students. Activities may include:

1. Cultural events
2. Physical education
3. Group and individual sports
4. Arts and crafts
5. Community activities
6. Movies and special events
7. Reading and computer resource facilities and materials
8. Fitness activities

R3. Community Service Projects

Centers shall provide opportunities for staff and students to participate in service activities.

R4. Supervision

Centers shall provide adequate staff supervision of events, activities, facilities, and equipment to assure participant safety.

R5. Water Safety Training

Centers shall:

a. Provide students with instruction in water safety as follows:

All centers	Video-taped presentation on water safety
Centers sponsoring recreation trips that involve (1) swimming, (2) in-water activities, or (3) access to pools/other bodies of water	Water safety instruction and swimming proficiency test for all students
Centers with pools or ready access to pools/other bodies of water	Water safety instruction and swimming proficiency test for all students

b. Document the provision of water safety instruction and the swimming proficiency of each student in CIS.

c. Prohibit students from participating in swimming or other water-related activities until the students have received water safety instruction and demonstrated swimming proficiency.

d. Ensure that all water-related activities are supervised by certified lifeguards.

e. Require the use of the buddy system in all swimming activities, and the use of personal flotation devices in all boating activities.

R6. Use of Videos

Centers showing videos of commercial motion pictures to students on center shall be licensed to do so under an umbrella license through a national agreement between the Job Corps National Office and a motion picture licensing corporation(s).

Centers will receive a list of film titles directly from the vendor(s) each month indicating the movies covered under the agreement. Center operators shall assume liability for showing any film(s) that do not appear on the list.

R7. Leisure Time Employment

a. Centers may authorize gainful leisure time employment of students so long as the employment does not interfere with training activities.

b. Leisure time employment is not considered training or work-based learning. Accordingly, students are not considered federal employees for FECA purposes while engaged in leisure time employment, except when the employment occurs on center.

QUALITY INDICATORS

Q1. Recreation activities appeal to and are utilized by most students.

Q2. Students demonstrate appropriate use of facilities and equipment.

Q3. Students can communicate the value of community service.

3.19 STUDENT GOVERNMENT AND LEADERSHIP

PURPOSE

P1. To teach students citizenship skills.

P2. To provide students with practice in self-government and opportunities for input into center policies.

P3. To provide students with opportunities to learn and practice positive leadership skills.

REQUIREMENTS

R1. Student Government Association (SGA)

Centers shall develop and support an SGA program that includes, at a minimum:

a. A designated staff coordinator

b. A written constitution

c. Elected SGA officers

d. Committees that provide input into policies affecting student life on and off center

b. Regular meetings between the Center Director and SGA officers

f. A training plan for SGA officers

R2. Student Leadership

Centers shall develop and support leadership training that includes, at a minimum:

a. Formal leadership training curriculum

b. Ongoing in-service training for student leaders

R3. Student Benefit Fund

Centers shall establish a student benefit fund to be managed by the SGA with the assistance of center staff. The purpose of the fund shall be to provide the SGA with the ability to purchase items and services for the benefit of all students. The fund shall have the following features:

a. The fund shall be self-supporting and shall not include any appropriated Job Corps funds. Allowable sources of income include, but are not limited to, the following:

1. Operation of a store or canteen

2. Operation of other concessions, such as telephone systems and vending machines

3. Student fines

4. Student fund-raising activities

b. A staff member shall be designated to assist the SGA officers in overseeing the operation of the fund.

c. The fund may not be used to pay for goods or services that are normally part of center operating costs.

d. Establish a simple accounting system for the student benefit fund, and involve SGA officers in the management of the accounting system. The accounting system shall include, at a minimum, the following:

1. A written accounting and audit plan. The accounting plan shall ensure the integrity of the fund by establishing an appropriate set of checks and balances, to include, at a minimum:

(a) Dual approval of all expenditures by the SGA president or designee and the Center Director or designee

2. Separation of payment and collection duties

3. Maintenance of a bank account (checking or savings or both)

4. A written record of income and expenditures

5. Periodic financial reports

6. Annual audits by the center operator (corporate office or agency headquarters designee)

R4. Reporting/Documentation/Record Keeping

Centers shall ensure that all student leadership training/student government participation is documented and recorded using the automated Center Information System (CIS).

QUALITY INDICATORS

Q1. Students recognize the student government association as an effective avenue for input to center policies.

Q2. Students recognize student leaders as role models and turn to them for assistance in resolving problems.

Q3. Student leaders are actively involved in the operation of the center.

Q4. Students have the opportunity to practice citizenship and leadership skills.

3.20 DRIVER EDUCATION

PURPOSE

P1. To provide students with the skills and knowledge necessary to pass the written and driving portions of the state operator's license examination.

P2. To provide all students who are eligible under state law, the opportunity to attain a state operator's license.

REQUIREMENTS

R1. Required Instruction

Centers shall provide driver education training, early in the students' enrollment, to all eligible students who do not already possess a driver's license. The training shall include classroom and behind-the-wheel instruction that meets state-mandated requirements.

R2. Assistance for Students With Revoked or Suspended Licenses

Centers shall identify students who are prohibited from attaining an operator's license due to prior offenses and assist these students in re-establishing their eligibility and securing a license prior to completion.

R3. Payment of Fees

Centers shall pay all learner's permit, license, and related test fees.

R4. Reporting/Documentation/Record Keeping

Centers shall ensure that all student test results and progress are documented and recorded using the automated Center Information System.

QUALITY INDICATOR

Q1. All students are provided the opportunity to obtain their driver's license prior to graduation.

3.21 CAREER TRANSITION READINESS

PURPOSE

P1. To assist students in assessing their readiness for career transition.

P2. To ensure that students are fully prepared to conduct a successful job search leading to employment.

P3. To prepare students to effectively access resources and services that will assist them in making a successful transition to the workforce.

REQUIREMENTS

R1. Separation Status

Centers shall determine the level of services to be provided based on each student's separation status.

R2. Job Search Skills

At least 45 days prior to projected graduation, centers shall assist each student in reviewing job search skills and strategies including the following:

a. Sources of employment

b. Conducting an Internet job search

c. Completing a job application

d. Updating the resume

e. Writing a cover letter

f. Interviewing for a job

g. Worker's rights and responsibilities

h. Strategies for succeeding during the first weeks on a job

R3. Personal Career Development Plan

Centers shall collaborate with career transition specialists and each student to update the student's Personal Career Development Plan, using it to develop an employment plan or personalized job search strategy.

R4. Job Search Credentials

Centers shall assist students in assembling documents necessary for obtaining employment, including originals of personal documents (see Chapter 1, Section 1.6) and those credentials that document the student's accomplishments.

R5. Transitional Needs Assessment

Centers shall assist each student in assembling and updating his or her transitional support needs, including:

a. Housing

b. Transportation

c. Child care

d. Health care

e. Work clothing and tools

f. Food and nutrition

g. Budgeting/money management

h. Mentoring/counseling

i. Job retention support

j. Legal services

R6. Job Development

Centers shall provide job development, referral, and placement services to graduates as appropriate. For those graduates who entered the program with an employer referral, centers shall notify the referring employer of the student's upcoming graduation.

R7. Transition Resources and Services

At a minimum, centers shall connect graduates and former enrollees with career transition resources appropriate to their needs and in accordance with the center CDSS plan. Centers shall:

a. Establish a personal connection between the potential graduate and the career transition services provider.

b. Initiate or support pre-graduation job search efforts.

c. Develop resources to meet transitional support needs.

QUALITY INDICATORS

Q1. Separating graduates feel fully prepared for successful job search.

Q2. Graduates know where to find assistance in meeting post-center placement and transitional support needs.

EXHIBIT 3-1

INFRACTION LEVELS AND APPROPRIATE CENTER ACTIONS			
INFRACTION	**CENTER ACTION**	**READMIT ELIGIBLE**	**SEPARATION CODE**
LEVEL I:			
1. Possession of gun or illegal weapon on center or under center supervision 2. Physical assault that causes bodily harm to student or staff 3. Sexual assault of a criminal nature 4. Robbery and extortion 5. Arson 6. Arrest for a felony on or off center*	Fact-Finding Board	Not Eligible	5.1a
7. Possession, distribution, or sale of drugs on center or under center supervision 8. Conviction of drug use, possession, or sale off center (felony or misdemeanor)			5.2b
9. Use of drugs as evidenced by a positive drug test conducted by the end of the initial probationary period (prior to 45 days) or the suspicion intervention period (prior to 45 days) or by a positive drug test after the suspicion intervention period	(Board confirms that proper procedures were followed)	Eligible after 1 year	5.2a
* Students arrested for felonies or misdemeanors and subsequently found not guilty may be re-established per Chapter 6, Section 6.4.			

INFRACTION LEVELS AND APPROPRIATE CENTER ACTIONS			
INFRACTION	**CENTER ACTION**	**READMIT ELIGIBLE**	**SEPARATION CODE**
LEVEL II:			
1. Threat of assault with intent to intimidate or coerce any student or staff 2. Physical assault with intent to cause bodily harm to student or staff 3. Sexual harassment 4. Possession of an item that could be used as a weapon on center or under center supervision 5. Fighting 6. Theft or possession of stolen goods 7. Inciting a disturbance or creating disorder 8. Hazing, initiation, and harassment (without assault) 9. Loan sharking 10. Destruction of government or private property 11. Arrest for a misdemeanor on or off center* 12. Gang activity, including wearing of gang clothing, colors, or making signs or handshakes that are associated with known gangs 13. A pattern of inappropriate behavior, failure to follow center rules, or lack of full participation in required center activities as determined by the Center Director or designee	Fact-Finding Board	Eligible after 1 year	5.1b
14. Inhalation of volatile intoxicating substances on center or under center supervision			5.2c
15. Use, possession, or sale of alcohol on center			5.3b
* Students arrested for felonies or misdemeanors and subsequently found not guilty may be re-established per Chapter 6, Section 6.4.			

INFRACTION LEVELS AND APPROPRIATE CENTER ACTIONS			
INFRACTION	**CENTER ACTION**	**READMIT ELIGIBLE**	**SEPARATION CODE**
LEVEL III:			
1. Gambling 2. Using profanity, abusive or obscene language 3. Ethnic agitation, including racial name calling and racial remarks 4. Refusal to perform assignment or failure to follow instructions 5. Absent from assigned activity, including work, classes, medical, and counseling appointments 6. Disruptive behavior that interferes with the learning of others 7. Being in an unauthorized or off-limits area 8. Violation of safety rules 9. Overt sexual behavior 10. Cutting lines 11. Smoking in an unauthorized area 12. Hitchhiking 13. Maintaining or operating a private vehicle on center 14. Vandalism or abuse of center facilities or property 15. Violation of center standards of dress and appearance 16. Unauthorized absences from training or center	Sanctions in accordance with center policy up to Behavior Review Panel	Eligible	5.3a
17. Other actions or behaviors established by the Center Director			5.3a
18. Alcohol intoxication on center or under center supervision			5.3b

EXHIBIT 3-2

REQUIREMENTS FOR THE CONDUCT OF FACT-FINDING BOARDS AND BEHAVIOR REVIEW PANELS

	FACT-FINDING BOARD		BEHAVIOR REVIEW PANEL
	LEVEL I	**LEVEL II**	**LEVEL III**
TIME FRAME	Decision within 3 training days	Decision within 5 training days	Hearing within 10 days
COMPOSITION (May not include Center Director, CSO, counselor, or security)	2 staff, one student	2 staff, one student	2 staff, one student
STUDENT PARTICIPATION	Student removed from center immediately, not present at Board hearing	Student removed from center immediately if determined to be a threat to self or others	Student remains on center unless determined to be a threat to self or others
STUDENT RIGHTS	May make written input to Board	• If on center, appear before Board • May make written input to Board	• Appear before Panel • Reply orally or in writing • Be represented by staff member • Call witnesses • Questions or cross-examine witnesses • Staff silent
CONSIDERATIONS	Fact finding only	• Fact finding • Seriousness of infraction • Mitigating circumstances	• Student's behavior record • Past performance • Seriousness of infraction
BOARD/PANEL DETERMINATION	Guilt or innocence	• Guilt or innocence • Makes recommendation for retention or termination to Center Director	• Guilt or innocence • Makes recommendation for retention or termination to Center Director

REQUIREMENTS FOR THE CONDUCT OF FACT-FINDING BOARDS AND BEHAVIOR REVIEW PANELS

	FACT-FINDING BOARD		BEHAVIOR REVIEW PANEL
	LEVEL I	**LEVEL II**	**LEVEL III**
DISPOSITION OF GUILTY	Automatic discharge	• Presumption for discharge	• Sanctions in accordance with center policy up to discharge
DOCUMENTATION	Form: Summary of Review Board Hearing	• Form: Summary of Review Board Hearing	• Form: Summary of Review Board Hearing
STUDENT NOTIFICATION	In writing	• Orally (if present on center) • In writing	• Orally (if present on center) • In writing
APPEALS	May appeal to Regional Appeal Board within 30 days	• May appeal Panel decision to Center Director, and Center Director's decision to Regional Appeal Board within 30 days	• May appeal Panel recommendation to Center Director, and Center Director's decision to Regional Appeal Board within 30 days

APPENDIX 301
TESTS OF ADULT BASIC EDUCATION (TABE®)[1]
REQUIREMENTS AND INSTRUCTIONS

Background and Purpose of Online Standardized Testing

Job Corps has initiated online administration of the Reading and Math (Computation and Applied Mathematics) subtests of the TABE Forms 9/10 (2004 edition). The establishment of online testing through the new Student Testing System (STS) is part of a major effort to integrate the use of technology in student training and assessments throughout the national Job Corps program. STS is a Web-based application that is part of the Job Corps Center Information System (CIS), designed to administer online tests and record testing information. Online testing is intended to improve the security and efficiency of student assessments. It also enables Job Corps students to become more proficient in using computers, a necessary skill for career success.

The purpose of this appendix is to describe Job Corps' policy for entry and follow-up online TABE testing and the use of Forms 9/10 of the 2004 edition of TABE. This appendix also clarifies related testing and record-keeping issues.

The TABE Reading and Math subtests are norm-referenced tests designed to measure achievement in reading and math. They are intended to measure the understanding and application of conventions and principles, not to measure specific knowledge or recall of facts.

Scale scores, indicated by TABE test results, do not indicate achievement levels related to typical educational structures (i.e., elementary and secondary schools). They are understood as reference points for adult learners and allow teachers the ability to facilitate organization of instructional groups and selection of appropriate instructional materials.

General Guidelines

1. With the exception of Job Corps centers in Puerto Rico, all TABE subtests, including the locator test, all levels of the initial test, and all levels of all subsequent tests, will be administered in English using the English version of TABE. The use of supplemental translations in any language in conjunction with any TABE test booklet is prohibited.
2. With the exception of Job Corps centers in Puerto Rico, all TABE Reading and Math subtests, including the locator test and levels L, E, M, and D of the initial and subsequent tests, will be administered online using TABE 9/10 in the CIS/STS. Puerto Rico centers will use the TABE Español Forms 7/8, Levels E and M, also to be administered online through STS. The use of paper/pencil tests is prohibited unless authorized by the Job Corps Data Center for the following purpose(s):
    a. To provide reasonable accommodation to any student with a documented

[1] CTB's Tests of Adult Basic Education (TABE®), hereinafter referred to as "TABE."

disability that prevents the student from taking TABE online. Examples of functional limitations that could require the use of paper/pencil tests are visual limitations that prevent a student from reading text on the computer screen or physical limitations that limit a student's access to computer equipment. The student's accommodation plan must specify the need for testing accommodation.

b. To provide an alternative method for test administration during extended periods when the TABE 9/10 STS cannot be accessed (e.g., power outages, system breakdown), which may affect the 21-day initial testing window.

c. To respond to special requests. With written approval from the National Director of Job Corps, requests can be made to the Job Corps Data Center for paper/pencil versions of TABE 9/10 subtests.

Please refer to the TABE 9/10 STS Administrator's Guide for additional guidelines and procedures to follow in these instances.

Responsibility

It is the responsibility of the Center Director to ensure center compliance with all aspects of TABE policy, including the use of STS for testing, and that:

1. The center has a designated TABE Administrator and a back-up administrator who annually obtain Job Corps training and certification on all online TABE STS policy, guidelines, and instructions;
2. The center has a designated facility for TABE testing, and all testing equipment, materials, access codes, and records are kept secure;
3. Tests are properly scheduled and administered;
4. Students are enrolled in CIS and their photos saved in the database prior to taking TABE, for proper verification and accountability; and
5. STS Testing Tickets are signed and dated by individual students and returned to the TABE Administrator at the end of the testing session; the staff person administering the test(s) signs/initials the STS Testing Tickets; and signed STS Testing Tickets are filed in each student's permanent record. Each center's procedures for scheduling, administering, and documenting student tests should be included in the center's Career Development Services System (CDSS) Plan, as described in PRH Section 3.1, R1.c.

The Center Director may delegate the responsibility to a center testing administrator/coordinator or to the center's senior education administrator. The delegation shall be in writing and the person delegated shall ensure coordination with the supervisor of student records and all appropriate staff.

Requirements and Instructions

1. **Determining Test Level**: All centers are required to administer, during initial testing, the TABE 9/10 locator tests for reading and math to all students. CIS/STS will automatically score the locator tests, and the appropriate Level (L, E, M, or D) of the

TABE Reading and Math subtests will be assigned to each student (TABE Español Forms 7/8 Levels E and M for Puerto Rico centers).

2. **Initial Testing**: All students must be given the Reading and Math subtests of TABE 9/10 (TABE Español Forms 7/8 for Puerto Rico centers) within the first 21 calendar days of enrollment. Each subtest will be scored automatically as soon as the student completes it, and initial TABE scores of individual students can be accessed immediately through CIS/STS. The TABE 9/10 Level L tests are to be used only for initial testing and cannot be used for follow-up testing.

   Note: Students who score between 160 and 430 on the TABE 9/10 Level L or Level E Reading tests, as a result of English not being the primary language, will be determined to be an English Language Learner (ELL) and enrolled in an English as a Second Language (ESL) program.

3. **Follow-up Testing**: Current students will automatically be identified and scheduled for follow-up testing through CIS/STS. Each student's scale scores for Reading and Math subtests will determine the level of TABE to be administered for follow-up testing. Follow-up test dates will be calculated 90 days from a student's previous test date. A 90-day time frame (and no sooner than 30 days after the last test) is required to provide the best possible testing situation for the student while maintaining the integrity of the test. The center may elect to administer a follow-up test prior to the scheduled 90-day test date, but no sooner than 30 days after the last TABE 9/10 has been administered, **only** under the conditions listed below:

   - At the completion of competency requirements for reading or math (as determined by the center and documented in the center's CDSS Plan, in accordance with PRH Section 3.1, Section 3.9, and Section 3.10); or
   - To meet TABE qualifications required for an advanced training program; or
   - During transition prior to separation from the center; or
   - Prior to a student's scheduled leave, if his or her follow-up test is scheduled to occur immediately before, during, or immediately after the leave period (off-center, winter/summer break, emergency leave, administrative leave, or administrative leave without pay as defined in Chapter 6, Exhibit 6-1).

   The test administrator(s) will be responsible for maintaining a weekly list of students needing follow-up testing, using the CIS/STS-generated follow-up testing rosters. The names of students who fail to test when scheduled for follow-up testing will continue to be listed on the testing roster until follow-up testing has been completed or the student is separated.

   The only students exempt from the required follow-up testing will be:

   - Students who, on an initial or follow-up TABE Level M or D, attained a reading scale score of 567 and a math scale score of 566; however, centers have the discretion to continue testing students who have attained these scores;

- Puerto Rico center students who, on an initial or follow-up TABE Español Level E or M, attained a reading scale score of 760 and a math scale score of 777; however, centers have the discretion to continue testing students who have attained these scores;
- Students who have documentation of a cognitive disability, identified, for example, in a student's most recent Individualized Education Plan (IEP), 504 plan, or medical psycho-educational documentation, who have failed to make progress as evidenced by results of three follow-up TABE Reading or Math subtests, and have participated in a formal process to waive further TABE testing (outlined in Section 5 below). Failure to progress on TABE subtest results is defined as an increase of fewer than 10 scale score points over three consecutive Math or Reading follow-up subtests. (For example: A student who scores 462 on the first follow-up Reading TABE, 466 on the next follow-up Reading TABE, and 468 on the third Reading TABE would not make the 10-point gain over the three consecutive follow-up subtests); or
- Students participating in research projects using alternative tests or test schedules that have been authorized by the National Director of Job Corps.

4. **Provisions for Students With Disabilities**: Students with documentation of disabilities may require accommodations for taking initial and subsequent Tests of Adult Basic Education, as recommended by the center's Interdisciplinary Team (IDT). The provision of reasonable accommodation is mandated by applicable federal and state statutes and regulations for qualified individuals with a disability who have a physical or mental impairment that substantially limits one or more of their major life activities. Guidelines on the use and appropriate interpretation of the results of inclusive test administrations are available from the TABE publisher, CTB/McGraw-Hill. Accommodations for assessments like TABE generally fall into the following categories: changes to the methods of presentation of the test (e.g., oral reading of test directions); changes to the methods of response to the test (e.g., use of paper/pencil test and answer sheet); test setting (e.g., taking the test in small rather than large groups); and test timing (e.g., extension of time to take a test).

   In general, accommodations for taking TABE will be the same as those currently being used by the student in the classroom. If the accommodations used in the classroom for the student change from the time of the initial TABE to a subsequent TABE, these should be documented in the student's accommodation plan and the student will be given the new accommodations being used in the classroom. Provision of appropriate and reasonable accommodations should take into account the following:

   - Testing accommodations should be identified and documented as a part of a student's accommodation plan.
   - The center's IDT should determine and specify any accommodation requiring extended time (time and a half, double time, or unlimited time). The TABE Administrator needs to plan for students receiving extended

time to ensure that they have a reasonable amount of time to complete the test within the same day. Different parts of the test could be broken up into different days, if necessary, but an individual test section should be completed on the day of testing to avoid compromising the content and security of the test data.

- Centers must provide a designated area, preferably at a location that can be observed by staff, where students needing frequent breaks as an accommodation can be monitored to ensure test integrity.
- Centers must follow procedures specified in the "TABE 9/10 Student Testing System Administrator's Guide" regarding the use of paper/pencil versions of the tests as an accommodation.
- Centers may decide to extend the time between follow-up TABE tests for students with documented cognitive disabilities beyond the scheduled 90-day test date.

5. **Exemption of Students With Documented Cognitive Disabilities From Follow-Up TABE Testing**: Centers must follow the guidelines below for waiving follow-up TABE testing for students with cognitive disabilities:

- The student must have documentation of a specific cognitive disability that could impact his or her learning/testing abilities, with or without accommodation.
- Each student's case must be reviewed by the center's IDT. IDT participants are identified on the Job Corps Disability Web site (http://jcdisability.jobcorps.gov). For the purposes of developing a request for the TABE test waiver, the team should include, at a minimum, the Center Disability Coordinator, Center Director, special education supervisor or instructor (if available), representatives of departments directly impacted by the request, and center health/wellness staff.
- Criteria to be considered include: a high school diploma earned prior to or during attendance on center; TABE scores; specific cognitive disability and previous IEPs and/or 504 plans; student's learning style; student's attendance and participation in academic classes; instructional strategies and methods utilized by instructors; test preparation approaches utilized; testing and learning accommodations provided; and number of TABE tests taken and scores. Appendix 305 provides a checklist for student exemptions from follow-up TABE testing for students with documented cognitive disabilities and a "Sample Form for Request for a Disability Waiver From TABE Testing."
- After all data have been gathered and a decision has been made to waive further TABE testing, a request must be sent to the Regional Office for final approval or disapproval. The request will be accompanied by supporting documentation (e.g., copy of accommodation plan, proof of

disability, list of interventions used, and justification statement as to why the request is being made, as identified in Appendix 305).

Note: Students with documented disabilities who qualify for exemption from further TABE testing will remain in the pool for tracking literacy and numeracy gains for Outcome Measurement System (OMS) purposes. The students will also continue to receive instruction in reading and math unless they have earned a high school diploma or General Educational Development (GED) certificate prior to or during enrollment in Job Corps. This instruction can occur in specific reading and math classes, in high school or GED programs, or through applied academic skills training in career technical programs. Instruction in reading and math will involve a minimum of 25% of the time in a student's training week. Instruction must be documented by academic and career technical instructors and monitored by the center's IDT, and copies of documented instruction must be kept in the student's file. Students will continue in reading and math instruction until they complete the competency requirements for reading or math (as determined by the center and documented in the center's CDSS Plan, in accordance with PRH Section 3.1, Section 3.9, and Section 3.10). Completion of competency requirements must be documented by the instructors and approved by the IDT.

6. **Recording TABE Test Data**: All TABE test data are recorded automatically in CIS/STS. Validity ranges for TABE tests will only be used to determine appropriate follow-up TABE levels, not for re-testing. Validity ranges are programmed into STS, and appropriate levels of follow-up tests are automatically assigned to students. The ranges are also listed in Appendix C of the Job Corps "TABE 9/10 Student Testing System Administrator's Guide."

APPENDIX 302

MEMORANDUM OF UNDERSTANDING

WHERE NATIONAL TRAINING CONTRACTOR (NTC) PROGRAMS OPERATE, THE PROVISIONS OF THIS MEMORANDUM OF UNDERSTANDING (MOU) APPLY TO NATIONAL TRAINING CONTRACTORS (NTCs), CENTER OPERATORS, AND CENTER DIRECTORS. THE NTCs ARE AS FOLLOWS:

- HOME BUILDERS INSTITUTE (HBI)
- INTERNATIONAL MASONRY INSTITUTE (IMI)
- INTERNATIONAL UNION OF OPERATING ENGINEERS (IUOE)
- INTERNATIONAL UNION OF PAINTERS & ALLIED TRADES (IUPAT)
- NATIONAL PLASTERING INDUSTRY'S JOINT APPRENTICESHIP TRUST FUND (JATF)
- TRANSPORTATION-COMMUNICATIONS INTERNATIONAL UNION (TCU)
- UNITED BROTHERHOOD OF CARPENTERS (UBC) - NATIONAL JOB CORPS TRAINING FUND, INC.
- UNITED AUTO WORKERS/LABOR, EMPLOYMENT AND TRAINING CORPORATION (UAW/LETC)

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1. <u>PURPOSE</u>

This document constitutes a working agreement between _____

_____, the National Training Contractor, and _____, the Job Corps Center Operator, entered into this _____ day of_____, 200__.

(Signatures required at the close of this Agreement — page 18)

2. <u>BASIC NTC RESPONSIBILITIES</u>

The NTC shall:

a. Ensure that quality vocational training is provided.

b. Administer initial job placement services for up to 1 year from separation, and placement in subsequent jobs, for 1 year from the date the initial job placement is accepted by the Student Pay Allotment Management Information System/Career Transition Services (SPAMIS/CTS), to all graduates who have successfully completed the NTC vocational training programs. Non-completers of NTC programs who, in the judgment of the NTC instructor and Center Director, or his/her designee, have attained and demonstrated sufficient vocational and

employability skills to successfully perform at least entry level tasks required by the trade, shall be provided initial job placement services.

In addition to job placement services, NTCs may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where NTCs have the capability to effectively deliver such services and the provision of such services has first been coordinated with the Career Development Services System (CDSS) Manager/Specialist and/or designated CTS provider.

NTC instructors and field staff shall work cooperatively with Job Corps Regional Office and center officials to ensure that NTC-provided job placement and, as applicable, career transition support services, are coordinated with the development and implementation of each center's CDSS plan. Further, all NTCs will utilize the Job Corps automated CTS system to record significant information about job referrals, placements, career transition support services arranged for graduates, as well as new and updated sources for contacting graduates.

c. Develop and maintain a productive and meaningful relationship with the associated national, state, and local unions, business/industry organizations, and individual employers that can place Job Corps graduates into registered apprenticeship training programs and other meaningful career opportunities at wages that support self-sufficiency.

d. In consultation with appropriate unions, industry groups, individual employers, and Occupational Safety and Health Administration (OSHA) (as well as state and local OSHA counterparts), determine the equipment, tools, materials, and supplies necessary to ensure quality training and to protect student/instructor safety and health. As appropriate, these activities will be coordinated with the center safety officer and/or the Health and Wellness manager/administrator.

e. Ensure that NTC vocational training programs offer all assigned students the opportunity to perform all work normally required of entry-level workers in the trade, thereby enabling graduates to:

(1) enter a registered apprenticeship training program leading to full journey person status, a customized employer-based training program that leads to career opportunities; or

(2) enter a specific area of the craft/trade that offers the opportunity for long-term employment and career building.

f. As applicable, inform local unions, home builders associations, major providers of transportation services, auto/truck repair businesses, other established business/industry affiliates, apprenticeship committees/councils, and contractors and individual employers of the opportunity to refer potential employees who are eligible for Job Corps to related NTC training at Job Corps centers. The NTC staff shall coordinate with the appropriate Outreach and Admissions (OA) contractor(s) and center staff to ensure the availability of NTC program openings prior to finalizing arrangements for potential enrollees.

g. Have appropriate NTC staff fully participate in the curriculum development process at each center where the NTC operates a vocational training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized, sharing NTC-developed instructional resources, techniques, and methods that contribute to student success.

h. Ensure that NTC staff fully support the functioning of the Center Industry Council, CDSS managers/specialists, and the business and community liaison (BCL) in improving the quality of vocational training programs and creating meaningful linkages with individual employers, employer and labor organizations, One-Stop centers/partners, state and local workforce investment boards, and local youth councils.

i. Work closely with the Center Director's designee (CDD) for disability issues to ensure that students with disabilities who are interested in NTC trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs).

3. SELECTION OF STUDENTS FOR NTC TRADES

a. Except for applicants referred to Job Corps by the groups cited in 2.f above, the selection of students for NTC contractor programs will follow a process mutually agreed upon by the Center Director and the NTC that ensures student success. Where slots are available, qualified applicants referred by the above-referenced groups shall be admitted to the program. These students, like all others, are required to participate in and successfully complete all the activities included in the center's Career Preparation Period (CPP). The only exception is an activity directly related to the selection of a trade. However, in the event that a student in this category expresses an interest to explore other trades, and possibly select another trade, he/she shall be permitted to do so.

b. The specific selection criteria for students participating in NTC training programs are as follows:

(1) Age

No student can be denied access to a vocational training program, including NTC programs, because of age. However, because most NTC trades, as a condition of employment, require applicants to be at least 18 years of age, and recognizing that certain NTC trades have significant safety-related responsibilities, the Center Director, or her/his designee, and the NTC instructor(s)/field director shall jointly address these issues. Based on relevant factors, particularly student safety, but also including demographics, a solution shall be agreed upon that will not adversely impact students or NTC performance.

In addition to the above, students who are prevented from obtaining a driver's license, including a Commercial Driver's License (CDL), because of previous violations, etc., shall not be enrolled in NTC trades requiring a license as a condition for employment.

(2) Academics

Students must have a proficiency in reading and math that will enable them to learn the trade, understand and follow instructions, and, where applicable, adhere to safety regulations and procedures. These proficiencies are particularly essential for trades that require the proper use of power tools, equipment, and machinery, and adherence to specific OSHA/industry safety guidelines.

(3) Health

Unless the center physician determines that participation in a particular trade would be a direct threat to the well-being of the student, other students, and/or the instructor, a student's health condition shall not be a factor regarding his/her participation in an NTC trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, NTCs are not authorized to collect information, formally or otherwise, regarding the health/disability status/history of a potential enrollee, or a student who has or has not, as yet, entered the NTC trade. These matters are solely within the purview of the center physician.

4. STUDENT TRAINING

a. Career Preparation Period

During the Career Preparation Period (CPP), all students shall learn, demonstrate, and practice personal responsibility and employability skills required at the workplace as well as basic information technology skills. In addition, each student will be assisted in developing a Personal Career Development Plan (PCDP) and will commit to the plan. In this regard, students will have an opportunity to spend time in trades that interest them as part of the overall effort to ensure that students are well suited for their trade choice(s).

The Center Director has the responsibility for establishing programs, activities, and training conducted during the CPP. These may include, but not be limited to: introduction to center life; communications; diversity training; personal and career counseling; career planning and exploration; social and employability skills training; training in basic information technology; interest and ability tests; and the development of a PCDP for each student. Driver's education is required to begin during this period.

As full partners in the development and implementation of the CDSS, NTC instructors shall be actively involved with center officials and staff in helping to establish the above-cited programs, activities, and training, and ensuring their effectiveness.

b. Career Development Period

Job Corps' Career Development Period (CDP) combines center-based and work-based learning (WBL) strategies and experiences to improve students' academic, vocational, and work readiness skills. The challenge is to create a system for integrating work and learning in a rational, well organized way so that all Job Corps career development activities (vocational, academic, social and employability skills, independent living skills, and student support) work together

and are relevant to the workplace. To take full advantage of this opportunity, NTC instructors and center officials and staff shall work collaboratively to ensure that learning experiences, including those arranged through employer partnerships, meet the center-based and WBL standards described in the Policy and Requirements Handbook (PRH).

(1) NTC instructors shall work in partnership with appropriate center staff in establishing meaningful WBL opportunities. Work experience for students will reflect a balance between vocational skills training (VST) projects and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all NTC students to observe work-site activities early in their vocational training, in addition to qualified employer representatives to be present during VST activities and provide meaningful advice and guidance to students regarding their employability and vocational skills as well as their adherence to established safety and health standards.

(2) During the CDP, there must be a process for determining each student's readiness to benefit from work-site experience. This process includes input from all relevant components of the Job Corps center, including NTC instructors.

(3) NTC instructors and field staff will work cooperatively with center officials and staff to make VST and WBL opportunities viable learning experiences that incorporate principles of applied academics. In this regard, NTC instructors will be actively involved in the development and teaching (including team teaching) of applied academics lessons.

(4) Generally, centers shall not backfill NTC vocational training slots occupied by students that have been assigned to WBL, except in those situations where the WBL student(s) will be separating from Job Corps (e.g., to take a job) within 2 weeks of completing the WBL assignment. In this regard, however, every effort must be made to avoid situations where NTC instructors have less than 70% of registered students physically in their class, over an extensive period of time. NTC instructors will closely monitor this situation and work with the vocational manager and other appropriate center staff to ensure that class size is effectively managed. When NTC instructors are confronted with significantly smaller classes, they are expected to perform other job-related tasks, as time permits. These may include, but are not limited to, the following:

- Monitoring existing WBL sites, and helping to develop new sites
- Strengthening working relationships with local unions, employer organizations, and individual employers/contractors
- Working with academic instructors to develop applied academic lessons

- Providing short-term (up to 10 days) introductory training to students on the waiting list for the NTC trade, who continue to have a strong desire to enter and complete the training

c. Vocational Skills Training

(This provision is NOT applicable to Transportation Communications Union [TCU] and United Auto Workers/Labor, Employment, and Training Corporation [UAW/LETC] programs. At the conclusion of this provision, the TCU Work Experience Program [WEP] and Federal Internship Trade Program [FITP] are described.)

(1) VST projects shall be planned for each program year in accordance with the PRH. The Center Director shall designate a qualified, competent center staff member to plan and oversee all VST projects. NTC instructors shall assist this individual in developing and implementing the VST plan. The NTC's designee and the Center Director's designee shall each sign off, or provide a letter of concurrence, on the annual VST plan and any modification to the plan, including a Safety Hazard Analysis for each project in the VST plan, PRIOR to submitting the plan/modification to the appropriate Job Corps Regional Office.

(2) In cooperation with the Center Director's designee, NTC staff and appropriate local community members/officials will make every effort to develop VST opportunities that support student learning and meet not only the center's needs, but community needs as well. Community projects are supportive of the Workforce Investment Act challenge to expand community ties and student participation in community activities.

(3) The individual designated by the Center Director to oversee VST projects shall initiate coordinating sessions with the NTC instructor(s) involved in VST projects. These meetings shall be scheduled at least every 2 weeks for the purposes of: assessing the progress on current VST projects; reviewing/adjusting the plans/schedules for the next 2-week period; ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed, as well as formulating long-range plans. Minutes of each meeting will be maintained by the Center Director's representative and copies provided in a timely manner to all attendees as well as to those who were not present.

(4) Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, and residential and support services commensurate with those at the center. The NTC instructors shall not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where VST assignments make it necessary for NTC staff to live at the VST site, the prevailing General Services Administration (GSA) per diem rate will apply. In the event

housing is provided, the prevailing GSA Meals and Incidental Expenses (M&IE) rates shall be applicable and paid for by the center operator.

(5) NTC instructors shall involve students in the planning of VST projects. Further academic, social, and employability skills training, in addition to the application of vocational skills, shall be incorporated in all VST projects as part of the overall learning experience and the skills essential for success on the job.

Note: The TCU WEP and FITP are intended to assist TCU students through the transition from classroom instruction to actual on-the-job working conditions. If TCU determines that the student will have insufficient funds to successfully complete WEP or FITP and make the transition to independent living, TCU may use their contract funds, if available, to provide additional assistance for lodging, meals, transportation, clothing, or other job-related expenses.

If it is determined that the student will require additional financial assistance beyond the normal WEP period (30 work days – 42 calendar days), TCU may, with prior approval of the national government authorized representative (GAR), provide additional financial assistance for the GAR-approved extension period.

d. Related Training Issues

(1) All NTC training shall be conducted in an environment and under conditions as close as possible to that found in the industry/trade and, as applicable, shall be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the United States Department of Labor (USDOL) Bureau of Apprenticeship and Training, when such training standards exist.

(2) While students will be encouraged to complete all TARs associated with their NTC trade, they must successfully achieve all the requirements of at least one (1) Job Corps-approved, completion level TAR before they can be certified as a vocational completer. In addition, each student completing an NTC program will take the appropriate Job Corps qualifying test for Apprenticeship and Training applicants, if applicable.

(3) Throughout their training, students will be taught the importance of attaining and applying the employability skills listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills throughout their vocational training experience, including VST and WBL.

(4) Consistent with a major element of Job Corps' CDSS (i.e., providing career development activities tailored to each student's individual needs), centers and NTC staff shall jointly develop student schedules. Every effort shall be made to schedule students to attend vocational classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional 8 hours

to accommodate activities that clearly and directly support students' success in securing and retaining training-related employment. For example, the time required by both academic and NTC instructors to plan for curriculum integration and for establishing mentoring arrangements and WBL sites with employers, fall into this category. Likewise, the participation of NTC staff and students in each center's Social Skills Training (SST) program is an important learning opportunity that may also be scheduled during the workday. These exceptions notwithstanding, and in accordance with the PRH, "Centers shall: Develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workplace."

(5) Hands-on training and related shop/classroom training shall be divided approximately 70% and 30%, respectively (not applicable to TCU).

(6) A standard training week shall be 40 hours, Monday through Friday, excluding center-observed holidays.

(7) While many of the basic vocational training programs may require a minimum of 52 weeks or 1,000 hours for the average student to complete, NTC students will vary in how much time they actually need to complete because programs are competency based.

(8) NTCs agree to maintain the following student slots-per-instructor ratios, in accordance with their national contract:

CONTRACTOR	TRADES	TOTAL SLOTS PER INSTRUCTOR
IMI	• Bricklaying; Tile Setting; Plastering • Advanced Masonry Crafts	20 for all basic programs 10 (full-time)
IUPAT	• Painting; Glazing; Sign Painting; Floor Covering	20 for all programs
HBI	• Facilities Maintenance; Electrical; Landscaping; Plumbing; • Carpentry; Painting; Bricklaying	24 for all programs
National Plastering Industry's JATF	• Plastering; Cement Masonry • Advanced Cement Masonry	20 for all basic programs 10 full-time for advanced
UBC	• Carpentry	20 for all programs
UAW/LETC	• Basic Auto/Truck Repair • Basic Collision Repair	12 for all programs

CONTRACTOR	TRADES	TOTAL SLOTS PER INSTRUCTOR
	• Parts Department • Advanced Collision Repair • Heavy Duty Truck Repair	
TCU	• Transportation/ Clerical Worker	40/50 2-3 instructors
IUOE	• Heavy Equipment Operator	12
	• Heavy Equipment Mechanic	16
	• Stationary Engineer	20
	• Surveyor	18
	• Basic Paving	20
	• Advanced Paving	10 (full-time)

(9) During the period that students are under the supervision of NTC instructors, they shall be responsible for:

- the center Safety and Occupational Health Plan, as well as industry, state, local, and OSHA trade-related safety rules, regulations and standards;
- center rules and regulations, including those pertaining to safety;
- center student conduct standards; and
- student accountability.

NTC instructors shall work closely with the center safety officer and the Health and Wellness manager/administrator on all matters concerning the health and safety of students.

5. STUDENT CONDUCT STANDARDS

Center Director-established student conduct standards and disciplinary procedures will be used by the NTC staff as a basis for dealing with any significant student problem while in vocational training. To prevent injuries to students/instructors, NTC instructors have the authority to immediately suspend from class a student who has seriously and/or repeatedly violated safety/disciplinary rules or regulations. In these situations, NTC instructors shall advise the Center Director of the action taken as soon as practicable. Further, NTC instructors shall recommend to the vocational manager and Center Director the permanent removal of students from NTC trades who continue to disregard safety rules and procedures.

NTC instructors shall be part of the center's process for determining the readmission of students to NTC classes.

6. STUDENT-RELATED ACTIVITIES

a. NTC instructors shall actively participate in the Evaluation of Student Progress (ESP) panels for students enrolled in NTC training programs. NTC staff and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to vocational training classes.

b. NTC instructors shall notify appropriate center staff, on a timely basis, when students are within 60 days of vocational completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a registered apprenticeship opportunity, the NTC instructor and CDSS manager/specialist shall work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates, as applicable, with transition allowances and WBL funds.

c. The NTC has the primary responsibility for:

(1) ensuring that NTC students successfully complete all vocational training requirements identified in the TAR(s), including the employability skills;

(2) placing NTC vocational graduates into training-related jobs at wages that contribute to their self-sufficiency; and

(3) when capable, and in coordination with the CDSS manager/specialist and/or designated CTS provider, ensuring that needed career transition support services are made available.

d. NTCs will work closely with Center Directors in support of their responsibility to provide driver's education training for all eligible students beginning in the CPP. This is essential for those students assigned to auto/truck repair, but it is also important to those in construction trades as well as the TCU program. Further, completers of automotive repair training must be able to operate both automatic and standard shift vehicles in order to be hired. NTCs shall support centers' efforts to meet the needs of these students.

7. FACILITY REQUIREMENTS, EQUIPMENT, AND SUPPORT SERVICES

The center operator shall provide the NTC with appropriate and adequate vocational shop training and administrative space, and the support services listed below. Subject to the center's fire, security, and related safety policies, the NTC shall be responsible for maintaining security of the assigned space, including the establishment of a limited access policy.

The center operator shall provide the NTC, at no cost, with the following equipment and support services as part of the center operator's contract. Some requirements will vary for NTC advanced training (AT) programs:

a. Shop and VST equipment, materials, and supplies (a detailed listing of equipment shall be included as part of the MOU). Desks and chairs for classrooms will also be provided

b. Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade

c. Acquisition, maintenance, repair, and replacement of vocational and administrative equipment

d. Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business. In addition, cell phones will be provided to NTC instructors when working with students at off-center projects, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated

e. FAX and copying services in instructor offices. Where this is not possible, other arrangements shall be in place that are convenient for instructors to use such services

f. Safe and adequately equipped vehicles to support training activities/projects

g. Mail (postage)

h. Trash and garbage collection

i. Utilities

j. Locking file cabinets

k. Computer equipment (hardware and software): (1) in each NTC instructor's office, capable of accessing the CIS, CTS, and the Job Corps Career Development Resource Center (JCCDRC) Web site, and (2) in each NTC classroom/shop to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, shall also be made available to NTC staff.

l. Video cassette recorders (VCRs), monitors, and other appropriate audio visual (AV) equipment, to support training

m. Secretarial/clerical assistance, when the need is justified

n. Security for vocational training facilities during outside normal working hours

o. Transportation and meals for students participating in VST, WBL, and other work-experience activities

p. Fire protection and OSHA-approved safety programs at vocational facilities

q. OSHA-required safety equipment (e.g., eye, hand, face, and fall protection) and other personal protective equipment that is required in the trade and that meets OSHA standards

r. The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target group documentation is accessible

s. Vocational clothing for students including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items (includes those students who may be assigned by the center above the contracted class/surge level)

t. Appropriate attire for VST projects and WBL assignments and, as applicable, requirements imposed by OSHA, state law, industry standards, as well as the specific job site

u. Immediate and accurate entry into the CIS of the following NTC-provided information/data: (1) vocational student data, including vocational entry dates and completion levels, as they occur; (2) any and all corrections, when notified by the NTC, along with verification to the NTC when the corrections are made; and (3) placement results, as determined by the center or as provided by the NTC

v. Copies of the 678 Forms and Vocational Evaluation System (VES) 10 and 20 Reports, or subsequently developed vocational training performance reports (VTRC), on a regular and timely basis, and the provision of staff training regarding the VTRC reports, when necessary

w. Shipping tool kits to students, when requested by NTC programs

x. Transportation to and from WBL/WEP/VST sites, industry/trade certification/accreditation sessions, and job interviews

y. Consistent with the center training plan, as described in the PRH, NTC staff will participate in all training designated for vocational instructors, including standard first aid and cardiopulmonary resuscitation (CPR)

z. Security for vocational training facilities, including on-center VST sites, outside of normal working hours

8. TRAINING MATERIALS AND SUPPORT

a. The NTC shall provide each student and instructor with such instructional materials and publications, as necessary, to adequately conduct quality vocational training. Training-related videos that have proven to be successful in supporting classroom instruction will also be made available by the NTC, as well as an updated listing of Internet Web sites that contribute to student learning and the professional development of NTC instructors.

b. With the exception of all UAW/LETC programs, IUOE operator, paving and surveying programs, and TCU programs, the NTC contractor shall provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits shall be made available AT NO COST to NTC students who successfully complete vocational training, as well as to non-completers referred to training-related jobs. Sixty (60) days prior to the start of each contract year, NTCs shall submit to the NTC GAR, for approval, a list of tools that will be

provided in each tool kit. A copy of the approved lists shall be provided to center operators by the NTC.

For the UAW/LETC programs, the center operator will provide tool kits AT NO COST to students who successfully complete vocational training, as well as non-completers referred to training-related jobs. NTCs will work in partnership with the center operator/director to ensure that the tool kits meet, as much as practicable, the needs of the trades involved so that students can be successful in securing and retaining training-related jobs.

Students completing the TCU and IUOE operator, paving, and surveying programs do not receive tool kits.

c. With the exception of TCU, NTCs usually provide students with several articles of clothing (e.g., T-shirts and a work cap) bearing the insignia of the particular NTC. A number of NTCs have expanded these basic items to include one or more of the following: hard hat, work pants, jacket, belt, and sweatshirt.

9. AUTOMATED CAREER TRANSITION SYSTEM (CTS)

a. NTC instructors and field staff/coordinators shall be responsible for the timely and accurate entry of the following data into the Career Transition System:

(1) Post-center contact with graduates, including current contact information, job development, referral and placement activity, and transition support needs and services provided

(2) Updated information related to employment and earnings status of graduates, as well as job training match, especially acceptance into registered apprenticeship programs

b. Each CTS provider assigned an NTC graduate is responsible for verifying the placement when the NTC records such accomplishment in the CTS. Verification activities shall be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the Center Information System (CIS) as expeditiously as possible.

If a CTS provider routinely delays the verification and/or placement reporting process, the NTC shall report this matter to the appropriate official(s) in the CTS provider organization, as well as to the assigned regional project manager, in an attempt to correct the problem. Where this is not successful, the national GAR shall be notified in writing including, at a minimum, the following information:

- The name of the CTS-provider (contractor) organization involved, and the dates and names of the organization's official(s) contacted by the NTC to resolve the delays.
- For each NTC graduate affected, provide his/her name, Social Security number, the date the placement was recorded in the CTS reporting system by the NTC, and how many calendar days it took for the CTS provider to (1) complete the verification process, and (2) record the verified placement in the CTS. Other, pertinent information should be reported, such as: delay(s) that extend beyond the

"window" of opportunity for recording placements; the impact on annual performance results; and, if applicable, the future of the specific NTC training program where the student completed training.

10. NTC STAFF RESPONSIBILITIES

a. NTC Instructors

(1) NTC instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors towards students or staff, failure to supervise students and maintain order and discipline, or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, and possibly the loss of employment. NTC field and headquarters officials shall take immediate and appropriate action when such incidences are verified. Where the NTC fails to respond expeditiously and adequately, the NTC GAR will become involved and initiate whatever corrective actions/measures that may be needed.

(2) NTC instructors shall periodically communicate with center staff who serve NTC students in other program areas (e.g., academic and residential). The purpose of such contact is to determine how NTC students are meeting their responsibilities in these other areas, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the NTC instructor, acting as a role model, shall endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to NTC instructors' participation in student Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent early terminations as a result of the Zero Tolerance (ZT) policy, Absent Without Leave (AWOL) situations, etc., and increase the number of NTC vocational completers.

(3) NTC instructors are encouraged to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

(4) When requested by center officials, NTC instructors who use center vehicles must show proof of a valid driver's license. NTC instructors will also immediately notify appropriate center officials of any changes/restrictions to their license, when they occur.

b. NTC Field Staff

(1) NTC field staff shall be fully knowledgeable about the performance of NTC programs and instructors. As required by the Vocational Reporting and Improvement System, for individual training programs performing below established standards or on probation, NTC field staff shall work collaboratively with the instructor, as well as center and regional staff, to

develop, successfully implement, and monitor Program Improvement Plans (PIPs). In meeting these responsibilities, it is extremely important that field staff first make productive use of all available means of communications, including electronic, and fully assess performance reports generated by the Job Corps program and the NTC, before center visits are planned. Center travel shall be limited to situations where face-to-face contact is absolutely essential.

(2) For those NTC instructors having difficulty teaching students and/or dealing effectively with problems associated with student conduct, field staff shall provide or arrange for the provision of necessary assistance and support.

(3) NTC field staff shall ensure that NTC instructors are contributing to the effectiveness of centers' CDSS Plans, and not acting independently or with sole regard to their responsibilities as instructors. NTC instructor support and participation in a broad spectrum of student/staff programs and activities benefit student retention, learning, and their future success in the labor market. NTC field staff shall also participate in the Regional Appeals Process.

(4) Where significant problems associated with a particular NTC instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, NTC field staff shall take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an NTC instructor; however, before a final decision of this type is made, the Center Director and assigned Regional Office project manager shall be notified. These individuals shall have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate NTC official(s) for consideration prior to a final decision being made by the NTC.

(5) In cooperation with NTC instructors and appropriate center officials, field staff will also ensure that each program remains full, and that by the close of each program year at least 51% of the contracted slots for each NTC result in placements, as defined by the PRH. As described in the section on Performance (12), slot utilization is a cost-effectiveness issue that must continually be monitored and, as warranted, have problems effectively addressed.

(6) NTC field staff shall also establish meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates.

(7) NTC field staff will visit centers, when justified. To the extent practicable in these situations, the Center Director shall be notified in advance of visits. Further, following each visit, the NTC field staff shall conduct an

exit conference with the Center Director or her/his designee, and other officials, as appropriate, to review significant findings and address issues affecting program performance, particularly if the program is on probation and/or under a Performance Improvement Plan (PIP).

(8) Field staff shall also establish and maintain contact with appropriate regional project managers concerning NTC program and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level.

11. RESOLVING ISSUES

a. NTC instructors shall work cooperatively with the Center Director and appropriate staff to informally resolve all issues. Where necessary, these

b. Efforts shall also involve the assigned field coordinator/specialist, higher-level NTC officials, and the Regional Office project manager. However, in the event that an informal resolution is not possible, the NTC contractor shall immediately request the assistance of the NTC GAR. Concurrently, the Center Director shall notify the Job Corps Regional Office project manager to assist in the resolution process.

The NTC GAR and Regional Office project manager shall work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps Deputy National Director shall be the final arbiter. At no time during this entire process shall the center operator/director, NTC officials, including field staff and instructors, take any action that could adversely affect the training of students in the NTC program or functioning of the center.

c. In those instances where the Center Director requests the permanent removal of an NTC instructor, such requests shall be in writing to the NTC national GAR and the designated Regional Office project manager, with copies to the assigned NTC field staff/coordinator or, if one does not exist, the NTC national director. The written communication shall include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor.

These provisions apply to all Job Corps centers where NTC programs exist, including agency-operated centers.

12. PERFORMANCE

NTC performance shall be evaluated by Regional Directors, as well as the national GAR and other appropriate National Office staff, based primarily on results from the Vocational Reporting and Improvement System (VRIS).

Slot Utilization – The Minimum Productivity Rule

It is incumbent upon each NTC to work closely with center staff to ensure that all classes remain full throughout the program year, and that at least 51% of the contract slots for each NTC program (see chart at section 4.d above) result in placements as defined by the PRH. It is

important to note that regardless of a program's overall or individual activity rating on the Vocational Report Card, if the above cited, minimum placement percentage is not achieved by the close of a program year, the program will be designated as a substandard performer (Grade D), and subject to sanctions, including probation and/or slot reduction, or closure, as appropriate.

Ensuring that classes remain full requires NTC instructors and field staff to work cooperatively with center and, as necessary, regional staff, to try and prevent student terminations from occurring prior to completing a trade. As described earlier, this includes ongoing and effective communications between NTC instructors and a variety of center staff that also deal with NTC students, to determine student performance in other required areas of the Job Corps program and where NTC instructors may be able to positively influence student behavior. Where planned prevention (early intervention) techniques and activities are not successful, NTC instructors and field staff shall work as a team together with center staff and the regional project manager to find effective measures to prevent/minimize early terminations, particularly those resulting from AWOL and Zero Tolerance violations.

13. ADMINISTRATIVE PROVISIONS

a. Staff and Leave Provisions

(1) The workday (starting and ending times) shall be in accordance with center policy.

(2) Annual Leave – must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of the NTC and may be granted only after timely notification has been provided to the Center Director or her/his designee, and their comments have been carefully considered by the NTC.

(3) Sick Leave – to the extent practicable, NTC instructors are expected to notify the Center Director or her/his designee prior to the first scheduled class when sick leave must be taken.

(4) With the exception of prescheduled center activities described previously, no overtime or center holiday work shall be performed unless requested in writing by the center operator and accepted by the NTC contractor. Overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

(5) The Center Director shall provide qualified substitutes for up to the first 10 working days that an NTC instructor is on sanctioned leave, or where there is an unexpected termination or resignation of an NTC instructor. After the first 10 working days, the NTC contractor is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

b. Other

(1) The Center Director shall be notified in a timely manner by the NTC field staff, or another appropriate NTC official, of any instructor change so that

related center administrative, operational, and logistical matters can be adequately addressed.

(2) The Center Director or his/her designee shall sign weekly timesheets verifying the NTC instructor(s) time on center (where TCU operates vocational programs, other arrangements may be made).

Name and Title of Center Operator or Designee: _____

Name and Title of NTC Administrator or Designee: _____

APPENDIX 302a

MEMORANDUM OF UNDERSTANDING

Home Builders Institute (HBI)

Where the Home Builders Institute (HBI) Job Corps Program operates, the provisions of this Memorandum of Understanding (MOU) apply to HBI Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym HBI appears throughout this MOU, it represents the HBI Job Corps Program. Should any differences exist between this MOU and the Statement of Work (SOW) for HBI, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between HBI and the _____ Job Corps Center Director entered into this _____ day of_____, 2008. (Appropriate signatures required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

HBI shall provide 144 contracted career technical training programs at 67 centers (including agency centers), totaling 3,442 slots (these figures are valid as of April 2008).

HBI Training Program	Number	Slots
Bricklayer	3	72
Carpentry	21	504
Electrician	33	792
Facilities Maintenance	53	1,272
Landscaping	4	96
Painting	8	192
Plumbing	21	504
Work-Based Learning at DOL in Washington, DC	1	10
Total	144	3,442

To modify any of the above figures, HBI is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices and Center Directors. All changes in any of the above categories shall be reflected through fully executed

Contract Modifications initiated by the National Office of Job Corps.

HBI shall offer training programs in accordance with the student/instructor ratios listed below:

HBI Training Program	Total Slots per Instructor
Bricklayer	24
Carpentry	24
Electrician	24
Facilities Maintenance	24
Landscaping	24
Painting	24
Plumbing	24
Work-Based Learning at DOL in Washington, DC	10

3. BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES

HBI, in collaboration with centers where HBI programs operate and provide services, and to the extent that adequate resources are made available, shall provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. HBI shall deliver these in accordance with the:

- Workforce Investment Act (WIA) of 1998, as amended, and implementing regulations;
- President's High Growth Job Training Initiative;
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances;
- Career Development Services System (CDSS); and
- Memorandum of Understanding (MOU) signed by an HBI Executive or designee and each Center Director or designee where HBI operates career technical training programs.

The following are specific responsibilities for HBI and all Center Directors where HBI programs exist:

A. **NTC Operation Plan –** HBI shall develop, in conjunction with centers and Regional Offices, as appropriate, an *Operation Plan* and submit it to the Job Corps National Contracting Officer Technical Representative (COTR) within 90 days of the plan template being available following final contract definitization and award in the first base year. For the second base year and each option year, provided that the National Office of Job Corps extends the contract with HBI, HBI shall revise its *Operation Plan* and submit a summary of all changes, if applicable, to the National COTR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of HBI Job Corps Program

administrative structure, operation systems, and processes for all its recruitment, training, placement (including registered apprenticeship programs), and follow-up services to students; HBI staff qualifications and annual professional development plans; and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.

B. **Industry Skill/Training Standards –** HBI shall provide training programs that lead to high growth, high demand, and high wage positions in the construction industry. HBI shall align all their technical training programs to the latest skills/training standards of the construction industry.

C. **Training Outcomes –** HBI shall provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from HBI programs include the following categories:

a. Students enter a registered apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities, or

b. Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the Armed Forces, or

c. Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which HBI has provided the training.

D. **Placement Services –** To the extent that adequate resources are provided, HBI shall administer initial job placement services for up to 6 months from separation, and career transition support for 12 months following the date the initial job placement is accepted by the Center Information System/Career Transition Services (CIS/CTS), to all graduates. HBI shall provide initial placement services to former enrollees, as defined in PRH 4.2, R1.b, for up to 3 months following separation.

In addition to job placement services, HBI <u>may</u> also provide career transition support services to graduates, such as making arrangements for housing and transportation, where HBI has the capability to effectively deliver such services <u>and</u> the provision of such services has first been coordinated with the designated Career Transition Services (CTS) provider.

HBI instructors and field staff shall work collaboratively with Job Corps regional

officials and center staff to ensure that HBI-provided job placement and, as applicable, career transition support services are coordinated with the development and implementation of each center's Center Plan.

E. **Collaboration With Other Job Corps Entities –** It is imperative that HBI establish and maintain open and professional communication with Department of Labor (DOL) regional officials and staff from centers, operators, and Outreach and Admissions (OA) and CTS contractors. The National Office of Job Corps encourages HBI to work with all related entities referenced above, within established protocol, to address and resolve any area of concern before seeking involvement of the NTC COTR and the National Office. Within available resources, HBI shall also try to conduct a minimum of one face-to-face meeting with each DOL Regional Director in each program year, collectively with the other NTCs if possible, to synchronize goals, priorities, and solutions to problems.

Center Directors shall provide corresponding cooperation to HBI in all areas related to HBI contracted services.

F. **Center Curriculum Development** – HBI shall have appropriate staff fully participate in the curriculum development process at each center where HBI operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by HBI national executive, sharing HBI-developed instructional resources, techniques, and methods that contribute to student success.

G. **Center Industry Council and Business Community Liaison Functions –** HBI shall fully support the functioning of the Center Industry Council, and the Business and Community Liaison (BCL) in improving the quality of career technical training programs and creating meaningful linkages with individual employers, labor and business organizations, One-Stop centers/partners, state and local Workforce Investment Boards, and local Youth Councils.

H. **Disability Issues –** HBI shall follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. HBI will work closely with the Center Director's designee for disability issues to ensure that students with disabilities who are interested in HBI trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). HBI shall ensure that no Job Corps students with disabilities are denied entry into HBI programs for any discriminatory reason.

I. **Safety** – HBI shall follow all federal, state, local, center, and HBI-specific safety regulations and requirements during the technical training process and, in cooperation with center officials, ensure that all training areas are clean and well-maintained. HBI shall advise the centers and NTC COTR, in writing, of current industry standards and

employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers.

J. **Enrollment of Female Students and Instructors –** HBI shall make every effort to increase the number of female graduates each program year.

In an effort to achieve the above objective, HBI shall develop and use creative and effective techniques and strategies during Outreach and Admissions and the Career Preparation Period, to educate and interest female students about HBI careers. As applicable, HBI will work closely with Job Corps Regional Office officials, recruitment contractors, and center staff who manage the Career Preparation Period (CPP) about adopting these techniques and strategies.

HBI is also encouraged to seek and develop meaningful partnerships with local, state, and national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.

Center Directors shall provide assistance to HBI in these efforts.

K. **Recruits From Industry/Business –** As applicable, HBI shall inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related HBI training at Job Corps centers. HBI staff shall coordinate with the appropriate Outreach and Admissions (OA) contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff shall support HBI in such recruitment efforts.

L. **Student Selection of HBI Programs –** HBI shall follow center procedures for the assignment of students to career technical programs. To the greatest extent possible, these should include the participation of HBI instructors in the selection process, and providing students an opportunity to learn as much as possible about HBI specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

Where slots are available, Job Corps-qualified applicants referred to specific HBI programs by the groups cited in 3.K shall be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center's Career Preparation Period (CPP), the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, he/she shall be permitted to do so.

Center Directors and designated staff shall collaborate with HBI in such trade selection

efforts.

M. **Enrollment Criteria for HBI Programs –** The specific selection criteria for students participating in HBI training programs are as follows:

a. Age

No student can be denied access to an HBI program because of age. However, because most HBI programs and related employers, as a condition of employment in the construction industry, require applicants to be at least 18 years of age, and certain HBI trades have significant safety-related responsibilities, the Center Director, or her/his designee, and HBI instructor(s)/field coordinator shall jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution shall be agreed upon that will not adversely impact students or HBI performance.

b. Driver's License

Students who are prevented from obtaining a valid driver's license (include a Commercial Driver's License [CDL]), due to serious previous violations, etc., shall not be enrolled in HBI programs requiring a driver's license as a condition of employment.

Employers in many construction trades consider a driver's license an essential tool in securing and maintaining employment. Therefore, where adequately functioning driver's education programs do not exist at centers, or at facilities arranged by centers, Center Directors shall collaborate with Regional Offices to ensure that this critical certification is available to all HBI students, and that plans are operational to begin the process of registration and gaining practical driving experience, according to state requirements, early in students' participation in Job Corps. Center Directors, Regional Offices, and HBI shall make every effort to enable every HBI graduate to attain a full driver's license before post-Job Corps employment.

c. Health

Unless the center physician determines that participation in a particular program would be a direct threat to the student, other students, and/or the instructor, the condition of a student's health shall not be a factor affecting his/her participation in an HBI trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, HBI is not authorized to collect information, formally or otherwise, regarding the health/disability status/history of a potential enrollee, or a student who has or has not, as yet, entered an HBI trade. These matters are solely within the purview of the center physician.

Once a student is enrolled in an HBI training program, center health staff will share relevant information about a present health condition that may be aggravated by training activities supervised or conducted by HBI instructors or that could cause harm to the student or another student, for the purpose of avoiding such health aggravation or harm.

For students with disabilities who have a reasonable accommodation plan, HBI instructors must ensure that the reasonable accommodations/modifications indicated in the plan are provided. The center disability coordinator will inform HBI instructors and/or their supervisors of the existence of an accommodation plan for a particular student.

d. Academics

Students must have a proficiency level in reading and math that will enable learning in an HBI trade, understanding and following instructions and, where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, and machinery, and adherence to specific OSHA/industry safety guidelines.

4. STUDENT TRAINING

A. **Career Preparation Period –** During the Career Preparation Period (CPP), HBI instructors, as appropriate and in recognition of time constraints imposed on them by daily training schedules and other mandates impacting their availability, shall educate new students about the advantages of participating in HBI training and work with interested students to observe training.

B. **Career Development Period –** HBI instructors shall work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based-Learning standards described in the PRH.

a. **Work-Based Learning (WBL) –** HBI instructors shall work in partnership with appropriate center staff in establishing meaningful Work-Based-Learning (WBL) opportunities associated with HBI trades. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects, formerly known as VST, and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all HBI students to observe work-site activities early in their career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and guidance to students regarding their employability and career technical skills as well as their adherence to established safety and health standards.

b. **Assessing Student Readiness for Work-Site Assignments –** During the Career Development Period, there must be a process for determining each student's readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including HBI instructors.

c. **Applied Academics in CTST Projects –** HBI instructors and field staff shall work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate principles of applied academics standards. In this regard, HBI instructors will be actively involved in the development and teaching (including coordinated instruction and team teaching, where appropriate) of applied academics lessons and modules.

d. **Management of Class Size –** Generally, centers shall not backfill HBI career technical training slots occupied by students who have been assigned to WBL, except in those situations where the WBL student(s) will be separating from Job Corps (e.g., to take a job) within 2 weeks after completing the WBL assignment. In this regard, however, every effort must be made to avoid situations where HBI instructors have very few students in their class over an extended period of time. HBI instructors will closely monitor this situation and work with the career technical manager and other appropriate center staff to ensure that this situation is effectively managed. When HBI instructors are confronted with significantly smaller classes, they are expected to perform other job-related tasks, as time permits. These include, but are not limited to, the following:

- monitoring existing WBL sites, and helping to develop new sites;
- strengthening working relationships with local unions and district councils, employer organizations, and individual employers/contractors;
- working with Job Corps entities to plan and establish various career technical training clusters;
- working with academic instructors to develop applied academic lessons; or
- providing short-term (up to 10 days) introductory training to students on the waiting list for HBI trade, who continue to have a strong desire to enter and complete the trade.

C. **Career Technical Skills Training (CTST)**

a. **Planning –** CTST projects shall be planned for each program year in accordance with the PRH. The Center Director shall designate a qualified, competent center staff member to plan and oversee all CTST projects. HBI instructor(s) shall assist this individual in developing and carrying out the CTST Plan. HBI's designee and the Center Director's designee shall each sign off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the Plan, including a Safety Hazard Analysis for each project in the CTST Plan, prior to submitting the Plan/modification

to the Job Corps Regional Office.

b. **Developing CTST Opportunities –** In cooperation with the Center Director's designee, HBI staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not only the center's needs, but community needs as well. Community projects are supportive of the Workforce Investment Act challenge to expand community ties and student participation in community activities.

c. **CTST Meetings –** The individual designated by the Center Director to oversee CTST projects shall initiate coordinating sessions with HBI instructor(s) involved in CTST projects. These meetings shall be scheduled at least biweekly for the purpose of: assessing the progress on current CTST projects; reviewing/adjusting the plans/schedules for the next 2-week period; ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed; and formulating long-range plans. Minutes of each meeting will be maintained by the Center Director's representative and copies provided in a timely manner to all attendees as well as to those who were not present.

d. **Off-Site CTST Projects –** Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, safety, and residential and support services commensurate with those at the center. HBI instructors shall not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for HBI staff to live at the CTST site, the prevailing GSA per diem rate will apply. In the event housing is provided, the prevailing GSA, M&IE rates shall be applicable and paid for by the center operator.

e. **Student Involvement in CTST Planning –** HBI instructors shall involve students in the planning of CTST projects. Further, academic, career success standards training, in addition to the application of technical skills, shall be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

D. **Related Training Issues**

a. **Realistic Working Environment –** All HBI training shall be conducted in an environment and under conditions as close as possible to those found in the construction industry, and, as applicable, shall be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL Office of Apprenticeship, when such training standards exist.

b. **TAR Completion and Certification/Apprenticeship Enrollment Test –** HBI shall ensure instructional materials are upgraded as necessary to remain aligned with the latest construction industry and/or apprenticeship skills/training standards. HBI TAR(s) shall be developed and formatted in a manner consistent with these standards.

HBI shall assist each student completing an HBI program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

c. **Career Success Skills –** Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and Work-Based Learning.

d. **Scheduling –** HBI staff shall work closely with center staff to develop student schedules. Every effort shall be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional 8 hours to accommodate activities that clearly and directly support students' success in securing and retaining training-related employment. For example, the time required by both academic and HBI instructors to plan for curriculum integration, establishing mentoring arrangements and Work-Based Learning sites with employers, fall into this category. Such exceptions notwithstanding, and in accordance with the PRH, "Centers shall: develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce."

e. **Hands-on Training vs. Classroom Instruction –** Hands-on training and related shop/classroom instruction shall be divided approximately 70% and 30%, respectively.

f. **Training Week –** A standard training week shall be 40 hours, Monday through Friday, excluding center-observed holidays.

g. **Length of Training –** HBI shall require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation.

h. **HBI Instructor Supervision** – During the training period, HBI instructors shall be responsible for:

- *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards;
- center rules and regulations, including those pertaining to safety;

- center student conduct standards; and
- student accountability, including and especially during CTST projects and activities.

HBI instructors shall work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

E. **Student Conduct Standards**

a. **Student Conduct Standards –** HBI staff shall use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

b. **Suspension and Dismissal of Students for Safety and Disciplinary Reasons –** To prevent injuries to students/instructors, HBI instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, HBI instructors shall advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, HBI instructors shall recommend to the career technical training manager and Center Director the permanent removal of students from HBI trades who continue to disregard safety rules and procedures, with adequate documentation.

HBI instructors shall be part of the center's process for determining the readmission of such students to HBI classes.

F. **Student-Related Activities**

a. **Involvement With Center Activities –** As appropriate, and to the extent that commitments during the training day permit**,** HBI instructors shall be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the Career Preparation Period as defined in PRH Chapter 2.

b. **ESP Panel –** HBI instructors shall actively participate in the Evaluation of Student Progress (ESP) Panels for students enrolled in HBI training programs. HBI and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

c. **Coordination of CTS for Graduating Students –** HBI instructors shall notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short

notice, particularly a registered apprenticeship opportunity, HBI instructor and center management shall work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates, as applicable, with transition allowances and WBL funds, and ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

d. **Driver Education –** HBI shall work closely with Center Directors in support of each center's responsibility to provide Driver's Education Training for all eligible students beginning in the Career Preparation Period. HBI shall make every effort to collaborate with center management to help students attain a valid driver's license or learner's permit before graduation.

5. HBI STAFF RESPONSIBILITIES

A. HBI Field Staff/Coordinators

a. **Monitoring Performance –** HBI field staff shall be fully knowledgeable about the performance of HBI programs and instructors. As required by the Career Technical Training Reporting and Improvement System (CTTRIS), for individual training programs performing below established standard or on probation, HBI field staff shall work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). HBI field staff shall actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, HBI field staff shall collaborate with centers and Regional Offices to effectively address issues related to slot utilization.

The ability of HBI field staff to adequately support the activities cited above, particularly those that require travel, is dependent on the amount of resources made available by the National Office of Job Corps for these purposes.

b. **Technical Assistance –** For those instructors having difficulty teaching students and/or dealing effectively with problems associated with student conduct and behavior, field staff are encouraged to provide or arrange for the provision of necessary assistance and support.

c. **Interaction With Center Activities –** HBI field staff shall ensure that HBI instructors are contributing to the effectiveness of the center CDSS Plan, and not acting independently or with sole regard to their responsibilities as instructors.

d. **Actions on Staff Issues –** Where significant problems associated with a particular HBI instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, HBI field staff shall take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an HBI instructor. However, before a final decision of this type is made, the Center Director and assigned project manager shall be notified. These individuals shall have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate HBI official(s) for consideration prior to a final decision being made by HBI.

e. **Business Linkages –** HBI field staff shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the construction industry. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates. The extent of these activities is also dependent on the amount of funds made available for this purpose.

f. **Communication With Center Directors During Visits –** As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, HBI field staff will visit centers, when justified and when adequate resources are available for this purpose. To the extent practicable in these situations, the Center Director shall be notified in advance of visits. Further, following each visit, HBI field staff shall conduct an exit conference with the Center Director, or her/his designee, and other officials, as appropriate, to review significant findings, and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.

g. **Communication With Regional Project Managers –** HBI field staff shall also establish and maintain contact with appropriate regional project managers concerning HBI programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. HBI field staff are encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

B. NTC Instructors

While HBI instructors perform as part of an HBI national contract, they shall cooperate with and be a part of the center and its operation. As required of all center staff, HBI instructors shall function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they shall be active partners with center staff in evaluating student progress and meeting students' needs in support of their social and career development.

a. **Career Technical Training –** HBI instructors shall plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a registered apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the Armed Forces.

b. **Professional Development** – To the extent that adequate resources are made available, HBI instructors shall participate in all professional development activities sponsored by HBI, centers, Regional Offices, and the National Office, as applicable, to increase their effectiveness in developing and delivering standards-based instruction; coordinating instruction; teaching applied academics and related basic skills standards; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

c. **Role-Modeling –** HBI instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff, failure to properly supervise students and maintain order, effectiveness, and safety, or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. HBI field and headquarters officials shall take immediate and appropriate action when such incidences are verified. Where an NTC fails to respond expeditiously and adequately, the National COTR will become involved and initiate whatever corrective actions/measures may be needed.

d. **Communication With Center Staff –** HBI instructors shall periodically communicate with other center staff who also serve HBI students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if HBI students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the HBI instructor, acting as a role model, shall endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to HBI instructors' participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, AWOLs, etc., and increase the number of HBI career technical completers and placements.

e. **Center Activities –** HBI instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

f. **Business Linkages –** HBI instructors shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

g. **Driving Compliance –** HBI instructors shall comply with all related PRH and NTC/center-specific requirements related to driving privileges for employment as well as operating NTC/center vehicles. When requested by center officials, HBI instructors who use center vehicles must show proof of a valid driver's license. HBI instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

6. RESOLVING ISSUES

A. **Process for Resolving Issues –-** HBI instructors shall work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts shall also involve the assigned field coordinator, HBI headquarters officials, and the project manager. However, in the event that an informal resolution is not possible, the HBI national executive shall immediately request the assistance of the National COTR; concurrently, the Center Director shall notify the assigned Job Corps Project Manager to assist in the resolution process.

The National COTR and Regional Office Project Manager shall work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director shall be the final arbiter. At no time during this entire process shall the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the HBI program or functioning of the center.

B. **Center Request for HBI Personnel Change(s) –** In the instances where the Center Director requests permanent removal of an HBI instructor, such requests shall be in writing and concurrently transmitted to the National COTR and the designated Regional Office Project Manager, with copies to the assigned HBI field coordinator and HBI National Project Coordinator. The written communication shall include the specific

reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past.

C. **Center Request for HBI Program Change(s) –** In the instances where the Center Director requests the permanent addition or removal of an HBI training program, such request shall be submitted to the Job Corps National Office, through the Regional Director who must approve the request, in the form of a *Job Corps Career Technical Training Change Request.* The request shall be developed in collaboration with the center operator, the regional project manager, and HBI. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

D. **HBI's Request(s) for Program Change(s) –** To initiate any changes to the contracted training programs (program and slots), HBI is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Appendix 306). Following approval from the Regional Office, the Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices. The DOL Contracting Officer and the NTC COTR will develop and execute a Contract Modification for each HBI program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where HBI programs operate, including agency-operated centers.

7. PERFORMANCE

A. **Annual Performance Assessment –** HBI performance shall be evaluated annually by Job Corps regional staff, the National COTR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specified in the PRH Appendix 501d. For programs that have performed at the "unsatisfactory" level (Grade 'D' on the VTRC) for 1 year and have been placed on probation by the Regional Office of Job Corps following an appeals process, HBI shall develop a Performance Improvement Plan (PIP), in cooperation with affected centers and Regional Office staff. A copy of the PIP will also be submitted to the NTC COTR.

HBI shall work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the "average" level (Grade 'C'), at a minimum. For programs that have performed at the "unsatisfactory" level (Grade 'D') for 2 consecutive years, HBI shall develop and file an appeal, jointly with the center, if possible, to the Job Corps National Office. Following the appeals process, the National Office of Job Corps

will render a final decision, which could be closure or another period of probation.

HBI programs that have performed at the "exceptional" level (Grade 'A') for 2 consecutive years, will be recognized by the Job Corps National Office with a Certificate of Recognition.

B. **Registered Apprenticeship Placements –** To the extent that adequate resources are available, HBI shall develop and maintain a productive and meaningful relationship with local unions, district councils, national/ regional/ local business-industry organizations, and individual employers that can place Job Corps graduates into registered apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, HBI, with approval and support from the National COTR, will make every effort to increase graduates' placement into registered apprenticeship programs and/or training-related jobs, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the construction industry.

Where applicable, HBI shall collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with HBI in placing graduates in registered apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation, HBI students have an opportunity to secure a valid driver's license.

8. REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), HBI shall determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students'/instructors' safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

HBI instructors shall also provide advice to center and Regional Office officials regarding the adequacy of training facilities, particularly as it relates to ensuring the safety and well-being of students; security of equipment, supplies, and materials; and other factors impacting the learning environment.

The Center Director shall provide HBI with appropriate and adequate career technical training and administrative space and the support services described below. Subject to a center's fire, security, and related safety policies, HBI shall be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy.

HBI shall work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal HBI operation hours and in accordance with all government property management regulations and requirements.

The center operator shall provide HBI, at no cost, the following equipment and support services as part of the center operator's contract.

(A) Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by HBI for each career technical training program that they offer at a specific center shall be included as part of the MOU). Desks and chairs for classrooms will also be provided.

(B) Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade.

(C) Acquisition, maintenance, repair, and replacement of career technical and administrative equipment.

(D) Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business. In addition, cell phones will be provided to HBI instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.

(E) FAX and copying services in instructor offices. Where this is not possible, other arrangements shall be in place that are convenient for instructors to use such services.

(F) Safe and adequately equipped vehicles to support training activities/projects.

(G) Mail (postage).

(H) Trash and garbage collection.

(I) Utilities.

(J) Locking file cabinets.

(K) Computer equipment. This includes hardware and software in each HBI instructor's office, capable of accessing the Internet, CIS, CTS, and the Job Corps Career Development Resource Center (JCCDRC) Web site. It also includes hardware and software in each HBI classroom/shop, capable of accessing the Internet, to support

student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, shall also be made available to HBI staff.

(L) DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training.

(M) Transportation and meals for students participating in CTST, Work-Based Learning, and other work-experience activities.

(N) Fire protection and OSHA-approved safety programs at career technical facilities.

(O) OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards.

(P) The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target-group documentation is accessible.

(Q) Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items (including those students who may be assigned by the center above the contracted class/surge level). HBI is contracted to provide hard hats to students.

(R) Appropriate attire for CTST projects and Work-Based Learning assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards.

(S) Immediate and accurate entry into the CIS, the following HBI-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by HBI along with verification to HBI when the corrections are made; and (c) placement results, as determined by the center or as provided by HBI.

(T) Copies of the 678 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary.

(U) Shipping tool kits to students, when required by HBI.

(V) Transportation to and from Work-Based Learning/WEP/CTST sites, industry/trade certification-accreditation sessions/tests, and job interviews.

(W) Consistent with the Center CDSS Plan, as described in the PRH, HBI staff will be a part

of all training designated for career technical instructors, including standard First Aid and CPR.

(X) Secretarial/clerical assistance, when the need is justified.

(Y) Security for career technical training facilities, including on-center CTST sites, outside of normal working hours.

9. TRAINING MATERIALS AND SUPPORT

A. **Instructional Materials –** HBI shall provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-Rom-based or Web-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by HBI, as well as an updated listing of Internet Web sites that contribute to student learning and the professional development of HBI instructors.

B. **Student Tool Kits –** HBI shall provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits shall be made available at no cost to HBI students who successfully complete career technical training and locate jobs that match the technical training. A copy of approved tool lists shall be provided to Center Directors by HBI.

The NTCs will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

10. AUTOMATED CAREER TRANSITION SYSTEM (CTS)

It is imperative that HBI comply with Job Corps policy (Program Instructions No. 06-08 and No. 06-25) to safeguard students' Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps' Center Information System (CIS) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. HBI shall also protect students' PII in all the paper-based documents, including TARs, in accordance with Job Corps Program Instruction No. 06-23.

Center Directors shall collaborate with and provide assistance to HBI to meet this important requirement.

A. **Data Entry into CTS –** HBI instructors and field staff/coordinators shall be responsible for the timely and accurate entry of the following data into the automated Career Transition System.

a. Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided.

b. Upgrade information related to graduates, especially acceptance into registered apprenticeship programs, wage increases, and job training match data.

B. **Verification of Placement Data by CTS Providers –** Each Career Transition Services (CTS) provider assigned an HBI graduate is responsible for verifying the placement, when HBI records such accomplishment in the CTS. Verification activities shall be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

C. **Resolving Issues With CTS Providers –** If a CTS provider routinely delays the verification and/or placement reporting process, HBI shall report this matter to the appropriate official in the CTS provider organization, the Center Director, and the assigned regional project manager, in an attempt to correct the problem. Where this is not successful, the National COTR shall be notified in writing including, at a minimum, the following information:

a. The name of the CTS-provider (contractor) organization involved, and the dates and names of the organization's official(s) contacted by HBI to resolve the delays.

b. The HBI graduate's name, student identification number, the date the placement was recorded in the CTS reporting system by HBI, and how many calendar days it took for the CTS provider to: (1) complete the verification process, and (2) record the verified placement in the CTS. Other pertinent information should be reported, such as: delay(s) that extend beyond the 'window' of opportunity for recording placements; the impact on annual performance results, and, if applicable, the future of the specific HBI training program where the student completed training.

11. ADMINISTRATIVE PROVISIONS

A. HBI Staff Leave Provisions

a. **Workday –-** The workday (starting and ending times) shall be in accordance with center policy.

b. **Annual Leave** – Must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of HBI and may be granted only after timely

notification has been provided to the Center Director, or her/his designee, and their comments have been carefully considered by HBI.

c. **Sick Leave** – To the extent practicable, HBI instructors are expected to notify the Center Director, or her/his designee, prior to the first scheduled class when sick leave must be taken.

d. **Overtime –** With the exception of pre-scheduled center activities, no overtime or center holiday work shall be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

B. **Substitute Instructors**

The Center Director shall provide qualified substitutes for up to the first 10 working days that an HBI instructor is on sanctioned leave, or where there is an unexpected termination or resignation of an HBI instructor. After the first 10 working days, the HBI contractor is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

C. **Time Sheet Verification**

The Center Director, or his/her designee, shall sign weekly time sheets verifying HBI instructor(s) time on center.

12. SIGNATURES

_____

Name and Title of Center Director or Designee (Please Print)

_____ _____

Signature of Center Director or Designee Date

_____

Name and Title of HBI Executive or Designee (Please Print)

_____ _____

Signature of HBI Executive or Designee Date

APPENDIX 302b

MEMORANDUM OF UNDERSTANDING

International Masonry Institute (IMI)

Where the International Masonry Institute (IMI) Job Corps Program operates, the provisions of this Memorandum of Understanding (MOU) apply to IMI Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym IMI appears throughout this MOU, it represents the IMI Job Corps Program. Should any differences exist between this MOU and the Statement of Work (SOW) for IMI, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between IMI and the _____ Job Corps Center Director entered into this _____ day of_____, 2008. (Appropriate signatures required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

IMI shall provide 41 contracted career technical training programs at 39 centers (including agency centers), totaling 820 slots (these figures are valid as of April 2008).

IMI Training Program	Number	Slots
Bricklayer	33	660
Tile Setter	8	160
Total	41	820

To modify any of the above figures, IMI is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices and Center Directors. All changes in any of the above categories shall be reflected through fully executed Contract Modifications initiated by the National Office of Job Corps.

IMI shall offer training programs in accordance with the student/instructor ratios listed below:

IMI Training Program	Total Slots per Instructor
Bricklayer	20

IMI Training Program	Total Slots per Instructor
Tile Setter	20

3. BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES

IMI, in collaboration with centers where IMI programs operate and provide services, and to the extent that adequate resources are made available, shall provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. IMI shall deliver these in accordance with the:

- Workforce Investment Act (WIA) of 1998, as amended, and implementing regulations;
- President's High Growth Job Training Initiative;
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances;
- Career Development Services System (CDSS); and
- Memorandum of Understanding (MOU) signed by an IMI Executive or designee and each Center Director or designee where IMI operates career technical training programs.

The following are specific responsibilities for IMI and all Center Directors where IMI programs exist:

A. **NTC Operation Plan** – IMI shall develop, in conjunction with centers and Regional Offices, as appropriate, an *Operation Plan* and submit it to the Job Corps National Contracting Officer Technical Representative (COTR) within 90 days of the plan template being available following final contract definitization and award in the first base year. For the second base year and each option year, provided that the National Office of Job Corps extends the contract with IMI, IMI shall revise its *Operation Plan* and submit a summary of all changes, if applicable, to the National COTR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of IMI Job Corps Program administrative structure, operation systems, and processes for all its recruitment, training, placement (including registered apprenticeship programs), and follow-up services to students; IMI staff qualifications and annual professional development plans; and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.

B. **Industry Skill/Training Standards –** IMI shall provide training programs that lead to high growth, high demand, and high wage positions in the construction industry. IMI shall align all their technical training programs to the latest skills/training standards of the construction industry.

C. **Training Outcomes –** IMI shall provide assigned students training in career technical,

career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from IMI programs include the following categories:

a. Students enter a registered apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities, or

b. Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the Armed Forces, or

c. Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which IMI has provided the training.

D. **Placement Services** – IMI shall administer initial job placement services for up to 6 months from separation, and career transition support for 12 months following the date the initial job placement is accepted by the Center Information System/Career Transition Services (CIS/CTS), to all graduates. IMI shall provide initial placement services to former enrollees, as defined in PRH 4.2, R1.b, for up to 3 months following separation.

In addition to job placement services, IMI may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where IMI has the capability to effectively deliver such services and the provision of such services has first been coordinated with the designated Career Transition Services (CTS) provider.

IMI instructors and field staff shall work collaboratively with Job Corps regional officials and center staff to ensure that IMI-provided job placement and, as applicable, career transition support services are coordinated with the development and implementation of each center's *Center Plan*.

E. **Collaboration With Other Job Corps Entities –** It is imperative that IMI establish and maintain open and professional communication with the Department of Labor (DOL) regional officials and staff from centers, operators, and Outreach and Admissions (OA) and CTS contractors. The National Office of Job Corps encourages IMI to work with all related entities referenced above, within established protocol, to address and resolve any area of concern before seeking involvement of the NTC COTR and the National Office. Within available resources, IMI shall also try to conduct a minimum of one face-to-face meeting with each DOL Regional Director in each program year, collectively with the other NTCs if possible, to synchronize goals, priorities, and solutions to problems.

Center Directors shall provide corresponding cooperation to IMI in all areas related to IMI contracted services.

F. **Center Curriculum Development** – IMI shall have appropriate staff fully participate in the curriculum development process at each center where IMI operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by IMI national executive, sharing IMI-developed instructional resources, techniques, and methods that contribute to student success.

G. **Center Industry Council and Business Community Liaison Functions –** IMI shall fully support the functioning of the Center Industry Council, and the Business and Community Liaison (BCL) in improving the quality of career technical training programs and creating meaningful linkages with individual employers, labor and business organizations, One-Stop centers/partners, state and local Workforce Investment Boards, and local Youth Councils.

H. **Disability Issues –** IMI shall follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. IMI will work closely with the Center Director's designee for disability issues to ensure that students with disabilities who are interested in IMI trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). IMI shall ensure that no Job Corps students with disabilities are denied entry into IMI programs for any discriminatory reason.

I. **Safety** – IMI shall follow all federal, state, local, center, and IMI-specific safety regulations and requirements during the technical training process and, in cooperation with center officials, ensure that all training areas are clean and well-maintained. IMI shall advise the centers and NTC COTR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers.

J. **Enrollment of Female Students and Instructors –** IMI shall make every effort to increase the number of female graduates each program year.

In an effort to achieve the above objective, IMI shall develop and use creative and effective techniques and strategies during Outreach and Admissions and the Career Preparation Period, to educate and interest female students about IMI careers. As applicable, IMI will work closely with Job Corps Regional Office officials, recruitment contractors, and center staff who manage the Career Preparation Period (CPP) about adopting these techniques and strategies.

IMI is also encouraged to seek and develop meaningful partnerships with local, state, and

national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.

Center Directors shall provide assistance to IMI in these efforts.

K. **Recruits From Industry/Business –** As applicable, IMI shall inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related IMI training at Job Corps centers. IMI staff shall coordinate with the appropriate Outreach and Admissions (OA) contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff shall support IMI in such recruitment efforts.

L. **Student Selection of IMI Programs –** IMI shall follow center procedures for the assignment of students to career technical programs. To the greatest extent possible, these should include the participation of IMI instructors in the selection process, and providing students an opportunity to learn as much as possible about IMI specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

Where slots are available, Job Corps-qualified applicants referred to specific IMI programs by the groups cited in 3.K shall be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center's Career Preparation Period (CPP), the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, he/she shall be permitted to do so.

Center Directors and designated staff shall collaborate with IMI in such trade selection efforts.

M. **Enrollment Criteria for IMI Programs –** The specific selection criteria for students participating in IMI training programs are as follows:

a. Age

No student can be denied access to an IMI program because of age. However, because most IMI programs and related employers, as a condition of employment in the construction industry, require applicants to be at least 18 years of age, and certain IMI trades have significant safety-related responsibilities, the Center Director, or her/his designee, and IMI instructor(s)/field coordinator shall jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution shall be agreed upon that will not adversely impact

students or IMI performance.

b. Driver's License

Students who are prevented from obtaining a valid driver's license (including a Commercial Driver's License [CDL]), due to serious previous violations, etc., shall not be enrolled in IMI programs requiring a driver's license as a condition of employment.

Employers in many construction trades consider a driver's license an essential tool in securing and maintaining employment. Therefore, where adequately functioning driver's education programs do not exist at centers, or at facilities arranged by centers, Center Directors shall collaborate with Regional Offices to ensure that this critical certification is available to all IMI students, and that plans are operational to begin the process of registration and gaining practical driving experience, according to state requirements, early in students' participation in Job Corps. Center Directors, Regional Offices, and IMI shall make every effort to enable every IMI graduate to attain a full driver's license before post-Job Corps employment.

c. Health

Unless the center physician determines that participation in a particular program would be a direct threat to the student, other students, and/or the instructor, the condition of a student's health shall not be a factor affecting his/her participation in an IMI trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, IMI is not authorized to collect information, formally or otherwise, regarding the health/disability status/history of a potential enrollee, or a student who has or has not, as yet, entered an IMI trade. These matters are solely within the purview of the center physician.

Once a student is enrolled in an IMI training program, center health staff will share relevant information about a present health condition that may be aggravated by training activities supervised or conducted by IMI instructors or that could cause harm to the student or another student, for the purpose of avoiding such health aggravation or harm.

For students with disabilities who have a reasonable accommodation plan, IMI instructors must ensure that the reasonable accommodations/modifications indicated in the plan are provided. The center disability coordinator will inform IMI instructors and/or their supervisors of the existence of an accommodation plan for a particular student.

d. Academics

Students must have a proficiency level in reading and math that will enable learning in an IMI trade, understanding and following instructions and, where applicable, adhering to

safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, and machinery, and adherence to specific OSHA/industry safety guidelines.

4. STUDENT TRAINING

A. **Career Preparation Period –** During the Career Preparation Period (CPP), IMI instructors, as appropriate and in recognition of time constraints imposed on them by daily training schedules and other mandates impacting their availability, shall educate new students about the advantages of participating in IMI training and work with interested students to observe training.

B. **Career Development Period –** IMI instructors shall work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning standards described in the PRH.

a. **Work-Based Learning (WBL) –** IMI instructors shall work in partnership with appropriate center staff in establishing meaningful Work-Based Learning (WBL) opportunities associated with IMI trades. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects, formerly known as VST, and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all IMI students to observe work-site activities early in their career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and guidance to students regarding their employability and career technical skills as well as their adherence to established safety and health standards.

b. **Assessing Student Readiness for Work-Site Assignments –** During the Career Development Period, there must be a process for determining each student's readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including IMI instructors.

c. **Applied Academics in CTST Projects –** IMI instructors and field staff shall work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate principles of applied academics standards. In this regard, IMI instructors will be actively involved in the development and teaching (including coordinated instruction and team teaching, where appropriate) of applied academics lessons and modules.

d. **Management of Class Size –-** Generally, centers shall not backfill IMI career technical training slots occupied by students who have been assigned to WBL, except in those situations where the WBL student(s) will be separating from Job Corps (e.g.,

to take a job) within 2 weeks after completing the WBL assignment. In this regard, however, every effort must be made to avoid situations where IMI instructors have very few students in their class over an extended period of time. IMI instructors will closely monitor this situation and work with the career technical manager and other appropriate center staff to ensure that this situation is effectively managed. When IMI instructors are confronted with significantly smaller classes, they are expected to perform other job-related tasks, as time permits. These include, but are not limited to, the following:

- monitoring existing WBL sites, and helping to develop new sites;
- strengthening working relationships with local unions and district councils, employer organizations, and individual employers/contractors;
- working with Job Corps entities to plan and establish various career technical training clusters;
- working with academic instructors to develop applied academic lessons; or
- providing short-term (up to 10 days) introductory training to students on the waiting list for an IMI trade, who continue to have a strong desire to enter and complete the trade.

C. **Career Technical Skills Training (CTST)**

a. **Planning –** CTST projects shall be planned for each program year in accordance with the PRH. The Center Director shall designate a qualified, competent center staff member to plan and oversee all CTST projects. IMI instructor(s) shall assist this individual in developing and carrying out the CTST Plan. IMI's designee and the Center Director's designee shall each sign off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the Plan, including a Safety Hazard Analysis for each project in the CTST Plan, prior to submitting the Plan/modification to the Job Corps Regional Office.

b. **Developing CTST Opportunities –** In cooperation with the Center Director's designee, IMI staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not only the center's needs, but community needs as well. Community projects are supportive of the Workforce Investment Act challenge to expand community ties and student participation in community activities.

c. **CTST Meetings –** The individual designated by the Center Director to oversee CTST projects shall initiate coordinating sessions with IMI instructor(s) involved in CTST projects. These meetings shall be scheduled at least biweekly for the purpose of: assessing the progress on current CTST projects; reviewing/adjusting the plans/schedules for the next 2-week period; ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed; and formulating

long-range plans. Minutes of each meeting will be maintained by the Center Director's representative and copies provided in a timely manner to all attendees as well as to those who were not present.

d. **Off-Site CTST Projects –** Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, safety, and residential and support services commensurate with those at the center. IMI instructors shall not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for IMI staff to live at the CTST site, the prevailing GSA per diem rate will apply. In the event housing is provided, the prevailing GSA, M&IE rates shall be applicable and paid for by the center operator.

e. **Student Involvement in CTST Planning –** IMI instructors shall involve students in the planning of CTST projects. Further, academic, career success standards training, in addition to the application of technical skills, shall be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

D. **Related Training Issues**

a. **Realistic Working Environment –** All IMI training shall be conducted in an environment and under conditions as close as possible to those found in the construction industry, and, as applicable, shall be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL Office of Apprenticeship, when such training standards exist.

b. **TAR Completion and Certification/Apprenticeship Enrollment Test –** IMI shall ensure instructional materials are upgraded as necessary to remain aligned with the latest construction industry and/or apprenticeship skills/training standards. IMI TAR(s) shall be developed and formatted in a manner consistent with these standards.

IMI shall assist each student completing an IMI program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

c. **Career Success Skills –** Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and Work-Based Learning.

d. **Scheduling –** IMI staff shall work closely with center staff to develop student schedules. Every effort shall be made to schedule students to attend career technical

classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional 8 hours to accommodate activities that clearly and directly support students' success in securing and retaining training-related employment. For example, the time required by both academic and IMI instructors to plan for curriculum integration, establishing mentoring arrangements and Work-Based Learning sites with employers, fall into this category. Such exceptions notwithstanding, and in accordance with the PRH, "Centers shall: develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce."

e. **Hands-on Training vs. Classroom Instruction –** Hands-on training and related shop/classroom instruction shall be divided approximately 70% and 30%, respectively.

f. **Training Week –** A standard training week shall be 40 hours, Monday through Friday, excluding center-observed holidays.

g. **Length of Training –** IMI shall require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation.

h. **IMI Instructor Supervision** – During the training period, IMI instructors shall be responsible for:

- *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards;
- center rules and regulations, including those pertaining to safety;
- center student conduct standards; and
- student accountability, including and especially during CTST projects and activities.

IMI instructors shall work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

E. **Student Conduct Standards**

a. **Student Conduct Standards –** IMI staff shall use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

b. **Suspension and Dismissal of Students for Safety and Disciplinary Reasons –** To prevent injuries to students/instructors, IMI instructors have the authority to

immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, IMI instructors shall advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, IMI instructors shall recommend to the career technical training manager and Center Director the permanent removal of students from IMI trades who continue to disregard safety rules and procedures, with adequate documentation.

IMI instructors shall be part of the center's process for determining the readmission of such students to IMI classes.

F. **Student-Related Activities**

a. **Involvement With Center Activities –** As appropriate, and to the extent that commitments during the training day permit**,** IMI instructors shall be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the Career Preparation Period as defined in PRH Chapter 2.

b. **ESP Panel –** IMI instructors shall actively participate in the Evaluation of Student Progress (ESP) Panels for students enrolled in IMI training programs. IMI and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

c. **Coordination of CTS for Graduating Students –** IMI instructors shall notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a registered apprenticeship opportunity, IMI instructor and center management shall work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates, as applicable, with transition allowances and WBL funds, and ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

d. **Driver Education –** IMI shall work closely with Center Directors in support of each center's responsibility to provide Driver's Education training for all eligible students beginning in the Career Preparation Period. IMI shall make every effort to collaborate with center management to help students attain a valid driver's license or learner's permit before graduation.

5. IMI STAFF RESPONSIBILITIES

A. IMI Field Staff/Coordinators

a. **Monitoring Performance –** IMI field staff shall be fully knowledgeable about the performance of IMI programs and instructors. As required by the Career Technical Reporting and Improvement System (CTTRIS), for individual training programs performing below established standard or on probation, IMI field staff shall work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). IMI field staff shall actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, IMI field staff shall collaborate with centers and Regional Offices to effectively address issues related to slot utilization.

The ability of IMI field staff to adequately support the activities cited above, particularly those that require travel, is dependent on the amount of resources made available by the National Office of Job Corps for these purposes.

b. **Technical Assistance –** For those instructors having difficulty teaching students and/or dealing effectively with problems associated with student conduct and behavior, field staff are encouraged to provide or arrange for the provision of necessary assistance and support.

c. **Interaction With Center Activities –** IMI field staff shall ensure that IMI instructors are contributing to the effectiveness of the center CDSS Plan, and not acting independently or with sole regard to their responsibilities as instructors.

d. **Actions on Staff Issues –** Where significant problems associated with a particular IMI instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, IMI field staff shall take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an IMI instructor. However, before a final decision of this type is made, the Center Director and assigned project manager shall be notified. These individuals shall have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate IMI official(s) for consideration prior to a final decision being made by IMI.

e. **Business Linkages –** IMI field staff shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the construction industry. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates. The

extent of these activities is also dependent on the amount of funds made available for this purpose.

f. **Communication With Center Directors During Visits –** As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, IMI field staff will visit centers, when justified and when adequate resources are available for this purpose. To the extent practicable in these situations, the Center Director shall be notified in advance of visits. Further, following each visit, IMI field staff shall conduct an exit conference with the Center Director, or her/his designee, and other officials, as appropriate, to review significant findings and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.

g. **Communication With Regional Project Managers –** IMI field staff shall also establish and maintain contact with appropriate regional project managers concerning IMI programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. IMI field staff are encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

B. NTC Instructors

While IMI instructors perform as part of an IMI national contract, they shall cooperate with and be a part of the center and its operation. As required of all center staff, IMI instructors shall function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they shall be active partners with center staff in evaluating student progress and meeting students' needs in support of their social and career development.

a. **Career Technical Training –** IMI instructors shall plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete <u>all</u> required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a registered apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the Armed Forces.

b. **Professional Development** – To the extent that adequate resources are made available, IMI instructors shall participate in all professional development activities sponsored by IMI, centers, Regional Offices, and the National Office, as applicable, to increase their effectiveness in developing and delivering standards-based instruction; coordinating instruction; teaching applied academics and related basic

skills standards; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

c. **Role-Modeling –** IMI instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff; failure to properly supervise students and maintain order, effectiveness, and safety; or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. IMI field and headquarters officials shall take immediate and appropriate action when such incidences are verified. Where an NTC fails to respond expeditiously and adequately, the National COTR will become involved and initiate whatever corrective actions/measures may be needed.

d. **Communication With Center Staff –** IMI instructors shall periodically communicate with other center staff who also serve IMI students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if IMI students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the IMI instructor, acting as a role model, shall endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to IMI instructors' participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, AWOLs, etc., and increase the number of IMI career technical completers and placements.

e. **Center Activities –** IMI instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

f. **Business Linkages –** IMI instructors shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

g. **Driving Compliance –** IMI instructors shall comply with all related PRH and NTC/center-specific requirements related to driving privileges for employment as

well as operating NTC/center vehicles. When requested by center officials, IMI instructors who use center vehicles must show proof of a valid driver's license. IMI instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

6. RESOLVING ISSUES

A. **Process for Resolving Issues -** IMI instructors shall work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts shall also involve the assigned field coordinator, IMI headquarters officials, and the project manager. However, in the event that an informal resolution is not possible, the IMI national executive shall immediately request the assistance of the National COTR; concurrently, the Center Director shall notify the assigned Job Corps Project Manager to assist in the resolution process.

The National COTR and Regional Office Project Manager shall work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director shall be the final arbiter. At no time during this entire process shall the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the IMI program or functioning of the center.

B. **Center Request for IMI Personnel Change(s) –** In the instances where the Center Director requests permanent removal of an IMI instructor, such requests shall be in writing and concurrently transmitted to the National COTR and the designated Regional Office Project Manager, with copies to the assigned IMI field coordinator and IMI National Project Coordinator. The written communication shall include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past.

C. **Center Request for IMI Program Change(s) –** In the instances where the Center Director requests the permanent addition or removal of an IMI training program, such request shall be submitted to the Job Corps National Office, through the Regional Director who must approve the request, in the form of a *Job Corps Career Technical Training Change Request.* The request shall be developed in collaboration with the center operator, the regional project manager, and IMI. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

D. **IMI's Request(s) for Program Change(s) –** To initiate any changes to the contracted training programs (program and slots), IMI is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH

Appendix 306). Following approval from the Regional Office, the Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices. The DOL Contracting Officer and the NTC COTR will develop and execute a Contract Modification for each IMI program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where IMI programs operate, including agency-operated centers.

7. PERFORMANCE

A. **Annual Performance Assessment –** IMI performance shall be evaluated annually by Job Corps regional staff, the National COTR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specified in PRH Appendix 501d. For programs that have performed at the "unsatisfactory" level (Grade 'D' on the VTRC) for 1 year and have been placed on probation by the Regional Office of Job Corps following an appeals process, IMI shall develop a Performance Improvement Plan (PIP), in cooperation with affected centers and Regional Office staff. A copy of the PIP will also be submitted to the NTC COTR.

IMI shall work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the "average" level (Grade 'C'), at a minimum. For programs that have performed at the "unsatisfactory" level (Grade 'D') for 2 consecutive years, IMI shall develop and file an appeal, jointly with the center, if possible, to the Job Corps National Office. Following the appeals process, the National Office of Job Corps will render a final decision, which could be closure or another period of probation.

IMI programs that have performed at the "exceptional" level (Grade 'A') for 2 consecutive years, will be recognized by the Job Corps National Office with a Certificate of Recognition.

B. **Registered Apprenticeship Placements –** To the extent that adequate resources are available, IMI shall develop and maintain a productive and meaningful relationship with local unions, district councils, national/ regional/ local business-industry organizations, and individual employers that can place Job Corps graduates into registered apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, IMI, with approval and support from the National COTR, will make every effort to increase graduates' placement into registered apprenticeship programs and/or training-related jobs, based on historical data and realistic projections and with

consideration of local, regional, and national economic conditions impacting the construction industry.

Where applicable, IMI shall collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with IMI in placing graduates in registered apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation, IMI students have an opportunity to secure a valid driver's license.

8. REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), IMI shall determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students'/instructors' safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

IMI instructors shall also provide advice to center and Regional Office officials regarding the adequacy of training facilities, particularly as it relates to ensuring the safety and well-being of students; security of equipment, supplies, and materials; and other factors impacting the learning environment.

The Center Director shall provide IMI with appropriate and adequate career technical training and administrative space and the support services described below. Subject to a center's fire, security, and related safety policies, IMI shall be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy. IMI shall work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal IMI operation hours and in accordance with all government property management regulations and requirements.

The center operator shall provide IMI, at no cost, the following equipment and support services as part of the center operator's contract.

(A) Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by IMI for each career technical training program that they offer at a specific center shall be included as part of the MOU). Desks and chairs for classrooms will also be provided.

(B) Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade.

(C) Acquisition, maintenance, repair, and replacement of career technical and administrative equipment.

(D) Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business. In addition, cell phones will be provided to IMI instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.

(E) FAX and copying services in instructor offices. Where this is not possible, other arrangements shall be in place that are convenient for instructors to use such services.

(F) Safe and adequately equipped vehicles to support training activities/projects.

(G) Mail (postage).

(H) Trash and garbage collection.

(I) Utilities.

(J) Locking file cabinets.

(K) Computer equipment. This includes hardware and software in each IMI instructor's office, capable of accessing the Internet, CIS, CTS, and the Job Corps Career Development Resource Center (JCCDRC) Web site. It also includes hardware and software in each IMI classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, shall also be made available to IMI staff.

(L) DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training.

(M) Transportation and meals for students participating in CTST, Work-Based Learning, and other work-experience activities.

(N) Fire protection and OSHA-approved safety programs at career technical facilities.

(O) OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards.

(P) The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target-group documentation is accessible.

(Q) Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items (including those students who may be assigned by the center above the contracted class/surge level).

(R) Appropriate attire for CTST projects and Work-Based Learning assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards.

(S) Immediate and accurate entry into the CIS, the following IMI-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by IMI along with verification to IMI when the corrections are made; and (c) placement results, as determined by the center or as provided by IMI.

(T) Copies of the 678 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary.

(U) Shipping tool kits to students, when required by IMI.

(V) Transportation to and from Work-Based Learning/WEP/CTST sites, industry/trade certification-accreditation sessions/tests, and job interviews.

(W) Consistent with the Center CDSS Plan, as described in the PRH, IMI staff will be a part of all training designated for career technical instructors, including standard First Aid and CPR.

(X) Secretarial/clerical assistance, when the need is justified.

(Y) Security for career technical training facilities, including on-center CTST sites, outside of normal working hours.

9. TRAINING MATERIALS AND SUPPORT

A. **Instructional Materials –** IMI shall provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-Rom-based or Web-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by IMI, as well as an updated listing of Internet Web sites that contribute to student learning and the professional development of IMI instructors.

B. **Student Tool Kits –** IMI shall provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits shall be made available at no cost to IMI students who successfully complete career technical training and locate jobs that match the technical training. A copy of approved tool lists shall be provided to Center Directors by IMI.

The NTCs will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

10. AUTOMATED CAREER TRANSITION SYSTEM (CTS)

It is imperative that IMI comply with Job Corps policy (Program Instructions No. 06-08 and No. 06-25) to safeguard students' Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps' Center Information System (CIS) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. IMI shall also protect students' PII in all paper-based documents, including TARs, in accordance to Job Corps Program Instruction No. 06-23.

Center Directors shall collaborate with and provide assistance to IMI to meet this important requirement.

A. **Data Entry into CTS –** IMI instructors and field staff/coordinators shall be responsible for the timely and accurate entry of the following data into the automated Career Transition System.

a. Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided.

b. Upgrade information related to graduates, especially acceptance into registered apprenticeship programs, wage increases, and job training match data.

B. **Verification of Placement Data by CTS Providers –** Each Career Transition Services (CTS) provider assigned an IMI graduate is responsible for verifying the placement, when IMI records such accomplishment in the CTS. Verification activities shall be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

C. **Resolving Issues With CTS Providers –** If a CTS provider routinely delays the verification and/or placement reporting process, IMI shall report this matter to the

appropriate official in the CTS provider organization, the Center Director, and the assigned regional project manager, in an attempt to correct the problem. Where this is not successful, the National COTR shall be notified in writing including, at a minimum, the following information:

a. The name of the CTS provider (contractor) organization involved, and the dates and names of the organization's official(s) contacted by IMI to resolve the delays.

b. The IMI graduate's name, student identification number, the date the placement was recorded in the CTS reporting system by IMI, and how many calendar days it took for the CTS provider to: (1) complete the verification process, and (2) record the verified placement in the CTS. Other pertinent information should be reported, such as: delay(s) that extend beyond the 'window' of opportunity for recording placements; the impact on annual performance results, and, if applicable, the future of the specific IMI training program where the student completed training.

11. ADMINISTRATIVE PROVISIONS

A. IMI Staff Leave Provisions

a. **Workday –** The workday (starting and ending times) shall be in accordance with center policy.

b. **Annual Leave** – Must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of IMI and may be granted only after timely notification has been provided to the Center Director, or her/his designee, and their comments have been carefully considered by IMI.

c. **Sick Leave** – To the extent practicable, IMI instructors are expected to notify the Center Director, or her/his designee, prior to the first scheduled class when sick leave must be taken.

d. **Overtime –** With the exception of pre-scheduled center activities, no overtime or center holiday work shall be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

B. Substitute Instructors

The Center Director shall provide qualified substitutes for up to the first 10 working days that an IMI instructor is on sanctioned leave, or where there is an unexpected termination or resignation

of an IMI instructor. After the first 10 working days, the IMI contractor is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

C. **Time Sheet Verification**

The Center Director, or his/her designee, shall sign weekly time sheets verifying IMI instructor(s) time on center.

12. SIGNATURES

_____

Name and Title of Center Director or Designee (Please Print)

_____ _____

Signature of Center Director or Designee Date

_____

Name and Title of IMI Executive or Designee (Please Print)

_____ _____

Signature of IMI Executive or Designee Date

APPENDIX 302c

MEMORANDUM OF UNDERSTANDING

International Union of Operating Engineers (IUOE)

Where the International Union of Operating Engineers (IUOE) Job Corps Program operates, the provisions of this Memorandum of Understanding (MOU) apply to IUOE Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym IUOE appears throughout this MOU, it represents the IUOE Job Corps Program. Should any differences exist between this MOU and the Statement of Work (SOW) for IUOE, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between IUOE and the _____ Job Corps Center Director entered into this _____ day of_____, 2008. (Appropriate signatures required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

IUOE shall provide 29 contracted career technical training programs at 12 centers (including agency centers), totaling 416 slots (these figures are valid as of April 2008).

IUOE Training Program	Number	Slots
Heavy Equipment Operator	16	192
Heavy Equipment Mechanic	9	144
Paving (Basic)	1	20
Paving (Advanced)	1	20 (10 full-time)
Stationary Engineering	2	40
Total	29	416

To modify any of the above figures, IUOE is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices and Center Directors. All changes in any of the above categories shall be reflected through fully executed Contract Modifications initiated by the National Office of Job Corps.

IUOE shall offer training programs in accordance with the student/instructor ratios listed below:

IUOE Training Program	Total Slots per Instructor
Heavy Equipment Operator	12
Heavy Equipment Mechanic	16
Paving (Basic)	20
Paving (Advanced)	20 (10 full-time)
Stationary Engineering	20

3. BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES

IUOE, in collaboration with centers where IUOE programs operate and provide services, and to the extent that adequate resources are made available, shall provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. IUOE shall deliver these in accordance with the:

- Workforce Investment Act (WIA) of 1998, as amended, and implementing regulations;
- President's High Growth Job Training Initiative;
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances;
- Career Development Services System (CDSS); and
- Memorandum of Understanding (MOU) signed by an IUOE Executive or designee and each Center Director or designee where IUOE operates career technical training programs.

The following are specific responsibilities for IUOE and all Center Directors where IUOE programs exist:

A. **NTC Operation Plan** – IUOE shall develop, in conjunction with centers and Regional Offices, as appropriate, an *Operation Plan* and submit it to the Job Corps National Contracting Officer Technical Representative (COTR) within 90 days of the plan template being available following final contract definitization and award in the first base year. For the second base year and each option year, provided that the National Office of Job Corps extends the contract with IUOE, IUOE shall revise its *Operation Plan* and submit a summary of all changes, if applicable, to the National COTR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of IUOE Job Corps Program administrative structure, operation systems, and processes for all its recruitment, training, placement (including registered apprenticeship programs), and follow-up services to students; IUOE staff qualifications and annual professional development plans; and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.

B. **Industry Skill/Training Standards –** IUOE shall provide training programs that lead to

high growth, high demand, and high wage positions in the construction industry. IUOE shall align all their technical training programs to the latest skills/training standards of the construction industry.

C. **Training Outcomes –** IUOE shall provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from IUOE programs include the following categories:

a. Students enter a registered apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities, or

b. Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the Armed Forces, or

c. Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which IUOE has provided the training.

D. **Placement Services –** IUOE shall administer initial job placement services for up to 6 months from separation, and career transition support for 12 months following the date the initial job placement is accepted by the Center Information System/Career Transition Services (CIS/CTS), to all graduates. IUOE shall provide initial placement services to former enrollees, as defined in PRH 4.2, R1.b, for up to 3 months following separation.

In addition to job placement services, IUOE may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where IUOE has the capability to effectively deliver such services and the provision of such services has first been coordinated with the designated Career Transition Services (CTS) provider.

IUOE instructors and field staff shall work collaboratively with Job Corps regional officials and center staff to ensure that IUOE-provided job placement and, as applicable, career transition support services are coordinated with the development and implementation of each center's *Center Plan*.

E. **Collaboration With Other Job Corps Entities –** It is imperative that IUOE establish and maintain open and professional communication with Department of Labor (DOL) regional officials and staff from centers, operators, and Outreach and Admissions (OA) and CTS contractors. The National Office of Job Corps encourages IUOE to work with

all related entities referenced above, within established protocol, to address and resolve any area of concern before seeking involvement of the NTC COTR and the National Office. Within available resources, IUOE shall also try to conduct a minimum of one face-to-face meeting with each DOL Regional Director in each program year, collectively with the other NTCs if possible, to synchronize goals, priorities, and solutions to problems.

Center Directors shall provide corresponding cooperation to IUOE in all areas related to IUOE contracted services.

F. **Center Curriculum Development** – IUOE shall have appropriate staff fully participate in the curriculum development process at each center where IUOE operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by IUOE national executive, sharing IUOE-developed instructional resources, techniques, and methods that contribute to student success.

G. **Center Industry Council and Business Community Liaison Functions –** IUOE shall fully support the functioning of the Center Industry Council, and the Business and Community Liaison (BCL) in improving the quality of career technical training programs and creating meaningful linkages with individual employers, labor and business organizations, One-Stop centers/partners, state and local Workforce Investment Boards, and local Youth Councils.

H. **Disability Issues –** IUOE shall follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. IUOE will work closely with the Center Director's designee for disability issues to ensure that students with disabilities who are interested in IUOE trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). IUOE shall ensure that no Job Corps students with disabilities are denied entry into IUOE programs for any discriminatory reason.

I. **Safety** – IUOE shall follow all federal, state, local, center, and IUOE-specific safety regulations and requirements during the technical training process and, in cooperation with center officials, ensure that all training areas are clean and well-maintained. IUOE shall advise the centers and NTC COTR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers.

J. **Enrollment of Female Students and Instructors –** IUOE shall make every effort to increase the number of female graduates each program year.

In an effort to achieve the above objective, IUOE shall develop and use creative and effective techniques and strategies during Outreach and Admissions and the Career Preparation Period, to educate and interest female students about IUOE careers. As applicable, IUOE will work closely with Job Corps Regional Office officials, recruitment contractors, and center staff who manage the Career Preparation Period (CPP) about adopting these techniques and strategies.

IUOE is also encouraged to seek and develop meaningful partnerships with local, state, and national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.

Center Directors shall provide assistance to IUOE in these efforts.

K. **Recruits From Industry/Business –** As applicable, IUOE shall inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related IUOE training at Job Corps centers. IUOE staff shall coordinate with the appropriate Outreach and Admissions (OA) contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff shall support IUOE in such recruitment efforts.

L. **Student Selection of IUOE Programs –** IUOE shall follow center procedures for the assignment of students to career technical programs. To the greatest extent possible, these should include the participation of IUOE instructors in the selection process, and providing students an opportunity to learn as much as possible about IUOE specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

Where slots are available, Job Corps-qualified applicants referred to specific IUOE programs by the groups cited in 3.K shall be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center's Career Preparation Period (CPP), the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, he/she shall be permitted to do so.

Center Directors and designated staff shall collaborate with IUOE in such trade selection efforts.

M. **Enrollment Criteria for IUOE Programs –** The specific selection criteria for students participating in IUOE training programs are as follows:

a. Age

No student can be denied access to an IUOE program because of age. However, because most IUOE programs and related employers, as a condition of employment in the construction industry, require applicants to be at least 18 years of age, and certain IUOE trades have significant safety-related responsibilities, the Center Director, or her/his designee, and IUOE instructor(s)/field coordinator shall jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution shall be agreed upon that will not adversely impact students or IUOE performance.

b. Driver's License

Students who are prevented from obtaining a valid driver's license (include a Commercial Driver's License [CDL]), due to serious previous violations, etc., shall not be enrolled in IUOE programs requiring a driver's license as a condition of employment.

Employers in many construction trades consider a driver's license an essential tool in securing and maintaining employment. Therefore, where adequately functioning driver's education programs do not exist at centers, or at facilities arranged by centers, Center Directors shall collaborate with Regional Offices to ensure that this critical certification is available to all IUOE students, and that plans are operational to begin the process of registration and gaining practical driving experience, according to state requirements, early in students' participation in Job Corps. Center Directors, Regional Offices, and IUOE shall make every effort to enable every IUOE graduate to attain a full driver's license before post-Job Corps employment.

c. Health

Unless the center physician determines that participation in a particular program would be a direct threat to the student, other students and/or the instructor, the condition of a student's health shall not be a factor affecting his/her participation in an IUOE trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, IUOE is not authorized to collect information, formally or otherwise, regarding the health/disability status/history of a potential enrollee, or a student who has or has not, as yet, entered an IUOE trade. These matters are solely within the purview of the center physician.

Once a student is enrolled in an IUOE training program, center health staff will share relevant information about a present health condition that may be aggravated by training activities supervised or conducted by IUOE instructors or that could cause harm to the student or another student, for the purpose of avoiding such health aggravation or harm.

For students with disabilities who have a reasonable accommodation plan, IUOE instructors will ensure that the reasonable accommodations/modifications indicated in the plan and provided by the center operator are made available during training The center disability coordinator will inform IUOE instructors and/or their supervisors of the existence of an accommodation plan for a particular student.

d. Academics

Students must have a proficiency level in reading and math that will enable learning in an IUOE trade, understanding and following instructions and, where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, and machinery, and adherence to specific OSHA/industry safety guidelines.

4. STUDENT TRAINING

A. **Career Preparation Period –-** During the Career Preparation Period (CPP), IUOE instructors, as appropriate and in recognition of time constraints imposed on them by daily training schedules and other mandates impacting their availability, shall educate new students about the advantages of participating in IUOE training and work with interested students to observe training.

B. **Career Development Period –** IUOE instructors shall work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning standards described in the PRH.

a. **Work-Based Learning (WBL) –** IUOE instructors shall work in partnership with appropriate center staff in establishing meaningful Work-Based Learning (WBL) opportunities associated with IUOE trades. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects, formerly known as VST, and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all IUOE students to observe work-site activities early in their career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and guidance to students regarding their employability and career technical skills as well as their adherence to established safety and health standards.

b. **Assessing Student Readiness for Work-Site Assignments –** During the Career Development Period, there must be a process for determining each student's readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including IUOE instructors.

c. **Applied Academics in CTST Projects –** IUOE instructors and field staff shall work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate principles of applied academics standards. In this regard, IUOE instructors will be actively involved in the development and teaching (including coordinated instruction and team teaching, where appropriate) of applied academics lessons and modules.

d. **Management of Class Size –** Generally, centers shall not backfill IUOE career technical training slots occupied by students who have been assigned to WBL, except in those situations where the WBL student(s) will be separating from Job Corps (e.g., to take a job) within 2 weeks after completing the WBL assignment. In this regard, however, every effort must be made to avoid situations where IUOE instructors have very few students in their class over an extended period of time. IUOE instructors will closely monitor this situation and work with the career technical manager and other appropriate center staff to ensure that this situation is effectively managed. When IUOE instructors are confronted with significantly smaller classes, they are expected to perform other job-related tasks, as time permits. These include, but are not limited to, the following:

- monitoring existing WBL sites, and helping to develop new sites;
- strengthening working relationships with local unions and district councils, employer organizations, and individual employers/contractors;
- working with Job Corps entities to plan and establish various career technical training clusters;
- working with academic instructors to develop applied academic lessons; or
- providing short-term (up to 10 days) introductory training to students on the waiting list for an IUOE trade, who continue to have a strong desire to enter and complete the trade.

C. **Career Technical Skills Training (CTST)**

a. **Planning –** CTST projects shall be planned for each program year in accordance with the PRH. The Center Director shall designate a qualified, competent center staff member to plan and oversee all CTST projects. IUOE instructor(s) shall assist this individual in developing and carrying out the CTST Plan. IUOE's designee and the Center Director's designee shall each sign off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the Plan, including a Safety Hazard Analysis for each project in the CTST Plan, prior to submitting the Plan/modification to the Job Corps Regional Office.

b. **Developing CTST Opportunities –** In cooperation with the Center Director's designee, IUOE staff and appropriate local community members/officials will make

every effort to develop CTST opportunities that support student learning and meet not only the center's needs, but community needs as well. Community projects are supportive of the Workforce Investment Act challenge to expand community ties and student participation in community activities.

c. **CTST Meetings –** The individual designated by the Center Director to oversee CTST projects shall initiate coordinating sessions with IUOE instructor(s) involved in CTST projects. These meetings shall be scheduled at least biweekly for the purpose of: assessing the progress on current CTST projects; reviewing/adjusting the plans/schedules for the next 2-week period; ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed; and formulating long-range plans. Minutes of each meeting will be maintained by the Center Director's representative and copies provided in a timely manner to all attendees as well as to those who were not present.

d. **Off-Site CTST Projects –** Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, safety, and residential and support services commensurate with those at the center. IUOE instructors shall not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for IUOE staff to live at the CTST site, the prevailing GSA per diem rate will apply. In the event housing is provided, the prevailing GSA, M&IE rates shall be applicable and paid for by the center operator.

e. **Student Involvement in CTST Planning –** IUOE instructors shall involve students in the planning of CTST projects. Further, academic, career success standards training, in addition to the application of technical skills, shall be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

D. **Related Training Issues**

a. **Realistic Working Environment –** All IUOE training shall be conducted in an environment and under conditions as close as possible to those found in the construction industry, and, as applicable, shall be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL Office of Apprenticeship, when such training standards exist.

b. **TAR Completion and Certification/Apprenticeship Enrollment Test –** IUOE shall ensure instructional materials are upgraded as necessary to remain aligned with the latest construction industry and/or apprenticeship skills/training standards. IUOE TAR(s) shall be developed and formatted in a manner consistent with these standards.

IUOE shall assist each student completing an IUOE program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

c. **Career Success Skills –** Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and Work-Based Learning.

d. **Scheduling –** IUOE staff shall work closely with center staff to develop student schedules. Every effort shall be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional 8 hours to accommodate activities that clearly and directly support students' success in securing and retaining training-related employment. For example, the time required by both academic and IUOE instructors to plan for curriculum integration, establishing mentoring arrangements and Work-Based Learning sites with employers, fall into this category. Such exceptions notwithstanding, and in accordance with the PRH, "Centers shall: develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce."

e. **Hands-on Training vs. Classroom Instruction –** Hands-on training and related shop/classroom instruction shall be divided approximately 70% and 30%, respectively.

f. **Training Week –** A standard training week shall be 40 hours, Monday through Friday, excluding center-observed holidays.

g. **Length of Training –** IUOE shall require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation.

h. **IUOE Instructor Supervision** – During the training period, IUOE instructors shall be responsible for:

- *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards;
- center rules and regulations, including those pertaining to safety;
- center student conduct standards; and
- student accountability, including and especially during CTST projects and activities.

IUOE instructors shall work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

E. **Student Conduct Standards**

a. **Student Conduct Standards –** IUOE staff shall use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

b. **Suspension and Dismissal of Students for Safety and Disciplinary Reasons –** To prevent injuries to students/instructors, IUOE instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, IUOE instructors shall advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, IUOE instructors shall recommend to the career technical training manager and Center Director the permanent removal of students from IUOE trades who continue to disregard safety rules and procedures, with adequate documentation.

IUOE instructors shall be part of the center's process for determining the readmission of such students to IUOE classes.

F. **Student-Related Activities**

a. **Involvement With Center Activities –** As appropriate, and to the extent that commitments during the training day permit**,** IUOE instructors shall be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the Career Preparation Period as defined in PRH Chapter 2.

b. **ESP Panel –** IUOE instructors shall actively participate in the Evaluation of Student Progress (ESP) Panels for students enrolled in IUOE training programs. IUOE and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

c. **Coordination of CTS for Graduating Students –** IUOE instructors shall notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a registered apprenticeship opportunity, the IUOE instructor and center management shall work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the

graduate. In this situation, every effort will be made to provide departing graduates, as applicable, with transition allowances and WBL funds, and ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

d. **Driver Education –** IUOE shall work closely with Center Directors in support of each center's responsibility to provide Driver's Education training for all eligible students beginning in the Career Preparation Period. IUOE shall make every effort to collaborate with center management to help students attain a valid driver's license or learner's permit before graduation.

5. IUOE STAFF RESPONSIBILITIES

A. IUOE Field Staff/Coordinators

a. **Monitoring Performance –** IUOE field staff shall be fully knowledgeable about the performance of IUOE programs and instructors. As required by the Career Technical Reporting and Improvement System (CTTRIS), for individual training programs performing below established standard or on probation, IUOE field staff shall work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). IUOE field staff shall actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, IUOE field staff shall collaborate with centers and Regional Offices to effectively address issues related to slot utilization.

The ability of IUOE field staff to adequately support the activities cited above, particularly those that require travel, is dependent on the amount of resources made available by the National Office of Job Corps for these purposes.

b. **Technical Assistance –** For those instructors having difficulty teaching students and/or dealing effectively with problems associated with student conduct and behavior, field staff are encouraged to provide or arrange for the provision of necessary assistance and support.

c. **Interaction With Center Activities –** IUOE field staff shall ensure that IUOE instructors are contributing to the effectiveness of the center CDSS Plan, and not acting independently or with sole regard to their responsibilities as instructors.

d. **Actions on Staff Issues –** Where significant problems associated with a particular IUOE instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, IUOE field

staff shall take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an IUOE instructor. However, before a final decision of this type is made, the Center Director and assigned project manager shall be notified. These individuals shall have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate IUOE official(s) for consideration prior to a final decision being made by IUOE.

e. **Business Linkages –** IUOE field staff shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the construction industry. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates. The extent of these activities is also dependent on the amount of funds made available for this purpose.

f. **Communication With Center Directors During Visits –** As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, IUOE field staff will visit centers, when justified and when adequate resources are available for this purpose. To the extent practicable in these situations, the Center Director shall be notified in advance of visits. Further, following each visit, IUOE field staff shall conduct an exit conference with the Center Director, or her/his designee, and other officials, as appropriate, to review significant findings, and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.

g. **Communication With Regional Project Managers –** IUOE field staff shall also establish and maintain contact with appropriate regional project managers concerning IUOE programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. IUOE field staff are encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

B. IUOE Instructors

While IUOE instructors perform as part of an IUOE national contract, they shall cooperate with and be a part of the center and its operation. As required of all center staff, IUOE instructors shall function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they shall be active partners with center staff in evaluating student progress and meeting students' needs in support of their social and career development.

a. **Career Technical Training –** IUOE instructors shall plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including

both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a registered apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the Armed Forces.

b. **Professional Development** – To the extent that adequate resources are made available, IUOE instructors shall participate in all professional development activities sponsored by IUOE, centers, Regional Offices, and the National Office, as applicable, to increase their effectiveness in developing and delivering standards-based instruction; coordinating instruction; teaching applied academics and related basic skills standards; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

c. **Role-Modeling –** IUOE instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff; failure to properly supervise students and maintain order, effectiveness, and safety; or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. IUOE field and headquarters officials shall take immediate and appropriate action when such incidences are verified. Where an NTC fails to respond expeditiously and adequately, the National COTR will become involved and initiate whatever corrective actions/measures may be needed.

d. **Communication With Center Staff –** IUOE instructors shall periodically communicate with other center staff who also serve IUOE students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if IUOE students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the IUOE instructor, acting as a role model, shall endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to IUOE instructors' participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, AWOLs, etc., and increase the number of IUOE career technical completers and placements.

e. **Center Activities –** IUOE instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which

usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

f. **Business Linkages –** IUOE instructors shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

g. **Driving Compliance –** IUOE instructors shall comply with all related PRH and NTC/center-specific requirements related to driving privileges for employment as well as operating NTC/center vehicles. When requested by center officials, IUOE instructors who use center vehicles must show proof of a valid driver's license. IUOE instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

6. RESOLVING ISSUES

A. **Process for Resolving Issues –** IUOE instructors shall work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts shall also involve the assigned field coordinator, IUOE headquarters officials, and the project manager. However, in the event that an informal resolution is not possible, the IUOE national executive shall immediately request the assistance of the National COTR; concurrently, the Center Director shall notify the assigned Job Corps Project Manager to assist in the resolution process.

The National COTR and Regional Office Project Manager shall work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director shall be the final arbiter. At no time during this entire process shall the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the IUOE program or functioning of the center.

B. **Center Request for IUOE Personnel Change(s) –** In the instances where the Center Director requests permanent removal of an IUOE instructor, such requests shall be in writing and concurrently transmitted to the National COTR and the designated Regional Office Project Manager, with copies to the assigned IUOE field coordinator and IUOE National Project Coordinator. The written communication shall include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past.

C. **Center Request for IUOE Program Change(s) –** In the instances where the Center Director requests the permanent addition or removal of an IUOE training program, such request shall be submitted to the Job Corps National Office, through the Regional Director who must approve the request, in the form of a *Job Corps Career Technical Training Change Request.* The request shall be developed in collaboration with the center operator, the regional project manager, and IUOE. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

D. **IUOE's Request(s) for Program Change(s) –** To initiate any changes to the contracted training programs (program and slots), IUOE is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Appendix 306). Following approval from the Regional Office, the Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices. The DOL Contracting Officer and the NTC COTR will develop and execute a Contract Modification for each IUOE program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where IUOE programs operate, including agency-operated centers.

7. PERFORMANCE

A. **Annual Performance Assessment –** IUOE performance shall be evaluated annually by Job Corps regional staff, the National COTR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specified in PRH Appendix 501d. For programs that have performed at the "unsatisfactory" level (Grade 'D' on the VTRC) for 1 year and have been placed on probation by the Regional Office of Job Corps following an appeals process, IUOE shall develop a Performance Improvement Plan (PIP), in cooperation with affected centers and Regional Office staff. A copy of the PIP will also be submitted to the NTC COTR.

IUOE shall work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the "average" level (Grade 'C'), at a minimum. For programs that have performed at the "unsatisfactory" level (Grade 'D') for 2 consecutive years, IUOE shall develop and file an appeal, jointly with the center, if possible, to the Job Corps National Office. Following the appeals process, the National Office of Job Corps will render a final decision, which could be closure or another period of probation.

IUOE programs that have performed at the "exceptional" level (Grade 'A') for

2 consecutive years, will be recognized by the Job Corps National Office with a Certificate of Recognition.

B. **Registered Apprenticeship Placements –** To the extent that adequate resources are available, IUOE shall develop and maintain a productive and meaningful relationship with local unions, district councils, national/ regional/ local business-industry organizations, and individual employers that can place Job Corps graduates into registered apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, IUOE, with approval and support from the National COTR, will make every effort to increase graduates' placement into registered apprenticeship programs and/or training-related jobs, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the construction industry.

Where applicable, IUOE shall collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with IUOE in placing graduates in registered apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation, IUOE students have an opportunity to secure a valid driver's license.

8. REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), IUOE shall determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students'/instructors' safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

IUOE instructors shall also provide advice to center and Regional Office officials regarding the adequacy of training facilities, particularly as it relates to ensuring the safety and well-being of students; security of equipment, supplies, and materials; and other factors impacting the learning environment.

The Center Director shall provide IUOE with appropriate and adequate career technical training and administrative space and the support services described below. Subject to a center's fire, security, and related safety policies, IUOE shall be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy. IUOE shall work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal IUOE operation hours and in accordance with all government property management

regulations and requirements.

The center operator shall provide IUOE, at no cost, the following equipment and support services as part of the center operator's contract.

(A) Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by IUOE for each career technical training program that they offer at a specific center shall be included as part of the MOU). Desks and chairs for classrooms will also be provided.

(B) Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade.

(C) Acquisition, maintenance, repair, and replacement of career technical and administrative equipment.

(D) Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business. In addition, cell phones will be provided to IUOE instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.

(E) FAX and copying services in instructor offices. Where this is not possible, other arrangements shall be in place that are convenient for instructors to use such services.

(F) Safe and adequately equipped vehicles to support training activities/projects.

(G) Mail (postage).

(H) Trash and garbage collection.

(I) Utilities.

(J) Locking file cabinets.

(K) Computer equipment. This includes hardware and software in each IUOE instructor's office, capable of accessing the Internet, CIS, CTS, and the Job Corps Career Development Resource Center (JCCDRC) Web site. It also includes hardware and software in each IUOE classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, shall also be made available to IUOE staff.

(L) DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training.

(M) Transportation and meals for students participating in CTST, Work-Based Learning, and other work-experience activities.

(N) Fire protection and OSHA-approved safety programs at career technical facilities.

(O) OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards.

(P) The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target-group documentation is accessible.

(Q) Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items (including those students who may be assigned by the center above the contracted class/surge level).

(R) Appropriate attire for CTST projects and Work-Based Learning assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards.

(S) Immediate and accurate entry into the CIS, the following IUOE-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by IUOE along with verification to IUOE when the corrections are made; and (c) placement results, as determined by the center or as provided by IUOE.

(T) Copies of the 678 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary.

(U) Shipping tool kits to students, when required by IUOE.

(V) Transportation to and from Work-Based Learning/WEP/CTST sites, industry/trade certification-accreditation sessions/tests, and job interviews.

(W) Consistent with the Center CDSS Plan, as described in the PRH, IUOE staff will be a part of all training designated for career technical instructors, including standard First Aid and CPR.

(X) Secretarial/clerical assistance, when the need is justified.

(Y) Security for career technical training facilities, including on-center CTST sites, outside of normal working hours.

9. TRAINING MATERIALS AND SUPPORT

A. **Instructional Materials –** IUOE shall provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-Rom-based or Web-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by IUOE, as well as an updated listing of Internet Web sites that contribute to student learning and the professional development of IUOE instructors.

B. **Student Tool Kits –** With the exception of the Paving and Heavy Equipment Operator programs, IUOE shall provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits shall be made available at no cost to IUOE students who successfully complete career technical training and locate jobs that match the technical training. A copy of approved tool lists shall be provided to Center Directors by IUOE.

The NTCs will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

10. AUTOMATED CAREER TRANSITION SYSTEM (CTS)

It is imperative that IUOE comply with Job Corps policy (Program Instructions No. 06-08 and No. 06-25) to safeguard students' Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps' Center Information System (CIS) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. IUOE shall also protect students' PII in all paper-based documents, including TARs, in accordance with Job Corps Program Instruction No. 06-23.

Center Directors shall collaborate with and provide assistance to IUOE to meet this important requirement.

A. **Data Entry into CTS –** IUOE instructors and field staff/coordinators shall be responsible for the timely and accurate entry of the following data into the automated Career Transition System:

a. Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided.

b. Upgrade information related to graduates, especially acceptance into registered apprenticeship programs, wage increases, and job training match data.

B. **Verification of Placement Data by CTS Providers –** Each Career Transition Services (CTS) provider assigned an IUOE graduate is responsible for verifying the placement, when IUOE records such accomplishment in the CTS. Verification activities shall be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

C. **Resolving Issues With CTS Providers –** If a CTS provider routinely delays the verification and/or placement reporting process, IUOE shall report this matter to the appropriate official in the CTS provider organization, the Center Director, and the assigned regional project manager, in an attempt to correct the problem. Where this is not successful, the National COTR shall be notified in writing including, at a minimum, the following information:

a. The name of the CTS provider (contractor) organization involved, and the dates and names of the organization's official(s) contacted by IUOE to resolve the delays.

b. The IUOE graduate's name, student identification number, the date the placement was recorded in the CTS reporting system by IUOE, and how many calendar days it took for the CTS provider to: (1) complete the verification process, and (2) record the verified placement in the CTS. Other pertinent information should be reported, such as: delay(s) that extend beyond the 'window' of opportunity for recording placements; the impact on annual performance results, and, if applicable, the future of the specific IUOE training program where the student completed training.

11. ADMINISTRATIVE PROVISIONS

A. IUOE Staff Leave Provisions

a. **Workday –** The workday (starting and ending times) shall be in accordance with center policy.

b. **Annual Leave** – Must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of IUOE and may be granted only after timely notification has been provided to the Center Director, or her/his designee, and their comments have been carefully considered by IUOE.

c. **Sick Leave** – To the extent practicable, IUOE instructors are expected to notify the Center Director, or her/his designee, prior to the first scheduled class when sick leave must be taken.

d. **Overtime –** With the exception of pre-scheduled center activities, no overtime or center holiday work shall be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

B. **Substitute Instructors**

The Center Director shall provide qualified substitutes for up to the first 10 working days that an IUOE instructor is on sanctioned leave, or where there is an unexpected termination or resignation of an IUOE instructor. After the first 10 working days, the IUOE contractor is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

C. **Time Sheet Verification**

The Center Director, or his/her designee, shall sign weekly time sheets verifying IUOE instructor(s) time on center.

12. SIGNATURES

_____

Name and Title of Center Director or Designee (Please Print)

_____ _____

Signature of Center Director or Designee Date

_____

Name and Title of IUOE Executive or Designee (Please Print)

_____ _____

Signature of IUOE Executive or Designee Date

APPENDIX 302d

MEMORANDUM OF UNDERSTANDING

International Union of Painters and Allied Trades (IUPAT Job Corps Program)

Where the International Union of Painters and Allied Trades (IUPAT) Job Corps Program operates, the provisions of this Memorandum of Understanding (MOU) apply to IUPAT Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym IUPAT appears throughout this MOU, it represents the IUPAT Job Corps Program. Should any differences exist between this MOU and the Statement of Work (SOW) for IUPAT, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between IUPAT and the _____ Job Corps Center Director entered into this _____ day of_____, 2008. (Appropriate signatures required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

IUPAT shall provide 52 contracted career technical training programs at 47 centers (including agency centers), totaling 1,044 slots (these figures are valid as of July 2008).

IUPAT Training Program	Number	Slots
Painting	46	924
Glazing	3	60
Sign, Billboard, and Display	1	20
Floor Covering	2	40
Total	52	1,044

To modify any of the above figures, IUPAT is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices and Center Directors. All changes in any of the above three categories shall be reflected through fully executed Contract Modifications initiated and funded by the National Office of Job Corps.

IUPAT shall offer training programs in accordance with the student/instructor ratios listed

below:

IUPAT Training Program	Total Slots per Instructor
Painting	20 slots for all programs except the one at Hawaii Job Corps Center, which has 24 slots
Glazing	20 slots
Sign, Billboard, and Display	20 slots

3. BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES

IUPAT, in collaboration with centers where IUPAT programs operate and provide services, and to the extent that adequate resources are made available, shall provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. IUPAT shall deliver these in accordance with the:

- Workforce Investment Act (WIA) of 1998, as amended, and implementing regulations;
- President's High Growth Job Training Initiative;
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances;
- Career Development Services System (CDSS); and
- Memorandum of Understanding (MOU) signed by an IUPAT Executive or designee and each Center Director or designee where IUPAT operates career technical training programs.

The following are specific responsibilities for IUPAT and all Center Directors where IUPAT programs exist:

A. **NTC Operation Plan –** IUPAT shall develop, in conjunction with centers and Regional Offices, as appropriate, an *Operation Plan* and submit it to the Job Corps National Contracting Officer Technical Representative (COTR) within 90 days of the plan template being available following final contract definitization and award in the first base year. For the second base year and each option year, provided that the National Office of Job Corps extends the contract with IUPAT, IUPAT shall revise its *Operation Plan* and submit a summary of all changes, if applicable, to the National COTR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of IUPAT Job Corps Program administrative structure, operation systems, and processes for all its recruitment, training, placement (including registered apprenticeship programs), and follow-up services to students; IUPAT staff qualifications and annual professional development plans; and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.

B. **Industry Skill/Training Standards –** IUPAT shall provide training programs that lead to high growth, high demand, and high wage positions in the construction industry. IUPAT shall align all their technical training programs with the latest skills/training standards of the construction industry.

C. **Training Outcomes –** IUPAT shall provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from IUPAT programs include the following categories:

a. Students enter a registered apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities, or

b. Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the Armed Forces, or

c. Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which IUPAT has provided the training.

D. **Placement Services –** IUPAT shall administer initial job placement services for up to 6 months from separation, and career transition support for 12 months following the date the initial job placement is accepted by the Center Information System/Career Transition Services (CIS/CTS), to all graduates. IUPAT shall provide initial placement services to former enrollees, as defined in PRH 4.2, R1.b, for up to 3 months following separation.

In addition to job placement services, IUPAT <u>may</u> also provide career transition support services to graduates, such as making arrangements for housing and transportation, where IUPAT has the capability to effectively deliver such services <u>and</u> the provision of such services has first been coordinated with the designated Career Transition Services (CTS) provider.

IUPAT instructors and field staff shall work collaboratively with Job Corps regional officials and center staff to ensure that IUPAT-provided job placement and, as applicable, career transition support services are coordinated with the development and implementation of <u>each</u> center's Center Plan.

E. **Collaboration With Other Job Corps Entities –** It is imperative that IUPAT establish and maintain open and professional communication with Department of Labor (DOL)

regional officials and staff from centers, operators, and Outreach and Admissions (OA) and CTS contractors. The National Office of Job Corps encourages IUPAT to work with all related entities referenced above, within established protocol, to address and resolve any area of concern before seeking involvement of the NTC COTR and the National Office. Within available resources, IUPAT shall also try to conduct a minimum of one face-to-face meeting with each DOL Regional Director in each program year, collectively with the other NTCs if possible, to synchronize goals, priorities, and solutions to problems.

Center Directors shall provide corresponding cooperation to IUPAT in all areas related to IUPAT contracted services.

F. **Center Curriculum Development** – IUPAT shall have appropriate staff fully participate in the curriculum development process at each center where IUPAT operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by IUPAT national project coordinator, sharing IUPAT-developed instructional resources, techniques, and methods that contribute to student success.

G. **Center Industry Council and Business Community Liaison Functions –** IUPAT shall fully support the functioning of the Center Industry Council, and the Business and Community Liaison (BCL) in improving the quality of career technical training programs and creating meaningful linkages with individual employers, labor and business organizations, One-Stop centers/partners, state and local Workforce Investment Boards, and local Youth Councils.

H. **Disability Issues –** IUPAT shall follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. IUPAT will work closely with the Center Director's designee for disability issues to ensure that students with disabilities who are interested in IUPAT trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). IUPAT shall ensure that no Job Corps students with disabilities are denied entry into IUPAT programs for any discriminatory reason.

I. **Safety** – IUPAT shall follow all federal, state, local, center, and IUPAT-specific safety regulations and requirements during the technical training process and, in cooperation with center officials, ensure that all training areas are clean and well-maintained. IUPAT shall advise the centers and NTC COTR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers.

J. **Enrollment of Female Students and Instructors –** IUPAT shall make every effort to

increase the number of female graduates each program year.

In an effort to achieve the above objective, IUPAT shall develop and use creative and effective techniques and strategies during Outreach and Admissions and the Career Preparation Period, to educate and interest female students about IUPAT careers. As applicable, IUPAT will work closely with Job Corps Regional Office officials, recruitment contractors, and center staff who manage the Career Preparation Period (CPP) about adopting these techniques and strategies.

IUPAT is also encouraged to seek and develop meaningful partnerships with local, state, and national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.

Center Directors shall provide assistance to IUPAT in these efforts.

K. **Recruits From Industry/Business –** As applicable, IUPAT shall inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related IUPAT training at Job Corps centers. IUPAT staff shall coordinate with the appropriate Outreach and Admissions (OA) contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff shall support IUPAT in such recruitment efforts.

L. **Student Selection of IUPAT Programs –** IUPAT shall follow center procedures for the assignment of students to career technical programs. To the greatest extent possible, these should include the participation of IUPAT instructors in the selection process, and providing students an opportunity to learn as much as possible about IUPAT specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

Where slots are available, Job Corps-qualified applicants referred to specific IUPAT programs by the groups cited in 3.K shall be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center's Career Preparation Period (CPP), the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, he/she shall be permitted to do so.

Center Directors and designated staff shall collaborate with IUPAT in such trade selection efforts.

M. **Enrollment Criteria for IUPAT Programs –** The specific selection criteria for students

participating in IUPAT training programs are as follows:

a. Age

No student can be denied access to an IUPAT program because of age. However, because most IUPAT programs and related employers, as a condition of employment in the construction industry, require applicants to be at least 18 years of age, and certain IUPAT trades have significant safety-related responsibilities, the Center Director, or her/his designee, and IUPAT instructor(s)/field coordinator shall jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution shall be agreed upon that will not adversely impact students or IUPAT performance.

b. Driver's License

Students who are prevented from obtaining a valid driver's license (including a Commercial Driver's License [CDL]), due to serious previous violations, etc., shall not be enrolled in IUPAT programs requiring a driver's license as a condition of employment.

Students in IUPAT construction trades such as Painting, Glazing and Floor Covering must obtain a valid driver's license before they graduate. Employers in these trades consider a driver's license an essential tool in securing and maintaining employment. Therefore, where adequately functioning driver's education programs do not exist at centers, or at facilities arranged by centers, Center Directors shall collaborate with Regional Office officials and staff to ensure that this critical certification is available to all IUPAT students, and that plans are operational to begin the process of registration and gaining practical driving experience, according to state requirements, early in students' participation in Job Corps.

c. Health

Unless the center physician determines that participation in a particular program would be a direct threat to the student, other students, and/or the instructor, the condition of a student's health shall not be a factor affecting his/her participation in an IUPAT trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, IUPAT is not authorized to collect information, formally or otherwise, regarding the health/disability status/history of a potential enrollee, or a student who has or has not, as yet, entered an IUPAT trade. These matters are solely within the purview of the center physician. It is important to understand that students interested in the IUPAT Painting programs must first complete the mandatory OSHA Respirator Medical Evaluation Questionnaire (29 CFR, Part 1919.134 App. C), and be approved for training, in writing, by the center physician. A copy of the signed approval

shall be provided to the IUPAT instructor for his/her records.

Once a student is enrolled in an IUPAT training program, center health staff will share relevant information about a present health condition that may be aggravated by training activities supervised or conducted by IUPAT instructors or that could cause harm to the student or another student, for the purpose of avoiding such health aggravation or harm.

For students with disabilities who have a reasonable accommodation plan, IUPAT instructors must ensure that the reasonable accommodations/modifications indicated in the plan are provided. The center disability coordinator shall inform IUPAT instructors and/or their supervisors in a timely fashion of the existence of an accommodation plan for a particular student.

d. Academics

Students must have a proficiency level in reading and math that will enable learning in an IUPAT trade, understanding and following instructions and, where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, and machinery, and adherence to specific OSHA/industry safety guidelines.

4. STUDENT TRAINING

A. **Career Preparation Period –** During the Career Preparation Period (CPP), IUPAT instructors, as appropriate and in recognition of time constraints imposed on them by daily training schedules and other mandates impacting their availability, shall educate new students about the advantages of participating in IUPAT training and work with interested students to observe training.

B. **Career Development Period –** IUPAT instructors shall work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning standards described in the PRH.

a. **Work-Based Learning (WBL) –** IUPAT instructors shall work in partnership with appropriate center staff in establishing meaningful Work-Based Learning (WBL) opportunities associated with IUPAT trades. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects, formerly known as VST, and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all IUPAT students to observe work-site activities early in their career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and guidance to students regarding their employability and career technical skills as well as their

adherence to established safety and health standards.

b. **Assessing Student Readiness for Work-Site Assignments –** During the Career Development Period, there must be a process for determining each student's readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including IUPAT instructors.

c. **Applied Academics in CTST Projects –** IUPAT instructors and field staff shall work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate principles of applied academics standards. In this regard, IUPAT instructors will be actively involved in the development and teaching (including coordinated instruction and team teaching, where appropriate) of applied academics lessons and modules.

d. **Management of Class Size –** Generally, centers shall not backfill IUPAT career technical training slots occupied by students who have been assigned to WBL, except in those situations where the WBL student(s) will be separating from Job Corps (e.g., to take a job) within 2 weeks after completing the WBL assignment. In this regard, however, every effort must be made to avoid situations where IUPAT instructors have very few students in their class over an extended period of time. IUPAT instructors will closely monitor this situation and work with the career technical manager and other appropriate center staff to ensure that this situation is effectively managed. When IUPAT instructors are confronted with significantly smaller classes, they are expected to perform other job-related tasks, as time permits. These include, but are not limited to, the following:

- monitoring existing WBL sites, and helping to develop new sites;
- strengthening working relationships with local unions and district councils, employer organizations, and individual employers/contractors;
- working with Job Corps entities to plan and establish various career technical training clusters;
- working with academic instructors to develop applied academic lessons; or
- providing short-term (up to 10 days) introductory training to students on the waiting list for an IUPAT trade, who continue to have a strong desire to enter and complete the trade.

C. Career Technical Skills Training (CTST)

a. **Planning –** CTST projects shall be planned for each program year in accordance with the PRH. The Center Director shall designate a qualified, competent center staff member to plan and oversee all CTST projects. IUPAT instructor(s) shall assist this individual in developing and carrying out the CTST Plan. IUPAT's designee and the Center Director's designee shall each sign off, or provide a letter of concurrence, on

the annual CTST Plan and any modification to the Plan, including a Safety Hazard Analysis for each project in the CTST Plan, prior to submitting the Plan/modification to the Job Corps Regional Office.

b. **Developing CTST Opportunities –** In cooperation with the Center Director's designee, IUPAT staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not only the center's needs, but community needs as well. Community projects are supportive of the Workforce Investment Act challenge to expand community ties and student participation in community activities.

c. **CTST Meetings –** The individual designated by the Center Director to oversee CTST projects shall initiate coordinating sessions with IUPAT instructor(s) involved in CTST projects. These meetings shall be scheduled at least biweekly for the purpose of: assessing the progress on current CTST projects; reviewing/adjusting the plans/schedules for the next 2-week period; ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed; and formulating long-range plans. Minutes of each meeting will be maintained by the Center Director's representative and copies provided in a timely manner to all attendees as well as to those who were not present.

d. **Off-Site CTST Projects –** Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, safety, and residential and support services commensurate with those at the center. IUPAT instructors shall not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for IUPAT staff to live at the CTST site, the prevailing GSA per diem rate will apply. In the event housing is provided, the prevailing GSA, M&IE rates shall be applicable and paid for by the center operator.

e. **Student Involvement in CTST Planning –** IUPAT instructors shall involve students in the planning of CTST projects. Further, academic, career success standards training, in addition to the application of technical skills, shall be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

D. **Related Training Issues**

a. **Realistic Working Environment –** All IUPAT training shall be conducted in an environment and under conditions as close as possible to those found in the construction industry, and, as applicable, shall be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL

Office of Apprenticeship, when such training standards exist.

b. **TAR Completion and Certification/Apprenticeship Enrollment Test –** IUPAT shall ensure instructional materials are upgraded as necessary to remain aligned with the latest construction industry and/or apprenticeship skills/training standards. IUPAT TAR(s) shall be developed and formatted in a manner consistent with these standards.

   IUPAT shall assist each student completing an IUPAT program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

c. **Career Success Skills –** Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and Work-Based Learning.

d. **Scheduling –** IUPAT staff shall work closely with center staff to develop student schedules. Every effort shall be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional 8 hours to accommodate activities that clearly and directly support students' success in securing and retaining training-related employment. For example, the time required by both academic and IUPAT instructors to plan for curriculum integration, establishing mentoring arrangements and Work-Based Learning sites with employers, fall into this category. Such exceptions notwithstanding, and in accordance with the PRH, "Centers shall: develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce."

e. **Hands-on Training vs. Classroom Instruction –** Hands-on training and related shop/classroom instruction shall be divided approximately 70% and 30%, respectively.

f. **Training Week –** A standard training week shall be 40 hours, Monday through Friday, excluding center-observed holidays.

g. **Length of Training –** IUPAT shall require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation.

h. **IUPAT Instructor Supervision** – During the training period, IUPAT instructors shall be responsible for:

- *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards;
- center rules and regulations, including those pertaining to safety;
- center student conduct standards; and
- student accountability, including and especially during CTST projects and activities.

IUPAT instructors shall work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

E. **Student Conduct Standards**

a. **Student Conduct Standards –** IUPAT staff shall use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

b. **Suspension and Dismissal of Students for Safety and Disciplinary Reasons –** To prevent injuries to students/instructors, IUPAT instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, IUPAT instructors shall advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, IUPAT instructors shall recommend to the career technical training manager and Center Director the permanent removal of students from IUPAT trades who continue to disregard safety rules and procedures, with adequate documentation.

IUPAT instructors shall be part of the center's process for determining the readmission of such students to IUPAT classes.

F. **Student-Related Activities**

a. **Involvement With Center Activities –** As appropriate, and to the extent that commitments during the training day permit**,** IUPAT instructors shall be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the Career Preparation Period as defined in PRH Chapter 2.

b. **ESP Panel –** IUPAT instructors shall actively participate in the Evaluation of Student Progress (ESP) Panels for students enrolled in IUPAT training programs. IUPAT and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

c. **Coordination of CTS for Graduating Students –** IUPAT instructors shall notify

appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a registered apprenticeship opportunity, the IUPAT instructor and center management shall work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates, as applicable, with transition allowances and WBL funds, and ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

d. **Driver Education –** IUPAT shall work closely with Center Directors in support of each center's responsibility to provide Driver's Education training for all eligible students beginning in the Career Preparation Period. IUPAT shall make every effort to collaborate with center management to help students attain a valid driver's license or learner's permit before graduation. This is particularly important because apprenticeship standards make it mandatory for Job Corps graduates to have a valid driver's license to be accepted into a registered apprenticeship program. However, in this regard, it must be understood that the lack of a driver's license shall not be a basis for denying completion status to any IUPAT student.

5. IUPAT STAFF RESPONSIBILITIES

A. IUPAT Field Staff/Coordinators

a. **Monitoring Performance –** IUPAT field staff shall be fully knowledgeable about the performance of IUPAT programs and instructors. As required by the Career Technical Reporting and Improvement System (CTTRIS), for individual training programs performing below established standard or on probation, IUPAT field staff shall work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). IUPAT field staff shall actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, IUPAT field staff shall collaborate with centers and Regional Offices to effectively address issues related to slot utilization.

The ability of IUPAT field staff to adequately support the activities cited above, particularly those that require travel, is dependent on the amount of resources made available by the National Office of Job Corps for these purposes.

b. **Technical Assistance –** For those instructors having difficulty teaching students and/or dealing effectively with problems associated with student conduct and

behavior, field staff are encouraged to provide or arrange for the provision of necessary assistance and support.

c. **Interaction With Center Activities –** IUPAT field staff shall ensure that IUPAT instructors are contributing to the effectiveness of the center CDSS Plan, and not acting independently or with sole regard to their responsibilities as instructors.

d. **Actions on Staff Issues –** Where significant problems associated with a particular IUPAT instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, IUPAT field staff shall take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an IUPAT instructor. However, before a final decision of this type is made, the Center Director and assigned project manager shall be notified. These individuals shall have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate IUPAT official(s) for consideration prior to a final decision being made by IUPAT.

e. **Business Linkages –** IUPAT field staff shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the construction industry. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates. The extent of these activities is also dependent on the amount of funds made available for this purpose.

f. **Communication With Center Directors During Visits –** As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, IUPAT field staff will visit centers, when justified and when adequate resources are available for this purpose. To the extent practicable in these situations, the Center Director shall be notified in advance of visits. Further, following each visit, IUPAT field staff shall conduct an exit conference with the Center Director, or her/his designee, and other officials, as appropriate, to review significant findings, and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.

g. **Communication With Regional Project Managers –** IUPAT field staff shall also establish and maintain contact with appropriate regional project managers concerning IUPAT programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. IUPAT field staff are encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

B. NTC Instructors

While IUPAT instructors perform as part of an IUPAT national contract, they shall cooperate with and be a part of the center and its operation. As required of all center staff, IUPAT instructors shall function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they shall be active partners with center staff in evaluating student progress and meeting students' needs in support of their social and career development.

a. **Career Technical Training –** IUPAT instructors shall plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a registered apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the Armed Forces.

b. **Professional Development** – To the extent that adequate resources are made available, IUPAT instructors shall participate in all professional development activities sponsored by IUPAT, centers, Regional Offices, and the National Office, as applicable, to increase their effectiveness in developing and delivering standards-based instruction; coordinating instruction; teaching applied academics and related basic skills standards; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

c. **Role-Modeling -** IUPAT instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff; failure to properly supervise students and maintain order, effectiveness, and safety; or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. IUPAT field and headquarters officials shall take immediate and appropriate action when such incidences are verified. Where an NTC fails to respond expeditiously and adequately, the National COTR will become involved and initiate whatever corrective actions/measures may be needed.

d. **Communication With Center Staff –** IUPAT instructors shall periodically communicate with other center staff who also serve IUPAT students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if IUPAT students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the IUPAT instructor, acting as a role model, shall endeavor to positively influence the

student and steer him/her in a better direction.

The responsibility described above is in addition to IUPAT instructors' participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, AWOLs, etc., and increase the number of IUPAT career technical completers and placements.

e. **Center Activities –** IUPAT instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

f. **Business Linkages –** IUPAT instructors shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

g. **Driving Compliance –** IUPAT instructors shall comply with all related PRH and NTC/center-specific requirements related to driving privileges for employment as well as operating NTC/center vehicles. When requested by center officials, IUPAT instructors who use center vehicles must show proof of a valid driver's license. IUPAT instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

6. RESOLVING ISSUES

A. **Process for Resolving Issues –** IUPAT instructors shall work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts shall also involve the assigned field coordinator, IUPAT headquarters officials, and the project manager. However, in the event that an informal resolution is not possible, the IUPAT national project coordinator shall immediately request the assistance of the National COTR; concurrently, the Center Director shall notify the assigned Job Corps Project Manager to assist in the resolution process.

The National COTR and Regional Office Project Manager shall work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director shall be the final arbiter. At no time during this entire process shall the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the

training of students in the IUPAT program or functioning of the center.

B. **Center Request for IUPAT Personnel Change(s) –** In the instances where the Center Director requests permanent removal of an IUPAT instructor, such requests shall be in writing and concurrently transmitted to the National COTR and the designated Regional Office Project Manager, with copies to the assigned IUPAT field coordinator and IUPAT National Project Coordinator. The written communication shall include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past.

C. **Center Request for IUPAT Program Change(s) –** In the instances where the Center Director requests the permanent addition or removal of an IUPAT training program, such request shall be submitted to the Job Corps National Office, through the Regional Director who must approve the request, in the form of a *Job Corps Career Technical Training Change Request.* The request shall be developed in collaboration with the center operator, the regional project manager, and IUPAT. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

D. **IUPAT's Request(s) for Program Change(s) –** To initiate any changes to the contracted training programs (program and slots), IUPAT is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Appendix 306). Following approval from the Regional Office, the Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices. The DOL Contracting Officer and the NTC COTR will develop and execute a Contract Modification for each IUPAT program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where IUPAT programs operate, including agency-operated centers.

7. PERFORMANCE

A. **Annual Performance Assessment –** IUPAT performance shall be evaluated annually by Job Corps regional staff, the National COTR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specified in PRH Appendix 501d. For programs that have performed at the "unsatisfactory" level (Grade 'D' on the VTRC) for 1 year and have been placed on probation by the Regional Office of Job Corps following an appeals process, IUPAT shall develop a Performance Improvement Plan (PIP), in cooperation with affected centers and Regional Office staff. A copy of the PIP will also be submitted to the NTC COTR.

IUPAT shall work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the "average" level (Grade 'C'), at a minimum. For programs that have performed at the "unsatisfactory" level (Grade 'D') for 2 consecutive years, IUPAT shall develop and file an appeal, jointly with the center, if possible, to the Job Corps National Office. Following the appeals process, the National Office of Job Corps will render a final decision, which could be closure or another period of probation.

IUPAT programs that have performed at the "exceptional" level (Grade 'A') for 2 consecutive years, will be recognized by the Job Corps National Office with a Certificate of Recognition.

B. **Registered Apprenticeship Placements –** To the extent that adequate resources are available, IUPAT shall develop and maintain a productive and meaningful relationship with local unions, district councils, national/ regional/ local business-industry organizations, and individual employers that can place Job Corps graduates into registered apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, IUPAT, with approval and support from the National COTR, will make every effort to increase graduates' placement into registered apprenticeship programs and/or training-related jobs, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the construction industry.

Where applicable, IUPAT shall collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with IUPAT in placing graduates in registered apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation, IUPAT students have an opportunity to secure a valid driver's license.

8. REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), IUPAT shall determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students'/instructors' safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

IUPAT instructors shall also provide advice to center and Regional Office officials regarding the adequacy of training facilities, particularly as it relates to ensuring the safety and well-being of

students; security of equipment, supplies, and materials; and other factors impacting the learning environment.

The Center Director shall provide IUPAT with appropriate and adequate career technical training and administrative space and the support services described below. Subject to a center's fire, security, and related safety policies, IUPAT shall be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy. IUPAT shall work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal IUPAT operation hours and in accordance with all government property management regulations and requirements.

The center operator shall provide IUPAT, at no cost, the following equipment and support services as part of the center operator's contract.

(A) Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by IUPAT for each career technical training program that they offer at a specific center shall be included as part of the MOU). Desks and chairs for classrooms will also be provided.

(B) Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade.

(C) Acquisition, maintenance, repair, and replacement of career technical and administrative equipment.

(D) Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business. In addition, cell phones will be provided to IUPAT instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.

(E) FAX and copying services in instructor offices. Where this is not possible, other arrangements shall be in place that are convenient for instructors to use such services.

(F) Safe and adequately equipped vehicles to support training activities/projects.

(G) Mail (postage).

(H) Trash and garbage collection.

(I) Utilities.

(J) Locking file cabinets.

(K) Computer equipment. This includes hardware and software in each IUPAT instructor's office, capable of accessing the Internet, CIS, CTS, and the Job Corps Career Development Resource Center (JCCDRC) Web site. It also includes hardware and software in each IUPAT classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, shall also be made available to IUPAT staff.

(L) DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training.

(M) Transportation and meals for students participating in CTST, Work-Based Learning, and other work-experience activities.

(N) Fire protection and OSHA-approved safety programs at career technical facilities.

(O) OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards.

(P) The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized <u>and</u> target-group documentation is accessible.

(Q) Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items (including those students who may be assigned by the center above the contracted class/surge level).

(R) Appropriate attire for CTST projects and Work-Based Learning assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards.

(S) Immediate and accurate entry into the CIS, the following IUPAT-provided information/data: (a) career technical student data, including entry dates and completion status, <u>as they occur</u>; (b) any and all corrections, when notified by IUPAT along with verification to IUPAT when the corrections are made; and (c) placement results, as determined by the center or as provided by IUPAT.

(T) Copies of the 678 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary.

(U) Shipping tool kits to students, when required by IUPAT.

(V) Transportation to and from Work-Based Learning/WEP/CTST sites, industry/trade certification-accreditation sessions/tests, and job interviews.

(W) Consistent with the Center CDSS Plan, as described in the PRH, IUPAT staff will be a part of all training designated for career technical instructors, including standard First Aid and CPR.

(X) Secretarial/clerical assistance, when the need is justified.

(Y) Security for career technical training facilities, including on-center CTST sites, outside of normal working hours.

9. TRAINING MATERIALS AND SUPPORT

A. **Instructional Materials –** IUPAT shall provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-Rom-based or Web-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by IUPAT, as well as an updated listing of Internet Web sites that contribute to student learning and the professional development of IUPAT instructors.

B. **Student Tool Kits –** IUPAT shall provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits shall be made available, at no cost, and prior to separation from the Job Corps program, to all students who successfully complete IUPAT career technical training and, at the discretion of the IUPAT instructor, to non-completers who are being referred to training-related jobs. A copy of approved tool lists shall be provided to Center Directors by IUPAT.

The NTCs will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

10. AUTOMATED CAREER TRANSITION SYSTEM (CTS)

It is imperative that IUPAT comply with Job Corps policy (Program Instructions No. 06-08 and No. 06-25) to safeguard students' Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps' Center Information System (CIS) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. IUPAT shall also protect students' PII in all paper-based documents, including TARs, in accordance with Job Corps Program Instruction No. 06-23.

Center Directors shall collaborate with and provide assistance to IUPAT to meet this important requirement.

A. **Data Entry into CTS –** IUPAT instructors and field staff/coordinators shall be responsible for the timely and accurate entry of the following data into the automated Career Transition System:

a. Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided.

b. Upgrade information related to graduates, especially acceptance into registered apprenticeship programs, wage increases, and job training match data.

B. **Verification of Placement Data by CTS Providers –** Each Career Transition Services (CTS) provider assigned an IUPAT graduate is responsible for verifying the placement, when IUPAT records such accomplishment in the CTS. Verification activities shall be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

C. **Resolving Issues With CTS Providers –** If a CTS provider routinely delays the verification and/or placement reporting process, IUPAT shall report this matter to the appropriate official in the CTS provider organization, the Center Director, and the assigned regional project manager, in an attempt to correct the problem. Where this is not successful, the National COTR shall be notified in writing including, at a minimum, the following information:

a. The name of the CTS provider (contractor) organization involved, and the dates and names of the organization's official(s) contacted by IUPAT to resolve the delays.

b. The IUPAT graduate's name, student identification number, the date the placement was recorded in the CTS reporting system by IUPAT, and how many calendar days it took for the CTS provider to: (1) complete the verification process, and (2) record the verified placement in the CTS. Other pertinent information should be reported, such as: delay(s) that extend beyond the 'window' of opportunity for recording placements; the impact on annual performance results, and, if applicable, the future of the specific IUPAT training program where the student completed training.

11. ADMINISTRATIVE PROVISIONS

A. IUPAT Staff Leave Provisions

a. **Workday –** The workday (starting and ending times) shall be in accordance with center policy.

b. **Annual Leave** – Must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of IUPAT and may be granted only after timely notification has been provided to the Center Director, or her/his designee, and their comments have been carefully considered by IUPAT.

c. **Sick Leave** – To the extent practicable, IUPAT instructors are expected to notify the Center Director, or her/his designee, prior to the first scheduled class when sick leave must be taken.

d. **Overtime –** With the exception of pre-scheduled center activities, no overtime or center holiday work shall be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

B. **Substitute Instructors**

The Center Director shall provide qualified substitutes for up to the first 10 working days that an IUPAT instructor is on sanctioned leave, or where there is an unexpected termination or resignation of an IUPAT instructor. After the first 10 working days, IUPAT is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

C. **Time Sheet Verification**

The Center Director, or his/her designee, shall sign weekly time sheets verifying IUPAT instructor(s) time on center.

12. SIGNATURES

_____

Name and Title of Center Director or Designee (Please Print)

_____ _____

Signature of Center Director or Designee Date

_____

Name and Title of IUPAT Executive or Designee (Please Print)

_____ _____

Signature of IUPAT Executive or Designee Date

APPENDIX 302e

MEMORANDUM OF UNDERSTANDING

National Plastering Industry's Joint Apprenticeship Trust Fund (NPIJATF)

Where the National Plastering Industry's Joint Apprenticeship Trust Fund (NPIJATF) Job Corps Program operates, the provisions of this Memorandum of Understanding (MOU) apply to NPIJATF Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym NPIJATF appears throughout this MOU, it represents the NPIJATF Job Corps Program. Should any differences exist between this MOU and the Statement of Work (SOW) for NPIJATF, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between NPIJATF and the _____ Job Corps Center Director entered into this _____ day of_____, 2008. (Appropriate signatures required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

NPIJATF shall provide 52 contracted career technical training programs at 39 centers (including agency centers), totaling 1,040 slots (these figures are valid as of April 2008).

NPIJATF Training Program	Number	Slots
Cement Mason (Basic)	35	700
Cement Mason (Advanced)	1	20
Plastering	16	320
Total	52	1,040

To modify any of the above figures, NPIJATF is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices and Center Directors. All changes in any of the above categories shall be reflected through fully executed Contract Modifications initiated by the National Office of Job Corps.

NPIJATF shall offer training programs in accordance with the student/instructor ratios listed below:

NPIJATF Training Program	Total Slots per Instructor
Cement Mason (Basic)	20
Cement Mason (Advanced)	20
Plastering	20

3. BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES

NPIJATF, in collaboration with centers where NPIJATF programs operate and provide services, and to the extent that adequate resources are made available, shall provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. NPIJATF shall deliver these in accordance with the:

- Workforce Investment Act (WIA) of 1998, as amended, and implementing regulations;
- President's High Growth Job Training Initiative;
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances;
- Career Development Services System (CDSS); and
- Memorandum of Understanding (MOU) signed by an NPIJATF Executive or designee and each Center Director or designee where NPIJATF operates career technical training programs.

The following are specific responsibilities for NPIJATF and all Center Directors where NPIJATF programs exist:

A. **NTC Operation Plan** – NPIJATF shall develop, in conjunction with centers and Regional Offices, as appropriate, an *Operation Plan* and submit it to the Job Corps National Contracting Officer Technical Representative (COTR) within 90 days of the plan template being available following final contract definitization and award in the first base year. For the second base year and each option year, provided that the National Office of Job Corps extends the contract with NPIJATF, NPIJATF shall revise its *Operation Plan* and submit a summary of all changes, if applicable, to the National COTR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of NPIJATF Job Corps Program administrative structure, operation systems, and processes for all its recruitment, training, placement (including registered apprenticeship programs), and follow-up services to students; NPIJATF staff qualifications and annual professional development plans; and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.

B. **Industry Skill/Training Standards –** NPIJATF shall provide training programs that lead to high growth, high demand, and high wage positions in the construction industry.

NPIJATF shall align all their technical training programs with the latest skills/training standards of the construction industry.

C. **Training Outcomes –** NPIJATF shall provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from NPIJATF programs include the following categories:

a. Students enter a registered apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities, or

b. Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the Armed Forces, or

c. Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which NPIJATF has provided the training, and

d. Students earn a passing score on written and/or performance tests associated with nationally recognized certification and/or state licensure, as applicable.

D. **Placement Services –** NPIJATF shall administer initial job placement services for up to 6 months from separation, and career transition support for 12 months following the date the initial job placement is accepted by the Center Information System/Career Transition Services (CIS/CTS), to all graduates. NPIJATF shall provide initial placement services to former enrollees, as defined in PRH 4.2, R1.b, for up to 3 months following separation.

In addition to job placement services, NPIJATF <u>may</u> also provide career transition support services to graduates, such as making arrangements for housing and transportation, where NPIJATF has the capability to effectively deliver such services <u>and</u> the provision of such services has first been coordinated with the designated Career Transition Services (CTS) provider.

NPIJATF instructors and field staff shall work collaboratively with Job Corps regional officials and center staff to ensure that NPIJATF-provided job placement and, as applicable, career transition support services are coordinated with the development and implementation of <u>each</u> center's Center Plan.

E. **Collaboration With Other Job Corps Entities –** It is imperative that NPIJATF establish and maintain open and professional communication with Department of Labor (DOL) regional officials and staff from centers, operators, and Outreach and Admissions

(OA) and CTS contractors. The National Office of Job Corps encourages NPIJATF to work with all related entities referenced above, within established protocol, to address and resolve any area of concern before seeking involvement of the NTC COTR and the National Office. Within available resources, NPIJATF shall also try to conduct a minimum of one face-to-face meeting with each DOL Regional Director in each program year, collectively with other NTCs if possible, to synchronize goals, priorities, and solutions to problems.

Center Directors shall provide corresponding cooperation to NPIJATF in all areas related to NPIJATF contracted services.

F. **Center Curriculum Development** – NPIJATF shall have appropriate staff fully participate in the curriculum development process at each center where NPIJATF operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by NPIJATF national executive, sharing NPIJATF-developed instructional resources, techniques, and methods that contribute to student success.

G. **Center Industry Council and Business Community Liaison Functions –** NPIJATF shall fully support the functioning of the Center Industry Council, and the Business and Community Liaison (BCL) in improving the quality of career technical training programs and creating meaningful linkages with individual employers, labor and business organizations, One-Stop centers/partners, state and local Workforce Investment Boards, and local Youth Councils.

H. **Disability Issues –** NPIJATF shall follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. NPIJATF will work closely with the Center Director's designee for disability issues to ensure that students with disabilities who are interested in NPIJATF trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). NPIJATF shall ensure that no Job Corps students with disabilities are denied entry into NPIJATF programs for any discriminatory reason.

I. **Safety** – NPIJATF shall follow all federal, state, local, center, and NPIJATF-specific safety regulations and requirements during the technical training process and, in cooperation with center officials, ensure that all training areas are clean and well-maintained. NPIJATF shall advise the centers and NTC COTR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers.

J. **Enrollment of Female Students and Instructors –** NPIJATF shall make every effort to increase the number of female graduates each program year.

In an effort to achieve the above objective, NPIJATF shall develop and use creative and effective techniques and strategies during Outreach and Admissions and the Career Preparation Period, to educate and interest female students about NPIJATF careers. As applicable, NPIJATF will work closely with Job Corps Regional Office officials, recruitment contractors, and center staff who manage the Career Preparation Period (CPP) about adopting these techniques and strategies.

NPIJATF is also encouraged to seek and develop meaningful partnerships with local, state, and national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.

Center Directors shall provide assistance to NPIJATF in these efforts.

K. **Recruits From Industry/Business –** As applicable, NPIJATF shall inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related NPIJATF training at Job Corps centers. NPIJATF staff shall coordinate with the appropriate Outreach and Admissions (OA) contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff shall support NPIJATF in such recruitment efforts.

L. **Student Selection of NPIJATF Programs –** NPIJATF shall follow center procedures for the assignment of students to career technical programs. To the greatest extent possible, these should include the participation of NPIJATF instructors in the selection process, and providing students an opportunity to learn as much as possible about NPIJATF specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

Where slots are available, Job Corps-qualified applicants referred to specific NPIJATF programs by the groups cited in 3.K shall be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center's Career Preparation Period (CPP), the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, he/she shall be permitted to do so.

Center Directors and designated staff shall collaborate with NPIJATF in such trade selection efforts.

M. **Enrollment Criteria for NPIJATF Programs –** The specific selection criteria for students participating in NPIJATF training programs are as follows:

a. Age

No student can be denied access to an NPIJATF program because of age. However, because most NPIJATF programs and related employers, as a condition of employment in the construction industry, require applicants to be at least 18 years of age, and certain NPIJATF trades have significant safety-related responsibilities, the Center Director, or her/his designee, and NPIJATF instructor(s)/field coordinator shall jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution shall be agreed upon that will not adversely impact students or NPIJATF performance.

b. Driver's License

Students who are prevented from obtaining a valid driver's license (include a Commercial Driver's License [CDL]) due to serious previous violations, etc., shall not be enrolled in NPIJATF programs requiring a driver's license as a condition of employment.

Employers in many construction trades consider a driver's license an essential tool in securing and maintaining employment. Therefore, where adequately functioning driver's education programs do not exist at centers, or at facilities arranged by centers, Center Directors shall collaborate with Regional Offices to ensure that this critical certification is available to all NPIJATF students, and that plans are operational to begin the process of registration and gaining practical driving experience, according to state requirements, early in students' participation in Job Corps. Center Directors, Regional Offices, and NPIJATF shall make every effort to enable every NPIJATF graduate to attain a full driver's license before post-Job Corps employment.

c. Health

Unless the center physician determines that participation in a particular program would be a direct threat to the student, other students, and/or the instructor, the condition of a student's health shall not be a factor affecting his/her participation in an NPIJATF trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, NPIJATF is not authorized to collect information, formally or otherwise, regarding the health/disability status/history of a potential enrollee, or a student who has or has not, as yet, entered an NPIJATF trade. These matters are solely within the purview of the center physician.

Once a student is enrolled in an NPIJATF training program, center health staff will share relevant information about a present health condition that may be aggravated by training activities supervised or conducted by NPIJATF instructors or that could cause harm to the student or another student, for the purpose of avoiding such health aggravation or

harm.

For students with disabilities who have a reasonable accommodation plan, NPIJATF instructors must ensure that the reasonable accommodations/modifications indicated in the plan are provided. The center disability coordinator will inform NPIJATF instructors and/or their supervisors of the existence of an accommodation plan for a particular student.

d. Academics

Students must have a proficiency level in reading and math that will enable learning in an NPIJATF trade, understanding and following instructions and, where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, and machinery, and adherence to specific OSHA/industry safety guidelines.

4. STUDENT TRAINING

A. **Career Preparation Period –** During the Career Preparation Period (CPP), NPIJATF instructors, as appropriate and in recognition of time constraints imposed on them by daily training schedules and other mandates impacting their availability, shall educate new students about the advantages of participating in NPIJATF training and work with interested students to observe training.

B. **Career Development Period –** NPIJATF instructors shall work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning standards described in the PRH.

a. **Work-Based Learning (WBL) –** NPIJATF instructors shall work in partnership with appropriate center staff in establishing meaningful Work-Based Learning (WBL) opportunities associated with NPIJATF trades. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects, formerly known as VST, and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all NPIJATF students to observe work-site activities early in their career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and guidance to students regarding their employability and career technical skills as well as their adherence to established safety and health standards.

b. **Assessing Student Readiness for Work-Site Assignments –** During the Career Development Period, there must be a process for determining each student's readiness to benefit from work-site experience. This process includes input from all relevant

components at the Job Corps center, including NPIJATF instructors.

c. **Applied Academics in CTST Projects –** NPIJATF instructors and field staff shall work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate principles of applied academics standards. In this regard, NPIJATF instructors will be actively involved in the development and teaching (including coordinated instruction and team teaching, where appropriate) of applied academics lessons and modules.

d. **Management of Class Size –** Generally, centers shall not backfill NPIJATF career technical training slots occupied by students who have been assigned to WBL, except in those situations where the WBL student(s) will be separating from Job Corps (e.g., to take a job) within 2 weeks after completing the WBL assignment. In this regard, however, every effort must be made to avoid situations where NPIJATF instructors have very few students in their class over an extended period of time. NPIJATF instructors will closely monitor this situation and work with the career technical manager and other appropriate center staff to ensure that this situation is effectively managed. When NPIJATF instructors are confronted with significantly smaller classes, they are expected to perform other job-related tasks, as time permits. These include, but are not limited to, the following:

- monitoring existing WBL sites, and helping to develop new sites;
- strengthening working relationships with local unions and district councils, employer organizations, and individual employers/contractors;
- working with Job Corps entities to plan and establish various career technical training clusters;
- working with academic instructors to develop applied academic lessons; or
- providing short-term (up to 10 days) introductory training to students on the waiting list for an NPIJATF trade, who continue to have a strong desire to enter and complete the trade.

C. **Career Technical Skills Training (CTST)**

a. **Planning –** CTST projects shall be planned for each program year in accordance with the PRH. The Center Director shall designate a qualified, competent center staff member to plan and oversee all CTST projects. NPIJATF instructor(s) shall assist this individual in developing and carrying out the CTST Plan. NPIJATF's designee and the Center Director's designee shall each sign off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the Plan, including a Safety Hazard Analysis for each project in the CTST Plan, prior to submitting the Plan/modification to the Job Corps Regional Office.

b. **Developing CTST Opportunities –** In cooperation with the Center Director's

designee, NPIJATF staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not only the center's needs, but community needs as well. Community projects are supportive of the Workforce Investment Act challenge to expand community ties and student participation in community activities.

c. **CTST Meetings –** The individual designated by the Center Director to oversee CTST projects shall initiate coordinating sessions with NPIJATF instructor(s) involved in CTST projects. These meetings shall be scheduled at least biweekly for the purpose of: assessing the progress on current CTST projects; reviewing/adjusting the plans/schedules for the next 2-week period; ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed; and formulating long-range plans. Minutes of each meeting will be maintained by the Center Director's representative and copies provided in a timely manner to all attendees as well as to those who were not present.

d. **Off-Site CTST Projects –** Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, safety, and residential and support services commensurate with those at the center. NPIJATF instructors shall not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for NPIJATF staff to live at the CTST site, the prevailing GSA per diem rate will apply. In the event housing is provided, the prevailing GSA, M&IE rates shall be applicable and paid for by the center operator.

e. **Student Involvement in CTST Planning –** NPIJATF instructors shall involve students in the planning of CTST projects. Further, academic, career success standards training, in addition to the application of technical skills, shall be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

D. **Related Training Issues**

a. **Realistic Working Environment –** All NPIJATF training shall be conducted in an environment and under conditions as close as possible to those found in the construction industry, and, as applicable, shall be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL Office of Apprenticeship, when such training standards exist.

b. **TAR Completion and Certification/Apprenticeship Enrollment Test –** NPIJATF shall ensure instructional materials are upgraded as necessary to remain aligned with the

latest construction industry and/or apprenticeship skills/training standards. NPIJATF TAR(s) shall be developed and formatted in a manner consistent with these standards.

NPIJATF shall assist each student completing an NPIJATF program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

c. **Career Success Skills –** Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and Work-Based Learning.

d. **Scheduling –** NPIJATF staff shall work closely with center staff to develop student schedules. Every effort shall be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional 8 hours to accommodate activities that clearly and directly support students' success in securing and retaining training-related employment. For example, the time required by both academic and NPIJATF instructors to plan for curriculum integration, establishing mentoring arrangements and Work-Based Learning sites with employers, fall into this category. Such exceptions notwithstanding, and in accordance with the PRH, "Centers shall: develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce."

e. **Hands-on Training vs. Classroom Instruction –** Hands-on training and related shop/classroom instruction shall be divided approximately 70% and 30%, respectively.

f. **Training Week –** A standard training week shall be 40 hours, Monday through Friday, excluding center-observed holidays.

g. **Length of Training –** NPIJATF shall require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation.

h. **NPIJATF Instructor Supervision** – During the training period, NPIJATF instructors shall be responsible for:

- *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards;
- center rules and regulations, including those pertaining to safety;
- center student conduct standards; and

- student accountability, including and especially during CTST projects and activities.

NPIJATF instructors shall work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

E. **Student Conduct Standards**

a. **Student Conduct Standards –** NPIJATF staff shall use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

b. **Suspension and Dismissal of Students for Safety and Disciplinary Reasons –** To prevent injuries to students/instructors, NPIJATF instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, NPIJATF instructors shall advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, NPIJATF instructors shall recommend to the career technical training manager and Center Director the permanent removal of students from NPIJATF trades who continue to disregard safety rules and procedures, with adequate documentation.

NPIJATF instructors shall be part of the center's process for determining the readmission of such students to NPIJATF classes.

F. **Student-Related Activities**

a. **Involvement With Center Activities –** As appropriate, and to the extent that commitments during the training day permit**,** NPIJATF instructors shall be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the Career Preparation Period as defined in PRH Chapter 2.

b. **ESP Panel –** NPIJATF instructors shall actively participate in the Evaluation of Student Progress (ESP) Panels for students enrolled in NPIJATF training programs. NPIJATF and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

c. **Coordination of CTS for Graduating Students –** NPIJATF instructors shall notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short

notice, particularly a registered apprenticeship opportunity, the NPIJATF instructor and center management shall work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates, as applicable, with transition allowances and WBL funds, and ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

d. **Driver Education –** NPIJATF shall work closely with Center Directors in support of each center's responsibility to provide Driver's Education training for all eligible students beginning in the Career Preparation Period. NPIJATF shall make every effort to collaborate with center management to help students attain a valid driver's license or learner's permit before graduation.

5. NPIJATF STAFF RESPONSIBILITIES

A. NPIJATF Field Staff/Coordinators

a. **Monitoring Performance –** NPIJATF field staff shall be fully knowledgeable about the performance of NPIJATF programs and instructors. As required by the Career Technical Reporting and Improvement System (CTTRIS), for individual training programs performing below established standard or on probation, NPIJATF field staff shall work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). NPIJATF field staff shall actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, NPIJATF field staff shall collaborate with centers and Regional Offices to effectively address issues related to slot utilization.

The ability of NPIJATF field staff to adequately support the activities cited above, particularly those that require travel, is dependent on the amount of resources made available by the National Office of Job Corps for these purposes.

b. **Technical Assistance –** For those instructors having difficulty teaching students and/or dealing effectively with problems associated with student conduct and behavior, field staff are encouraged to provide or arrange for the provision of necessary assistance and support.

c. **Interaction With Center Activities –** NPIJATF field staff shall ensure that NPIJATF instructors are contributing to the effectiveness of the center CDSS Plan, and not acting independently or with sole regard to their responsibilities as instructors.

d. **Actions on Staff Issues –** Where significant problems associated with a particular NPIJATF instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, NPIJATF field staff shall take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of an NPIJATF instructor. However, before a final decision of this type is made, the Center Director and assigned project manager shall be notified. These individuals shall have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate NPIJATF official(s) for consideration prior to a final decision being made by NPIJATF.

e. **Business Linkages –** NPIJATF field staff shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the construction industry. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates. The extent of these activities is also dependent on the amount of funds made available for this purpose.

f. **Communication With Center Directors During Visits –** As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, NPIJATF field staff will visit centers, when justified and when adequate resources are available for this purpose. To the extent practicable in these situations, the Center Director shall be notified in advance of visits. Further, following each visit, NPIJATF field staff shall conduct an exit conference with the Center Director, or her/his designee, and other officials, as appropriate, to review significant findings, and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.

g. **Communication With Regional Project Managers –** NPIJATF field staff shall also establish and maintain contact with appropriate regional project managers concerning NPIJATF programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. NPIJATF field staff are encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

B. NPIJATF Instructors

While NPIJATF instructors perform as part of an NPIJATF national contract, they shall cooperate with and be a part of the center and its operation. As required of all center staff, NPIJATF instructors shall function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they shall be active partners with center

staff in evaluating student progress and meeting students' needs in support of their social and career development.

a. **Career Technical Training –** NPIJATF instructors shall plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a registered apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the Armed Forces.

b. **Professional Development** – To the extent that adequate resources are made available, NPIJATF instructors shall participate in all professional development activities sponsored by NPIJATF, centers, Regional Offices, and the National Office, as applicable, to increase their effectiveness in developing and delivering standards-based instruction; coordinating instruction; teaching applied academics and related basic skills standards; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

c. **Role-Modeling -** NPIJATF instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff; failure to properly supervise students and maintain order, effectiveness, and safety; or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. NPIJATF field and headquarters officials shall take immediate and appropriate action when such incidences are verified. Where an NTC fails to respond expeditiously and adequately, the National COTR will become involved and initiate whatever corrective actions/measures may be needed.

d. **Communication With Center Staff –** NPIJATF instructors shall periodically communicate with other center staff who also serve NPIJATF students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if NPIJATF students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the NPIJATF instructor, acting as a role model, shall endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to NPIJATF instructors' participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, AWOLs, etc., and increase the

number of NPIJATF career technical completers and placements.

e. **Center Activities –** NPIJATF instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

f. **Business Linkages –** NPIJATF instructors shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

g. **Driving Compliance –** NPIJATF instructors shall comply with all related PRH and NTC/center-specific requirements related to driving privileges for employment as well as operating NTC/center vehicles. When requested by center officials, NPIJATF instructors who use center vehicles must show proof of a valid driver's license. NPIJATF instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

6. RESOLVING ISSUES

A. **Process for Resolving Issues –** NPIJATF instructors shall work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts shall also involve the assigned field coordinator, NPIJATF headquarters officials, and the project manager. However, in the event that an informal resolution is not possible, the NPIJATF national executive shall immediately request the assistance of the National COTR; concurrently, the Center Director shall notify the assigned Job Corps Project Manager to assist in the resolution process.

The National COTR and Regional Office Project Manager shall work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director shall be the final arbiter. At no time during this entire process shall the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the NPIJATF program or functioning of the center.

B. **Center Request for NPIJATF Personnel Change(s) –** In the instances where the Center Director requests permanent removal of an NPIJATF instructor, such requests shall be in writing and concurrently transmitted to the National COTR and the designated Regional

Office Project Manager, with copies to the assigned NPIJATF field coordinator and NPIJATF National Project Coordinator. The written communication shall include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past.

C. **Center Request for NPIJATF Program Change(s) –** In the instances where the Center Director requests the permanent addition or removal of an NPIJATF training program, such request shall be submitted to the Job Corps National Office, through the Regional Director who must approve the request, in the form of a *Job Corps Career Technical Training Change Request.* The request shall be developed in collaboration with the center operator, the regional project manager, and NPIJATF. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

D. **NPIJATF's Request(s) for Program Change(s) –** To initiate any changes to the contracted training programs (program and slots), NPIJATF is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Appendix 306). Following approval from the Regional Office, the Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices. The DOL Contracting Officer and the NTC COTR will develop and execute a Contract Modification for each NPIJATF program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where NPIJATF programs operate, including agency-operated centers.

7. PERFORMANCE

A. **Annual Performance Assessment –** NPIJATF performance shall be evaluated annually by Job Corps regional staff, the National COTR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specified in PRH Appendix 501d. For programs that have performed at the "unsatisfactory" level (Grade 'D' on the VTRC) for 1 year and have been placed on probation by the Regional Office of Job Corps following an appeals process, NPIJATF shall develop a Performance Improvement Plan (PIP), in cooperation with affected centers and Regional Office staff. A copy of the PIP will also be submitted to the NTC COTR.

NPIJATF shall work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the "average" level (Grade 'C'), at a minimum. For

programs that have performed at the "unsatisfactory" level (Grade 'D') for 2 consecutive years, NPIJATF shall develop and file an appeal, jointly with the center, if possible, to the Job Corps National Office. Following the appeals process, the National Office of Job Corps will render a final decision which could be closure or another period of probation.

NPIJATF programs that have performed at the "exceptional" level (Grade 'A') for 2 consecutive years, will be recognized by the Job Corps National Office with a Certificate.

B. **Registered Apprenticeship Placements –** To the extent that adequate resources are available, NPIJATF shall develop and maintain a productive and meaningful relationship with local unions, district councils, national/ regional/ local business-industry organizations, and individual employers that can place Job Corps graduates into registered apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, NPIJATF, with approval and support from the National COTR, will make every effort to increase graduates' placement into registered apprenticeship programs and/or training-related jobs, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the construction industry.

Where applicable, NPIJATF shall collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with NPIJATF in placing graduates in registered apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation, NPIJATF students have an opportunity to secure a valid driver's license.

8. REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), NPIJATF shall determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students'/instructors' safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

NPIJATF instructors shall also provide advice to center and Regional Office officials regarding the adequacy of training facilities, particularly as it relates to ensuring the safety and well-being of students; security of equipment, supplies, and materials; and other factors impacting the learning environment.

The Center Director shall provide NPIJATF with appropriate and adequate career technical

training and administrative space and the support services described below. Subject to a center's fire, security, and related safety policies, NPIJATF shall be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy. NPIJATF shall work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal NPIJATF operation hours and in accordance with all government property management regulations and requirements.

The center operator shall provide NPIJATF, at no cost, the following equipment and support services as part of the center operator's contract.

(A) Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by NPIJATF for each career technical training program that they offer at a specific center shall be included as part of the MOU). Desks and chairs for classrooms will also be provided.

(B) Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade.

(C) Acquisition, maintenance, repair, and replacement of career technical and administrative equipment.

(D) Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business. In addition, cell phones will be provided to NPIJATF instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.

(E) FAX and copying services in instructor offices. Where this is not possible, other arrangements shall be in place that are convenient for instructors to use such services.

(F) Safe and adequately equipped vehicles to support training activities/projects.

(G) Mail (postage).

(H) Trash and garbage collection.

(I) Utilities.

(J) Locking file cabinets.

(K) Computer equipment. This includes hardware and software in each NPIJATF

instructor's office, capable of accessing the Internet, CIS, CTS, and the Job Corps Career Development Resource Center (JCCDRC) Web site. It also includes hardware and software in each NPIJATF classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, shall also be made available to NPIJATF staff.

(L) DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training.

(M) Transportation and meals for students participating in CTST, Work-Based Learning, and other work-experience activities.

(N) Fire protection and OSHA-approved safety programs at career technical facilities.

(O) OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards.

(P) The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized <u>and</u> target-group documentation is accessible.

(Q) NPIJATF is contracted to have its own annual budget and shall provide for basic career technical training student clothing, with the center operator providing all special and foul weather clothing (i.e., coats, jackets, rain gear, etc.), hard-toed safety shoes, and replacement of basic items (including basic CTT clothing items for students who may be assigned by the center above the contracted class/surge level).

(R) Appropriate attire for CTST projects and Work-Based Learning assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards.

(S) Immediate and accurate entry into the CIS, the following NPIJATF-provided information/data: (a) career technical student data, including entry dates and completion status, <u>as they occur</u>; (b) any and all corrections, when notified by NPIJATF along with verification to NPIJATF when the corrections are made; and (c) placement results, as determined by the center or as provided by NPIJATF.

(T) Copies of the 678 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary.

(U) Shipping tool kits to students, when required by NPIJATF.

(V) Transportation to and from Work-Based Learning/WEP/CTST sites, industry/trade

certification-accreditation sessions/tests, and job interviews.

(W) Consistent with the Center CDSS Plan, as described in the PRH, NPIJATF staff will be a part of all training designated for career technical instructors, including standard First Aid and CPR.

(X) Secretarial/clerical assistance, when the need is justified.

(Y) Security for career technical training facilities, including on-center CTST sites, outside of normal working hours.

9. TRAINING MATERIALS AND SUPPORT

A. **Instructional Materials –** NPIJATF shall provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-Rom-based or Web-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by NPIJATF, as well as an updated listing of Internet Web sites that contribute to student learning and the professional development of NPIJATF instructors.

B. **Student Tool Kits –-** NPIJATF shall provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits shall be made available at no cost to NPIJATF students who successfully complete career technical training, as well as to non-completers referred to training-related jobs. A copy of approved tool lists shall be provided to Center Directors by NPIJATF.

The NTCs will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

10. AUTOMATED CAREER TRANSITION SYSTEM (CTS)

It is imperative that NPIJATF comply with Job Corps policy (Program Instructions No. 06-08 and No. 06-25) to safeguard students' Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps' Center Information System (CIS) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. NPIJATF shall also protect students' PII in all paper-based documents, including TARs, in accordance with Job Corps Program Instruction No. 06-23.

Center Directors shall collaborate with and provide assistance to NPIJATF to meet this important requirement.

A. **Data Entry into CTS –** NPIJATF instructors and field staff/coordinators shall be

responsible for the timely and accurate entry of the following data into the automated Career Transition System:

a. Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided.

b. Upgrade information related to graduates, especially acceptance into registered apprenticeship programs, wage increases, and job training match data.

B. **Verification of Placement Data by CTS Providers –** Each Career Transition Services (CTS) provider assigned an NPIJATF graduate is responsible for verifying the placement, when NPIJATF records such accomplishment in the CTS. Verification activities shall be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

C. **Resolving Issues With CTS Providers –** If a CTS provider routinely delays the verification and/or placement reporting process, NPIJATF shall report this matter to the appropriate official in the CTS provider organization, the Center Director, and the assigned regional project manager, in an attempt to correct the problem. Where this is not successful, the National COTR shall be notified in writing including, at a minimum, the following information:

a. The name of the CTS provider (contractor) organization involved, and the dates and names of the organization's official(s) contacted by NPIJATF to resolve the delays.

b. The NPIJATF graduate's name, student identification number, the date the placement was recorded in the CTS reporting system by NPIJATF, and how many calendar days it took for the CTS provider to: (1) complete the verification process, and (2) record the verified placement in the CTS. Other pertinent information should be reported, such as: delay(s) that extend beyond the 'window' of opportunity for recording placements; the impact on annual performance results, and, if applicable, the future of the specific NPIJATF training program where the student completed training.

11. ADMINISTRATIVE PROVISIONS

A. NPIJATF Staff Leave Provisions

a. **Workday –** The workday (starting and ending times) shall be in accordance with center policy.

b. **Annual Leave** – Must be scheduled and coordinated with the Center Director

sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of NPIJATF and may be granted only after timely notification has been provided to the Center Director, or her/his designee, and their comments have been carefully considered by NPIJATF.

c. **Sick Leave** – To the extent practicable, NPIJATF instructors are expected to notify the Center Director, or her/his designee, prior to the first scheduled class when sick leave must be taken.

d. **Overtime -** With the exception of pre-scheduled center activities, no overtime or center holiday work shall be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

B. **Substitute Instructors**

The Center Director shall provide qualified substitutes for up to the first 10 working days that an NPIJATF instructor is on sanctioned leave, or where there is an unexpected termination or resignation of an NPIJATF instructor. After the first 10 working days, the NPIJATF contractor is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

C. **Time Sheet Verification**

The Center Director, or his/her designee, shall sign weekly time sheets verifying NPIJATF instructor(s) time on center.

12. SIGNATURES

_____

Name and Title of Center Director or Designee (Please Print)

_____ _____

Signature of Center Director or Designee Date

_____

Name and Title of NPIJATF Executive or Designee (Please Print)

_____ _____

Signature of NPIJATF Executive or Designee Date

APPENDIX 302f

MEMORANDUM OF UNDERSTANDING

United Brotherhood of Carpenters, National Job Corps Training Fund, Inc. (UBC)

Where the United Brotherhood of Carpenters, National Job Corps Training Fund, Inc. (UBC) program operates, the provisions of this Memorandum of Understanding (MOU) apply to UBC Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym UBC appears throughout this MOU, it represents the UBC Job Corps Program. Should any differences exist between this MOU and the Statement of Work (SOW) for UBC, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between UBC and the _____ Job Corps Center Director entered into this _____ day of_____, 2008. (Appropriate signatures required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

UBC shall provide 95 contracted career technical training programs at 59 centers (including agency centers), totaling 1,900 slots (these figures are valid as of April 2008).

UBC Training Program	Number	Slots
Carpentry	95	1,900

To modify any of the above figures, UBC is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices and Center Directors. All changes in any of the above categories shall be reflected through fully executed Contract Modifications initiated by the National Office of Job Corps.

UBC shall offer training programs in accordance with the student/instructor ratios listed below:

UBC Training Program	Total Slots per Instructor
Carpentry	20

3. BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES

UBC, in collaboration with centers where UBC programs operate and provide services, and to the extent that adequate resources are made available, shall provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. UBC shall deliver these in accordance with the:

- Workforce Investment Act (WIA) of 1998, as amended, and implementing regulations;
- President's High Growth Job Training Initiative;
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances;
- Career Development Services System (CDSS); and
- Memorandum of Understanding (MOU) signed by a UBC Executive or designee and each Center Director or designee where UBC operates career technical training programs.

The following are specific responsibilities for UBC and all Center Directors where UBC programs exist:

A. **NTC Operation Plan –** UBC shall develop, in conjunction with centers and Regional Offices, as appropriate, an *Operation Plan* and submit it to the Job Corps National Contracting Officer Technical Representative (COTR) within 90 days of the plan template being available following final contract definitization and award in the first base year. For the second base year and each option year, provided that the National Office of Job Corps extends the contract with UBC, UBC shall revise its *Operation Plan* and submit a summary of all changes, if applicable, to the National COTR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of UBC Job Corps Program administrative structure, operation systems, and processes for all its recruitment, training, placement (including registered apprenticeship programs), and follow-up services to students; UBC staff qualifications and annual professional development plans; and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.

B. **Industry Skill/Training Standards –** UBC shall provide training programs that lead to high growth, high demand, and high wage positions in the construction industry. UBC shall align all their technical training programs with the latest skills/training standards of the construction industry.

C. **Training Outcomes –** UBC shall provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from UBC programs include the

following categories:

a. Students enter a registered apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities, or

b. Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the Armed Forces, or

c. Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which UBC has provided the training.

D. **Placement Services –** UBC shall administer initial job placement services for up to 6 months from separation, and career transition support for 12 months following the date the initial job placement is accepted by the Center Information System/Career Transition Services (CIS/CTS), to all graduates. UBC shall provide initial placement services to former enrollees, as defined in PRH 4.2, R1.b, for up to 3 months following separation.

In addition to job placement services, UBC may also provide career transition support services to graduates, such as making arrangements for housing and transportation, where UBC has the capability to effectively deliver such services and the provision of such services has first been coordinated with the designated Career Transition Services (CTS) provider.

UBC instructors and field staff shall work collaboratively with Job Corps regional officials and center staff to ensure that UBC-provided job placement and, as applicable, career transition support services are coordinated with the development and implementation of each center's Center Plan.

E. **Collaboration With Other Job Corps Entities –** It is imperative that UBC establish and maintain open and professional communication with Department of Labor (DOL) regional officials and staff from centers, operators, and Outreach and Admissions (OA) and CTS contractors. The National Office of Job Corps encourages UBC to work with all related entities referenced above, within established protocol, to address and resolve any area of concern before seeking involvement of the NTC COTR and the National Office. Within available resources, UBC shall also try to conduct a minimum of one face-to-face meeting with each DOL Regional Director in each program year, collectively with the other NTCs if possible, to synchronize goals, priorities, and solutions to problems.

Center Directors shall provide corresponding cooperation to UBC in all areas related to UBC contracted services.

F. **Center Curriculum Development** – UBC shall have appropriate staff fully participate in the curriculum development process at each center where UBC operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by UBC national executive, sharing UBC-developed instructional resources, techniques, and methods that contribute to student success.

G. **Center Industry Council and Business Community Liaison Functions –** UBC shall fully support the functioning of the Center Industry Council, and the Business and Community Liaison (BCL) in improving the quality of career technical training programs and creating meaningful linkages with individual employers, labor and business organizations, One-Stop centers/partners, state and local Workforce Investment Boards, and local Youth Councils.

H. **Disability Issues –** UBC shall follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. UBC will work closely with the Center Director's designee for disability issues to ensure that students with disabilities who are interested in UBC trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). UBC shall ensure that no Job Corps students with disabilities are denied entry into UBC programs for any discriminatory reason.

I. **Safety** – UBC shall follow all federal, state, local, center, and UBC-specific safety regulations and requirements during the technical training process and, in cooperation with center officials, ensure that all training areas are clean and well-maintained. UBC shall advise the centers and NTC COTR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers.

J. **Enrollment of Female Students and Instructors –** UBC shall make every effort to increase the number of female graduates each program year.

In an effort to achieve the above objective, UBC shall develop and use creative and effective techniques and strategies during Outreach and Admissions and the Career Preparation Period, to educate and interest female students about UBC careers. As applicable, UBC will work closely with Job Corps Regional Office officials, recruitment contractors, and center staff who manage the Career Preparation Period (CPP) about adopting such recommendations.

UBC is also encouraged to seek and develop meaningful partnerships with local, state, and national organizations that provide assistance in recruiting qualified female instructors, as vacancies occur.

Center Directors shall provide assistance to UBC in these efforts.

K. **Recruits From Industry/Business –** As applicable, UBC shall inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related UBC training at Job Corps centers. UBC staff shall coordinate with the appropriate Outreach and Admissions (OA) contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff shall support UBC in such recruitment efforts.

L. **Student Selection of UBC Programs –** UBC shall follow center procedures for the assignment of students to career technical programs. To the greatest extent possible, these should include the participation of UBC instructors in the selection process, and providing students an opportunity to learn as much as possible about UBC specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

Where slots are available, Job Corps-qualified applicants referred to specific UBC programs by the groups cited in 3.K shall be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center's Career Preparation Period (CPP), the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, he/she shall be permitted to do so.

Center Directors and designated staff shall collaborate with UBC in such trade selection efforts.

M. **Enrollment Criteria for UBC Programs –** The specific selection criteria for students participating in UBC training programs are as follows:

a. Age

No student can be denied access to a UBC program because of age. However, because most UBC programs and related employers, as a condition of employment in the construction industry, require applicants to be at least 18 years of age, and certain UBC trades have significant safety-related responsibilities, the Center Director, or her/his designee, and UBC instructor(s)/field coordinator shall jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution shall be agreed upon that will not adversely impact students or UBC performance.

b. Driver's License

Students who are prevented from obtaining a valid driver's license (including a Commercial Driver's License [CDL]), due to serious previous violations, etc., shall not be enrolled in UBC programs requiring a driver's license as a condition of employment.

Employers in many construction trades consider a driver's license an essential tool in securing and maintaining employment. Therefore, where adequately functioning driver's education programs do not exist at centers, or at facilities arranged by centers, Center Directors shall collaborate with Regional Offices to ensure that this critical certification is available to all UBC students, and that plans are operational to begin the process of registration and gaining practical driving experience, according to state requirements, early in students' participation in Job Corps. Center Directors, Regional Offices, and UBC shall make every effort to enable every UBC graduate to attain a full driver's license before post-Job Corps employment.

c. Health

Unless the center physician determines that participation in a particular program would be a direct threat to the student, other students, and/or the instructor, the condition of a student's health shall not be a factor affecting his/her participation in a UBC trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, UBC is not authorized to collect information, formally or otherwise, regarding the health/disability status/history of a potential enrollee, or a student who has or has not, as yet, entered a UBC trade. These matters are solely within the purview of the center physician.

Once a student is enrolled in a UBC training program, center health staff will share relevant information about a present health condition that may be aggravated by training activities supervised or conducted by UBC instructors or that could cause harm to the student or another student, for the purpose of avoiding such health aggravation or harm.

For students with disabilities who have a reasonable accommodation plan, UBC instructors must ensure that the reasonable accommodations/modifications indicated in the plan are provided. The center disability coordinator will inform UBC instructors and/or their supervisors of the existence of an accommodation plan for a particular student.

d. Academics

Students must have a proficiency level in reading and math that will enable learning in a UBC trade, understanding and following instructions and, where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, and machinery, and adherence to specific OSHA/industry safety guidelines.

4. STUDENT TRAINING

A. **Career Preparation Period –** During the Career Preparation Period (CPP), UBC instructors, as appropriate and in recognition of time constraints imposed on them by daily training schedules and other mandates impacting their availability, shall educate new students about the advantages of participating in UBC training and work with interested students to observe training.

B. **Career Development Period –** UBC instructors shall work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning standards described in the PRH.

a. **Work-Based Learning (WBL) –** UBC instructors shall work in partnership with appropriate center staff in establishing meaningful Work-Based Learning (WBL) opportunities associated with UBC trades. Work experience for students will reflect a balance between Career Technical Skills Training (CTST) projects, formerly known as VST, and WBL opportunities. This includes, but is not limited to, the creation of opportunities for all UBC students to observe work-site activities early in their career technical training, as well as for qualified employer representatives to be present during CTST activities to provide meaningful advice and guidance to students regarding their employability and career technical skills as well as their adherence to established safety and health standards.

b. **Assessing Student Readiness for Work-Site Assignments –** During the Career Development Period, there must be a process for determining each student's readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including UBC instructors.

c. **Applied Academics in CTST Projects –** UBC instructors and field staff shall work cooperatively with center officials and staff to make CTST and WBL opportunities viable learning experiences that incorporate principles of applied academics standards. In this regard, UBC instructors will be actively involved in the development and teaching (including coordinated instruction and team teaching, where appropriate) of applied academics lessons and modules.

d. **Management of Class Size –** Generally, centers shall not backfill UBC career technical training slots occupied by students who have been assigned to WBL, except in those situations where the WBL student(s) will be separating from Job Corps (e.g., to take a job) within 2 weeks after completing the WBL assignment. In this regard, however, every effort must be made to avoid situations where UBC instructors have very few students in their class over an extended period of time. UBC instructors will

closely monitor this situation and work with the career technical manager and other appropriate center staff to ensure that this situation is effectively managed. When UBC instructors are confronted with significantly smaller classes, they are expected to perform other job-related tasks, as time permits. These include, but are not limited to, the following:

- monitoring existing WBL sites, and helping to develop new sites;
- strengthening working relationships with local unions and district councils, employer organizations, and individual employers/contractors;
- working with Job Corps entities to plan and establish various career technical training clusters;
- working with academic instructors to develop applied academic lessons; or
- providing short-term (up to 10 days) introductory training to students on the waiting list for a UBC trade, who continue to have a strong desire to enter and complete the trade.

C. Career Technical Skills Training (CTST)

a. **Planning –** CTST projects shall be planned for each program year in accordance with the PRH. The Center Director shall designate a qualified, competent center staff member to plan and oversee all CTST projects. UBC instructor(s) shall assist this individual in developing and carrying out the CTST Plan. UBC's designee and the Center Director's designee shall each sign off, or provide a letter of concurrence, on the annual CTST Plan and any modification to the Plan, including a Safety Hazard Analysis for each project in the CTST Plan, prior to submitting the Plan/modification to the Job Corps Regional Office.

b. **Developing CTST Opportunities –** In cooperation with the Center Director's designee, UBC staff and appropriate local community members/officials will make every effort to develop CTST opportunities that support student learning and meet not only the center's needs, but community needs as well. Community projects are supportive of the Workforce Investment Act challenge to expand community ties and student participation in community activities.

c. **CTST Meetings –** The individual designated by the Center Director to oversee CTST projects shall initiate coordinating sessions with UBC instructor(s) involved in CTST projects. These meetings shall be scheduled at least biweekly for the purpose of: assessing the progress on current CTST projects; reviewing/adjusting the plans/schedules for the next 2-week period; ensuring that all issues and concerns related to job safety and scheduling are satisfactorily addressed; and formulating long-range plans. Minutes of each meeting will be maintained by the Center Director's representative and copies provided in a timely manner to all attendees as well as to those who were not present.

d. **Off-Site CTST Projects –** Off-site assignments (i.e., community projects and Spike Camps) will not be approved unless they meet all requirements of the PRH, including those for education, supervision, safety, and residential and support services commensurate with those at the center. UBC instructors shall not be assigned responsibility for the supervision of students after normal working hours, unless prior arrangements have been made and agreed upon by all appropriate parties. Where CTST assignments make it necessary for UBC staff to live at the CTST site, the prevailing GSA per diem rate will apply. In the event housing is provided, the prevailing GSA, M&IE rates shall be applicable and paid for by the center operator.

e. **Student Involvement in CTST Planning –** UBC instructors shall involve students in the planning of CTST projects. Further, academic, career success standards training, in addition to the application of technical skills, shall be incorporated in all CTST projects as part of the overall learning experience and the skills essential for success on the job.

D. **Related Training Issues**

a. **Realistic Working Environment –** All UBC training shall be conducted in an environment and under conditions as close as possible to those found in the construction industry, and, as applicable, shall be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL Office of Apprenticeship, when such training standards exist.

b. **TAR Completion and Certification/Apprenticeship Enrollment Test –** UBC shall ensure instructional materials are upgraded as necessary to remain aligned with the latest construction industry and/or apprenticeship skills/training standards. UBC TAR(s) shall be developed and formatted in a manner consistent with these standards.

UBC shall assist each student completing a UBC program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

c. **Career Success Skills –** Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and Work-Based Learning.

d. **Scheduling –** UBC staff shall work closely with center staff to develop student schedules. Every effort shall be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional 8 hours to accommodate activities that clearly and directly support students' success in securing

and retaining training-related employment. For example, the time required by both academic and UBC instructors to plan for curriculum integration, establishing mentoring arrangements and Work-Based Learning sites with employers, fall into this category. Likewise, the participation of UBC staff and students in each center's Social Skills Training program is an important learning opportunity that may also be scheduled during the workday.

The above exceptions notwithstanding, and in accordance with the PRH, "Centers shall: develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce."

e. **Hands-on Training vs. Classroom Instruction –** Hands-on training and related shop/classroom instruction shall be divided approximately 70% and 30%, respectively.

f. **Training Week –** A standard training week shall be 40 hours, Monday through Friday, excluding center-observed holidays.

g. **Length of Training –** UBC shall require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation.

h. **UBC Instructor Supervision** – During the training period, UBC instructors shall be responsible for:

- *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards;
- center rules and regulations, including those pertaining to safety;
- center student conduct standards; and
- student accountability, including and especially during CTST projects and activities.

UBC instructors shall work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

E. **Student Conduct Standards**

a. **Student Conduct Standards –** UBC staff shall use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

b. **Suspension and Dismissal of Students for Safety and Disciplinary Reasons –** To

prevent injuries to students/instructors, UBC instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, UBC instructors shall advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, UBC instructors shall recommend to the career technical training manager and Center Director the permanent removal of students from UBC trades who continue to disregard safety rules and procedures, with adequate documentation.

UBC instructors shall be part of the center's process for determining the readmission of such students to UBC classes.

F. **Student-Related Activities**

a. **Involvement With Center Activities –** As appropriate, and to the extent that commitments during the training day permit**,** UBC instructors shall be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the Career Preparation Period as defined in PRH Chapter 2.

b. **ESP Panel –** UBC instructors shall actively participate in the Evaluation of Student Progress (ESP) Panels for students enrolled in UBC training programs. UBC and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

c. **Coordination of CTS for Graduating Students –** UBC instructors shall notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a registered apprenticeship opportunity, the UBC instructor and center management shall work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates, as applicable, with transition allowances and WBL funds, and ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

d. **Driver Education –** UBC shall work closely with Center Directors in support of each center's responsibility to provide Driver's Education training for all eligible students beginning in the Career Preparation Period. UBC shall make every effort to collaborate with center management to help students attain a valid driver's license or learner's permit before graduation.

5. UBC STAFF RESPONSIBILITIES

A. **UBC Field Staff/Coordinators**

a. **Monitoring Performance –** UBC field staff shall be fully knowledgeable about the performance of UBC programs and instructors. As required by the Career Technical Reporting and Improvement System (CTTRIS), for individual training programs performing below established standard or on probation, UBC field staff shall work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). UBC field staff shall actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, UBC field staff shall collaborate with centers and Regional Offices to effectively address issues related to slot utilization.

The ability of UBC field staff to adequately support the activities cited above, particularly those that require travel, is dependent on the amount of resources made available by the National Office of Job Corps for these purposes.

b. **Technical Assistance –** For those instructors having difficulty teaching students and/or dealing effectively with problems associated with student conduct and behavior, field staff are encouraged to provide or arrange for the provision of necessary assistance and support.

c. **Interaction With Center Activities –** UBC field staff shall ensure that UBC instructors are contributing to the effectiveness of the center CDSS Plan, and not acting independently or with sole regard to their responsibilities as instructors.

d. **Actions on Staff Issues –** Where significant problems associated with a particular UBC instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, UBC field staff shall take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of a UBC instructor. However, before a final decision of this type is made, the Center Director and assigned project manager shall be notified. These individuals shall have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate UBC official(s) for consideration prior to a final decision being made by UBC.

e. **Business Linkages –** UBC field staff shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the construction industry. Such efforts are intended to promote and establish

registered apprenticeship and other career opportunities for qualified graduates. The extent of these activities is also dependent on the amount of funds made available for this purpose.

f. **Communication With Center Directors During Visits –** As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, UBC field staff will visit centers, when justified and when adequate resources are available for this purpose. To the extent practicable in these situations, the Center Director shall be notified in advance of visits. Further, following each visit, UBC field staff shall conduct an exit conference with the Center Director, or her/his designee, and other officials, as appropriate, to review significant findings, and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.

g. **Communication With Regional Project Managers –** UBC field staff shall also establish and maintain contact with appropriate regional project managers concerning UBC programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. UBC field staff are encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

B. **NTC Instructors**

While UBC instructors perform as part of a UBC national contract, they shall cooperate with and be a part of the center and its operation. As required of all center staff, UBC instructors shall function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they shall be active partners with center staff in evaluating student progress and meeting students' needs in support of their social and career development.

a. **Career Technical Training –** UBC instructors shall plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a registered apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the Armed Forces.

b. **Professional Development** – To the extent that adequate resources are made available, UBC instructors shall participate in all professional development activities sponsored by UBC, centers, Regional Offices, and the National Office, as applicable, to increase their effectiveness in developing and delivering standards-based

instruction; coordinating instruction; teaching applied academics and related basic skills standards; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

c. **Role-Modeling –** UBC instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff; failure to properly supervise students and maintain order, effectiveness, and safety; or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. UBC field and headquarters officials shall take immediate and appropriate action when such incidences are verified. Where an NTC fails to respond expeditiously and adequately, the National COTR will become involved and initiate whatever corrective actions/measures may be needed.

d. **Communication With Center Staff –** UBC instructors shall periodically communicate with other center staff who also serve UBC students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if UBC students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the UBC instructor, acting as a role model, shall endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to UBC instructors' participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, AWOLs, etc., and increase the number of UBC career technical completers and placements.

e. **Center Activities –** UBC instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

f. **Business Linkages –** UBC instructors shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

g. **Driving Compliance –** UBC instructors shall comply with all related PRH and NTC/center-specific requirements related to driving privileges for employment as

well as operating NTC/center vehicles. When requested by center officials, UBC instructors who use center vehicles must show proof of a valid driver's license. UBC instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

6. RESOLVING ISSUES

A. **Process for Resolving Issues –** UBC instructors shall work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts shall also involve the assigned field coordinator, UBC headquarters officials, and the project manager. However, in the event that an informal resolution is not possible, the UBC national executive shall immediately request the assistance of the National COTR; concurrently, the Center Director shall notify the assigned Job Corps Project Manager to assist in the resolution process.

The National COTR and Regional Office Project Manager shall work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director shall be the final arbiter. At no time during this entire process shall the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the UBC program or functioning of the center.

B. **Center Request for UBC Personnel Change(s) –** In the instances where the center director requests permanent removal of a UBC instructor, such requests shall be in writing and concurrently transmitted to the National COTR and the designated Regional Office Project Manager, with copies to the assigned UBC field coordinator and UBC National Project Coordinator. The written communication shall include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past.

C. **Center Request for UBC Program Change(s) –** In the instances where the Center Director requests the permanent addition or removal of a UBC training program, such request shall be submitted to the Job Corps National Office, through the Regional Director who must approve the request, in the form of a *Job Corps Career Technical Training Change Request.* The request shall be developed in collaboration with the center operator, the regional project manager, and UBC. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

D. **UBC's Request(s) for Program Change(s) –** To initiate any changes to the contracted training programs (program and slots), UBC is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH

Appendix 306). Following approval from the Regional Office, the Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices. The DOL Contracting Officer and the NTC COTR will develop and execute a Contract Modification for each UBC program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where UBC programs operate, including agency-operated centers.

7. PERFORMANCE

A. **Annual Performance Assessment –** UBC performance shall be evaluated annually by Job Corps regional staff, the National COTR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specified in PRH Appendix 501d. For programs that have performed at the "unsatisfactory" level (Grade 'D' on the VTRC) for 1 year and have been placed on probation by the Regional Office of Job Corps following an appeals process, UBC shall develop a Performance Improvement Plan (PIP), in cooperation with affected centers and Regional Office staff. A copy of the PIP will also be submitted to the NTC COTR.

UBC shall work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the "average" level (Grade 'C'), at a minimum. For programs that have performed at the "unsatisfactory" level (Grade 'D') for 2 consecutive years, UBC shall develop and file an appeal, jointly with the center, if possible, to the Job Corps National Office. Following the appeals process, the National Office of Job Corps will render a final decision, which could be closure or another period of probation.

UBC programs that have performed at the "exceptional" level (Grade 'A') for 2 consecutive years, will be recognized by the Job Corps National Office with a Certificate.

B. **Registered Apprenticeship Placements –** To the extent that adequate resources are available, UBC shall develop and maintain a productive and meaningful relationship with local unions, district councils, national/ regional/ local business-industry organizations, and individual employers that can place Job Corps graduates into registered apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, UBC, with approval and support from the National COTR, will make every effort to increase graduates' placement into registered apprenticeship programs and/or training-related jobs, based on historical data and realistic projections and with

consideration of local, regional, and national economic conditions impacting the construction industry.

Where applicable, UBC shall collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with UBC in placing graduates in registered apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation, UBC students have an opportunity to secure a valid driver's license.

8. REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), UBC shall determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students'/instructors' safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

UBC instructors shall also provide advice to center and Regional Office officials regarding the adequacy of training facilities, particularly as it relates to ensuring the safety and well-being of students; security of equipment, supplies, and materials; and other factors impacting the learning environment.

The Center Director shall provide UBC with appropriate and adequate career technical training and administrative space and the support services described below. Subject to a center's fire, security, and related safety policies, UBC shall be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy. UBC shall work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal UBC operation hours and in accordance with all government property management regulations and requirements.

The center operator shall provide UBC, at no cost, the following equipment and support services as part of the center operator's contract.

(A) Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by UBC for each career technical training program that they offer at a specific center shall be included as part of the MOU). Desks and chairs for classrooms will also be provided.

(B) Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade.

(C) Acquisition, maintenance, repair, and replacement of career technical and administrative equipment.

(D) Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business. In addition, cell phones will be provided to UBC instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.

(E) FAX and copying services in instructor offices. Where this is not possible, other arrangements shall be in place that are convenient for instructors to use such services.

(F) Safe and adequately equipped vehicles to support training activities/projects.

(G) Mail (postage).

(H) Trash and garbage collection.

(I) Utilities.

(J) Locking file cabinets.

(K) Computer equipment. This includes hardware and software in each UBC instructor's office, capable of accessing the Internet, CIS, CTS, and the Job Corps Career Development Resource Center (JCCDRC) Web site. It also includes hardware and software in each UBC classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, shall also be made available to UBC staff.

(L) DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training.

(M) Transportation and meals for students participating in CTST, Work-Based Learning, and other work-experience activities.

(N) Fire protection and OSHA-approved safety programs at career technical facilities.

(O) OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards.

(P) The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized and target-group documentation is accessible.

(Q) Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items (including those students who may be assigned by the center above the contracted class/surge level).

(R) Appropriate attire for CTST projects and Work-Based Learning assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards.

(S) Immediate and accurate entry into the CIS, the following UBC-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by UBC along with verification to UBC when the corrections are made; and (c) placement results, as determined by the center or as provided by UBC.

(T) Copies of the 678 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary.

(U) Shipping tool kits to students, when required by UBC.

(V) Transportation to and from Work-Based Learning/WEP/CTST sites, industry/trade certification-accreditation sessions/tests, and job interviews.

(W) Consistent with the Center CDSS Plan, as described in the PRH, UBC staff will be a part of all training designated for career technical instructors, including standard First Aid and CPR.

(X) Secretarial/clerical assistance, when the need is justified.

(Y) Security for career technical training facilities, including on-center CTST sites, outside of normal working hours.

9. TRAINING MATERIALS AND SUPPORT

A. **Instructional Materials –** UBC shall provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-Rom-based or Web-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by UBC, as well as an updated listing of Internet Web sites that contribute to student learning and the professional development of UBC instructors.

B. **Student Tool Kits –** UBC shall provide tool kits for students in training, in accordance with established policy in the PRH. Tool kits shall be made available at no cost to UBC students who successfully complete career technical training and locate jobs that match the technical training that they have received through UBC. A copy of approved tool lists shall be provided to Center Directors by UBC.

The NTCs will work in partnership with the Center Director to ensure that the tool kits meet, as much as practicable, the needs of the industries involved so that students can be successful in securing and retaining training-related jobs.

10. AUTOMATED CAREER TRANSITION SYSTEM (CTS)

It is imperative that UBC comply with Job Corps policy (Program Instructions No. 06-08 and No. 06-25) to safeguard students' Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps' Center Information System (CIS) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. UBC shall also protect students' PII in all paper-based documents, including TARs, in accordance with Job Corps Program Instruction No. 06-23.

Center Directors shall collaborate with and provide assistance to UBC to meet this important requirement.

A. **Data Entry into CTS –** UBC instructors and field staff/coordinators shall be responsible for the timely and accurate entry of the following data into the automated Career Transition System:

a. Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided.

b. Upgrade information related to graduates, especially acceptance into registered apprenticeship programs, wage increases, and job training match data.

B. **Verification of Placement Data by CTS Providers –** Each Career Transition Services (CTS) provider assigned a UBC graduate is responsible for verifying the placement, when UBC records such accomplishment in the CTS. Verification activities shall be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

C. **Resolving Issues With CTS Providers –** If a CTS provider routinely delays the verification and/or placement reporting process, UBC shall report this matter to the

appropriate official in the CTS provider organization, the Center Director, and the assigned regional project manager, in an attempt to correct the problem. Where this is not successful, the National COTR shall be notified in writing including, at a minimum, the following information:

a. The name of the CTS provider (contractor) organization involved, and the dates and names of the organization's official(s) contacted by UBC to resolve the delays.

b. The UBC graduate's name, student identification number, the date the placement was recorded in the CTS reporting system by UBC, and how many calendar days it took for the CTS provider to: (1) complete the verification process, and (2) record the verified placement in the CTS. Other pertinent information should be reported, such as: delay(s) that extend beyond the 'window' of opportunity for recording placements; the impact on annual performance results, and, if applicable, the future of the specific UBC training program where the student completed training.

11. ADMINISTRATIVE PROVISIONS

A. UBC Staff Leave Provisions

a. **Workday –** The workday (starting and ending times) shall be in accordance with center policy.

b. **Annual Leave** – Must be scheduled and coordinated with the Center Director sufficiently in advance to ensure that there is no adverse effect on center operations and that quality student instruction continues uninterrupted. Actual approval of annual leave is the responsibility of UBC and may be granted only after timely notification has been provided to the Center Director, or her/his designee, and their comments have been carefully considered by UBC.

c. **Sick Leave** – To the extent practicable, UBC instructors are expected to notify the Center Director, or her/his designee, prior to the first scheduled class when sick leave must be taken.

d. **Overtime –** With the exception of pre-scheduled center activities, no overtime or center holiday work shall be performed unless requested in writing by the government and accepted by the NTC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

B. Substitute Instructors

The center director shall provide qualified substitutes for up to the first 10 working days that a UBC instructor is on sanctioned leave, or where there is an unexpected termination or

resignation of a UBC instructor. After the first 10 working days, the UBC contractor is responsible for providing a qualified substitute or, as warranted, hiring a fully qualified replacement instructor.

C. **Time Sheet Verification**

The Center Director, or his/her designee, shall sign weekly time sheets verifying UBC instructor(s) time on center.

12. SIGNATURES

_____

Name and Title of Center Director or Designee (Please Print)

_____ _____

Signature of Center Director or Designee Date

_____

Name and Title of UBC Executive or Designee (Please Print)

_____ _____

Signature of UBC Executive or Designee Date

APPENDIX 302g

MEMORANDUM OF UNDERSTANDING

Transportation Communications International Union (TCU)

Where the Transportation Communications International Union (TCU) Job Corps program operates, the provisions of this Memorandum of Understanding (MOU) apply to TCU Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym TCU appears throughout this MOU, it represents the TCU Job Corps program. Should any differences exist between this MOU and the Statement of Work (SOW) for TCU, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between TCU and the _____ Job Corps Center Director entered into this _____ day of_____, 2008. (Appropriate signatures required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

TCU shall provide eight contracted career technical training programs at eight centers, totaling 390 slots (these figures are valid as of April 2008).

TCU Training Program Location	Number	Slots
Shriver	1	50
Potomac	1	50
Atlanta	1	40
Hubert Humphrey	1	50
Excelsior Springs	1	50
St. Louis	1	50
Los Angeles	1	50
San Jose	1	50
Total	8	390

To modify any of the above figures, TCU is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices and Center Directors. All changes in any of the above categories shall be reflected through fully executed

Contract Modifications initiated by the National Office of Job Corps.

3. BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES

TCU, in collaboration with centers where TCU programs operate and provide services, and to the extent that adequate resources are made available, shall provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. TCU shall deliver these in accordance with the:

- Workforce Investment Act (WIA) of 1998, as amended, and implementing regulations;
- President's High Growth Job Training Initiative;
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances;
- Career Development Services System (CDSS); and
- Memorandum of Understanding (MOU) signed by a TCU Executive or designee and each Center Director or designee where TCU operates career technical training programs.

The following are specific responsibilities for TCU and all Center Directors where TCU programs exist:

A. **NTC Operation Plan** – TCU shall develop, in conjunction with centers and Regional Offices, as appropriate, an *Operation Plan* and submit it to the Job Corps National Contracting Officer Technical Representative (COTR) within 90 days of the plan template being available following final contract definitization and award in the first base year. For the second base year and each option year, provided that the National Office of Job Corps extends the contract with TCU, TCU shall revise its *Operation Plan* and submit a summary of all changes, if applicable, to the National COTR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of TCU Job Corps Program administrative structure, operation systems, and processes for all its recruitment, training, placement (including registered apprenticeship programs), and follow-up services to students; TCU staff qualifications and annual professional development plans; and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.

B. **Industry Skill/Training Standards –** TCU shall provide training programs that lead to high growth, high demand, and high wage positions in the transportation industry. TCU shall align all their technical training programs with the latest skills/training standards of the transportation industry.

As a contractor for advanced training programs, TCU shall develop instructional materials and completion requirements that exceed the level of rigor in basic training programs in the same

technical fields. The instructional and curricular materials and completion requirements must be approved by the National Office of Job Corps before being executed.

C. **Training Outcomes –** TCU shall provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from TCU programs include the following categories:

a. Students enter a registered apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities, or

b. Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the Armed Forces, or

c. Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which TCU has provided the training, and

d. Students earn a passing score on written and/or performance tests associated with nationally recognized certification and/or state licensure, if applicable.

D. **Placement Services –** TCU shall administer initial job placement services for up to 6 months from separation, and career transition support for 12 months following the date the initial job placement is accepted by the Center Information System/Career Transition Services (CIS/CTS), to all graduates. TCU shall provide initial placement services to former enrollees, as defined in PRH 4.2, R1.b, for up to 3 months following separation.

In addition to job placement services, TCU <u>may</u> also provide career transition support services to graduates, such as making arrangements for housing and transportation, where TCU has the capability to effectively deliver such services <u>and</u> the provision of such services has first been coordinated with the designated Career Transition Services (CTS) provider.

TCU instructors and field staff shall work collaboratively with Job Corps regional officials and center staff to ensure that TCU-provided job placement and, as applicable, career transition support services are coordinated with the development and implementation of <u>each</u> center's Center Plan.

E. **Collaboration With Other Job Corps Entities –** It is imperative that TCU establish and maintain open and professional communication with Department of Labor (DOL) regional officials and staff from centers, operators, and Outreach and Admissions (OA)

and CTS contractors. The National Office of Job Corps encourages TCU to work with all related entities referenced above, within established protocol, to address and resolve any area of concern before seeking involvement of the NTC COTR and the National Office. Within available resources, TCU shall also try to conduct a minimum of one face-to-face meeting with each DOL Regional Director in each program year, collectively with the other NTCs if possible, to synchronize goals, priorities, and solutions to problems.

Center Directors shall provide corresponding cooperation to TCU in all areas related to TCU contracted services.

F. **Center Curriculum Development** – TCU shall have appropriate staff fully participate in the curriculum development process at each center where TCU operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by the TCU national executive, sharing TCU-developed instructional resources, techniques, and methods that contribute to student success.

G. **Center Industry Council and Business Community Liaison Functions –** TCU shall fully support the functioning of the Center Industry Council, and the Business and Community Liaison (BCL) in improving the quality of career technical training programs and creating meaningful linkages with individual employers, labor and business organizations, One-Stop centers/partners, state and local Workforce Investment Boards, and local Youth Councils.

H. **Disability Issues –** TCU shall follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. TCU will work closely with the Center Director's designee for disability issues to ensure that students with disabilities who are interested in TCU trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). TCU shall ensure that no Job Corps students with disabilities are denied entry into TCU programs for any discriminatory reason.

I. **Safety** – TCU shall follow all federal, state, local, center, and TCU-specific safety regulations and requirements during the technical training process and, in cooperation with center officials, ensure that all training areas are clean and well-maintained. TCU shall advise the centers and NTC COTR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers.

J. **Recruits From Industry/Business –** As applicable, TCU shall inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related TCU training at Job Corps centers. TCU staff shall coordinate with the

appropriate Outreach and Admissions (OA) contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff shall support TCU in such recruitment efforts.

K. **Student Selection of TCU Programs –** TCU shall follow center procedures for the assignment of students to career technical programs. To the greatest extent possible, these should include the participation of TCU instructors in the selection process, and providing students an opportunity to learn as much as possible about TCU specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

Where slots are available, Job Corps-qualified applicants referred to specific TCU programs by the groups cited in 3.J shall be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center's Career Preparation Period (CPP), the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, he/she shall be permitted to do so.

Center Directors and designated staff shall collaborate with TCU in such trade selection efforts.

M. **Enrollment Criteria for TCU Programs –** The specific selection criteria for students participating in TCU training programs are as follows:

a. Age

No student can be denied access to a TCU program because of age. However, because most TCU programs and related employers, as a condition of employment in the transportation industry, require applicants to be at least 18 years of age, and certain TCU trades have significant safety-related responsibilities, the Center Director, or her/his designee, and TCU instructor(s)/field coordinator shall jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution shall be agreed upon that will not adversely impact students or TCU performance.

b. Driver's License

Students who are prevented from obtaining a valid driver's license due to serious previous violations, etc., shall not be enrolled in TCU programs requiring a driver's license as a condition of employment.

Employers in many transportation trades consider a driver's license an essential tool in

securing and maintaining employment. Therefore, Center Directors, Regional Offices, and TCU shall make every effort to enable every TCU graduate to attain a full driver's license before post-Job Corps employment.

c. Health

Unless the center physician determines that participation in a particular program would be a direct threat to the student, other students, and/or the instructor, the condition of a student's health shall not be a factor affecting his/her participation in a TCU trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, TCU is not authorized to collect information, formally or otherwise, regarding the health/disability status/history of a potential enrollee, or a student who has or has not, as yet, entered a TCU trade. These matters are solely within the purview of the center physician.

Once a student is enrolled in a TCU training program, center health staff will share relevant information about a present health condition that may be aggravated by training activities supervised or conducted by TCU instructors or that could cause harm to the student or another student, for the purpose of avoiding such health aggravation or harm.

For students with disabilities who have a reasonable accommodation plan, TCU instructors must ensure that the reasonable accommodations/modifications indicated in the plan are provided. The center disability coordinator will inform TCU instructors and/or their supervisors of the existence of an accommodation plan for a particular student.

d. Academics

Students must have a proficiency level in reading and math that will enable learning in a TCU trade, understanding and following instructions and, where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, and machinery, and adherence to specific OSHA/industry safety guidelines.

e. TCU-Specific Enrollment Requirements

TCU is authorized to establish and implement additional specific enrollment requirements for students, in accordance with prevailing transportation industry labor standards and employment practices, and with approval from the National Office of Job Corps. Job Corps centers are expected to comply with all TCU-specific enrollment requirements when transferring students to this NTC.

4. STUDENT TRAINING

A. **Career Preparation Period –** During the Career Preparation Period (CPP), TCU instructors, as appropriate and in recognition of time constraints imposed on them by daily training schedules and other mandates impacting their availability, shall educate new students about the advantages of participating in TCU training and work with interested students to observe training.

B. **Career Development Period –** TCU instructors shall work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based-Learning standards described in the PRH.

a. **TCU Work Experience Program (WEP) and Federal Internship Training Program (FITP)** – These two programs are intended to assist TCU students through the transition from classroom instruction to actual on-the-job working conditions. If TCU determines that the student will have insufficient funds to successfully complete WEP or FITP and make the transition to independent living, TCU may use their contract funds, if available, to provide additional assistance, such as lodging, meals, transportation, clothing, or other job-related expenses.

If it is determined that the student will require additional financial assistance beyond the normal WEP period (30 work days - 42 calendar days), TCU may, with prior approval of the NTC COTR, provide additional financial assistance for the COTR-approved extension period.

b. **Assessing Student Readiness for Work-Site Assignments –** During the Career Development Period, there must be a process for determining each student's readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including TCU instructors.

c. **Management of Class Size –** Generally, centers shall not backfill TCU career technical training slots occupied by students who have been assigned to WBL, except in those situations where the WBL student(s) will be separating from Job Corps (e.g., to take a job) within 2 weeks after completing the WBL assignment. In this regard, however, every effort must be made to avoid situations where TCU instructors have very few students in their class over an extended period of time. TCU instructors will closely monitor this situation and work with the career technical manager and other appropriate center staff to ensure that this situation is effectively managed. When TCU instructors are confronted with significantly smaller classes, they are expected to perform other job-related tasks, as time permits. These include, but are not limited to, the following:

- monitoring existing WBL sites, and helping to develop new sites;
- strengthening working relationships with local unions and district councils,

employer organizations, and individual employers/contractors;
- working with Job Corps entities to plan and establish various career technical training clusters;
- working with academic instructors to develop applied academic lessons; or
- providing short-term (up to 10 days) introductory training to students on the waiting list for a TCU trade, who continue to have a strong desire to enter and complete the trade.

C. **Related Training Issues**

a. **Realistic Working Environment –** All TCU training shall be conducted in an environment and under conditions as close as possible to those found in the transportation industry, and, as applicable, shall be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL Office of Apprenticeship, when such training standards exist.

b. **TAR Completion and Certification/Apprenticeship Enrollment Test –** TCU shall ensure instructional materials are upgraded as necessary to remain aligned with the latest transportation industry and/or apprenticeship skills/training standards. TCU TAR(s) shall be developed and formatted in a manner consistent with these standards.

TCU shall assist each student completing a TCU program to take the appropriate industry certification or qualifying test for apprenticeship training programs, if applicable.

c. **Career Success Skills –** Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including Work-Based Learning.

d. **Scheduling –** TCU staff shall work closely with center staff to develop student schedules. Every effort shall be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional 8 hours to accommodate activities that clearly and directly support students' success in securing and retaining training-related employment. For example, the time required by both academic and TCU instructors to plan for curriculum integration, establishing mentoring arrangements and Work-Based Learning sites with employers, fall into this category. Likewise, the participation of TCU staff and students in each center's Social Skills Training program is an important learning opportunity that may also be scheduled during the workday.

The above exceptions notwithstanding, and in accordance with the PRH, "Centers shall: develop a schedule which ensures that, prior to graduation, students receive substantial

practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce."

e. **Hands-on Training vs. Classroom Instruction –** TCU hands-on training and related shop/classroom instruction shall be divided proportionately, when required.

f. **Training Week –** A standard training week shall be 40 hours, Monday through Friday, excluding center-observed holidays.

g. **Length of Training –** TCU shall require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation.

h. **TCU Instructor Supervision** – During the training period, TCU instructors shall be responsible for:

- *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards;
- center rules and regulations, including those pertaining to safety;
- center student conduct standards; and
- student accountability.

TCU instructors shall work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

E. **Student Conduct Standards**

a. **Student Conduct Standards –** TCU staff shall use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

b. **Suspension and Dismissal of Students for Safety and Disciplinary Reasons –** To prevent injuries to students/instructors, TCU instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules or regulations. In these situations, TCU instructors shall advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, TCU instructors shall recommend to the career technical training manager and Center Director the permanent removal of students from TCU trades who continue to disregard safety rules and procedures, with adequate documentation.

TCU instructors shall be part of the center's process for determining the readmission of such students to TCU classes.

F. **Student-Related Activities**

a. **Involvement With Center Activities –** As appropriate, and to the extent that commitments during the training day permit**,** TCU instructors shall be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the Career Preparation Period as defined in PRH Chapter 2.

b. **ESP Panel –** TCU instructors shall actively participate in the Evaluation of Student Progress (ESP) Panels for students enrolled in TCU training programs. TCU and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

c. **Coordination of CTS for Graduating Students –** TCU instructors shall notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a registered apprenticeship opportunity, the TCU instructor and center management shall work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates, as applicable, with transition allowances and WBL funds, and ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

d. **Driver Education –** TCU shall work closely with Center Directors in support of each center's responsibility to provide Driver's Education training for all eligible students beginning in the Career Preparation Period. TCU shall make every effort to collaborate with center management to help students attain a valid driver's license or learner's permit before graduation.

5. TCU STAFF RESPONSIBILITIES

A. **TCU Field Staff/Coordinators**

a. **Monitoring Performance –** TCU field staff shall be fully knowledgeable about the performance of TCU programs and instructors. As required by the Career Technical Reporting and Improvement System (CTTRIS), for individual training programs performing below established standard or on probation, TCU field staff shall work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). TCU field staff shall actively participate in the Regional Appeal Process for their programs facing

sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, TCU field staff shall collaborate with centers and Regional Offices to effectively address issues related to slot utilization.

The ability of TCU field staff to adequately support the activities cited above, particularly those that require travel, is dependent on the amount of resources made available by the National Office of Job Corps for these purposes.

b. **Technical Assistance –** For those instructors having difficulty teaching students and/or dealing effectively with problems associated with student conduct and behavior, field staff are encouraged to provide or arrange for the provision of necessary assistance and support.

c. **Interaction With Center Activities –** TCU field staff shall ensure that TCU instructors are contributing to the effectiveness of the center CDSS Plan, and not acting independently or with sole regard to their responsibilities as instructors.

d. **Actions on Staff Issues –** Where significant problems associated with a particular TCU instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, TCU field staff shall take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of a TCU instructor. However, before a final decision of this type is made, the Center Director and assigned project manager shall be notified. These individuals shall have the opportunity to expeditiously assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate TCU official(s) for consideration prior to a final decision being made by TCU.

e. **Business Linkages –** TCU field staff shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the transportation industry. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates. The extent of these activities is also dependent on the amount of funds made available for this purpose.

f. **Communication With Center Directors During Visits –** As stated above, while effective use of desk monitoring, conference calls, and e-mail is strongly encouraged, TCU field staff will visit centers, when justified and when adequate resources are available for this purpose. To the extent practicable in these situations, the Center Director shall be notified in advance of visits. Further, following each visit, TCU field staff shall conduct an exit conference with the Center Director, or her/his

designee, and other officials, as appropriate, to review significant findings, and address issues affecting program performance, particularly if the program is on probation and/or under a PIP.

g. **Communication With Regional Project Managers –** TCU field staff shall also establish and maintain contact with appropriate regional project managers concerning TCU programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. TCU field staff are encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

B. **TCU Instructors**

While TCU instructors perform as part of a TCU national contract, they shall cooperate with and be a part of the center and its operation. As required of all center staff, TCU instructors shall function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they shall be active partners with center staff in evaluating student progress and meeting students' needs in support of their social and career development.

a. **Career Technical Training –** TCU instructors shall plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a registered apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the Armed Forces.

b. **Professional Development** – To the extent that adequate resources are made available, TCU instructors shall participate in all professional development activities sponsored by TCU, centers, Regional Offices, and the National Office, as applicable, to increase their effectiveness in developing and delivering standards-based instruction; coordinating instruction; teaching applied academics and related basic skills standards; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

c. **Role-Modeling –** TCU instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff; failure to properly supervise students and maintain order, effectiveness, and safety; or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. TCU field and headquarters officials shall take immediate and appropriate action when such incidences are

verified. Where an NTC fails to respond expeditiously and adequately, the National COTR will become involved and initiate whatever corrective actions/measures may be needed.

d. **Communication With Center Staff –** TCU instructors shall periodically communicate with other center staff who also serve TCU students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if TCU students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the TCU instructor, acting as a role model, shall endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to TCU instructors' participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, AWOLs, etc., and increase the number of TCU career technical completers and placements.

e. **Center Activities –** TCU instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

f. **Business Linkages –** TCU instructors shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

g. **Driving Compliance –** TCU instructors shall comply with all related PRH and NTC/center-specific requirements related to driving privileges for employment as well as operating NTC/center vehicles. When requested by center officials, TCU instructors who use center vehicles must show proof of a valid driver's license. TCU instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

6. RESOLVING ISSUES

A. **Process for Resolving Issues –** TCU instructors shall work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts shall also involve the assigned field coordinator, TCU headquarters officials, and

the project manager. However, in the event that an informal resolution is not possible, the TCU Executive Director shall immediately request the assistance of the National COTR; concurrently, the Center Director shall notify the assigned Job Corps Project Manager to assist in the resolution process.

The National COTR and Regional Office Project Manager shall work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director shall be the final arbiter. At no time during this entire process shall the Center Director or NTC officials/staff, including field staff and instructors, take any action that could adversely affect the training of students in the TCU program or functioning of the center.

B. **Center Request for TCU Personnel Change(s) –** In the instances where the Center Director requests permanent removal of a TCU instructor, such requests shall be in writing and concurrently transmitted to the National COTR and the designated Regional Office Project Manager, with copies to the assigned TCU field coordinator and TCU National Project Coordinator. The written communication shall include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past.

C. **Center Request for TCU Program Change(s) –** In the instances where the Center Director requests the permanent addition or removal of a TCU training program, such request shall be submitted to the Job Corps National Office, through the Regional Director who must approve the request, in the form of a *Job Corps Career Technical Training Change Request.* The request shall be developed in collaboration with the center operator, the regional project manager, and TCU. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

D. **TCU's Request(s) for Program Change(s) –** To initiate any changes to the contracted training programs (program and slots), TCU is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Appendix 306). Following approval from the Regional Office, the Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices. The DOL Contracting Officer and the NTC COTR will develop and execute a Contract Modification for each TCU program change, following approval from the National Director of Job Corps.

The above four provisions apply to all Job Corps centers where TCU programs operate, including agency-operated centers.

7. PERFORMANCE

A. **Annual Performance Assessment –** TCU performance shall be evaluated annually by Job Corps Regional Office staff, the National COTR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specified in the PRH Appendix 501d. The assessments are in the forms of regular center assessments by Regional Offices and desk-monitoring. For programs that have performed at the "unsatisfactory" level (Grade 'D' on the VTRC) for 1 year and have been placed on probation by the Regional Office of Job Corps following an appeals process, TCU shall develop a Performance Improvement Plan (PIP), in cooperation with affected centers and Regional Office staff. A copy of the PIP will also be submitted to the NTC COTR.

TCU shall work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the "average" level (Grade 'C'), at a minimum. For programs that have performed at the "unsatisfactory" level (Grade 'D') for 2 consecutive years, TCU shall develop and file an appeal, jointly with the center, if possible, to the Job Corps National Office. Following the appeals process, the National Office of Job Corps will render a final decision, which could be closure or another period of probation.

TCU programs that have performed at the "exceptional" level (Grade 'A') for 2 consecutive years, will be recognized by the Job Corps National Office with a Certificate.

B. **Industry-Based Placements –** To the extent that adequate resources are available, TCU shall develop and maintain a productive and meaningful relationship with local unions, district councils, national/ regional/ local business-industry organizations, and individual employers that can place Job Corps graduates into registered apprenticeship training programs and other meaningful career opportunities that offer sustainable wages. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, TCU, with approval and support from the National COTR, will make every effort to increase graduates' placement into industry-based employment, based on historical data and realistic projections and with consideration of local, regional, and national economic conditions impacting the transportation industry.

Where applicable, TCU shall collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with TCU in placing graduates in registered apprenticeship programs and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation, TCU students have an opportunity to secure a valid driver's license.

8. REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), TCU shall determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students'/instructors' safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

TCU instructors shall also provide advice to center and Regional Office officials regarding the adequacy of training facilities, particularly as it relates to ensuring the safety and well-being of students; security of equipment, supplies, and materials; and other factors impacting the learning environment.

The Center Director shall provide TCU with appropriate and adequate career technical training and administrative space and the support services described below. Subject to a center's fire, security, and related safety policies, TCU shall be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy. TCU shall work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal TCU operation hours and in accordance with all government property management regulations and requirements.

The center operator shall provide TCU, at no cost, the following equipment and support services as part of the center operator's contract.

(A) Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by TCU for each career technical training program that they offer at a specific center shall be included as part of the MOU). Desks and chairs for classrooms will also be provided.

(B) Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade.

(C) Acquisition, maintenance, repair, and replacement of career technical and administrative equipment.

(D) Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business. In addition, cell phones will be provided to TCU instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.

(E) FAX and copying services in instructor offices. Where this is not possible, other arrangements shall be in place that are convenient for instructors to use such services.

(F) Safe and adequately equipped vehicles to support training activities/projects.

(G) Mail (postage).

(H) Trash and garbage collection.

(I) Utilities.

(J) Locking file cabinets.

(K) Computer equipment. This includes hardware and software in each TCU instructor's office, capable of accessing the Internet, CIS, CTS, and the Job Corps Career Development Resource Center (JCCDRC) Web site. It also includes hardware and software in each TCU classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, shall also be made available to TCU staff.

(L) DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training.

(M) Transportation and meals for students participating in Work-Based Learning, and other work-experience activities.

(N) Fire protection and OSHA-approved safety programs at career technical facilities.

(O) OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards.

(P) The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized <u>and</u> target-group documentation is accessible.

(Q) Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items (including those students who may be assigned by the center above the contracted class/surge level). TCU is contracted to provide hard hats to students.

(R) Appropriate attire for Work-Based Learning assignments and, as applicable,

requirements imposed by OSHA, state law, and industry standards.

(S) Immediate and accurate entry into the CIS, the following TCU-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by TCU along with verification to TCU when the corrections are made; and (c) placement results, as determined by the center or as provided by TCU.

(T) Copies of the 678 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary.

(U) Shipping tool kits to students, if applicable and when required by TCU.

(V) Transportation to and from Work-Based Learning/WEP sites, industry/trade certification-accreditation sessions/tests, and job interviews.

(W) Consistent with the Center CDSS Plan, as described in the PRH, TCU staff will be a part of all training designated for career technical instructors, including standard First Aid and CPR.

(X) Secretarial/clerical assistance, when the need is justified.

(Y) Security for career technical training facilities, including on-center CTST sites, outside of normal working hours.

9. TRAINING MATERIALS AND SUPPORT

Instructional Materials – TCU shall provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-Rom-based or Web-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by TCU, as well as an updated listing of Internet Web sites that contribute to student learning and the professional development of TCU instructors.

10. AUTOMATED CAREER TRANSITION SYSTEM (CTS)

It is imperative that TCU comply with Job Corps policy (Program Instructions No. 06-08 and No. 06-25) to safeguard students' Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps' Center Information System (CIS) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. TCU shall also protect students' PII in all paper-based documents, including TARs, in accordance with Job Corps Program Instruction No. 06-23.

Center Directors shall collaborate with and provide assistance to TCU to meet this important requirement.

A. **Data Entry into CTS –** TCU instructors and field staff/coordinators shall be responsible for the timely and accurate entry of the following data into the automated Career Transition System:

a. Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided.

b. Upgrade information related to graduates, especially acceptance into registered apprenticeship programs, wage increases, and job training match data.

B. **Verification of Placement Data by CTS Providers –** Each Career Transition Services (CTS) provider assigned a TCU graduate is responsible for verifying the placement, when TCU records such accomplishment in the CTS. Verification activities shall be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

C. **Resolving Issues With CTS Providers –** If a CTS provider routinely delays the verification and/or placement reporting process, TCU shall report this matter to the appropriate official in the CTS provider organization, the Center Director, and the assigned regional project manager, in an attempt to correct the problem. Where this is not successful, the National COTR shall be notified in writing including, at a minimum, the following information:

a. The name of the CTS provider (contractor) organization involved, and the dates and names of the organization's official(s) contacted by TCU to resolve the delays.

b. The TCU graduate's name, student identification number, the date the placement was recorded in the CTS reporting system by TCU, and how many calendar days it took for the CTS provider to: (1) complete the verification process, and (2) record the verified placement in the CTS. Other pertinent information should be reported, such as: delay(s) that extend beyond the 'window' of opportunity for recording placements; the impact on annual performance results, and, if applicable, the future of the specific TCU training program where the student completed training.

11. ADMINISTRATIVE PROVISIONS

A. TCU Staff Leave Provisions

(1) **Workday –** The workday (starting and ending times) shall be in accordance with center policy.

(2) **Annual and Sick Leaves** – The TCU Executive Director shall review and approve/disapprove annual leave, sick leave, and overtime requests from TCU staff members. When requested by center management, lead instructors at TCU sites will provide advance notices of TCU staff's annual and sick leave plan/situation.

(3) **Overtime –** With the exception of pre-scheduled center activities, no overtime or center holiday work shall be performed unless requested in writing by the government and accepted by TCU; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

B. Substitute Instructors

TCU shall provide qualified substitute instructors for planned and unplanned staff absence.

12. SIGNATURES

_____

Name and Title of Center Director or Designee (Please Print)

_____ _____

Signature of Center Director or Designee Date

_____

Name and Title of TCU Executive or Designee (Please Print)

_____ _____

Signature of TCU Executive or Designee Date

APPENDIX 302h

MEMORANDUM OF UNDERSTANDING

UAW-Labor Employment and Training Corporation (UAW-LETC)

Where the UAW-Labor Employment and Training Corporation (UAW-LETC) Job Corps program operates, the provisions of this Memorandum of Understanding (MOU) apply to UAW-LETC Job Corps officials and staff, and Center Directors (including designees). No deviations from the MOU are authorized without the specific and written approval of the Job Corps National Director.

Wherever the acronym UAW-LETC appears throughout this MOU, it represents the UAW-LETC Job Corps program. Should any differences exist between this MOU and the Statement of Work (SOW) for UAW-LETC, the provisions of the SOW take precedence.

1. PURPOSE

This document constitutes a working agreement between UAW-LETC and the _____ Job Corps Center Director entered into this _____ day of_____, 2008. (Appropriate signatures required at the end of this Agreement.)

2. CENTERS, PROGRAMS, SLOTS, AND RATIOS

UAW-LETC shall provide contracted career technical training programs at two centers, totaling 492 slots (these figures are valid as of April 2008).

UAW-LETC Training Program	Slots
Advanced Automotive, Medium/Heavy Truck Technician at Clearfield JCC	204
Advanced Automotive, Medium/Heavy Truck Technician at Earle C. Clements JCC	156
Basic Automobile Technician at Clearfield	60
Basic Collision at Earle C. Clements	72
Total	492

To modify any of the above figures, UAW-LETC is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Change Notice No. 05-17 and PRH Appendix 307), in conjunction with Job Corps Regional Offices and Center Directors. All changes in any of the above categories shall be reflected through fully executed Contract Modifications initiated by the National Office of Job Corps.

UAW-LETC shall maintain the following student/instructor ratios:

NTC	Trades	Total Slots Per Instructor
UAW-LETC	Advanced Automotive, Medium/Heavy Duty Truck Technician	12 (full-time) for all advanced programs 20 for all basic programs
	Basic Automobile Technician	
	Basic Collision Repair and Refinish	

3. BASIC RESPONSIBILITIES FOR PROGRAMS AND SERVICES

UAW-LETC, in collaboration with centers where UAW-LETC programs operate and provide services, and to the extent that adequate resources are made available, shall provide all necessary administrative and training personnel, services, off-center administrative facilities and materials, and staff travel and subsistence required to accomplish contracted training services with Job Corps. UAW-LETC shall deliver these in accordance with the:

- Workforce Investment Act (WIA) of 1998, as amended, and implementing regulations;
- President's High Growth Job Training Initiative;
- Job Corps Policy and Requirements Handbook (PRH), as well as other Job Corps instructions and policy issuances;
- Career Development Services System (CDSS); and
- Memorandum of Understanding (MOU) signed by a UAW-LETC Executive or designee and each Center Director or designee where UAW-LETC operates career technical training programs.

The following are specific responsibilities for UAW-LETC and all Center Directors where UAW-LETC programs exist:

A. **NTC Operation Plan –** UAW-LETC shall develop, in conjunction with centers and Regional Offices, as appropriate, an *Operation Plan* and submit it to the Job Corps National Contracting Officer Technical Representative (COTR) within 90 days of the plan template being available following final contract definitization and award in the first base year. For the second base year and each option year, provided that the National Office of Job Corps extends the contract with UAW-LETC, UAW-LETC shall revise its *Operation Plan* and submit a summary of all changes, if applicable, to the National COTR within 60 days of contract extension award. In accordance with Job Corps policy, regulations, and requirements, the *Operation Plan* should contain detailed descriptions of UAW-LETC Job Corps Program administrative structure, operation systems, and processes for all its recruitment, training, placement (including registered apprenticeship programs), and follow-up services to students; UAW-LETC staff qualifications and annual professional development plans; and activities to align training to the latest industry skill/training standards. The format of the *Operation Plan* can be similar to a Job Corps Center Plan.

B. **Industry Skill/Training Standards –** UAW-LETC shall provide training programs that lead to high growth, high demand, and high wage positions in the transportation industry. UAW-LETC shall align all their technical training programs with the latest certification standards of by the National Institute of Automotive Service Excellence (ASE).

As a contractor for advanced training programs, UAW-LETC shall develop instructional materials and completion requirements that exceed the level of rigor in basic training programs in the same technical fields. The instructional and curricular materials and completion requirements must be approved by the National Office of Job Corps before being executed.

C. **Training Outcomes –** UAW-LETC shall provide assigned students training in career technical, career success, and applied academic skills so that they become agile workers with expanded career options, and maintain long-term attachment to the labor market or educational opportunities. Specifically, training outcomes from UAW-LETC programs include the following categories:

a. Students enter an Original Equipment Manufacturer (OEM) dealership technician position, registered apprenticeship training program leading to full journeyman status, a customized employer-based training program that leads to career opportunities, or

b. Students enter a specific area of the craft/trade that pays sustainable wages and offers the opportunity for long-term employment and career advancement, or enter the Armed Forces, or

c. Students enter a community college or technical training school-level program to pursue further technical training or degree-based education, if they choose not to pursue further training or job placement in the occupation for which UAW-LETC has provided the training, and

d. Students earn a passing score on written and/or performance tests associated with nationally recognized certification by the National Institute of Automotive Service Excellence (ASE), as applicable.

D. **Placement Services –** UAW-LETC shall administer initial job placement services for up to 6 months from separation, and career transition support for 12 months following the date the initial job placement is accepted by the Center Information System/Career Transition Services (CIS/CTS), to all graduates. UAW-LETC shall provide initial placement services to former enrollees, as defined in PRH 4.2, R1.b, for up to 3 months following separation.

In addition to job placement services, UAW-LETC <u>may</u> also provide career transition support services to graduates, such as making arrangements for housing and transportation, where UAW-LETC has the capability to effectively deliver such services

and the provision of such services has first been coordinated with the designated Career Transition Services (CTS) provider.

UAW-LETC staff shall work collaboratively with Job Corps regional officials and center staff to ensure that UAW-LETC-provided job placement and, as applicable, career transition support services are coordinated with the development and implementation of each center's *Career Development Services System (CDSS) Plan*.

E. Collaboration With Other Job Corps Entities – It is imperative that UAW-LETC establish and maintain open and professional communication with Department of Labor (DOL) regional officials and staff from centers, operators, and Outreach and Admissions (OA) and CTS contractors. The National Office of Job Corps encourages UAW-LETC to work with all related entities referenced above, within established protocol, to address and resolve any area of concern before seeking involvement of the NTC COTR and the National Office. Within available resources, UAW-LETC senior leaders shall also try to conduct a minimum of one face-to-face meeting with each DOL Regional Director in each program year, collectively with other NTCs if possible, to synchronize goals, priorities, and solutions to problems.

Center Directors shall provide corresponding cooperation to UAW-LETC in all areas related to UAW-LETC contracted services.

F. **Center Curriculum Development** – UAW-LETC shall have appropriate staff fully participate in the curriculum development process at each center where UAW-LETC operates a career technical training program. This includes serving as an active member of the center Curriculum Development Committee and, if authorized by the UAW-LETC national executive, sharing UAW-LETC-developed instructional resources, techniques, and methods that contribute to student success.

G. **Center Industry Council and Business Community Liaison Functions –** UAW-LETC shall fully support the functioning of the Center Industry Council, and the Business and Community Liaison (BCL) in improving the quality of career technical training programs and creating meaningful linkages with individual employers, labor and business organizations, One-Stop centers/partners, state and local Workforce Investment Boards, and local Youth Councils.

H. **Disability Issues –** UAW-LETC shall follow all federal laws, government regulations, and Job Corps policy related to accommodations for students with disabilities. UAW-LETC will work closely with the Center Director's designee for disability issues to ensure that students with disabilities who are interested in UAW-LETC trades are provided reasonable accommodations/modifications, if needed, to perform the trade-related skills required by the Training Achievement Records (TARs). UAW-LETC shall ensure that no Job Corps students with disabilities are denied entry into UAW-LETC

programs for any discriminatory reason.

I. **Safety** – UAW-LETC shall follow all federal, state, local, center, and UAW-LETC-specific safety regulations and requirements during the technical training process and, in cooperation with center officials, ensure that all training areas are clean and well-maintained. UAW-LETC shall advise the centers and NTC COTR, in writing, of current industry standards and employer-partner specifications in terms of safety design, requirements, and operation in the training facilities on centers.

J. **Recruits From Industry/Business –** As applicable, UAW-LETC shall inform local unions, other established business/industry affiliates, apprenticeship committees/councils, contractors, and individual employers, of the opportunity to refer potential employees, who are eligible for Job Corps, to related UAW-LETC training at Job Corps centers. UAW-LETC staff shall coordinate with the appropriate Outreach and Admissions (OA) contractor(s) and center staff to ensure the availability of program openings prior to finalizing arrangements for potential enrollees.

Center Directors and designated staff shall support UAW-LETC in such recruitment efforts.

K. **Student Selection of UAW-LETC Programs –** UAW-LETC may follow center procedures for the assignment of students to career technical programs. To the greatest extent possible, these should include the participation of UAW-LETC instructors in the selection process, and providing students an opportunity to learn as much as possible about UAW-LETC specialty training programs before final selection, including an opportunity to observe and participate in daily training activities.

Where slots are available, Job Corps-qualified applicants referred to specific UAW-LETC programs by the groups cited in 3.J shall be admitted to those programs. These students, as all others, are first required to participate in and successfully complete all activities included in the center's Career Preparation Period (CPP), the only exception being an activity directly related to the selection of a trade. However, in the event that a student in this category expresses interest in exploring other trades, and selects another trade, he/she shall be permitted to do so.

Center Directors and designated staff shall collaborate with UAW-LETC in such trade selection efforts.

M. **Enrollment Criteria for UAW-LETC Programs –** The specific selection criteria for students participating in UAW-LETC training programs are as follows:

a. Age

No student can be denied access to a UAW-LETC program because of age. However, because most UAW-LETC programs and related employers, as a condition of

employment in the transportation industry, require applicants to be at least 18 years of age, and certain UAW-LETC trades have significant safety-related responsibilities, the Center Director, or her/his designee, and UAW-LETC staff shall jointly address these issues. Based upon relevant factors, particularly student safety, but also including demographics and employment opportunities, a solution shall be agreed upon that will not adversely impact students or UAW-LETC performance.

b. Driver's License

Students who are prevented from obtaining a valid driver's license (including a Commercial Driver's License [CDL]), due to serious previous violations, etc., shall not be enrolled in UAW-LETC programs requiring a driver's license as a condition of employment.

Employers in the automotive service industry consider a driver's license an essential tool in securing and maintaining employment. Therefore, Center Directors, Regional Offices, and UAW-LETC shall make every effort to enable every UAW-LETC graduate to attain a full driver's license before post-Job Corps employment.

c. Health

Unless the center physician determines that participation in a particular program would be a direct threat to the student, other students, and/or the instructor, the condition of a student's health shall not be a factor affecting his/her participation in a UAW-LETC trade. In this regard, and in accordance with Job Corps Program Instruction No. 01-11, dated November 27, 2001, UAW-LETC is not authorized to collect information, formally or otherwise, regarding the health/disability status/history of a potential enrollee, or a student who has or has not, as yet, entered a UAW-LETC trade. These matters are solely within the purview of the center physician.

Once a student is enrolled in a UAW-LETC training program, center health staff will share relevant information about a present health condition that may be aggravated by training activities supervised or conducted by UAW-LETC instructors or that could cause harm to the student or another student, for the purpose of avoiding such health aggravation or harm.

For students with disabilities who have a reasonable accommodation plan, UAW-LETC instructors must ensure that the reasonable accommodations/modifications indicated in the plan are provided. The center disability coordinator will inform UAW-LETC instructors and/or their supervisors of the existence of an accommodation plan for a particular student.

d. Academics

Students must have a proficiency level in reading and math that will enable learning in a UAW-LETC trade, understanding and following instructions and, where applicable, adhering to safety regulations and procedures. These proficiencies are particularly essential for trades that require proper use of power tools, equipment, and machinery, and adherence to specific OSHA/industry safety guidelines.

e. UAW-LETC-Specific Enrollment Requirements

UAW-LETC is authorized to establish and implement additional specific enrollment requirements for students, in accordance with prevailing automotive industry labor standards and employment practices, and with approval from the National Office of Job Corps. Job Corps centers are expected to comply with all UAW-LETC-specific enrollment requirements when transferring students to this NTC.

4. STUDENT TRAINING

A. **Career Preparation Period –** During the Career Preparation Period (CPP), UAW-LETC instructors, as appropriate and in recognition of time constraints imposed on them by daily training schedules and other mandates impacting their availability, shall educate new students about the advantages of participating in UAW-LETC training and work with interested students to observe training.

B. **Career Development Period –** UAW-LETC instructors shall work collaboratively with center officials and staff to ensure that student learning and training experiences, including those arranged through employer partnerships, meet center-based and Work-Based Learning standards described in the PRH.

a. **Assessing Student Readiness for Work-Site Assignments –** During the Career Development Period, there must be a process for determining each student's readiness to benefit from work-site experience. This process includes input from all relevant components at the Job Corps center, including UAW-LETC instructors.

b. **Management of Class Size –** Generally, centers shall not backfill UAW-LETC career technical training slots occupied by students who have been assigned to WBL, except in those situations where the WBL student(s) will be separating from Job Corps (e.g., to take a job) within 2 weeks after completing the WBL assignment. In this regard, however, every effort must be made to avoid situations where UAW-LETC instructors have very few students in their class over an extended period of time. UAW-LETC instructors will closely monitor this situation and work with the career technical manager and other appropriate center staff to ensure that this situation is effectively managed. When UAW-LETC instructors are confronted with significantly smaller classes, they are expected to perform other job-related tasks, as

time permits. These include, but are not limited to, the following:

- monitoring existing WBL sites, and helping to develop new sites;
- strengthening working relationships with local unions and district councils, employer organizations, and individual employers/contractors;
- working with Job Corps entities to plan and establish various career technical training clusters;
- working with academic instructors to develop applied academic lessons; or
- providing short-term (up to 10 days) introductory training to students on the waiting list for a UAW-LETC trade, who continue to have a strong desire to enter and complete the trade.

C. **Related Training Issues**

a. **Realistic Working Environment –** All UAW-LETC training shall be conducted in an environment and under conditions as close as possible to those found in the transportation industry, and, as applicable, shall be the same as required for apprentices as outlined in the craft Apprenticeship Training Standards published by the USDOL Office of Apprenticeship, when such training standards exist.

b. **TAR Completion and Certification/Apprenticeship Enrollment Test –** UAW-LETC shall ensure that all its training programs, basic and advanced, maintain active certification status with the National Institute of Automotive Service Excellence (ASE) at all time during the contract cycle. UAW-LETC shall ensure that all its instructional materials are upgraded as necessary to remain one hundred percent aligned with the latest ASE certification standards. The UAW-LETC TARs shall be developed and formatted in a manner consistent with these standards.

UAW-LETC shall assist each student completing a UAW-LETC program to take the appropriate ASE certification tests before graduation, as applicable.

c. **Career Success Skills –** Throughout their training, students will be taught the importance of attaining and applying the career success and applied academic standards listed in each TAR. They will be provided assistance and support in mastering and demonstrating these skills during their career technical training experience, including CTST and Work-Based Learning.

d. **Scheduling –** UAW-LETC staff shall work closely with center staff to develop student schedules. Every effort shall be made to schedule students to attend career technical classes for the maximum period per day, including an appropriate amount of time for lunch. However, the training day may be less than the traditional 8 hours to accommodate activities that clearly and directly support students' success in securing and retaining training-related employment. For example, the time required by both academic and UAW-LETC instructors to plan for curriculum integration, establishing

mentoring arrangements and Work-Based Learning sites with employers, fall into this category. Likewise, the participation of UAW-LETC staff and students in each center's Social Skills Training program is an important learning opportunity that may also be scheduled during the workday.

The above exceptions notwithstanding, and in accordance with the PRH, "Centers shall: develop a schedule which ensures that, prior to graduation, students receive substantial practice and experience in working an 8-hour day, or working hours and conditions consistent with the anticipated workforce."

e. **Hands-on Training vs. Classroom Instruction –** Hands-on training and related shop/classroom instruction shall be divided approximately 70% and 30%, respectively.

f. **Training Week –** A standard training week shall be 40 hours, Monday through Friday, excluding center-observed holidays.

g. **Length of Training –** UAW-LETC shall require students to receive technical training in a time frame commensurate with typical industry time requirements for technical training, before being eligible for graduation.

h. **UAW-LETC Instructor Supervision** – During the training period, UAW-LETC instructors shall be responsible for:

- *Center Safety and Occupational Health Plan*, as well as industry, state, local, and OSHA trade-related safety rules, regulations, and standards;
- center rules and regulations, including those pertaining to safety;
- center student conduct standards; and
- student accountability, including and especially during CTST projects and activities.

UAW-LETC instructors shall work closely with the Center Safety Officer, and the Health and Wellness Manager/Administrator, on all matters concerning the health and safety of students.

E. **Student Conduct Standards**

a. **Student Conduct Standards –** UAW-LETC staff shall use Center Director-established student conduct standards and disciplinary procedures as the basis for dealing with any significant student problem while in career technical training.

b. **Suspension and Dismissal of Students for Safety and Disciplinary Reasons –** To prevent injuries to students/instructors, UAW-LETC instructors have the authority to immediately suspend from class a student who has violated safety/disciplinary rules

or regulations. In these situations, UAW-LETC instructors shall advise the Center Director of the action taken as soon as practicable, with adequate documentation. Further, UAW-LETC instructors shall recommend to the career technical training manager and Center Director the permanent removal of students from UAW-LETC trades who continue to disregard safety rules and procedures, with adequate documentation.

UAW-LETC instructors shall be part of the center's process for determining the readmission of such students to UAW-LETC classes.

F. **Student-Related Activities**

a. **Involvement With Center Activities –** As appropriate, and to the extent that commitments during the training day permit**,** UAW-LETC instructors shall be actively involved with center officials and staff in helping to establish programs, activities, and training conducted during the Career Preparation Period as defined in PRH Chapter 2.

b. **ESP Panel –** UAW-LETC instructors shall actively participate in the Evaluation of Student Progress (ESP) Panels for students enrolled in UAW-LETC training programs. UAW-LETC and center staff will work cooperatively to ensure that the scheduling of these activities results in the least disruption to career technical training classes.

c. **Coordination of CTS for Graduating Students –** UAW-LETC instructors shall notify appropriate center staff, on a timely basis, when students are within 60 days of career technical training completion, so that career transition planning can be initiated. However, in those instances when a training-related job becomes available on short notice, particularly a registered apprenticeship opportunity, the UAW-LETC instructor and center management shall work expeditiously to ensure that the scheduling of career transition readiness activities is not a deterrent to the job-related placement of the graduate. In this situation, every effort will be made to provide departing graduates, as applicable, with transition allowances and WBL funds, and ensure that they receive all appropriate transitional services, and where applicable, meet with assigned CTS staff.

d. **Driver Education –** UAW-LETC shall work closely with Center Directors in support of each center's responsibility to provide Driver's Education training for all eligible students beginning in the Career Preparation Period. UAW-LETC shall make every effort to collaborate with center management to help students attain a valid driver's license or learner's permit before graduation.

5. UAW-LETC STAFF RESPONSIBILITIES

A. UAW-LETC Site Directors

a. **Monitoring Performance –** UAW-LETC site directors shall be fully knowledgeable about the performance of UAW-LETC programs and instructors. As required by the Career Technical Reporting and Improvement System (CTTRIS), for individual training programs performing below established standard or on probation, UAW-LETC site directors shall work collaboratively with the instructor, as well as center and regional staff, to develop, implement, and monitor Program Improvement Plans (PIPs). UAW-LETC site directors shall actively participate in the Regional Appeal Process for their programs facing sanctions, including closure and reduction. In this regard, also, slot utilization is a cost-effectiveness issue that must continually be monitored. When warranted, UAW-LETC site directors shall collaborate with centers and Regional Offices to effectively address issues related to slot utilization.

b. **Technical Assistance –** For those instructors having difficulty teaching students and/or dealing effectively with problems associated with student conduct and behavior, site directors are encouraged to provide or arrange for the provision of necessary assistance and support.

c. **Interaction With Center Activities –** UAW-LETC site directors shall ensure that UAW-LETC instructors are contributing to the effectiveness of the center CDSS Plan, and not acting independently or with sole regard to their responsibilities as instructors.

d. **Actions on Staff Issues –** Where significant problems associated with a particular UAW-LETC instructor are verified, either in the performance of his/her basic responsibilities or as a participant in other center activities and programs, UAW-LETC site directors shall take immediate and appropriate corrective action. If warranted, such action may ultimately include the permanent removal of a UAW-LETC instructor. However, before a final decision of this type is made, the Center Director and assigned project manager shall be notified. These individuals shall have the opportunity to <u>expeditiously</u> assess the impact of such a decision on the operations and administration of the center, and to share this information with the appropriate UAW-LETC official(s) for consideration <u>prior</u> to a final decision being made by UAW-LETC.

e. **Business Linkages –** UAW-LETC site directors shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment in the transportation industry. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates. The extent of these activities is also dependent on the amount of funds

made available for this purpose.

f. **Communication With Regional Project Managers –** UAW-LETC senior leaders shall also establish and maintain contact with appropriate regional project managers concerning UAW-LETC programs and instructor performance, as well as significant findings/issues resulting from monitoring that could not be resolved at the center level. UAW-LETC site directors are encouraged to share monitoring reports with appropriate project managers, especially for those programs on probation and/or under a PIP.

B. UAW-LETC Instructors

While UAW-LETC instructors perform as part of a UAW-LETC national contract, they shall cooperate with and be a part of the center and its operation. As required of all center staff, UAW-LETC instructors shall function as mentors, models, and monitors of all Career Success Standards when working with students. In addition, they shall be active partners with center staff in evaluating student progress and meeting students' needs in support of their social and career development.

a. **Career Technical Training –** UAW-LETC instructors shall plan, deliver, and evaluate career technical training to Job Corps students in various specialty areas, including both classroom instruction (theory learning) and hands-on practices (Career Technical Skills Training and Work-Based Learning). Instructors are expected to provide students the opportunity to complete all required Training Achievement Records (TARs) in their chosen program. They are also expected to train students to be sufficiently competent to enter: a registered apprenticeship training program; a high growth/high demand/high wage occupation for career development; a community/technical college for advanced training; or the Armed Forces.

b. **Professional Development** – To the extent that adequate resources are made available, UAW-LETC instructors shall participate in all professional development activities sponsored by UAW-LETC, centers, Regional Offices, and the National Office, as applicable, to increase their effectiveness in developing and delivering standards-based instruction; coordinating instruction; teaching applied academics and related basic skills standards; utilizing evidence-based instructional techniques; and implementing effective student-engagement strategies.

c. **Role-Modeling –** UAW-LETC instructors are expected to serve as role models for students. Any abusive or other inappropriate behavior by instructors toward students or staff; failure to properly supervise students and maintain order, effectiveness, and safety; or a disregard for center rules and regulations, will not be tolerated and will result in disciplinary action, possibly the loss of employment. UAW-LETC field and headquarters officials shall take immediate and appropriate action when such

incidences are verified. Where an NTC fails to respond expeditiously and adequately, the National COTR will become involved and initiate whatever corrective actions/measures may be needed.

d. **Communication With Center Staff –** UAW-LETC instructors shall periodically communicate with other center staff who also serve UAW-LETC students in other program areas (e.g., academic and residential). The purpose of such contact is to determine if UAW-LETC students are meeting their responsibilities in these other required activities, and especially to identify students having problems that could lead to early separation if not dealt with immediately and effectively. Where this appears to be the case, the UAW-LETC instructor, acting as a role model, shall endeavor to positively influence the student and steer him/her in a better direction.

The responsibility described above is in addition to UAW-LETC instructors' participation in Evaluation of Student Progress (ESP) panels, and is primarily intended to prevent Zero Tolerance (ZT) terminations, AWOLs, etc., and increase the number of UAW-LETC career technical completers and placements.

e. **Center Activities –** UAW-LETC instructors are expected to support and participate in pre-planned, scheduled activities/projects that have been established by center officials and staff to support center goals and objectives. Such activities/projects, which usually involve most center components, may take place outside of normal working hours, including weekends, and at sites other than the Job Corps center.

f. **Business Linkages –** UAW-LETC instructors shall play a vital role in establishing meaningful relations with business agents and other local union officials, business councils, and affiliated organizations in labor markets where students return to seek employment. Such efforts are intended to promote and establish registered apprenticeship and other career opportunities for qualified graduates, and will be carried out to the extent that adequate resources are available for this purpose.

g. **Driving Compliance –** UAW-LETC instructors shall comply with all related PRH and NTC/center-specific requirements related to driving privileges for employment as well as operating NTC/center vehicles. When requested by center officials, UAW-LETC instructors who use center vehicles must show proof of a valid driver's license. UAW-LETC instructors will also immediately notify appropriate center officials of any changes/restrictions to their licenses, when these occur.

6. RESOLVING ISSUES

A. **Process for Resolving Issues –** UAW-LETC instructors shall work cooperatively with Center Directors and appropriate staff to informally resolve all issues. Where necessary, these efforts shall also involve the assigned field coordinator, UAW-LETC headquarters

officials, and the project manager. However, in the event that an informal resolution is not possible, the UAW-LETC national executive shall immediately request the assistance of the National COTR; concurrently, the Center Director shall notify the assigned Job Corps Project Manager to assist in the resolution process.

The National COTR and Regional Office Project Manager shall work cooperatively and expeditiously to fully investigate matters that could not be resolved informally, and jointly render a final decision that will be binding on all parties involved. However, if this is not achievable, the Job Corps National Deputy Director shall be the final arbiter. At no time during this entire process shall the Center Director or NTC officials/staff, including site directors and instructors, take any action that could adversely affect the training of students in the UAW-LETC program or functioning of the center.

B. **Center Request for UAW-LETC Personnel Change(s) –** In the instances where the Center Director requests permanent removal of a UAW-LETC instructor, such requests shall be in writing and concurrently transmitted to the National COTR and the designated Regional Office Project Manager, with copies to the assigned UAW-LETC field coordinator and UAW-LETC National Project Coordinator. The written communication shall include the specific reason(s) justifying the request for removal, along with any documented violations of center rules, operating policy, etc., that were committed by the instructor in the past.

C. **Center Request for UAW-LETC Program Change(s) –** In the instances where the Center Director requests the permanent addition or removal of a UAW-LETC training program, such request shall be submitted to the Job Corps National Office, through the Regional Director who must approve the request, in the form of a *Job Corps Career Technical Training Change Request.* The request shall be developed in collaboration with the center operator, the regional project manager, and UAW-LETC. The Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties.

D. **UAW-LETC's Request(s) for Program Change(s) –** To initiate any changes to the contracted training programs (program and slots), UAW-LETC is required to follow the Career Technical Training Change Request process established by the National Office of Job Corps (PRH Appendix 306). Following approval from the Regional Office, the Job Corps National Office will make a final determination of the request after verification of all facts and reasoning in conjunction with all related parties, including centers and Regional Offices. The DOL Contracting Officer and the NTC COTR will develop and execute a Contract Modification for each UAW-LETC program change, following approval from the National Director of Job Corps.

7. PERFORMANCE

A. **Annual Performance Assessment –** UAW-LETC performance shall be evaluated annually by Job Corps regional staff, the National COTR, and other appropriate Job Corps National Office staff, using data from the Career Technical Training Report Card (CTTRC) and assessment mechanisms specified in PRH Appendix 501d. For programs that have performed at the "unsatisfactory" level (Grade 'D' on the VTRC) for 1 year and have been placed on probation by the Regional Office of Job Corps following an appeals process, UAW-LETC shall develop a Performance Improvement Plan (PIP), in cooperation with affected centers and Regional Office staff. A copy of the PIP will also be submitted to the NTC COTR.

UAW-LETC shall work with appropriate center management and regional officials/staff to implement PIPs so that performance outcomes of such programs in the following program year will be elevated to the "average" level (Grade 'C'), at a minimum. For programs that have performed at the "unsatisfactory" level (Grade 'D') for 2 consecutive years, UAW-LETC shall develop and file an appeal, jointly with the center, if possible, to the Job Corps National Office. Following the appeals process, the National Office of Job Corps will render a final decision, which could be closure or another period of probation.

UAW-LETC programs that have performed at the "exceptional" level (Grade 'A') for 2 consecutive years will be recognized by the Job Corps National Office with a Certificate of Recognition.

B. **Industry-Based Placements** – To the extent that adequate resources are available, UAW-LETC shall develop and maintain a productive and meaningful relationship with Original Equipment Manufacturers (OEM) dealerships; national, regional, or local employers and business/industry organizations; associated local unions; and registered apprenticeship programs that can place Job Corps graduates into dealership positions, registered apprenticeship training programs, and other similar career opportunities that offer sustainable wages and career advancement opportunities. In addition to meeting all performance expectations stipulated in PRH Appendix 501d, UAW-LETC is expected to, with approval and support from the NTC COTR, make every effort to increase graduate placements into dealerships, registered apprenticeship programs, or industry-based training programs or employment, based on historical data and realistic projections, and also with consideration of local, regional, and national economic conditions impacting the automotive service industry.

Where applicable, UAW-LETC shall collaborate with specific employers to develop and implement training programs/modules tailored specifically to their labor needs.

Job Corps centers are expected to cooperate with UAW-LETC in placing graduates in dealership positions, registered apprenticeship programs, and training-related jobs. In this regard, it is particularly important for centers to ensure that prior to graduation AW-LETC students have an opportunity to secure a valid driver's license.

8. REQUIREMENTS FOR FACILITY, EQUIPMENT, AND SUPPORT SERVICES

In consultation with appropriate unions, industry groups, individual employers, and OSHA (as well as state and local OSHA counterparts), UAW-LETC shall determine the equipment, tools, materials, and supplies necessary to ensure quality training and protect students'/instructors' safety and health. As appropriate, these activities will be coordinated with the Center Safety Officer and/or the Health and Wellness Manager/Administrator.

UAW-LETC instructors shall also provide advice to center and Regional Office officials regarding the adequacy of training facilities, particularly as it relates to ensuring the safety and well-being of students; security of equipment, supplies, and materials; and other factors impacting the learning environment.

The Center Director shall provide UAW-LETC with appropriate and adequate career technical training and administrative space and the support services described below. Subject to a center's fire, security, and related safety policies, UAW-LETC shall be responsible for maintaining security of the assigned space during training hours – including the establishment of a limited access policy. UAW-LETC shall work cooperatively with centers to implement these policies to ensure effective maintenance, stewardship, and accountability of government-owned personal property during normal UAW-LETC operation hours and in accordance with all government property management regulations and requirements.

The center operator shall provide UAW-LETC, <u>at no cost</u>, the following equipment and support services as part of the center operator's contract.

(A) Shop and career technical training equipment, materials, and supplies (a detailed listing of equipment by UAW-LETC for each career technical training program that they offer at a specific center shall be included as part of the MOU). Desks and chairs for classrooms will also be provided.

(B) Reasonable accommodations/modifications, where needed, to provide students with disabilities the opportunity to successfully complete the TAR(s) required in the trade.

(C) Acquisition, maintenance, repair, and replacement of career technical and administrative equipment.

(D) Telephone installation in instructor offices and ongoing service, including local and long distance service, in support of providing job development, placement, transition support services, follow-up activities, and for other official Job Corps business. In addition, cell phones will be provided to UAW-LETC instructors when working with students off center, or at remote areas on center, to ensure that the need for medical/emergency support can be quickly communicated.

(E) FAX and copying services in instructor offices. Where this is not possible, other

arrangements shall be in place that are convenient for instructors to use such services.

(F) Safe and adequately equipped vehicles to support training activities/projects.

(G) Mail (postage).

(H) Trash and garbage collection.

(I) Utilities.

(J) Locking file cabinets.

(K) Computer equipment. This includes hardware and software in each UAW-LETC instructor's office, capable of accessing the Internet, CIS, CTS, and the Job Corps Career Development Resource Center (JCCDRC) Web site. It also includes hardware and software in each UAW-LETC classroom/shop, capable of accessing the Internet, to support student learning. Instructors will also be provided with a printer. Computer training, if scheduled for center staff, shall also be made available to UAW-LETC staff.

(L) DVD/CD players, VCRs, monitors, and related equipment, as necessary, to support training.

(M) Transportation and meals for students participating in CTST, Work-Based Learning, and other work-experience activities.

(N) Fire protection and OSHA-approved safety programs at career technical facilities.

(O) OSHA-required safety equipment (e.g., eye, hand, face, and fall protection), and other personal protective equipment that is required in the trade and meets OSHA and industry standards.

(P) The provision of Federal Tax Credit Conditional Certifications for eligible graduates, prior to separation, as long as these programs continue to be statutorily authorized <u>and</u> target-group documentation is accessible.

(Q) Student career technical training clothing including, where applicable, special and foul weather clothing, hard-toed safety shoes, and replacement items (including those students who may be assigned by the center above the contracted class/surge level). UAW-LETC is contracted to provide hard hats to students.

(R) Appropriate attire for CTST projects and Work-Based Learning assignments and, as applicable, requirements imposed by OSHA, state law, and industry standards.

(S) Immediate and accurate entry into the CIS, the following UAW-LETC-provided information/data: (a) career technical student data, including entry dates and completion status, as they occur; (b) any and all corrections, when notified by UAW-LETC along with verification to UAW-LETC when the corrections are made; and (c) placement results, as determined by the center or as provided by UAW-LETC.

(T) Copies of the 678 Forms and CTTRC 10 and 20 Reports, or subsequently developed career technical training performance reports, on a regular and timely basis, and provision of quality staff training regarding the CTTRC reports, when necessary.

(U) Shipping tool kits to students, if applicable and when required by UAW-LETC.

(V) Transportation to and from Work-Based Learning/WEP/CTST sites, industry/trade certification-accreditation sessions/tests, and job interviews.

(W) Consistent with the Center CDSS Plan, as described in the PRH, UAW-LETC staff will be a part of all training designated for career technical instructors, including standard First Aid and CPR.

(X) Secretarial/clerical assistance, when the need is justified.

(Y) Security for career technical training facilities, including on-center CTST sites, outside of normal working hours.

(Z) Tool kits for students in training, in accordance with established policy in the PRH (Chapter 3, Section 3.2, R4). Tool kits shall be made available at no cost to UAW-LETC students who successfully complete career technical training and locate jobs that match the technical training they have received through UAW-LETC. A copy of the UAW-LETC-approved lists shall be provided to center operators by UAW-LETC. UAW-LETC will work in partnership with the center operator/director to ensure that the tool kits meet, as much as practicable, the needs of the occupations involved so that students can be successful in securing and retaining training-related jobs.

9. TRAINING MATERIALS AND SUPPORT

Instructional Materials – UAW-LETC shall provide each student and instructor with instructional materials and publications, as necessary, to adequately conduct quality career technical training. Training-related courseware (CD-Rom-based or Web-based) or videos that have proven to be successful in supporting classroom instruction will also be made available by UAW-LETC, as well as an updated listing of Internet Web sites that contribute to student learning and the professional development of UAW-LETC instructors.

10. AUTOMATED CAREER TRANSITION SYSTEM (CTS)

It is imperative that UAW-LETC comply with Job Corps policy (Program Instructions No. 06-08 and No. 06-25) to safeguard students' Personally Identifiable Information (PII), and use the CDSS Suites of Job Corps' Center Information System (CIS) exclusively for all data purposes related to recruitment, training, placement, follow-up, and other student services. UAW-LETC shall also protect students' PII in all paper-based documents, including TARs, in accordance with Job Corps Program Instruction No. 06-23.

Center Directors shall collaborate with and provide assistance to UAW-LETC to meet this important requirement.

A. **Data Entry into CTS –** UAW-LETC instructors and site directors shall be responsible for the timely and accurate entry of the following data into the automated Career Transition System:

a. Post-center contact with graduates including updated graduate contact information, job development, referral and placement activity, and transition support needs and services provided.

b. Upgrade information related to graduates, especially acceptance into registered apprenticeship programs, wage increases, and job training match data.

B. **Verification of Placement Data by CTS Providers –** Each Career Transition Services (CTS) provider assigned a UAW-LETC graduate is responsible for verifying the placement, when UAW-LETC records such accomplishment in the CTS. Verification activities shall be initiated by the CTS provider in a timely manner and, when this process is fully completed, the CTS provider has the responsibility to report the verified placement to the CIS as expeditiously as possible.

C. **Resolving Issues With CTS Providers –** If a CTS provider routinely delays the verification and/or placement reporting process, UAW-LETC shall report this matter to the appropriate official in the CTS provider organization, the Center Director, and the assigned regional project manager, in an attempt to correct the problem. Where this is not successful, the National COTR shall be notified in writing including, at a minimum, the following information:

a. The name of the CTS provider (contractor) organization involved, and the dates and names of the organization's official(s) contacted by UAW-LETC to resolve the delays.

b. The UAW-LETC graduate's name, student identification number, the date the placement was recorded in the CTS reporting system by UAW-LETC, and how many calendar days it took for the CTS provider to: (1) complete the verification process, and (2) record the verified placement in the CTS. Other pertinent information should

be reported, such as: delay(s) that extend beyond the 'window' of opportunity for recording placements; the impact on annual performance results, and, if applicable, the future of the specific UAW-LETC training program where the student completed training.

11. ADMINISTRATIVE PROVISIONS

A. UAW-LETC Staff Leave Provisions

(1) **Workday –** The workday (starting and ending times) shall be in accordance with center policy.

(2) **Annual and Sick Leave** – The UAW-LETC site directors shall review and approve/disapprove annual leave, sick leave, and overtime requests by UAW-LETC staff members. When requested by center management, UAW-LETC site directors will provide advance notices of UAW-LETC staff's annual and sick leave plan/situation.

(3) **Overtime –** With the exception of pre-scheduled center activities, no overtime or center holiday work shall be performed unless requested in writing by the government and accepted by UAW-LETC; overtime pay, when approved, will be reimbursed at the rate established for the area in which the work is performed.

B. Substitute Instructors

UAW-LETC shall provide qualified substitute instructors for planned and unplanned staff absences.

C. Time Sheet Verification

The UAW-LETC site directors at each center shall sign weekly time sheets verifying the UAW-LETC instructor(s) time on center.

12. SIGNATURES

_____

Name and Title of Center Director or Designee (Please Print)

_____ _____

Signature of Center Director or Designee Date

_____

Name and Title of UAW-LETC Executive or Designee (Please Print)

_____ _____

Signature of UAW-LETC Executive or Designee Date

APPENDIX 303

CAREER TECHNICAL SKILLS TRAINING

Career Technical Skills Training (CTST) projects provide opportunities for students to learn and practice career technical skills and workplace competencies through work on projects that result in finished facilities or products. Projects accomplished through the CTST program provide students with quality training in a wide range of skills required for employment in their chosen career fields.

General Requirements

1. The Director of Job Corps shall allocate CTST funds to support training projects for designated career technical training programs that use work on construction or manufacturing projects as the primary method of training. Training provided in these programs should offer a minimum of 65% hands-on activity resulting in finished products or improved facilities.
2. CTST projects shall be described by the center in an annual CTST Plan, prepared for the upcoming program year and submitted to the Regional Office for approval by February 1, annually. When National Training Contractor (NTC) trades are involved, the annual CTST Plan shall be developed in full cooperation with the NTC instructor(s). The NTC shall sign off or provide a letter of concurrence on the annual CTST Plan and any modification to the plan being submitted to the Regional Office.
3. CTST plans shall be based on providing a wide range of training experiences for students within the funding allocated by the National Office of Job Corps, and the student training time available for CTST work during the program year. Every effort should be made to actively involve students in planning and budgeting CTST projects.

Programs Eligible for CTST Funding

1. The annual CTST budget for each center shall be allocated on the basis of the total authorized training slots for the following career technical offerings which use work on construction or manufacturing projects as the primary method of training:

   Carpenter

   Painter

   Cement Mason

   Plasterer

   Bricklayer

   Heavy Equipment Operator and Mechanic

   Truck Driver

   Glazier

   Sign Painter

   Electrician

Plumber

Paving Machine Operator

Stationary Engineer

Solar Installer & Repairer

Building and Apartment Maintenance Worker

Tile Setter

Floor Coverer

Pointer, Caulker, Cleaner

Welder (when the program results in an end product)

Landscape Gardener

Surveyor

Construction Technology

CTST Funding

1. Funding allocated to CTST for the program year shall be established by the National Office of Job Corps, on a per-training-slot basis, for each eligible career technical training program as specified above.
2. CTST funds shall be maintained and accounted for by the center as a separate budget line item and not transferred to any other budget category.
3. The total estimated cost of the center's CTST Plan shall not exceed the annual allocated funding level established by the Director of Job Corps.
4. The center's annual CTST Plan shall include estimated costs of individual CTST projects.
   a. CTST funds may be used for the following:
      1. Materials and supplies
      2. Contracted services
      3. Technical assistance
      4. Installed equipment
      5. Health and safety protection equipment
      6. Vehicle operations
      7. Work site protection
      8. Public identification
      9. Equipment rental
   b. Total combined costs for contracted services, technical assistance, and installed equipment shall not exceed 50% of the total cost of any individual project.

c. The use of CTST funds for mock-up training shall be limited to materials necessary to construct permanently installed training aids.

5. CTST funds shall not be used to:

a. Supplement budgets or operations which are unrelated to or beyond the scope of hands-on training.

b. Pay any center staff salaries.

c. Purchase separately funded career technical training equipment, consumable materials used in classroom training, training aids, audiovisuals, or texts.

d. Offset or prorate salary, administrative, or support costs above the center level.

e. Maintain, rehabilitate, or construct staff housing.

f. Subcontract for the purpose of accelerating a project completion date.

6. Center operators may submit capital construction/rehabilitation fund requests to supplement CTST funds, when a planned CTST project proposal involves on-center major facility rehabilitation or replacement construction.

a. Such requests shall be submitted to the Regional Office and forwarded to the National Office for approval. Requests shall include:

1. Full justification of the need.

2. Total amount of funding needed for the life of the CTST project, prorated by program year.

3. Explanation of services and costs per item/service.

b. Combined capital/CTST funding requests shall be considered when:

1. Subcontracts for specialized services and/or purchase of equipment to be permanently installed are beyond the scope of the center's career technical training capability.

2. Construction/rehabilitation portions of the project, services, or equipment installation are to be accomplished totally by subcontract.

Such requests shall not be approved when:

1. The purpose of the request is to conserve CTST funds.

2. Funds are requested as a substitute for those percentages of CTST project funds authorized for contracted services or installed equipment in on-center construction projects.

7. Funding for CTST off-center projects may be supplemented in whole or in part by the benefiting agency.

   a. Costs to Job Corps shall be limited to those items that are directly related to student training, essential heating, plumbing, and electricity.

   b. Benefiting agencies/organizations shall provide all technical assistance, materials, planning, design, and ancillary features and equipment such as landscaping, carpeting, air conditioning, road surfacing, decorations, furnishings, and other items that do not contribute to, or involve, student training.

Annual CTST Plans

1. Plan Contents

Each center's annual CTST Plan shall be prepared and submitted using forms found in the Job Corps Forms Handbook. Each center's annual plan shall include:

   a. A Career Technical Skills Training Project Plan (CTST-1) that includes a listing of all proposed projects and summarizes estimates for cost, appraised value of the completed projects, and student months of training planned.

   b. An Individual Project Proposal (CTST-2) for each proposed project involving $2,500 or more of direct project costs. Each CTST-2 shall include:

      1. A narrative description and justification for the project.

      2. A project number (once approved, the project shall carry the same number throughout its existence).

      3. Finished or in-progress technical plans and designs, including the nature and amount of funds used for these plans and designs.

      4. Cost estimates for materials and supplies, contracted services, technical assistance, installed equipment, vehicle operations, and equipment rental.

      5. The distance of the project from the center, if applicable.

      6. Types of training involved in the project.

      7. Student-months of training for each career technical area involved in the project.

      8. Estimated appraised value of the completed project.

      9. The agency/organization to benefit from the project.

      10. A safety hazard analysis.

      11. A description of how the CTST project will integrate academic, career technical, and career success standards and competencies.

   c. Individual projects involving less than $2,500 in direct project costs may be combined under one heading, "Miscellaneous Construction Projects," and described on a single CTST-2 form.

d. Long-term accounting information (CTST-4), including a detailed breakdown of cost estimates for each year of the proposed project for any project proposed to have a life span of more than 1 year.

e. On-center projects involving major rehabilitation or new construction shall include the following additional information:

1. Single line drawings
2. Building type
3. Approximate square footage
4. Plan to accommodate current building functions while construction/rehabilitation is underway
5. Documentation of, or request for National Office approval

f. The center's CTST plan modification to a previously approved plan shall be signed by the following:

1. Center Director
2. CTST program coordinator (or individual who prepared the plan)
3. National Training Contractor designee (for those projects where NTC students are involved)
4. Center safety officer

g. Modifications to previously approved plans must be submitted prior to implementation.

2. Project Selection

Centers shall select CTST projects in accordance with the following priorities:

a. Projects that address skill items on Training Achievement Records (TARs) for each career technical training area to ensure a wide range of skills development and that the training inherent in the proposed projects is geared to job placement in the field for which students are being trained.

b. On-center construction, rehabilitation, and maintenance projects, including items identified in the facility survey.

c. Off-center projects on federal, state, county, or municipal public lands. Priority shall be given to those projects for which the benefiting agency provides the most financial support. Benefiting agencies shall provide technical assistance, materials, and other resources. Justification shall be provided for projects that require more than 1 hour travel in each direction.

c. Public service projects for nearby communities, limited to public lands or to support community-based organizations (such organizations need not be involved in providing job training services). Community service projects shall be considered on-center projects in establishing priorities, provided the cost to Job Corps does not exceed $5,000. Such projects shall not:

1. Promote, preserve, or protect the economic self-interest of private individuals or groups, whether profit or nonprofit.
2. Involve capital construction that would normally be handled through city funding, industry funding, or through bond issues.
3. Exceed 25% of the student training months of the center's annual CTST projects.

d. Center staff housing construction or improvement projects.

e. Repetitive or production-oriented projects that provide short-term or inclement weather activities, such as production of cattle guards, picnic tables, and other such items.

f. Construction of cut-away displays and mock-ups.

3. Prohibited Projects

Centers shall not include the following in CTST Plans:

a. Projects that displace currently employed or contractually required workers, or impair existing contracts for services.

b. High-cost items such as bridge construction, major culvert construction, road paving, or sewage facilities to be accomplished by contract if:

1. As part of the CTST project, the costs are in excess of 50% of the cost of the individual project.
2. Such items are not part of a CTST project.

c. Costs of administrative direction, management assistance, or overall program planning and support provided by the center operator when such costs are not directly related to the planning or execution of any specific project.

4. Future Program Year Projects

Proposals for future program year projects shall be submitted for technical assistance costs involving only advance survey, planning, and design of on-center projects contemplated for periods beyond the upcoming program year. Such proposals shall include:

a. Description of the project, size, and scope

b. Location

c. Estimated costs

Approval of such advance costs shall not be construed as commitment by Job Corps to undertake the project. Once advance planning is completed, the project shall be submitted as part of the annual CTST Plan for the appropriate year.

5. Spike Camps/Off-Center Residential Facilities

Spike camps/off-center residential facilities shall be established only in support of a specific CTST project proposal. Spike camp proposals must include full justification and meet the following criteria:

a. Be located 75 miles or less from the center.

b. Be temporary and not maintained beyond the life of the CTST project.

c. Provide academic and residential support services and supervision of students 24 hours each day, commensurate with the level of services provided at the center.

d. Exclude beginning readers from participation.

e. Provide student supervision by other than career technical instructors during non-working hours.

f. Provide adequate medical/dental coverage for students.

g. Have prior inspection and approval by the center safety officer.

h. Provide adequate communications between the spike camp and the center.

i. Be operational only during the training week. (Students shall be returned to the center at the end of the last training day of the week.)

j. Have prior agreement from any involved NTC.

k. Maintain costs involved with the spike camp operation separately from center operations to enable analysis of cost-effectiveness of the operation.

CTST Plan Submission and Approval

1. All centers shall submit annual CTST plans for the upcoming program year to the Regional Office by February 1. Modifications to previously approved CTST Plans shall be submitted to the Regional Office prior to initiation of the project.

2. The Regional Office of Job Corps shall have approval authority for all CTST projects, with the exception of the following, which shall be forwarded to the National Office of Job Corps for review and approval:

   a. For leased centers, all projects involving major rehabilitation of a building or new construction.

   b. For DOL-owned centers, all projects for:

      1. New construction

      2. Rehabilitation estimated to cost more than $50,000

      3. Changes to any building's structural, major mechanical, plumbing, or electrical system

   c. For all centers, projects for which the costs of specialized technical assistance, subcontracted services, and/or equipment to be permanently installed are in excess of 50% of the total cost of the project. (Prior to receiving National Office approval, the center shall not advertise for bids on such projects.)

   d. On-center projects for which supplemental capital funds are requested.

   e. Project proposals about which legal questions, safety issues, or policy interruptions have been raised.

   f. Projects that involve establishment of Spike Camps.

3. The Regional Office shall respond to the center's plan by April 1. If an annual plan or project proposal is disapproved, the Regional Office shall provide the basis for disapproval to the center.
4. For projects requiring National Office approval, such approval/disapproval shall be provided by July 1.
5. Centers shall not begin any project that has been disapproved or has not been approved by the Regional or National Office.
6. Regional Offices shall distribute CTST funds to centers for approved CTST projects as soon as funding becomes available after July 1 of each program year.

Operation of CTST Projects

1. Center management shall designate a staff member to coordinate and manage CTST project implementation. NTCs involved with specific projects shall assist the designated staff member in carrying out the plan.
2. The individual designated to oversee CTST projects shall coordinate with all career technical programs on center involved in CTST projects.
3. Centers shall notify the Regional Office of the cancellation or deferment of an approved CTST project. If necessary, the center shall submit plans for a proposed alternative project to provide adequate training for students.
4. The Regional Office shall report instances of unauthorized projects or expenditures immediately to the National Office.
5. All major CTST projects in progress and all completed projects and products, including buildings, campgrounds, or other permanent projects, shall be prominently marked as having been produced by Job Corps. All movable products shall be identified by either affixing a marked, non-corroding metal plate or by branding/stamping the project with the Job Corps name or emblem.

APPENDIX 304

GUIDELINES FOR THE ACCREDITATION OF JOB CORPS HIGH SCHOOL PROGRAMS

Accreditation is defined as a process to assure that an entity meets standards established by a group of external experts. It refers to the recognition of an educational institution as maintaining certain standards.

In order to assure the quality of high school programs offered to students at Job Corps centers, these programs must be recognized by the following accrediting agencies:

1. State or commonwealth regulatory agency responsible for academic learning at the secondary level such as the state commissioner, the state board of education, the general council of education, or the state department of education in the state where the high school program is located; or

2. One of the following six regional accrediting bodies recognized by the U.S. Department of Education as reliable authorities as to the quality of education or training provided by institutions of higher education and the higher education programs they accredit. These regional bodies accredit nearly all secondary programs that are academic in nature:

    a. The New England Association of Schools and Colleges, which services Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island, and Vermont. Information on secondary school accreditation can be found on the agency's Commission for Independent Schools (CIS) and Commission on Public Secondary Schools (CPSS) links at www.neasc.org.

    b. The Middle States Association of Schools and Colleges, which serves the District of Columbia, Delaware, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the Virgin Islands. Information on secondary accreditation can be found on the association's Commission on Secondary Schools Web site at www.css-msa.org.

    c. The North Central Association, which serves Arkansas, Arizona, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, West Virginia, Wisconsin, and Wyoming. Information on the association's accreditation protocol can be found at www.ncacasi.org.

    d. The Southern Association of Colleges and Schools, which serves Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. Information on the association's public secondary school accreditation process can be found on the association's Web site at www.sacs.org.

    e. The Northwest Association of Accredited Schools, which serves Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. Information on the

association's accreditation process can be found on the Commission on Schools Web site at www.northwestaccreditation.org.

f. The Western Association of Schools and Colleges, which serves California and Hawaii. Information on accreditation can be found on the association's Accrediting Commission for Schools Web site at www.acswasc.org.

3. If the high school is a charter school, it must be accredited according to the provisions of charter school legislation in the state where it is located.

4. If the high school is a private school and/or offers part or all of its program online, it must:

a. meet the requirements specified in 1 or 2 above; and

b. be accredited by the Distance Education Training Council (DETC) at www.detc.org.

APPENDIX 305

TESTS OF ADULT BASIC EDUCATION EXEMPTION FOR STUDENTS WITH DOCUMENTED COGNITIVE DISABILITIES – CHECKLIST

Centers should use the following checklist prior to recommending that a student with a cognitive disability be exempt from follow-up Tests of Adult Basic Education (TABE) testing. Eligible students are those who have documentation of cognitive disabilities and who have not shown progress (more than a 10-point increase) in their last three TABE exams combined. The completed checklist and supporting documentation should accompany the request to the Regional Office for exemption from further TABE testing.

Review checklist:

_____ Student has documentation of a cognitive disability (identified, for example, in a student's most recent IEP, 504 plan, or medical psycho-educational documentation) that could impact his or her learning/testing with or without accommodations. (Copy will be included with the request for TABE testing waiver to the Regional Office)

_____ Student's case has been reviewed by center's interdisciplinary team (IDT)

Criteria considered are:

_____ High school diploma earned prior to, or during, stay on the Job Corps center

_____ Initial TABE scores

_____ Specific cognitive disability and previous Individualized Education Plans (IEPs), 504s, or medical psycho-educational documentation

_____ Student's learning style

_____ Student's attendance and participation in academic classes

_____ Steps and teaching techniques utilized by instructors

_____ Test preparation class has been utilized

_____ Teaching and testing accommodations that have been provided to the student

_____ Number of TABE tests the student has taken and

score improvement (a TABE history report for the student is attached)

The center will prepare a summary statement showing how the criteria above were considered in making the request to waive further TABE testing. This summary will be included with the Disability Waiver Form to be sent to the Regional Office for final approval or disapproval.

SAMPLE FORM FOR REQUEST FOR
A DISABILITY WAIVER FROM TABE TESTING

[*Student's name and I.D. number*]__, has documentation indicating a specific cognitive disability. This student has been provided varied teaching techniques and reasonable accommodations to obtain the required Tests of Adult Education (TABE) score levels. Despite this assistance, the student has been unable to reach the required level after three subsequent TABE tests combined. TABE retesting is causing the student frustration and, at this point, only reinforcing the student's educational inadequacies. The student has requested that no further testing be done in the area(s) of _*[Reading or Math]*_. This is supported by the Center Director, Special Education and Academic Instructors, and the Career Development Counselor as indicated by the attached document. The attached documentation includes (1) a copy of the cognitive disability documentation; (2) the TABE Test Exemption Checklist; (3) a TABE test history printout; and (4) a statement indicating how criteria on the Test Exemption Checklist were used in making the recommendation that the student be exempt from further TABE testing.

A waiver to exempt this student from further TABE testing is requested.

_____ **Date** _____

Center Director

_____ **Date** _____

Disability Coordinator

APPROVED:

_____ **Date** _____

Regional Project Manager

NOT APPROVED:

_____ **Date** _____

Regional Project Manager

This form will be sent from the center to the Regional Office for approval and returned to the center to be kept in the student's file. Regional Offices will have assistance from the National Office in approving waivers as needed.

APPENDIX 306

CAREER TECHNICAL TRAINING CHANGE GUIDELINES

The Career Technical Training (CTT) Change Process supports Job Corps efforts to provide training that meets industry's workforce needs. Key components of the change process include:

- **Alignment of Job Corps Training With High-Growth Industries:** Job Corps, in cooperation with the external business and education community, is in the process of aligning its CTT programs with the requirements of high-growth, high-demand industries across the country (e.g., industry-based certifications, state licensure, and the registered apprenticeship system).
- **Clustering/Concentration of Training Offerings:** Where applicable, Job Corps is clustering occupations related to particular high-growth industry sectors. Therefore, rather than each center offering multiple, generally unrelated occupations, centers would offer "clusters" of occupational families, e.g., health occupations.
- **Increased Focus on Long-Term Student Outcomes:** The focus of program performance now emphasizes long-term student outcomes. It is critical that Job Corps' CTT prepares students not only for entry-level employment, but also for a career path that provides opportunities for continued, postsecondary education and leads toward upward mobility.

Procedure

A. Requests for any CTT changes (as defined above) related to center-operated programs may be made by the center operator, agency, or project manager, and must be submitted to the Regional Director for review and initial approval. The Regional Director is responsible for forwarding the request and all supporting documents to the National Office of Job Corps for review, which will be done collaboratively with the submitting region, to reach a final determination regarding approval. Related title/code changes through the Center Information System (CIS) and Vocational Training Report Card (VTRC), as well as national record keeping, and changes in Occupational Information Network (O*NET) training or Job Training Match (JTM) titles or codes must be approved by both the Regional Director and the National Office of Job Corps.

B. Following approval by the Regional Director and the National Office of Job Corps, changes to center-operated CTT programs must be written into contract requirements. In the case of federally operated centers, the Federal Operator and the Job Corps Regional Director must mutually review and approve proposed changes prior to forwarding to the National Office of Job Corps for final approval.

C. Requests for any changes (as defined above) in the National Training Contractors (NTCs) programs may be initiated by the NTC Administrator, Center Director/Operator, or the Regional Director. All three parties must review and approve the change. The Regional Director will then forward the change request to the National Office of Job Corps for review and approval.

D. The CTT Change Request must be submitted utilizing the format included in Appendix 307.

Roles and Responsibilities

Center/NTC Management

A. Center management staff will work closely with the Center Industry Council (CIC) members to regularly evaluate the performance of each career technical training program and constantly monitor the local labor demand/supply changes in geographic areas where most students return for employment.

When performance and/or labor market factors justify the necessity to make changes in a center-operated career technical program, the Center Director will initiate a CTT Change Request Form (Appendix 307) and submit it to the Regional Director for review and initial approval. Those meriting further consideration will be forwarded to the National Office of Job Corps for final approval.

When performance and/or labor market factors justify the necessity to make changes in an NTC CTT program, the Regional Director, Center Director/Operator, and NTC Field Administrator will collaborate to develop a CTT Change Request and submit it to the National Office of Job Corps for review and approval.

Operator/Agencies

A. Operators and Agency Offices that oversee the operation of Job Corps centers will work closely with the centers and NTCs to finalize the recommendations on any CTT program changes. They will also assist the centers and NTCs with filing the CTT Change Request and providing adequate and valid justifications and data. The National Office of Job Corps staff in charge of safety will review and approve all safety-related aspects of the request, if applicable, before the centers or NTCs submit the final version to the Regional Director for review and sign-off and to the National Office of Job Corps for final approval.

DOL Regional Offices

A. Regional Directors will be involved in the development of recommendations for center or NTC CTT program changes from the beginning and should be knowledgeable about the background for the request.

B. Regional Director will review the request and reach a decision after thorough examination of all the justifications.

C. After the Regional Director reviews and approves the center CTT Change Request, a copy of the package will be forwarded to the National Office of Job Corps (Attention: Division of Program Planning and Development) for review and final approval.

D. For NTC CTT Change Requests, the Regional Director will forward a copy of the change request to the NTC Contracting Officer's Technical Representative (COTR) for review and final approval.

E. The National Office of Job Corps will return any disapproved center CTT Change Requests to the Regional Director for distribution to the sending center.

National Office of Job Corps

A. For center CTT Change Requests approved and forwarded by the Regional Director, the National Office of Job Corps will work with the Regional Director to designate the precise O*NET title, code, and training slots, and coordinate with the Job Corps Data Center (JCDC) to incorporate them into the CIS and VTRC. The National Office of Job Corps will notify the Regional Director and the sending centers upon completion of such actions.

B. For NTC CTT Change Requests, the National Office NTC COTR will review each request thoroughly and consult the Regional Director before forwarding the request to the National Office. For approved requests, the NTC COTR will forward them to the appropriate staff at the National Office of Job Corps for processing of training titles, codes, and slots. The NTC COTR will return disapproved requests to the sending NTCs and request optional actions.

C. National Office of Job Corps staff will maintain an active database for all CTT Change Requests.

Job Corps Data Center

A. The JCDC will follow instructions from the National Office of Job Corps to incorporate all approved changes in O*NET titles, codes, and training slots into the CIS and VTRC. The JCDC is responsible for informing the National Office of the completion of each request so that the National Office of Job Corps staff can update the database.

APPENDIX 307

CAREER TECHNICAL TRAINING CHANGE REQUEST FORM

This request form is designed for review and approval by both the Regional and National Offices of Job Corps to address Career Technical Training programs changes. Regional Offices, however, may add sections that are of particular importance to their regional goals, priorities, or planning.

I. CONTACT INFORMATION

Job Corps Center		**Operator**	
DOL Region		**NTC**	
Contact Person		**Title**	
Phone		**FAX**	
E-mail			

II. NATURE OF CAREER TECHNICAL TRAINING CHANGE REQUEST

Please select all the changes from the following two groups that apply to your specific request.

Changes in Career Technical Programs	☐ **Addition** of Career Technical Training Program
	☐ **Deletion** of Career Technical Training Program

Changes in Career Technical Training Slots	☐ **Increase** in Contracted Slots for Career Technical Training Program
	☐ **Decrease** of Contracted Training Slots for Career Technical Training Program

III. SPECIFIC DESCRIPTION OF THE CHANGE REQUEST

Provide a clear description of the career technical training change request:

IV. JUSTIFICATION FOR CHANGE REQUEST

For each affected career technical training program, submit adequate justifications that address the following elements, where applicable:

1. **For the deletion of a career technical training program or decrease of contracted training slots**, describe the specific reasons in one or more of the following areas:

   a. History of unsatisfactory performance in accordance with the Vocational Reporting and Improvement System (VRIS), including all VTRC indicators and the Minimum Productivity Rule.

   b. Significant changes in local or regional labor demands (where most Job Corps graduates return to seek employment) that have major negative impact on the placement of Job Corps graduates in the specific industry. Therefore, centers must (1) submit a copy of the local Workforce Investment Board (WIB) plan and (2) explain how the requested change supports the WIB plan.

c. Other reasons (such as contract modification initiated by Regional Office, changes in training facilities, etc.)

2. For **the addition of a career technical training program or increase of training slots**, describe the specific reasons in one or more of the following areas:

a. Projected positive impact of the change(s) on the career technical training program or cluster area that will be added or expanded, in one or more of the following areas:

(1) All applicable VTRC indicators

(2) Work-based learning, internship, and placement opportunities with local employers and registered apprenticeships

(3) Opportunities for Job Corps graduates to achieve industry-recognized certifications

(4) Prospect to attract and enroll more female students into nontraditional occupations (provide an annual goal)

(5) Suitability to Job Corps students' academic profile, age, interest, and aptitude

b. Significant changes in local or regional labor demands (where most Job Corps graduates return to seek employment) that have major positive impact on the placement of Job Corps graduates in the specific industry. Therefore, centers must (1) submit a copy of the local Workforce Investment Board (WIB) plan and (2) explain how the requested change supports the WIB plan.

c. Other reasons (such as contract modification initiated by Regional Office, changes in training facilities, etc.)

3. Statements in support of above change request from key local employers, trade organizations, and Center Industry Council or Regional Industry Council members who are experts in the specific industry or on labor market information.

V. JUSTIFICATIONS FOR RESOURCES NEEDED TO IMPLEMENT THE CHANGE(S) REQUESTED

1. Instructor

a. For each career technical training program that will be replaced or deleted, describe the manner in which the instructional staff will be reduced or separated. Include the estimated cost savings due to the changes in personnel.

b. For each career technical training program that will be added or expanded, describe the manner in which the future or additional instructional staff will be recruited, trained, and retained. Include the number of instructors required and the specific industry and/or teaching certifications required for such instructional staff to possess before or after hiring. If no instructor with the required certification is immediately available, describe how the center and/or NTC will recruit an un-certified instructor and assist him/her to obtain the certification within a specific timeframe.

2. Program Certification or Accreditation by Industries, if applicable

Identify the available and applicable industry-based program or individual certification(s) that the new or expanded career technical training program will achieve. Describe your major steps and timeframe to achieve such industry-based certification, if applicable.

3. **Curriculum**

a. Identify the existing Training Achievement Record (TAR), developed by the National Office of Job Corps, that will be used for the new or expanded career technical training program.

b. If a new TAR for the new career technical training program is being proposed, identify the major steps and timeframe for this task, including the strategy to align the new TAR with existing and applicable industry skill standards, if available.

c. Attach a list of all essential and supplemental instructional material, supplies, equipment, and tools, including estimated quantity and cost.

4. **Applied Academics**

Describe how the program will integrate applied academics into the curriculum and practical application in hands-on training.

5. **Facility Availability**

a. Describe the classroom or shop space that is currently available, in terms of square footage, structure, and condition (including existing fixtures and equipment).

b. Describe any facility changes that will need to be made, through VST and/or regular rehabilitation funds, to accommodate the career technical training change proposed, including cost estimates, safety requirements, and timeframe.

6. **Employer-Based Support System**

a. Describe work-based learning and/or internship agreements that are established or will be established with local employers to maximize students' opportunities for work experience and job placement. List site, point of contact, phone number, negotiated slots, and schedule/frequency of assignments. A minimum of three sites is required.

b. Describe any other employer-based support systems, such as mentoring, job shadowing, scholarships, or contracted projects (e.g., students in Manufacturing program fabricate parts on center for a company as a form of hands-on practice) that you have established or will establish to enhance students' exposure to the work world and their chances for employment.

7. **Other Resources**

VI. LABOR MARKET INFORMATION/EMPLOYMENT OUTLOOK

Instructions: The initiator of the Change Request should complete this section in close collaboration with the Career Transition Services (CTS) providers for each career technical program or specialty training area to be added, expanded, reduced, or deleted. Labor market information (LMI) and employment commitments should be obtained primarily in locations where students will be returning for employment after completion of Job Corps training. If the Change Request involves more than one geographic area where most students return for employment, provide the LMI/Employment Outlook for each location by duplicating the following tables.

LMI Employment Outlook

Local Labor Market Information/Placement Outlook	
Geographic Areas Covered:	
Entry-Level Training Requirements:	
Certification Requirements, if Applicable:	
Entry-Level Wages:	
Demand for Entry-Level Workers:	
Availability of Full-Time Employment in Next 5 to 10 Years:	
Employment Commitment From Local Employers	

VII. CURRENT CENTER CAREER TEHNICAL TRAINING PROGRAMS

CURRENT CAREER TECHNICAL PROGRAMS OFFERED	CURRENT TRAINING PROVIDER*	NUMBER OF INSTRUCTORS	NUMBER OF TRAINING SLOTS

*If a training program is offered by the center, write "center." If it is offered by an NTC, write the specific name of the NTC, such as HBI, OPCMIA, etc. If it is an Advanced Career Training (ACT) or Off-Center Training (OCT) program, write "ACT" or "OCT."

VIII. CAREER TECHNICAL TRAINING CHANGE SUMMARY FORM

Center Name: **DOL Region:** **Date:**

PROPOSED PROGRAMS					CENTER COSTS		
Provider[1]	**On/Off Center**	**Offering**	**Number of Instructors**	**Slots**	**One-Time**	**Annual Ongoing**	**Annual NTC Cost[2]**
Totals					**$**	**$**	**$**
DELETED PROGRAMS					**CENTER COSTS**		
Provider[1]	**On/Off Center**	**Offering**	**Number of Instructors**	**Slots**	**One-Time**	**Annual Ongoing**	**Annual NTC Cost[2]**
Totals					**$**	**$**	**$**

1. Identify providers. Choices are: center, NTC, ACT, or OCT.
2. Leave blank. To be filled in by the National Office of Job Corps.

IX. CAREER TECHNICAL TRAINING CHANGE – COST SHEET

A. Provider: Center _____ NTC _____ Other (Specify) _____

B. Career Technical Program: _____ VST: ___ Yes ___ No

C. Number of Instructors: _____

D. Student Equivalents: _____

E. Start Date: ____/ _____/_____

F. Center Contract Cost

1.	One-Time Phase-In Costs	$ _____
	Other (specify: _____)	$ _____
	Indirect Costs (rate: _____ %)	$ _____
2.	Ongoing Center Operating Savings (annualized)	$ _____
	Salaries, wages, benefits	$ _____
	Materials replacements	$ _____
	Other direct costs (attach list w/prices):	$ _____
	Indirect costs (rate: _____ %)	$ _____
	Annual VST Cost Reduction (SEs@$1,500)	$ _____

G. NTC Costs and Savings (filled in by National Office)

1.	One-Time Phase-In Costs	$ _____
	Other (specify: _____)	$ _____
	Indirect Costs (rate: _____ %)	$ _____
2.	Ongoing Center Operating Savings (annualized)	$ _____
	Salaries, wages, benefits	$ _____

Materials replacements	$ _____
Other direct costs (attach list w/prices):	$ _____
Indirect costs (rate: _____ %)	$ _____

Comments:

REVIEW AND APPROVAL

I. **REGIONAL OFFICE** (Applicable to Changes in Career Technical Training Programs and/or Specialty Training Areas proposed by either centers or NTCs)

1. For all career technical training changes proposed by the center, does the Regional Office concur with the specific justifications quoted by the center or NTC? If no, give specific reasons.

_____
_____
_____

2. Are the proposed changes consistent with other regional goals or priorities? Explain.

_____
_____
_____

3. For programs or specialty training areas that will be reduced or deleted, provide estimated one-time and annual/ongoing savings.

One-Time $ _____ Annual/Ongoing $ _____

4. For programs or specialty training areas that will be expanded or added, provide estimated one-time and annual/ongoing costs. Also explain the source(s) and manner of funding.

One-Time Cost $ _____ Annual/Ongoing $ _____

Funding through PY ___

Career Technical Training Funds Appropriated from National Office $ _____

Funding through Regional Appropriations $_____

Further explanation _____
_____

5. Regional Director Review and Decision

Approve _____ **Disapprove** _____

_____ _____

Regional Director Date

II. NATIONAL OFFICE OF JOB CORPS (Applicable to Changes in Career Technical Training Programs and/or Specialty Training Areas proposed by either centers or NTCs)

a. For all the changes proposed, do the National Office of Job Corps and the Regional Director concur with the specific justifications quoted by the center or NTC (if applicable)? If no, give specific reasons.

_____
_____
_____

b. Are the proposed changes consistent with other national goals or priorities? Explain.

_____
_____
_____

c. For the career technical programs or specialty training areas that will be reduced or deleted, provide the estimated one-time and annual/ongoing savings.

One-time $_____ Annual/Ongoing $ _____

d. For the career technical programs or specialty training areas that will be expanded or added, provide the estimated one-time and annual/ongoing costs. Explain the source(s) and manner of funding.

One-time cost $ _____ Annual/Ongoing Cost $ _____

Funding through PY___

Career Technical Training Funds Appropriated from National Office _____

Funding through NTC Contract Modifications $ _____

Further explanation:

_____
_____
_____

e. Recommendation by National NTC COTR (for NTC changes only)

Recommended for Approval ____ Recommended for Disapproval ____

_____ _____

National COTR Date

f. Final Decision by National Office

Approve _____ Disapprove _____

_____ _____

National Director/Designee Date

APPENDIX 308

ACCEPTABLE WORK-BASED LEARNING ACTIVITIES

To meet the requirements for work-based learning (WBL), centers must assign students to acceptable WBL activities that meet or exceed the following:

Field Trips. Well-planned field trips to businesses and industries provide students with exposure to workplaces and are excellent opportunities for career exploration. In the Career Preparation Period (CPP), these trips must be structured so that students are not only able to observe workers and their activities, but also to discuss topics such as the knowledge and skills required by the jobs, the challenges faced by workers, and career pathways. In the Career Development Period (CDP), field trips must be planned around specific jobs/tasks that may not be readily available for students to experience, to provide students exposure to specialized technology or equipment being used in the industry (e.g., a field trip for students in cement masonry or heavy equipment operation to observe a concrete pour/finishing on a bridge construction or a field trip to an industry convention in the local area).

Job Shadowing. Students typically engage in job shadowing as part of their career exploration activities during CPP. The student "shadows" an employee or worker at a work site to learn more about a particular occupation or industry. Similar to field trips, job shadowing activities must be structured and supported by in-class preparation and follow-up to help students make the connection between the experience and their academic coursework, career technical choices, career success skills development, and/or future educational options. Students in CDP also benefit from job shadowing in helping them refine their Personal Career Development Plan (PCDP) goals and prepare for other WBL engagements. Students can obtain WBL credit through participation in the Annual Groundhog Job Shadow Day.

Career Technical Skills Training. Students who are training in career technical areas eligible for Career Technical Skills Training (CTST) funding can be assigned to work on CTST projects, except for construction mock-ups, as part of their WBL assignment. Students must be involved in CTST project planning and evaluation, as feasible.

Service Learning and Special Projects. Students training in career technical areas that are not eligible for CTST funding can obtain WBL credit through service learning and special projects. For volunteer community service to qualify as a service learning project, the objectives of the community service must be linked with learning objectives. Centers must ensure that the activity focuses on the students' acquisition and comprehension of values, skills, and knowledge content related to their PCDP goals during their participation in the project. Special projects are a means for centers to take advantage of opportunities to participate in special events in their local area. Students must be engaged in assignments that are directly related to their career technical training to obtain WBL credit. The staff assigned as project coordinator should evaluate the quality of student participation in these projects.

Center-Based Enterprises. A center-based enterprise engages students in producing goods and services as part of their Job Corps training. These experiences must be structured to provide students with a venue to learn and practice not only their career technical skills, but also career success skills, customer service, and the basics of entrepreneurship. With staff assistance, students must be assigned to perform business functions such as planning, scheduling, budgeting, record keeping, and the production and distribution of goods and services. For instance, many

centers operate an in-house restaurant as part of the Food Services or Culinary Arts program, while others offer in-house computer repair and maintenance as part of the center's Technology program. A supervising staff member must provide guidance, feedback, and formal performance assessments to participating students.

Clinical Experiences. Clinical experiences are typically required in Health Occupations programs, with many states setting a minimum number of clinical hours as part of the requirement for completing a course of study. These assignments are generally supervised by a licensed professional, who provides direct oversight of student activities at the clinical site. In other career technical areas, such as Child Development, minimum practicum hours are also specific to the requirements of the state, or the college if the course is articulated. Centers that have child care facilities on site should take advantage of WBL assignments that may be available on center under the supervision of the child care center director.

Cooperative Education. Cooperative education focuses on job-specific assignments at employer sites, designed to provide highly individualized experiences for students, based on their career focus and the skills/competencies that they need to acquire. These assignments require formal memoranda of agreement between the center and the employer, a training plan that lists the Training Achievement Record (TAR) competencies that the student needs to acquire from the WBL assignment, and defined performance standards. The Job Corps career technical instructor or the center WBL staff must work in close coordination with the on-site WBL supervisor to evaluate student performance and deal with any issue that may arise in relation to the student's assignment. Cooperative education assignments are local assignments (on or off center) appropriate at predetermined CTT completion benchmarks.

Internships. Internships are short-term placements, similar to cooperative education, that provide students with on-the-job experiences directly related to their career technical areas of training. However, unlike cooperative education, which focuses on the acquisition of skills and competencies, internships focus intensely on the actual practice of career technical, applied academic, and career success skills, and the demonstration of student readiness for actual job placement. These paid or unpaid assignments, whether on or off center, must be covered by formal memoranda of agreement. For the duration of the assignment, students must be treated the same way the employer treats any of its employees. Any internship assignment must be accompanied by specific job functions and responsibilities to which the student is held accountable by a work site supervisor who provides the center with each intern's performance evaluation at the conclusion of the assignment. Internships are appropriate for local and home-based WBL assignments that help determine students' career transition readiness. Centers must continuously identify internship opportunities that lead to permanent employment.

POLICY AND REQUIREMENTS HANDBOOK

CHAPTER 4:

CAREER TRANSITION PERIOD

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Appendix 401 Job Corps Job Training Match (JTM) Crosswalk

4.0 OBJECTIVES

To provide eligible Job Corps students personalized career transition services that lead to long-term employment, earnings growth, career progression, and further education.

To ensure that graduates remain successfully attached to the workforce or further education and training by connecting them with transitional support services within their communities.

4.1 CAREER TRANSITION SERVICES PLAN

PURPOSE

P1. To assure the efficient, effective, and coordinated delivery of career transition services to graduates and former enrollees.

REQUIREMENTS

R1. Career Transition Services Plan

a. Centers and career transition services providers shall prepare and implement a career transition plan, as part of the overall Career Development Services System Plan. The plan shall be submitted for Regional Office approval in accordance with Chapter 5, Section 5.1, R3.c, Career Development Services System Plan.

b. Career transition services reflected in the plan shall be tailored to the individual needs of each graduate and former enrollee.

c. At a minimum, the career transition services plan shall address:

1. The rationale for the Career Transition Period (CTP) design and how it will ensure the provision of individualized services to assist each graduate and former enrollee.

2. Organization, to include detailed descriptions of:

(a) How career transition will be staffed

(b) Geographic area to be served and where staff will be located to provide services

(c) How career transition staff will coordinate and team with center career development staff to ensure continuity of service to separating students

(d) How career transition staff will interact with students and other staff during the Career Preparation and Career Development periods

(e) How career transition staff will coordinate efforts with One-Stops, National Training Contractors, and other post-center support contractors to meet the post-center needs of graduates and former enrollees

(f) How the Personal Career Development Plan will be used to develop an employment plan/job search strategy and support services plan for the student

(g) How career transition staff will inform students that failure to report non-receipt of checks or failure to cash received transition payment checks within 12 months of separation will result in forfeiture of transition payment and that students have the obligation to update their contact information with their CTS provider

(h) How career transition staff will make reasonable efforts to locate students when checks are returned or when checks are outstanding, and inform students of responsibility to cash checks or risk forfeiture of payments

3. Methods to accomplish the following:

(a) Graduate and former enrollee contact throughout the service period

(b) Assessment of placement and transitional needs

(c) Development of personalized job search skills and strategies

(d) Job development and referral

(e) Identification of and referral to transitional support services

(f) Counseling for job retention

(g) Arranging continuing services for graduates who relocate during the service period

(h) Distributing and safeguarding payments, to include locating students when checks are returned and/or unclaimed to ensure that students receive payments

(i) Informing students that failure to report non-receipt of transition payments or failure to cash a received transition payment check within 12 months of separation will result in forfeiture of the payment, and that students have the obligation to update their contact information with their CTS provider

(j) Identification of and referral to postsecondary educational opportunities

QUALITY INDICATORS

Q1. Career transition services are delivered in accordance with Career Transition Services Plan.

Q2. Student transition checks are delivered to students.

4.2 ELIGIBILITY FOR SERVICES

PURPOSE

P1. To establish eligibility criteria for post-center services.

P2. To establish the duration of the post-center service period for students.

REQUIREMENTS

R1. Definitions

a. Graduate – one who has completed the requirements of vocational training or earned a high school diploma or its equivalent (GED) while enrolled in Job Corps, or who completes both, and has completed 60 or more days enrollment. Students who have separated for "Level One" Zero Tolerance infractions do not qualify.

b. Former Enrollee – one who has completed 60 or more days, has not attained graduate status, and whose separation is for reasons other than a Zero Tolerance "Level One" infraction.

c. Uncommitted Student – one who has remained in Job Corps less than 60 days (regardless of achievement), or who has separated for a Zero Tolerance "Level One" infraction, per Chapter 3, Exhibit 3.1 (Infraction Levels and Appropriate Center Actions).

R2. Eligibility for and Duration of Post-Center Service Period

a. Graduates shall receive initial placement services for up to 6 months following separation, and career transition support for 12 months following initial placement. The total career transition service period shall not exceed 18 months from separation.

b. Former enrollees shall be provided with initial placement services for a period of up to 3 months following separation.

c. Uncommitted students are not eligible for post-center services. Centers shall provide uncommitted students with a referral to a One-Stop center or other service provider.

d. Graduates shall be eligible for transition payments for up to 12 months from the date of separation. Students shall be informed that transition payments will be forfeited if they do not cash received checks within 12 months of the date of separation, fail to report non-receipt of checks, or fail to update contact information to ensure proper delivery of transition payments. Forfeited transition payments may be reissued for up to one additional year beyond the 12-month post-separation period, at the discretion of the Regional Director, except that transition payments may not be reissued beyond 24 months from the date of separation.

QUALITY INDICATORS

Q1. All graduates have access to career transition services.

Q2. All eligible former enrollees have access to post-center placement services.

4.3 CAREER TRANSITION SERVICES FOR GRADUATES

PURPOSE

P1. To identify and match graduates with placement opportunities in jobs, the military, or further education and training for which they qualify.

P2. To provide graduates with ongoing support to ensure continued employment, education, and career progression.

P3. To assist graduates in identifying and obtaining support services within the communities where they work and live.

REQUIREMENTS

R1. Contact

Career transition service providers shall:

a. Make direct contact with graduating students prior to separation to assess needs in accordance with Chapter 3, Section 3.21, Career Transition Readiness (if a projected graduate separates as a former enrollee, see Section 4.4 below, Career Transition Services for Former Enrollees).

b. Maintain direct contact with all assigned graduates at least every 30 days throughout the service period to reassess needs.

c. Provide or arrange for the following services:

1. Job placement assistance
2. Assistance that promotes job retention
3. Additional placement service for those whose initial placement ended during the service period
4. Assistance in career advancement
5. Other transitional support services (housing, transportation, etc.)

R2. Needs Assessment

Career transition service providers shall:

a. Provide each graduate, as needed, with assessment of and assistance in updating resumes, perfecting interview skills, and developing additional job search strategies throughout the career transition service period.

b. Continue to collaborate with each graduate to assess his or her career transition needs to ensure progress toward career goals as outlined in the student's Personal Career Development Plan (PCDP).

R3. Placement Services

Career transition services providers shall:

a. Use labor market information and other resources to work with each graduate to develop placement strategies tailored to meet his or her individual needs and career goals.

b. Identify job leads or educational and training opportunities for which the graduate qualifies, and which meet the placement definition as specified in Exhibit 4.1 (Placement Definitions) at the end of this chapter.

c. Develop job leads through use of Internet sources and direct contact with employers, local Workforce Investment Boards, Youth Councils, One-Stop centers, unions, and apprenticeship programs.

d. Provide direct referral to suitable job openings or educational and training opportunities for graduates in need of placement services, either for initial placement or in subsequent jobs.

e. Provide referral to a One-Stop career center, as appropriate.

R4. Transitional Support

Career transition services providers shall:

a. In each locale to which graduates return upon separation, identify resources and provide direct referral of graduates to community employment and/or social services that provide assistance with the following, at a minimum:

1. Housing
2. Transportation
3. Child care
4. Health care, including substance abuse support
5. Work clothing and tools
6. Food and nutrition
7. Budgeting
8. Counseling/mentoring
9. Job retention
10. Legal services

b. Provide ongoing counseling and support to resolve job-related issues and to support job retention.

c. Provide ongoing transitional support assistance to graduates for continued employment.

R5. Relocations

a. This section outlines the procedure for transferring cases between CTS providers once a graduate has relocated. This policy applies to graduates who are assigned to their initial CTS provider and then relocate to an area covered by a different

CTS provider. This may include one or more relocations within the graduate's period of placement and follow-up services.

This section *does not* apply to students who, at the time of separation, move to a location other than their home of record (these types of relocations are covered in each Region's CDSS Plan).

For the purposes of this section, current CTS providers will be referred to as the "sending CTS provider" and new CTS providers will be referred to as the "receiving CTS provider."

b. Below is the procedure for transferring a case once a graduate has relocated. Although contact between CTS providers in preparation for a graduate's relocation is encouraged, a transfer will not be official until confirmation that a graduate has physically relocated.

1. For relocations within regional boundaries, CTS providers will follow the guidelines of their Regional CDSS Plan.

2. For relocations between regions, the sending CTS provider will transfer the case to the receiving CTS provider in the geographic area to which the graduate has relocated. Sending and receiving CTS providers will follow the process below:

(a) The sending and receiving CTS providers will contact one another to coordinate the transfer. This contact will be documented in CTS case notes.

(b) The sending or receiving CTS provider, whichever first confirms that the relocation has taken place, will submit a transfer request in the Career Transition System. The contact information of the receiving and sending CTS provider and the updated contact information of the graduate will be included in the comments section of the electronic transfer request in CTS. **The official date of the transfer is the date on which this electronic request form is submitted.** Upon submission, the CTS provider will document the date in CTS case notes.

(c) The sending and receiving CTS providers will meet with the graduate either via phone or face-to-face, to introduce the receiving CTS provider to the graduate. All efforts will be documented in CTS case notes.

(d) The sending and receiving CTS providers will verify that the student has moved by making contact with the student at the new phone number and verifying the student's updated contact information. Any additional contact information will be documented in CTS case notes.

(e) The sending CTS provider will ship the case file to the receiving CTS provider through a traceable method with expected delivery to be the next business day. (e.g., Federal Express, United Parcel

Service, U.S. Postal Service Express Mail, courier service, etc.). Date of post and receipt will be documented in CTS case notes.

(f) The sending and receiving CTS providers will report problems with the transfer of cases to their respective Regional Offices.

c. To align with the crediting CTS agencies where CTS-assigned students relocate to a different service area (Chapter 5, Appendix 501, Introduction, and Appendix 501c, Attachment 3), rejection of a case transfer by CTS providers will follow the procedures and rationale below:

1. **Transfer of cases occurring with less than 60 days remaining in the placement window *cannot* be rejected**. This is due to the fact that the OMS Crediting Policy does not hold the receiving CTS provider accountable for short-term placement measures. If the student is not placed by either provider, the sending CTS provider will be held accountable. If the receiving CTS provider *does* place the student, it will receive credit for the placement and is responsible for 6- and 12-month placement measures.

2. **Transfers of cases with 60 or more days remaining in the placement window may be rejected** if the receiving CTS provider's Regional Office approves the rejection as satisfying one of the conditions below:

(a) The receiving CTS provider is unable to contact the relocated graduate despite reasonable attempts to do so.

(b) The graduate is found to have not relocated to the CTS provider's service area.

If the Regional Office finds that the rejection does not satisfy one of these conditions, the rejection will not be approved and the transfer will be deemed valid. For OMS crediting purposes, the official date of the transfer will remain the date that the transfer request was submitted electronically, despite the time it may have taken to adjudicate the rejection in the Regional Office.

Upon receipt of a transfer, the receiving CTS provider will have 14 calendar days to confirm receipt of the case or file a rejection with their Regional Office. With 7 calendar days remaining, the receiving CTS provider will receive a reminder notification to act on the transfer request. After the 14-day window closes, transfer requests will automatically be accepted by the receiving CTS provider. The date of the transfer remains the date that the transfer request was submitted electronically.

Per the OMS Crediting Policy, for transfer of cases with 60 or more days remaining in the placement window, the receiving CTS provider will be held accountable for placement of the graduate. In cases where the graduate is placed by the sending CTS provider before the transfer, the sending CTS provider will receive credit for the placement and the receiving CTS provider may receive credit for any upgrades. The receiving CTS provider is responsible for 6- and 12-month placement measures.

QUALITY INDICATORS

Q1. All graduates have access to career transition services.

Q2. Graduates progress toward career goals as outlined in their Personal Career Development Plan.

Q3. Graduates are able to retain employment and function independently.

4.4 CAREER TRANSITION SERVICES FOR FORMER ENROLLEES

PURPOSE

P1. To assist former enrollees in securing initial placement in jobs, the military, or further education and training.

REQUIREMENTS

R1. Contact

Career transition services providers shall contact all assigned former enrollees at least every 30 days during the 3-month service period or until placement is made.

R2. Placement Services

Career transition services providers shall:

a. Identify leads and provide referrals to suitable job openings or educational and training opportunities.

b. Provide referral to a One-Stop career center.

QUALITY INDICATOR

Q1. Former enrollees are satisfied with the placement assistance they receive.

4.5 DOCUMENTATION, REPORTING, AND VERIFICATION

PURPOSE

P1. To ensure accurate documentation of career transition services.

P2. To establish a uniform system for reporting placement transactions and provision of transitional support services.

REQUIREMENTS

R1. Record Keeping

Centers and other designated career transition services providers shall:

a. Implement procedures to track and document post-center progress using the Job Corps automated system.

b. Update student contact, referrals, employment data, career progress, and services provided, as necessary.

c. Release confidential graduate/former enrollee information only in accordance with procedures specified in Chapter 6, Appendix 601 (Student Rights to Privacy and Disclosure of Information).

d. Update information regarding outstanding transition payments, and make reasonable attempts to locate students if checks are undeliverable or returned. Notify students of the responsibility to cash the received check within 12 months of the date of separation or risk forfeiture of the payment.

e. Upon receipt of an undeliverable or returned check, make reasonable attempts to contact the graduate and obtain updated contact information, in order to reissue the check.

R2. Reporting

Centers and other designated career transition services providers shall:

a. Report all graduate placements that meet the criteria specified in Exhibit 4-1 (Placement Definitions) and which occur within 6 months of separation from the Job Corps program. Once a graduate is placed within 6 months of separation, tracking and updating of placement status shall continue for 12 months following initial placement.

b. Report all former enrollee placements that meet the criteria specified in Exhibit 4-1 (Placement Definitions) and which occur within 3 months of separation from the Job Corps program.

c. Ensure that verification has been obtained and documented for all placements that are recorded into the Job Corps Data Center national, automated system (refer to Exhibit 4-2, Placement Verification and Documentation Requirements).

d. Ensure that verification is obtained and the placement is reported to the Job Corps Data Center through the national, automated system within 90 days after the placement requirements have been met (date placed).

e. Use Appendix 401, Job Corps Job Training Match (JTM) Crosswalk, to determine job training match.

R3. Verification

Centers or other designated career transition services providers shall:

a. Verify and document 100% of initial placements (subsequent placements will be verified through the third-party 6- and 12-month follow-up process).

b. Obtain placement verification documentation as specified in Exhibit 4-2 (Placement Verification and Documentation Requirements). Placements shall be considered to be verified when such documentation is obtained.

c. Placements must be verified and reported to the Job Corps Data Center through the national, automated system within 90 days after the placement requirements have been met.

d. Maintain documentation of all placement verification for 3 years.

QUALITY INDICATOR

Q1. Placements reported are valid.

PLACEMENT DEFINITIONS			
	JOB PLACEMENT	**EDUCATIONAL PLACEMENT**	**COMBINATION JOB/COLLEGE**
FULL-TIME	1. 32 hours or more in one or two jobs in a 7- consecutive-day period; or 2. An apprenticeship job registered by the Bureau of Apprenticeship and Training or a state Apprenticeship Council, that combines supervised, structured on-the-job training with related theoretical instruction leading to defined levels of skill and career advancement, and where the student receives a wage; or 3. Armed Forces: 40 hours minimum per week *active duty*. This includes initial Reserve Forces and National Guard training but does not include weekend and summer training sessions. Pre-enlistments are not placements. The first 40-hour week must be completed prior to 12 months after separation.	1. High school: no less than 20 hours in class per week for an expected duration of one semester or trimester or quarter; or 2. Postsecondary career technical training or technical education program: no less than 20 hours in class per week for an expected duration of at least 90 calendar days; or 3. University/College: registered for no less than 9 credit hours per quarter or semester at a 2-year or 4-year university/college accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation as an accrediting agency for higher education and that offers, at minimum, an associate's degree; or 4. Online University/College: registered for no less than 9 credit hours per quarter or semester at a 2-year or 4-year university/college accredited by an agency recognized by the U.S. Department of Education as an accrediting agency for distance education and that offers, at minimum, an associate's degree; or 5. On-the-job-training or other subsidized employment: no less than 20 hours per week; or 6. Other training program: no less than 20 hours in class per week for an expected duration of at least 90 calendar days.	1. A combination of work and university/college: a minimum of 16 hours work at one job in a 7-consecutive-day period and a minimum 6 credit hours per quarter or semester at a 2-year or 4-year university/college accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation as an accrediting agency for higher education and that offers, at minimum, an associate's degree; or 2. A combination of work and online university/college: a minimum of 16 hours work at one job in a 7-consecutive-day period and a minimum 6 credit hours per quarter or semester at a 2-year or 4-year college accredited by an agency recognized by the U.S. Department of Education as an accrediting agency for distance education and that offers, at minimum, an associate's degree.

PART-TIME	1. 20 hours or more, but less than 32, in one or two jobs in a 7-consecutive-day period.		1. University/college enrollment for a minimum of 6 credit hours and a minimum of 10 hours work at one job per week.

PLACEMENT VERIFICATION AND DOCUMENTATION REQUIREMENTS			
	JOB PLACEMENT	**EDUCATIONAL PLACEMENT**	**COMBINATION JOB/COLLEGE**
Verification Requirements	100% of initial placements must be verified and documented with the employer (or with student, if self-employed) or Armed Forces branch. To be considered a job placement, employment must be: i. paid; ii. unsubsidized; and iii. within compliance of wage requirements of Fair Labor Standards Act.	100% of educational placements must be verified and documented directly with the university/college (including online university/college) or other educational training program. Participation in a university/college (including online university/college) or other educational training program is considered a placement only after actual, verified attendance of 1 week. If attendance cannot be verified, then verification of 1 week's continued enrollment is acceptable.	Verification of combination job and university/college (including online university/college) must comply with the requirements of each category.
Documentation Requirements	1. Placement verification must include the following information: i. employer's name; ii. date the student actually reported for employment; iii. number of hours per week student actually worked; iv. hourly wage; v. name, title, and phone number of person at the place of employment who provided information; and vi. date of verification. 2. Acceptable verification documentation includes: i. a copy of an official pay stub or employer wage record indicating both hours per week worked and wages paid to the student; or ii. direct written employer confirmation of placement on letterhead, indicating both hours per week worked and wages paid to the student; or iii. an employer verification form indicating both hours per week worked and wages paid to the student with a business card or official stamp affixed. 3. Verification of placements, which are combinations of two jobs, will include, for each job, the information as defined above. Where a placement consists of a combination of two jobs, verification must be made for the same 7 consecutive days. Both verification dates will be reported. 4. Verification for a student who is self-employed must include at least one of the following source documents: i. business license; ii. employer ID number; iii. copies of income checks; iv. job materials and/or equipment; v. wage records; or vi. newspaper or other advertising for business.	Verification of a university/college (including online university/college) or other educational training program placement must include confirmation of 1 week's attendance or enrollment as well as the following information: i. name of university/college or training institution; ii. date the student actually enrolled or reported for class; iii. credit hours for which enrolled, or hours attended class or hours worked at on-the-job training/ subsidized employment for the week being verified; iv. specific duration requirements, if applicable; v. name, title, and phone number of person at institution who provided information; and vi. date of verification.	Verification of combination job and university/college (including online university/college) will include the information obtained for the job placement, as well as for the educational placement.

1. Unverifiable placement identified through the "post-placement follow-up survey" will be determined as "questionable placements" until re-verification by the placement contractor is completed and placements are determined to be valid, invalid, or unverifiable.
2. All re-verification information must be returned directly to the Regional Office within 30 days of notification.
3. Readmission to Job Corps is not considered a placement.

APPENDIX 401

JOB CORPS JOB TRAINING MATCH [JTM] CROSSWALK

TABLE 1: JOB CORPS JTM FOR CIP 01 – AGRIBUSINESS AND AGRICULTURAL PRODUCTION

TRAINING

CODE	TITLE
LANDSCAPE TECHNICIAN	
79041JT	LANDSCAPE LABORER
79041JA	LAWN-SERVICE WORKER
79041JB	TREE PRUNER
79041JC	GROUNDSKEEPER
79041JD	SPRAYER, HAND
79041JE	LAWN SPRINKLER INSTALLER
79041JF	LANDSCAPE GARDENER
79041JG	PLANT-CARE WORKER [LANDSCAPE TECHNICIAN]
FENCE INSTALLER	
87817JT	FENCE LABORER
87817JA	FENCE INSTALLATION HELPER
87817JB	FENCE INSTALLER
URBAN FORESTRY	
73099JT	TREE SURGEON HELPER II
73099JA	TREE TRIMMER HELPER
73099JB	TREE PRUNER [TREE SURGEON HELPER I]
73099JC	TREE TRIMMER

PLACEMENT

CODE	TITLE
15017A	Landscaping Managers
15031	Nursery and Greenhouse Managers
15032	Lawn Service Managers
21305A	Purchasing Agents and Buyers, Farm Products
21911R	Agricultural Inspectors
22599D	Agricultural Technicians
24302A	Foresters
24502C	Biological and Agricultural Technicians
31323	Farm and Home Management Advisors
43017X	Sales Agents, **Landscaping/Tree Trimming Services ONLY**
49005A	Sales Representatives, Agricultural
49011X	Salespersons - **Landscaping/Tree Trimming Services ONLY**
67008X	Pest Controllers and Assistants - **Landscaping/Tree Trimming/Agriculture-Related ONLY**
72002A	Agricultural Crop Supervisors
72002D	Landscape Supervisors
72002E	Horticultural Supervisors
73099A	Tree, Log, and Brush Cutters
79002A	Forest and Conservation Workers
79005	Nursery Workers
79021	Farm Equipment Operators
79030B	Gardeners and Groundskeepers
79033	Pruners
79036	Sprayers/Applicators
79041	Laborers, Landscaping and Groundskeeping
79999A	Weed, Disease, and Insect Control Inspectors
79999C	Horticultural Specialty Growers
79999N	Yard Workers, Private Household
87817	Fence Erectors
87899A	Construction Installation Workers
88888X	National Civilian Community Corps

TABLE 2: JOB CORPS JTM FOR CIP 03a – RENEWABLE NATURAL RESOURCES

TRAINING

CODE	TITLE
FOREST TECHNICIAN	
79002JT	FOREST WORKER
79002JA	URBAN TREE PRUNER
79002JB	FOREST FIRE FIGHTER
79002JD	FOREST TECHNICIAN
79002JE	SURVEYOR HELPER*
79002AT	LABORER, TREE TAPPING
79002AA	FORESTER
FOREST TECHNICIAN, ADVANCED	
79002JT	FOREST WORKER
7900JA	URBAN TREE PRUNER
79002JB	FOREST FIRE FIGHTER
79002JD	FOREST TECHNICIAN

PLACEMENT

CODE	TITLE
15031	Nursery and Greenhouse Managers
22311B	Surveyors
22521A	Surveying Technicians
24302A	Foresters
24302B	Soil Conservationists
24302E	Park Naturalists
61002B	Forest Fire Fighting and Prevention Supervisors
63005	Forest Fire Inspectors and Prevention Specialists
63008B	Forest Fire Fighters
72002E	Horticultural Supervisors
72002F	Logging Supervisors
73002	Fallers and Buckers
73005	Choke Setters
73099A	Tree, Log, and Brush Cutters
73099B	Log Sorters, Markers, Movers, and Debarkers
73099C	Rigging Slingers and Chasers
73099D	Cruisers
73099E	All Other Timber Cutting and Related Logging Workers
79002A	Forest and Conservation Workers
79002B	Forester Aides
79008	Log Graders and Scalers
79033	Pruners
79036	Sprayers/Applicators
79041	Laborers, Landscaping and Groundskeeping
79999A	Weed, Disease, and Insect Control Inspectors
79999C	Horticultural Specialty Growers
79999N	Yard Workers, Private Household
85935	Riggers
88888X	National Civilian Community Corps
92308	Sawing Machine Operators and Tenders

TABLE 3: JOB CORPS JTM FOR CIP 03b – RENEWABLE NATURAL RESOURCES

TRAINING

CODE	TITLE
SURVEYOR	
22311JT	SURVEYOR HELPER
22311JA	SURVEYOR ASSISTANT I
22311JB	SURVEYOR

PLACEMENT

CODE	TITLE
22311B	Surveyors
22521A	Surveying Technicians
24302A	Foresters
24302B	Soil Conservationists
73099D	Cruisers
88888X	National Civilian Community Corps

TABLE 4: JOB CORPS JTM FOR CIP 08a – MARKETING and DISTRIBUTION

TRAINING

CODE	TITLE
HOTEL CLERK	
53808JT	INFORMATION CLERK
53808JA	HOTEL CLERK [GUEST SERVICES REPRESENTATIVE]

PLACEMENT

CODE	TITLE
13002B	Financial Managers, Branch or Department
13014B	Administrative Services Managers
15026A	Lodging Managers
19999D	Service Establishment Managers
21999J	Financial Examiners
43017	Sales Agents, Selected Business Services
49023B	Cash Accounting Clerks
51002A	First Line Supervisors, Customer Service
53123	Adjustment Clerks
53508	Bill and Account Collectors
53808	Hotel Desk Clerks
55305	Receptionists and Information Clerks
55338A	Bookkeepers
55344	Billing, Cost, and Rate Clerks
57102	Switchboard Operators
61099C	First-Line Supervisors/Hospitality and Personal Service Workers
88888X	National Civilian Community Corps

TABLE 5: JOB CORPS JTM FOR CIP 08b – MARKETING and DISTRIBUTION

TRAINING

CODE	TITLE
RETAIL SALES CLERK	
49011JT	CASHIER-CHECKER
49011JA	SALESPERSON, GENERAL
49011JB	AUTO PARTS CLERK, COUNTER SALES*

PLACEMENT

CODE	TITLE
13002B	Financial Managers, Branch or Department
13008	Purchasing Managers
13011B	Sales Managers
13011C	Marketing Managers
19999D	Service Establishment Managers
21302	Wholesale and Retail Buyers, Except Farm Products
21308A	Purchasing Agents and Contract Specialists
34044	Merchandise Displayers and Window Trimmers
41002	First Line Supervisors & Manager/Supervisors - Sales & Related Workers
43017	Sales Agents, Selected Business Services
43023B	Sales Agents, Advertising
43099A	Sales Representatives, Service
49005A	Sales Representatives, Agricultural
49005B	Sales Representatives, Chemical and Pharmaceutical
49005C	Sales Representatives, Electrical/Electronic
49005D	Sales Representatives, Mechanical Equipment and Supplies
49005F	Sales Representatives, Medical
49005G	Sales Representatives, Instruments
49008	Sales Representatives, Except Retail/Scientific/Related Products & Services
49011	Salespersons, Retail
49017	Counter and Rental Clerks
49021	Stock Clerks, Sales Floor
49023A	Cashiers, General
49023B	Cash Accounting Clerks
49026	Telemarketers, Door-To-Door Sales Workers, News & Street Venders, Other Related Workers
49032A	Demonstrators and Promoters
49999C	Sales Consultants
49999D	All Other Sales and Related Workers
51002A	First Line Supervisors, Customer Service
53123	Adjustment Clerks
53508	Bill and Account Collectors
53805	Reservation and Transportation Ticket Agents
55323	Order Clerks - Materials, Merchandise, and Service
55344	Billing, Cost, and Rate Clerks
58017	Weighers, Measurers, Checkers, and Samplers - Recordkeeping
58021	Marking Clerks
58023	Stock Clerks- Stockroom, Warehouse, or Storage Yard
58026	Order Fillers, Wholesale and Retail Sales
58028	Shipping, Receiving, and Traffic Clerks
88888X	National Civilian Community Corps

TABLE 6: JOB CORPS JTM FOR CIP 10 – COMMUNICATIONS TECHNOLOGIES

TRAINING

CODE	TITLE
PHOTO-JOURNALIST	
34023JT	CAMERA OPERATOR
34023JA	PHOTOGRAPHER
34023JB	PHOTO JOURNALIST

PLACEMENT

CODE	TITLE
22599A	Sound Engineering Technicians
31508	Audio-Visual Specialists
34023A	Professional Photographers
34023B	Photographers, Scientific
34026	Camera Operators, Television & Motion Picture
34028B	Broadcast Technicians
34032	Film Editors
34056F	Producers
34056G	Directors - Stage, Motion Pictures, Television & Radio
34056K	Technical Directors/Managers
39999D	Studio, Stage & Special Effects Technicians
88888X	National Civilian Community Corps
89914D	Film Laboratory Technicians
92905	Motion Picture Projectionists
92908	Photographic Processing Machine Operators & Tenders

TABLE 7: JOB CORPS JTM FOR CIP 12a – CONSUMER, PERSONAL and MISCELLANEOUS SERVICES

TRAINING

CODE	TITLE
COSMETOLOGY	
68005JT	MANICURIST
68005JU	SHAMPOO PERSON
68005JA	COSMETOLOGIST
68005JB	COSMETOLOGIST APPRENTICE
68005JC	COSMETOLOGIST [LICENSED]

PLACEMENT

CODE	TITLE
43017X	Sales Agents - **Beauty Supplies/Services ONLY**
68002	Barbers
68005A	Hairdressers, Hairstylists & Cosmetologists
68005B	Make-Up Artists, Theatrical & Performance
68005C	Electrologists
68008	Manicurists
88888X	National Civilian Community Corps

TABLE 8: JOB CORPS JTM FOR CIP 12b – CONSUMER, PERSONAL and MISCELLANEOUS SERVICES

TRAINING

CODE	TITLE
MEAT CUTTER	
65023JT	MEAT WRAPPER
65023JA	MEAT CUTTER, PRE-APPRENTICE
65023JB	MEAT CUTTER, APPRENTICE

PLACEMENT

CODE	TITLE
15026B	Food-Service Managers
43017X	Sales Agents - **Meat, Poultry, Fish, Seafood ONLY**
65023	Butchers & Meat Cutters
65038A	Food Preparation Workers
83005X	**Food-Related** Production Inspectors/Testers/Graders/Sorters/Samplers/Weighers
88888X	National Civilian Community Corps
89802	Slaughterers & Butchers
92944	Cutting & Slicing Machine Operators & Tenders
92974	Packaging & Filling Machine Operators & Tenders
93938	Meat, Poultry & Fish Cutters & Trimmers- Hand
98902X	Packers & Packagers, Hand - **Meat, Poultry, Fish, Seafood ONLY**

TABLE 9: JOB CORPS JTM FOR CIP 13 – EDUCATION

TRAINING

CODE	TITLE
CHILD DEVELOPMENT	
68038JT	CHILD CARE PLAYROOM ATTENDANT
68038JA	CHILD CARE PROVIDER
68038JB	CHILD CARE WORKER
68038JC	CHILD DEVELOPMENT ASSISTANT

PLACEMENT

CODE	TITLE
31303	Teachers, Preschool
31399X	All Other **Childcare-Related** Teachers & Instructors
31514X	Vocational & Education Counselors - **Childcare-Related ONLY**
31521X	Teacher Aides, Paraprofessional - **Childcare-Related ONLY**
53905	Teacher Aides & Educational Assistants, Clerical
62041	Child Monitors, Private Household
68038	Child Care Workers
88888X	National Civilian Community Corps

TABLE 10: JOB CORPS JTM FOR CIP 15 – ENGINEERING and ENGINEERING RELATED TECHNOLOGIES

TRAINING

CODE	TITLE
WATER/WASTE WATER TREATMENT	
95099JT	LABORER, WATER TREATMENT PLANT
95099JA	WATER LABORATORY TECHNICIAN
95099JB	WATER DISTRIBUTION WORKER
95099JC	WATER TREATMENT PLANT OPERATOR
95099JE	WASTE WATER LABORATORY TECHNICIAN
95099JF	WASTE WATER TREATMENT PLANT ATTENDANT

PLACEMENT

CODE	TITLE
15023C	Utilities Managers
21902	Cost Estimators
21911B	Environmental Compliance Inspectors
21911E	Industrial & Occupational Safety & Health Inspectors
24505E	Environmental Science Technicians
32996C	Occupational Health & Safety Specialists
81002X	First Line Supervisors & Mgr/Supvrs - **Water/Wastewater-Related ONLY**
81008X	First Line Supervisors & Mgr/Supvrs - **Water/Wastewater-Related ONLY**
83005X	Construction Checkers - **Water/Wastewater-Related ONLY**
85118	Machinery Maintenance Mechanics, Water or Power Generation Plant
85717A	Electronics Mechanics & Technicians
88888X	National Civilian Community Corps
92935	Chemical Equipment Controllers & Operators
95002A	Water Treatment Plant & System Operators
95002B	Water Treatment Plant Attendants

TABLE 11: JOB CORPS JTM FOR CIP 20 – VOCATIONAL HOME ECONOMICS

TRAINING

CODE	TITLE
FOOD SERVICE, ADVANCED	
65021AT	COOK HELPER, PASTRY
65021AA	BAKER
65021AB	PASTRY COOK
65021AC	PASTRY CHEF
65026AT	COOK'S HELPER
65026AA	STATION COOK
65026AB	SALAD/SANDWICH MAKER
65026AC	COOK, HOTEL/RESTAURANT
65026AD	SOUS CHEF
65026AE	WAITER/WAITRESS
61099AA	SOUS CHEF
61099AB	FOOD SERVICE MANAGER
61099AC	GARDE MANAGER
65026AT	COOK'S HELPER
65026AC	COOK, HOTEL/RESTAURANT
FOOD SERVICE	
65026JT	KITCHEN HELPER
65026JA	PANTRY COOK
65026JB	STATION COOK
65026JC	COOK, HOTEL/RESTAURANT
65026JD	BAKER*
65026JE	PANTRY GOODS MAKER*
65026JF	LINE COOK*
65011JT	DIET CLERK
65011JA	FOOD SERVICE WORKER [HOSPITAL]
65011JB	FOOD SERVICE COORDINATOR
65011JC	DIETETIC TECHNICIAN

PLACEMENT

CODE	TITLE
15026B	Food-Service Managers
32523	Dietetic Technicians
61099A	Chefs & Head Cooks
61099B	First-Line Supervisors/Managers of Food Preparation & Serving Workers
65017	Counter Attendants - Lunchroom, Coffee Shop, or Cafeteria
65021	Bakers, Bread & Pastry
65023	Butchers & Meat Cutters
65026	Cooks, Restaurant
65028	Cooks, Institution or Cafeteria
65032	Cooks, Specialty Fast Food
65035	Cooks, Short Order
65038A	Food Preparation Workers
65038B	Kitchen Helpers
65041	Combined Food Preparation & Service Workers
65099B	Food Order Expediters
81008X	First Line Supervisors & Mgr/Supvrs - **Food Service-Related ONLY**
88888X	National Civilian Community Corps
89802	Slaughterers & Butchers
89805	Bakers, Manufacturing
89808	Food Batchmakers
92917	Cooking Machine Operators & Tenders, Food & Tobacco
92921	Roasting, Baking & Drying Machine Operators & Tenders, Food & Tobacco
92944X	Cutting & Slicing Machine Operators & Tenders - **Food Preparation-Related ONLY**
92965X	Crushing, Grinding, Mixing & Blending Machine Operators & Tenders - **Food Preparation-Related ONLY**
93926X	Cutters & Trimmers, Hand - **Food Preparation-Related ONLY**
93938	Meat, Poultry & Fish Cutters & Trimmers- Hand
93947B	Bakery & Confectionery Decorating Workers

TABLE 12: JOB CORPS JTM FOR CIP 43 – PROTECTIVE SERVICES

TRAINING

CODE	TITLE
SECURITY	
63047JT	CROSSING GUARD
63047JA	SECURITY OFFICER

PLACEMENT

CODE	TITLE
19999F	Security Managers
21911C	Immigration & Customs Inspectors
24599B	Criminalists & Ballistics Experts
27305C	Probation & Correctional Treatment Specialists
39999G	Polygraph Examiners
43017X	Sales Agents - **Security-Related ONLY**
49008X	Sales Representatives - **Security-Related ONLY**
61005	Police & Detective Supervisors
63011A	Police Detectives
63011B	Police Identification & Records Officers
63014A	Police Investigators-Patrollers
63017	Correction Officers & Jailers
63021	Parking Enforcement Officers
63023	Bailiffs
63028A	Criminal Investigators & Special Agents
63032	Sheriffs & Deputy Sheriffs
63035	Detectives & Investigators, Except Public
63038	Railroad & Transit Police & Special Agents
63044	Crossing Guards
63047	Guards & Watch Guards
63099E	All Other Protective Service Workers
88888X	National Civilian Community Corps

TABLE 13: JOB CORPS JTM FOR CIP 44a – PUBLIC ADMINISTRATION and SERVICES

TRAINING

CODE	TITLE
HUMAN SERVICE WORKER	
27305JT	COMMUNITY WORKER
27305JA	INTAKE WORKER
27305JB	PROGRAM AIDE
27305JC	RESIDENTIAL ADVISOR

PLACEMENT

CODE	TITLE
19999B	Social & Community Service Managers
27302	Social Workers, Medical & Psychiatric
27305A	Community Organization Social Workers
27305B	Social Workers
27305C	Probation & Correctional Treatment Specialists
27308	Human Services Workers
31311E	Parent Instructors, Child Development & Rehabilitation
53502	Welfare Eligibility Workers & Interviewers
63028B	Child Support/Missing Persons/Unemployment Insurance Fraud Investigators
88888X	National Civilian Community Corps

TABLE 14: JOB CORPS JTM FOR CIP 44b – PUBLIC ADMINISTRATION and SERVICES

TRAINING

CODE	TITLE
OUTDOOR RECREATION	
27311JT	RECREATION LABORER / BRUSH CLEARING
27311JA	RECREATION AIDE (OUTDOOR WILDERNESS)
27311JB	PARK TECHNICIAN (OUTDOOR WILDERNESS)
27311JC	RECREATION LEADER (OUTDOOR WILDERNESS)

PLACEMENT

CODE	TITLE
19999A	Amusement & Recreation Establishment Managers
27311	Recreation Workers
68014A	Amusement & Recreation Attendants
88888X	National Civilian Community Corps

TABLE 15: JOB CORPS JTM FOR CIP 46a – CONSTRUCTION TRADES

TRAINING

CODE	TITLE
BRICKLAYER	
87302JT	PATCHER HELPER (MASON TENDER)
87302JA	BRICKLAYER HELPER
87302JB	BRICKLAYER, PRE-APPRENTICE
87302JC	BRICKLAYER, APPRENTICE
87302AA	BRICKLAYER HELPER
87302AB	BRICKLAYER
CARPENTRY	
87102JT	LABORER, CARPENTRY
87102JA	CARPENTER HELPER, LEVEL I
87102JB	CARPENTER HELPER, LEVEL II
87102AA	CARPENTER, PRE-APPRENTICE (HELPER)
87102AB	CARPENTER
CONSTRUCTION CRAFT LABORER	
87311JT	**CCL TRAINEE**
87311JA	**GENERAL LABORER**
87311JB	**ADVANCED LABORER**
87311JC	**ADVANCED LABORER**
CEMENT MASON	
87311JT	CEMENT LABORER
87311JA	CEMENT LABORER
87311JB	CEMENT MASON, CONCRETE RUBBER
87311JC	CEMENT MASON, ENTRY LEVEL
87311AT	CEMENT SPRAYER HELPER
87311AA	CONCRETE RUBBER
87311AB	CEMENT MASON, PRE-APPRENTICE
87311AC	CEMENT MASON
CONCRETE & TERRAZZO	
87311JT	CONCRETE FINISHER TRAINEE
87311JA	CONCRETE & TERRAZZO FINISHER

PLACEMENT

CODE	TITLE
21908A	Construction & Building Inspectors
39999D	Studio, Stage & Special Effects Technicians
81005A	First Line Supervisors & Manager/Supvrs - Construction Trades
83002D	Electrical & Electronic Inspectors & Testers
83005B	Construction Checkers
85116C	Marine Services Technicians
85126	Refractory Materials Repairers, Except Brick Masons
85132	Maintenance Repairers, General Utility
85714A	Electric Motor & Switch Assemblers & Repairers
85714B	Battery Repairers
85721	Powerhouse, Substation & Relay Electricians
85723	Electrical Powerline Installers & Repairers
85728B	Ground Transportation Electricians
85938	Installers & Repairers - Manufactured Bldgs, Mobile Homes & Travel Trailers
87102A	Construction Carpenters
87102B	Rough Carpenters
87102C	Tank Builders & Coopers
87102D	Carpenter Assemblers & Repairers
87102E	Boat & Ship Builders
87102F	Ship Carpenters & Joiners
87105	Ceiling Tile Installers & Acoustical Carpenters
87108	Drywall Installers
87111	Tapers
87114	Lathers
87121	Brattice Builders
87202A	Electricians
87202C	Electrical Utility Trouble Shooters
87302	Brick Masons
87305B	Stone Masons
87308	Hard Tile Setters
87311	Concrete & Terrazzo Finishers
87314	Reinforcing Metal Workers
87317	Plasterers & Stucco Masons
87402A	Painters, Construction & Maintenance
87402B	Paperhangers
87502A	Pipe Fitters
87502B	Plumbers
87511	Septic Tank Servicers & Sewer Pipe Cleaners
87602	Carpet Installers
87711	Highway Maintenance Workers
87802	Insulation Workers
87808	Roofers
87817	Fence Erectors

TABLE 15: JOB CORPS JTM FOR CIP 46a – CONSTRUCTION TRADES

TRAINING CODE	TITLE
ELECTRICIAN	
87202JT	ELECTRICIAN LABORER
87202JA	ELECTRICIAN HELPER
87202JB	ELECTRICIAN, PRE-APPRENTICE
87202JC	WHOLESALER I (COUNTERPERSON)*
FLOOR COVERING	
87605JT	MATERIAL HANDLER
87606JA	FLOOR LAYER HELPER
87605JB	FLOOR LAYER, PRE-APPRENTICE
87605JC	FLOOR LAYER
PAINTER	
87402JT	PAINTER UTILITY WORKER
87402JA	PAINTER HELPER
87402JB	PAINTER, PRE-APPRENTICE
87402JC	PAINTER, PRE-APPRENTICE
87402AA	PAINTER HELPER
87402AB	PAINTER, PRE-APPRENTICE
PLASTERER	
87317JT	PLASTER MACHINE TENDER
87317JA	STUCCO MASON
87317JB	PLASTERER, PRE-APPRENTICE
87317JC	PLASTERER, ENTRY LEVEL
PLUMBER	
87502JT	PLUMBING ASSEMBLER
87502JA	WHOLESALER I (COUNTERPERSON, PLUMBING SUPPLIES)
87502JB	PLUMBER, PRE-APPRENTICE
87502JC	PLUMBER, APPRENTICE
SOLAR INSTALLER	
93197JT	SOLAR FABRICATION TECHNICIAN
93197JA	SOLAR ENERGY INSTALLER HELPER
93197JB	SOLAR ENERGY INSTALLER

PLACEMENT CODE	TITLE
87899A	Construction Installation Workers
87899C	Swimming Pool Installers & Servicers
87899D	Construction Workers, Except Trade
87899F	Conduit Mechanics
87899J	Sign Erectors
87899M	All Other Construction Trades Workers
87999	All Other Construction & Extractive Workers, Except Helpers
88888X	National Civilian Community Corps
89905A	Molders & Casters
89905C	Stone Cutters & Carvers
89908D	Exhibit Builders
89911A	Precision Painters
92944X	Cutting & Slicing Machine Operators & Tenders - **Building Trades-Related ONLY**
92953	Coating, Painting & Spraying Machine Operators & Tenders
93926X	Cutters & Trimmers, Hand - **Building Trades-Related ONLY**
93932	Carpet Cutters, Diagrammers & Seamers
93944D	Molders & Casters
93947E	Hand Painting, Coating, or Decorating Workers
93956	Assemblers & Fabricators - Except Machine, Electrical, Electronic & Precision
93997	Intermediate Hand Workers
93998	Elemental Hand Workers
98102	Helpers - Mechanics & Repairers
98311	Helpers - Brick & Stone Masons & Hard Tile Setters
98312	Helpers - Carpenters & Related Workers
98313	Helpers - Electricians & Powerline Transmission Installers
98314	Helpers - Painters, Paperhangers, Plasterers & Stucco Masons
98315	Helpers - Plumbers, Pipefitters & Steamfitters
98319	Helpers - All Other Construction Trades Workers

TABLE 15: JOB CORPS JTM FOR CIP 46a – CONSTRUCTION TRADES

TRAINING CODE	TRAINING TITLE	PLACEMENT CODE	PLACEMENT TITLE
TILE SETTER			
87308JT	TILE FINISHER HELPER		
87308JA	TILE SETTER TRAINEE		
87308JB	TILE SETTER PRE-APPRENTICE		

TABLE 16: JOB CORPS JTM FOR CIP 46b – CONSTRUCTION TRADES

TRAINING

CODE	TITLE
CONSTRUCTION WORKER	
87711JT	EXCAVATOR
87711JA	UTILITY TRACTOR OPERATOR
87711JB	LIGHT TRUCK DRIVER
87711JC	FORK LIFT OPERATOR
87711JD	CONSTRUCTION WORKER OPERATOR

PLACEMENT

CODE	TITLE
81011	First Line Supervisors & Manager/Supvrs - Transportation & Material Moving Machine & Vehicle Operators
83005B	Construction Checkers
87708	Paving, Surfacing & Tamping Equipment Operators
87711	Highway Maintenance Workers
87899D	Construction Workers, Except Trade
87899M	All Other Construction Trades Workers
87999	All Other Construction & Extractive Workers, Except Helpers
88888X	National Civilian Community Corps
97105	Truck Drivers, Light - Including Delivery & Route Workers
97938	Grader, Bulldozer & Scraper Operators
97947	Industrial Truck & Tractor Operators
98319	Helpers - All Other Construction Trades Workers
98799B	Freight, Stock & Material Movers, Hand

TABLE 17: JOB CORPS JTM FOR CIP 46c – CONSTRUCTION TRADES

TRAINING

CODE	TITLE
GLAZIER	
87811JT	GLASS CUTTER
87811JA	GLASS WORKER/FABRICATOR
87811JB	GLAZIER, PRE-APPRENTICE

PLACEMENT

CODE	TITLE
83005B	Construction Checkers
87811	Glaziers
87899A	Construction Installation Workers
87899D	Construction Workers, Except Trade
87899M	All Other Construction Trades Workers
87999	All Other Construction & Extractive Workers, Except Helpers
88888X	National Civilian Community Corps
89999X	All Other Precision Workers - **Glass-Related ONLY**
92944	Cutting & Slicing Machine Operators & Tenders
93926D	Glass Cutters & Finishers
93926E	Cutters & Trimmers, Hand
98319	Helpers - All Other Construction Trades Workers

TABLE 18: JOB CORPS JTM FOR CIP 46d – CONSTRUCTION TRADES

TRAINING

CODE	TITLE
SIGN, BILLBOARD AND DISPLAY	
89911JT	SIGN INDUSTRY UTILITY HELPER
89911JA	SIGN, BILLBOARD, DISPLAY, PRE-APPRENTICE LVL I
89911JB	SIGN, BILLBOARD, DISPLAY, PRE-APPRENTICE LVL II

PLACEMENT

CODE	TITLE
39999D	Studio, Stage & Special Effects Technicians
83005B	Construction Checkers
87899D	Construction Workers, Except Trade
87899J	Sign Erectors
87899M	All Other Construction Trades Workers
87999	All Other Construction & Extractive Workers, Except Helpers
88888X	National Civilian Community Corps
89908D	Exhibit Builders
89911A	Precision Painters
93947E	Hand Painting, Coating, or Decorating Workers
98314	Helpers - Painters, Paperhangers, Plasterers & Stucco Masons
98319	Helpers - All Other Construction Trades Workers

TABLE 19: JOB CORPS JTM FOR CIP 46e – CONSTRUCTION TRADES

TRAINING

CODE	TITLE
BUILDING SERVICES	
67099JT	MAINTENANCE ASSISTANT
67099JA	BUILDING MAINTENANCE WORKER
FACILITIES MAINTENANCE	
85132JT	MAINTENANCE LABORER
85132JA	MAINTENANCE HELPER
85132JB	MAINTENANCE TECHNICIAN
85132JC	PAINTER HELPER*
85132JD	COPPER-BASED NETWORK INSTALLER*
85132JE	CABLE INSTALLER*

PLACEMENT

CODE	TITLE
21908A	Construction & Building Inspectors
21908B	Elevator Inspectors
63002A	Fire Inspectors
67005	Janitors & Cleaners, Except Maids & Housekeeping Cleaners
67099	Cleaning and Building Services Workers [All Other]
72002D	Landscape Supervisors
79030B	Gardeners & Groundskeepers
79041	Laborers, Landscaping & Groundskeeping
81002	First Line Supervisors & Mgr/Supvrs - Mechanics, Installers & Repairers
81005A	First Line Supervisors & Manager/Supvrs - Construction Trades
83002D	Electrical & Electronic Inspectors & Testers
83005B	Construction Checkers
85126	Refractory Materials Repairers, Except Brick Masons
85132	Maintenance Repairers, General Utility
85305A	Automotive Glass Installers & Repairers
85714A	Electric Motor & Switch Assemblers & Repairers
85714B	Battery Repairers
85721	Powerhouse, Substation & Relay Electricians
87102A	Construction Carpenters
87102B	Rough Carpenters
87102D	Carpenter Assemblers & Repairers
87105	Ceiling Tile Installers & Acoustical Carpenters
87108	Drywall Installers
87111	Tapers
87114	Lathers
87121	Brattice Builders
87202A	Electricians
87202C	Electrical Utility Trouble Shooters
87308	Hard Tile Setters
87311	Concrete & Terrazzo Finishers
87402A	Painters, Construction & Maintenance
87402B	Paperhangers
87502A	Pipe Fitters
87502B	Plumbers
87511	Septic Tank Servicers & Sewer Pipe Cleaners
87602	Carpet Installers
87802	Insulation Workers
87808	Roofers
87811	Glaziers
87817	Fence Erectors
87899A	Construction Installation Workers
87899C	Swimming Pool Installers & Servicers
87899D	Construction Workers, Except Trade
87899F	Conduit Mechanics

TABLE 19: JOB CORPS JTM FOR CIP 46e – CONSTRUCTION TRADES

TRAINING CODE	TRAINING TITLE

PLACEMENT CODE	PLACEMENT TITLE
87899J	Sign Erectors
87899M	All Other Construction Trades Workers
87999	All Other Construction & Extractive Workers, Except Helpers
88888X	National Civilian Community Corps
89908D	Exhibit Builders
93197C	All Other Precision Assemblers
93926D	Glass Cutters & Finishers
93926E	Cutters & Trimmers, Hand
93932	Carpet Cutters, Diagrammers & Seamers
93944D	Molders & Casters
93997	Intermediate Hand Workers
93998	Elemental Hand Workers
98102	Helpers - Mechanics & Repairers
98311	Helpers - Brick & Stone Masons & Hard Tile Setters
98312	Helpers - Carpenters & Related Workers
98313	Helpers - Electricians & Powerline Transmission Installers
98314	Helpers - Painters, Paperhangers, Plasterers & Stucco Masons
98315	Helpers - Plumbers, Pipefitters & Steamfitters
98319	Helpers - All Other Construction Trades Workers

TABLE 20: JOB CORPS JTM FOR CIP 47a – MECHANICS and REPAIRERS

TRAINING

CODE	TITLE
AUTO PARTS CLERK	
49014JT	ORDER FILLER
49014JA	PARTS CLERK HELPER
49014JB	SALESPERSON, AUTO ACCESSORIES
49014JC	AUTO PARTS CLERK
49014AA	AUTO PARTS SPECIALIST
AUTOMOTIVE REPAIR	
85302AV	AUTOMOTIVE ASSISTANT
85302AJ	TEARDOWN TECHNICIAN
85302AK	INSTALLATION TECHNICIAN
85302AL	SWINGMAN
89108AA	AUTOMOTIVE MACHINIST TECHNICIAN
89108AB	ASSEMBLY SPECIALIST (MACHINIST APPREN, AUTOMOTIVE)
89108AC	CYLINDER HEAD SPECIALIST (MACHINIST, AUTOMOTIVE)
89108AD	CYLINDER BLOCK SPECIALIST (ENGINE-LATHE SET-UP OPER)
85302AT	GARAGE SERVICER (SERVICE STATION ATTENDANT)
85302AA	BRAKE TECHNICIAN
85302AB	SUSPENSION/ALIGNMENT TECHNICIAN*
85302AD	TRANSMISSION MECHANIC
85302AF	AIR CONDITIONING TECHNICIAN
85302AG	AUTO REPAIR TECH (ENGINE DIAGNOSIS)
85302AT	SERVICE STATION ATTENDANT
85302AG	AUTO REPAIR TECH (AUTO DIAGNOSIS)
85302AI	AUOTMOTIVE TECHNICIAN HELPER*
85311AT	MED/HEAVY TRUCK TECH TRAINEE
85311AA	GASOLINE ENGINE TECH M/H TRUCK
85311AB	DIESEL ENGINES M/H TRUCK
85311AC	DRIVE TRAIN MECHANIC M/H TRUCK

PLACEMENT

CODE	TITLE
13011X	Sales Managers - **Auto-Related ONLY**
41002X	First Line Supervisors & Manager/Supervisors - Sales & Related Workers - **Auto-Related ONLY**
49005X	Sales Representatives, Mechanical Equipment & Supplies - **Auto-Related ONLY**
49011X	Salespersons, Retail - **Auto-Related ONLY**
49014X	Salespersons, Parts - **Auto-Related ONLY**
49017X	Counter & Rental Clerks - **Auto-Related ONLY**
53123X	Adjustment Clerks - **Auto-Related ONLY**
58008X	Production, Planning & Expediting Clerks - **Auto-Related ONLY**
58023X	Stock Clerks - Stockroom, Warehouse, or Storage Yard - **Auto-Related ONLY**
81002	First Line Supervisors & Mgr/Supvrs - Mechanics, Installers & Repairers
83002A	Materials Inspectors
83002B	Mechanical Inspectors
83002C	Precision Devices Inspectors & Testers
83002D	Electrical & Electronic Inspectors & Testers
83008C	Automobile & Truck Inspectors
83099	All Other Inspectors, Testers & Related Workers
85116B	Marine Engine Mechanics
85302A	Automotive Master Mechanics
85302B	Automotive Specialty Technicians
85305A	Automotive Glass Installers & Repairers
85305B	Automotive Body Repairers
85305C	Truck & Trailer Body Repairers
85305D	Automotive Body Repair Estimators
85311B	Diesel Engine Erectors
85714B	Battery Repairers
85728B	Ground Transportation Electricians
85799	All Other Electrical & Electronic Equipment Mechanics, Installers & Repairers
85953	Tire Repairers & Changers
88888X	National Civilian Community Corps
93956X	Assemblers & Fabricators - Except Machine, Electrical, Electronic & Precision - **Auto-Related ONLY**
97805	Service Station Attendants
97914	Main Line Station Engineers
98102	Helpers - Mechanics & Repairers

TABLE 21: JOB CORPS JTM FOR CIP 47b – MECHANICS and REPAIRERS

TRAINING CODE	TRAINING TITLE	PLACEMENT CODE	PLACEMENT TITLE
85311AD	SUSPENSION AND STEERING TECH M/H TRUCK		
85311AE	BRAKE TECH M/H TRUCK		
85311AF	ELECTRICAL/ELECTRONIC SYSTEMS TECHNICIAN M/H TRUCK		
85311AG	HVAC TECHNICIAN M/H TRUCK		
85311AH	PREVENTION MAINTENANCE INSPECTION TECH		
85311AI	HEAVY TRUCK DRIVER (CDL)		
85302AT	AUTO REPAIR TECH TRAINEE		
85302AA	BRAKE TECHNICIAN		
85302AB	SUSPENSION/ALIGNMENT TECHNICIAN		
85302AC	ENGINE PERFORMANCE TECHNICIAN		
85302AD	AUTO TRANSMISSION MECHANIC		
85302AF	HEATING/AIR CONDITIONING TECHNICIAN		
85302AG	ENGINE REPAIR TECHNICIAN		
85302AH	ELECTRICAL/ELECTRONIC SYSTEMS AUTOMOTIVE*		
85302JT	SERVICE STATION ATTENDANT		
85302JA	SERVICE APPRENTICE		
85302JB	HVAC TECHNICIAN		
85302JC	ENGINE PERFORMANCE / EMISSIONS TECHNICIAN		
85302JD	BRAKE TECHNICIAN		
85302JE	SUSPENSION AND STEERING TECHNICIAN		
DIESEL MECHANIC			
98102JT	MACHINE CLEANER		
98102JA	DIESEL MECHANIC HELPER		
98102JB	DIESEL MECHANIC (PRE-APPRENTICE)		
COLLISION REPAIR			
85305AA	DAMAGE ANALYSIS AND ESTIMATING [COLLISION ESTIMATOR]		
85305AB	STRUCTURAL ANALYSIS AND DAMAGE REPAIR		
85305AC	NONSTRUCTURAL ANALYSIS AND DAMAGE REPAIR		
85305AD	PAINTING & REFINISHING [AUTO BODY REPAIR]		

TABLE 22: JOB CORPS JTM FOR CIP 47c – MECHANICS and REPAIRERS

TRAINING CODE	TRAINING TITLE	PLACEMENT CODE	PLACEMENT TITLE
85305AE	PLASTICS & ADHESIVES [AUTO BODY REPAIRER, FIBERGLASS]		
85305AF	MECHANICAL & ELECTRICAL COMPONENT REPAIRER		
85305JT	AUTO DETAILER		
85305JA	COLLISION REPAIR APPRENTICE, LEVEL I		
85305JB	COLLISION REPAIR APPRENTICE, LEVEL II		
85305JC	REFINISHING APPRENTICE, LEVEL I		
85305JD	REFINISHING APPRENTICE, LEVEL II		

TABLE 23: JOB CORPS JTM FOR CIP 47d – MECHANICS and REPAIRERS

TRAINING

CODE	TITLE
CONSTRUCTION EQUIPMENT MECHANIC	
85314JT	MACHINE HELPER
85314JA	APPRENTICE MECHANIC
85314JB	CONSTRUCTION EQUIPMENT MECHANIC
85311JT	STEAM CLEAN MACHINE OPERATOR
HEAVY EQUIPMENT MECHANIC	
85321JT	FARM EQUIPMENT MECHANIC APPRENTICE
85321JA	FARM EQUIPMENT MECHANIC I
85321JB	FARM EQUIPMENT MECHANIC II

PLACEMENT

CODE	TITLE
81002	First Line Supervisors & Mgr/Supvrs - Mechanics, Installers & Repairers
83002A	Materials Inspectors
83002B	Mechanical Inspectors
83002C	Precision Devices Inspectors & Testers
83002D	Electrical & Electronic Inspectors & Testers
83099	All Other Inspectors, Testers & Related Workers
85128B	Oilers
85311A	Bus & Truck Mechanics & Diesel Engine Specialists
85314	Mobile Heavy Equipment Mechanics, Except Engines
85321	Farm Equipment Mechanics
85714B	Battery Repairers
85728B	Ground Transportation Electricians
85799	All Other Electrical & Electronic Equipment Mechanics, Installers & Repairers
85953	Tire Repairers & Changers
88888X	National Civilian Community Corps
91711	Soldering & Brazing Machine Operators & Tenders
98102	Helpers - Mechanics & Repairers

TABLE 24: JOB CORPS JTM FOR CIP 47e – MECHANICS and REPAIRERS

TRAINING

CODE	TITLE
HEATING & AIR CONDITIONING	
85902JT	HVAC HELPER
85902JA	HVAC INSTALLER
85902JB	HVAC TECHNICIAN
85902AT	HVAC HELPER
85902AA	HVAC TECHNICIAN

PLACEMENT

CODE	TITLE
81002	First Line Supervisors & Mgr/Supvrs - Mechanics, Installers & Repairers
83002A	Materials Inspectors
83002B	Mechanical Inspectors
83002C	Precision Devices Inspectors & Testers
83002D	Electrical & Electronic Inspectors & Testers
83099	All Other Inspectors, Testers & Related Workers
85799	All Other Electrical & Electronic Equipment Mechanics, Installers & Repairers
85902A	Heating & Air Conditioning Mechanics
85902B	Refrigeration Mechanics
88888X	National Civilian Community Corps
98102	Helpers - Mechanics & Repairers

TABLE 26: JOB CORPS JTM FOR CIP 47f – MECHANICS and REPAIRERS

TRAINING

CODE	TITLE
ELECTRONIC ASSEMBLER	
93905JT	ELECTRONICS WORKER
93905JA	ELECTRONICS ASSEMBLER
93905JB	PRODUCTION REPAIRER
93905JC	ELECTRO-MECHANICAL TECHNICIAN
93905JD	PROGRAM EQUIPMENT OPERATOR
93905JE	ELECTRONICS INSPECTOR

PLACEMENT

CODE	TITLE
22505A	Electronics Engineering Technicians
81002	First Line Supervisors & Mgr/Supvrs - Mechanics, Installers & Repairers
81008	First Line Supervisors & Mgr/Supvrs - Production/Operating Workers
83002A	Materials Inspectors
83002B	Mechanical Inspectors
83002C	Precision Devices Inspectors & Testers
83002D	Electrical & Electronic Inspectors & Testers
83005A	Production Inspectors, Testers, Graders, Sorters, Samplers, Weighers
83099	All Other Inspectors, Testers & Related Workers
85714A	Electric Motor & Switch Assemblers & Repairers
85717A	Electronics Mechanics & Technicians
85717B	Test Card & Circuit Board Repairers
85799	All Other Electrical & Electronic Equipment Mechanics, Installers & Repairers
87202A	Electricians
87202C	Electrical Utility Trouble Shooters
88888X	National Civilian Community Corps
92902A	Electronic Semiconductor Processors
92902B	Electronic Semiconductor Wafer Etchers & Engravers
92902C	Electronic Semiconductor Test & Development Technicians
92902D	Electronic Semiconductor Crystal-Growing Technicians & Equipment Operators
92902E	Electronic Semiconductor Sawyers, Abraders & Polishers
92902G	Electronic Semiconductor Wafer Breakers, Mounters & Packagers
93111A	Electromechanical Equipment Assemblers- Precision
93114	Electrical & Electronic Equipment Assemblers- Precision
93905B	Electronic Components Assemblers
93905C	Electric Motor Assemblers
93905D	Electrical Components Assemblers
93908	Coil Winders, Tapers & Finishers
98102	Helpers - Mechanics & Repairers

TABLE 27: JOB CORPS JTM FOR CIP 47g – MECHANICS and REPAIRERS

TRAINING

CODE	TITLE
NETWORK CABLE INSTALLER	
85599JT	CABLE INSTALLER HELPER
85599JA	TV CABLE INSTALLER
85599JB	LINE INSTALLER PREPARER
85599JC	STATION INSTALLER
85599JD	TV LINE TECHNICIAN
85723JT	NETWORK CABLING TRAINEE
85723JA	NETWORK CABLING SPECIALIST
85723JB	FIBER OPTIC CABLING SPECIALIST, PRE-APPRENTICE

PLACEMENT

CODE	TITLE
34028B	Broadcast Technicians
81002	First Line Supervisors & Mgr/Supvrs - Mechanics, Installers & Repairers
83002A	Materials Inspectors
83002B	Mechanical Inspectors
83002C	Precision Devices Inspectors & Testers
83002D	Electrical & Electronic Inspectors & Testers
83099	All Other Inspectors, Testers & Related Workers
85502	Central Office & PBX Installers & Repairers
85508	Telegraph & Teletype Installers & Maintainers
85599A	Communication Equipment Mechanics, Installers & Repairers
85599B	Telecommunications Facility Examiners
85599C	Sound Technicians
85702	Telephone & Cable Television Line Installers & Repairers
85723	Electrical Powerline Installers & Repairers
85726	Station Installers & Repairers, Telephone
85799	All Other Electrical & Electronic Equipment Mechanics, Installers & Repairers
88888X	National Civilian Community Corps
98313	Helpers - Electricians & Powerline Transmission Installers

TABLE 28: JOB CORPS JTM FOR CIP 47h – MECHANICS and REPAIRERS

TRAINING

CODE	TITLE
STATIONARY ENGINEER	
95032JT	MAINTENANCE WORKER
95032JA	MAINTENANCE REPAIRER HELPER
95032JB	MAINTENANCE REPAIRER
95032JC	STATIONARY ENGINEER APPRENTICE

PLACEMENT

CODE	TITLE
63002A	Fire Inspector
81002	First Line Supervisors & Mgr/Supvrs - Mechanics, Installers & Repairers
83002A	Materials Inspectors
83002B	Mechanical Inspectors
83002C	Precision Devices Inspectors & Testers
83002D	Electrical & Electronic Inspectors & Testers
83099	All Other Inspectors, Testers & Related Workers
85118	Machinery Maintenance Mechanics, Water or Power Generation Plant
85119A	Machinery Maintenance Mechanics
85119B	Machinery Maintenance Repairers
85128A	Machinery Maintenance Servicers
85132	Maintenance Repairers, General Utility
85799	All Other Electrical & Electronic Equipment Mechanics, Installers & Repairers
87202C	Electrical Utility Trouble Shooters
87899A	Construction Installation Workers
87899D	Construction Workers, Except Trade
88888X	National Civilian Community Corps
92923	Furnace, Kiln, Oven, Drier, or Kettle Operators & Tenders
92926	Boiler Operators & Tenders, Low Pressure
95002A	Water Treatment Plant & System Operators
95002B	Water Treatment Plant Attendants
95021	Power Generating Plant Operators, Except Auxiliary Equipment Operators
95023	Auxiliary Equipment Operators, Power
95028	Power Distributors & Dispatchers
95032	Stationary Engineers
97914	Main Line Station Engineers

TABLE 29: JOB CORPS JTM FOR CIP 47i – MECHANICS and REPAIRERS

TRAINING

CODE	TITLE
SMALL ENGINE REPAIR	
85328JT	GAS ENGINE REPAIR
85328JA	POWER SAW MECHANIC
85328JB	MOTOR BOAT MECHANIC
85328JC	MOTOR CYCLE REPAIR
85328JD	SMALL ENGINE MECHANIC

PLACEMENT

CODE	TITLE
81002	First Line Supervisors & Mgr/Supvrs - Mechanics, Installers & Repairers
83002A	Materials Inspectors
83002B	Mechanical Inspectors
83002C	Precision Devices Inspectors & Testers
83002D	Electrical & Electronic Inspectors & Testers
83099	All Other Inspectors, Testers & Related Workers
85116B	Marine Engine Mechanics
85308	Motorcycle Repairers
85328A	Motorboat Mechanics
85328B	Small Engine Mechanics
85799	All Other Electrical & Electronic Equipment Mechanics, Installers & Repairers
88888X	National Civilian Community Corps
98102	Helpers - Mechanics & Repairers

TABLE 30: JOB CORPS JTM FOR CIP 47j – MECHANICS and REPAIRERS

TRAINING

CODE	TITLE
MAJOR APPLIANCE REPAIR	
85711JT	GAS APPLIANCE HELPER
85711JA	GAS APPLIANCE SERVICER
85711JB	HOUSEHOLD APPLIANCE INSTALLER
85711JC	ELECTRICAL APPLIANCE SERVICER APPRENTICE
85711JD	ELECTRICAL APPLIANCE SERVICER

PLACEMENT

CODE	TITLE
81002	First Line Supervisors & Mgr/Supvrs - Mechanics, Installers & Repairers
83002A	Materials Inspectors
83002B	Mechanical Inspectors
83002C	Precision Devices Inspectors & Testers
83002D	Electrical & Electronic Inspectors & Testers
83099	All Other Inspectors, Testers & Related Workers
85708	Electronic Home Entertainment Equipment Repairers
85711A	Electric Home Appliance & Power Tool Repairers
85711B	Home Appliance Installers
85799	All Other Electrical & Electronic Equipment Mechanics, Installers & Repairers
85944	Gas Appliance Repairers
88888X	National Civilian Community Corps
98102	Helpers - Mechanics & Repairers

TABLE 31: JOB CORPS JTM FOR CIP 47k – MECHANICS and REPAIRERS

TRAINING

CODE	TITLE
AIRCRAFT MECHANIC	
85323JT	BAGGAGE HANDLER
85323JA	AIRFRAME & POWER PLANT MECHANIC HELPER
85323JB	AIRCRAFT MECHANIC, FIELD & SERVICE

PLACEMENT

CODE	TITLE
22599C	Aerospace Engineering Technicians
68023	Baggage Porters & Bellhops
81002	First Line Supervisors & Mgr/Supvrs - Mechanics, Installers & Repairers
83002A	Materials Inspectors
83002B	Mechanical Inspectors
83002C	Precision Devices Inspectors & Testers
83002D	Electrical & Electronic Inspectors & Testers
83099	All Other Inspectors, Testers & Related Workers
85323A	Aircraft Mechanics
85326	Aircraft Engine Specialists
85799	All Other Electrical & Electronic Equipment Mechanics, Installers & Repairers
88888X	National Civilian Community Corps
93102B	Aircraft Structure Assemblers, Precision
93102C	Aircraft Systems Assemblers, Precision
93102D	Aircraft Rigging Assemblers
98102	Helpers - Mechanics & Repairers

TABLE 32: JOB CORPS JTM FOR CIP 48a – PRECISION PRODUCTION

TRAINING

CODE	TITLE
DRAFTER	
22514JT	DRAFTER ASSISTANT
22514JA	TECHNICAL ILLUSTRATOR
22541JB	MECHANICAL DRAFTER
22514JC	CIVIL DRAFTER
22514JD	ARCHITECTURAL DRAFTER

PLACEMENT

CODE	TITLE
22311A	Cartographers & Photogrammetrists
22511	Mechanical Engineering Technicians & Technologists
22514A	Architectural Drafters
22514B	Electronic Drafters
22514C	Civil Drafters
22514D	Mechanical Drafters
22517	Estimators & Drafters, Utilities
22521B	Mapping Technicians
88888X	National Civilian Community Corps

TABLE 33: JOB CORPS JTM FOR CIP 48b – PRECISION PRODUCTION

TRAINING

CODE	TITLE
FURNITURE UPHOLSTERER	
89508JT	UPHOLSTERER HELPER
89508JA	UPHOLSTERER APPRENTICE
89508JB	SEWING MACHINE OPERATOR*
89508JC	AUTOMOBILE UPHOLSTER*
89508JD	FURNITURE UPHOLSTERER

PLACEMENT

CODE	TITLE
49999B	Home Furnishings Estimators
83005A	Production Inspectors, Testers, Graders, Sorters, Samplers, Weighers
88888X	National Civilian Community Corps
89502A	Fabric & Apparel Patternmakers
89508	Upholsterers
89511	Shoe & Leather Workers & Repairers - Precision
92721	Sewing Machine Operators, Non-Garment
92723	Shoe Sewing Machine Operators & Tenders
93926X	Cutters & Trimmers, Hand - **Upholstery/Textile-Related ONLY**
93928X	Portable Machine Cutters - **Upholstery/Textile-Related ONLY**
93956X	Assemblers & Fabricators, Except Machine, Electrical, Electronics & Precision - **Upholstery/Textile-Related ONLY**
93997X	Intermediate Hand Workers - **Upholstery/Textile-Related ONLY**
93998X	Elemental Hand Workers - **Upholstery/Textile-Related ONLY**
93999X	All Other Hand Workers - **Upholstery/Textile-Related ONLY**

TABLE 34: JOB CORPS JTM FOR CIP 48c – PRECISION PRODUCTION

TRAINING

CODE	TITLE
GRAPHIC ARTIST	
34035JT	COPY HOLDER
34035JA	ILLUSTRATOR
34035JB	GRAPHIC ARTIST

PLACEMENT

CODE	TITLE
34035A	Painters & Illustrators
34035B	Sketch Artists
34035C	Graphic Designers
34035D	Cartoonists & Animators
34038A	Fashion Designers
34038B	Commercial & Industrial Designers
34038C	Set Designers
34038D	Exhibit Designers
34038E	Art Directors
34041	Interior Designers
88888X	National Civilian Community Corps
89911A	Precision Painters
89911B	Silk Screen Process Decorators
89911C	Engravers/Carvers
89911E	Tracers & Letterers
89911G	Gilders
89914A	Photographic Retouchers & Restorers

TABLE 35: JOB CORPS JTM FOR CIP 48d – PRECISION PRODUCTION

TRAINING CODE	TITLE
DESKTOP PUBLISHING	
89721JT	BINDERY APPRENTICE
89721JB	DESKTOP PUBLISHER
LITHOGRAPHIC PRINTER	
92543JT	BOOKBINDER APPRENTICE
92543JA	OFFSET DUPLICATOR APPRENTICE
92543JB	PRESS OPERATOR APPRENTICE

TRAINING CODE	TITLE
88888X	National Civilian Community Corps
89128	Precision Etchers & Engravers, Hand or Machine
89702	Hand Compositors & Typesetters
89705	Job Printers
89707	Electronic Pagination System Operators
89712	Photoengravers
89713	Camera Operators
89715	Scanner Operators
89717	Strippers
89718	Platemakers
89719A	Dot Etchers
89721	Bookbinders
89799A	Precision Printing Workers
89799B	Electrotypers & Stereotypers
89911E	Tracers & Letterers
92512	Offset Lithographic Press Setters & Set-Up Operators
92515	Letterpress Setters & Set-Up Operators
92519	All Other Printing Press Setters & Set-Up Operators
92522A	Design Printing Machine Setters & Set-Up Operators
92522B	Marking & Identification Printing Machine Setters & Set-Up Operators
92524	Screen Printing Machine Setters & Set-Up Operators
92525	Bindery Machine Setters & Set-Up Operators
92529A	Embossing Machine Set-Up Operators
92529B	Casting Machine Set-Up Operators
92529C	Plate Finishers
92529E	All Other Printing Related Setters & Set-Up Operators
92541	Typesetting & Composing Machine Operators & Tenders
92543	Printing Press Machine Operators & Tenders
92545	Photoengraving & Lithographing Machine Operators & Tenders
92546	Bindery Machine Operators & Tenders
92549	All Other Printing, Binding & Related Machine Operators & Tenders
92908	Photographic Processing Machine Operators & Tenders
92956	Cementing & Gluing Machine Operators & Tenders
93951B	Etchers, Hand
93951C	Printers, Hand
93956	Assemblers & Fabricators, Except Machine, Electrical, Electronics & Precision
93997X	Intermediate Hand Workers - **Printing-Related ONLY**
93998X	Elemental Hand Workers - **Printing-Related ONLY**
93999X	All Other Hand Workers - **Printing-Related ONLY**

TABLE 36: JOB CORPS JTM FOR CIP 48e – PRECISION PRODUCTION

TRAINING

CODE	TITLE
ELECTROPLATER	
91917JT	ELECTROPLATER HELPER
91917JA	ELECTROPLATER WORKER
91917JB	ELECTROPLATER APPRENTICE
MACHINIST	
89108JT	CUTOFF SAW OPERATOR
89108JA	DRILL PRESS SET-UP
89108JB	MACHINE SET-UP OPERATOR
89108JC	MACHINIST APPRENTICE
SHEET METAL WORKER	
89132JT	SHEET METAL HELPER
89132JA	SHEET METAL WORKER
89132JB	SHEET METAL APPRENTICE
WELDING	
93914JT	WELDER HELPER
93914JA	WELDER, SHIELDED METAL ARC - SMAW
93914JB	WELDER, GAS METAL ARC/FLUX CORE ARC - GMAW/FCAW
93914JC	WELDER, GAS TUNGSTEN ARC [GTAW
93914JD	TACK WELDER*
93914JE	WELDER APPRENTICE, ARC*
93914JF	WELDING MACHINE OPERATOR
93914JG	WELDING TECHNICIAN [ARC WELDING]*
93914JH	WELDER APPRENTICE, COMBINATION WELDING*
93914JI	HEAT WELDER*
93914JJ	COMBINATION WELDER*
93914AT	WELDER, HELPER
93914AA	WELDING TECHNICIAN (WELDER, ARC)

PLACEMENT

CODE	TITLE
83002X	Materials Inspectors - **Metal Work-Related ONLY**
83005A	Production Inspectors, Testers, Graders, Sorters, Samplers, Weighers
85998	Product Repairers
85999C	Blacksmiths
87714B	Rail-Track Maintenance Workers
88888X	National Civilian Community Corps
89102	Tool & Die Makers
89105	Precision Instrument Makers
89108	Machinists
89111	Tool Grinders, Filers, Sharpeners & Other Precision Grinders
89114A	Model Makers, Metal & Plastic
89114B	Patternmakers, Metal & Plastic
89117	Precision Layout Workers, Metal
89126K	Pewter Casters & Finishers
89132	Sheet Metal Workers
89199	All Other Precision Metal Workers
89902	Precision Foundry Mold & Core Makers
89905B	Molders & Casters, Nonferrous Metals
89908A	Patternmakers & Model Builders
91102	Sawing Machine Tool Setters & Set-Up Operators, Metal & Plastic
91105	Lathe & Turning Machine Tool Setters & Set-Up Operators, Metal & Plastic
91108	Drilling & Boring Machine Tool Setters & Set-Up Operators, Metal & Plastic
91111	Milling & Planing Machine Setters & Set-Up Operators, Metal & Plastic
91114A	Grinding, Honing, Lapping & Deburring Machine Set-Up Operators
91114B	Buffing & Polishing Set-Up Operators
91117	Machine Tool Cutting Operators & Tenders, Metal & Plastic
91302	Punching Machine Setters & Set-Up Operators, Metal & Plastic
91305	Press & Press Brake Machine Setters & Set-Up Operators, Metal & Plastic
91308	Shear & Slitter Machine Setters & Set-Up Operators, Metal & Plastic
91311	Extruding & Drawing Machine Setters & Set-Up Operators, Metal & Plastic
91314	Rolling Machine Setters & Set-Up Operators, Metal & Plastic
91317	Forging Machine Setters & Set-Up Operators, Metal & Plastic
91321	Machine Forming Operators & Tenders, Metal & Plastic
91502	Numerical Control Machine Tool Operators & Tenders, Metal & Plastic
91505	Combination Machine Tool Setters & Set-Up Operators, Metal & Plastic
91508	Combination Machine Tool Operators & Tenders, Metal & Plastic
91702	Welding Machine Setters & Set-Up Operators
91705	Welding Machine Operators & Tenders
91708	Soldering & Brazing Machine Setters & Set-Up Operators
91711	Soldering & Brazing Machine Operators & Tenders
91714	Metal Fabricators, Structural Metal Products
91908	Metal Molding, Coremaking & Casting Machine Setters & Set-Up Operators
91914	Foundry Mold Assembly & Shakeout Workers

TABLE 36: JOB CORPS JTM FOR CIP 48e – PRECISION PRODUCTION

TRAINING CODE	TRAINING TITLE	PLACEMENT CODE	PLACEMENT TITLE
		91917	Electrolytic Plating/Coating Machine Setters/Set-Up Opertrs, Metal & Plastic
		91926	Nonelectrolytic Plating & Coating Machine Operators & Tenders, Metal & Plastic
		91928	Heating Equipment Setters & Set-Up Operators, Metal & Plastic
		91932	Heat Treating, Annealing & Tempering Machine Operators & Tenders, Metal & Plastic
		91935	Furnace Operators & Tenders
		92197	All Other Metal & Plastic (Cutting, Forming, Fabricating, or Processing)
		92198	All Other Metal & Plastic (Cutting, Forming, Fabricating, or Processing) Machine Operators & Tenders
		92941A	Fiber Product Machine Cutters
		92941D	Glass Machine Cutters
		92944	Cutting & Slicing Machine Operators & Tenders
		92951	Coating, Painting & Spraying Machine Setters & Set-Up Operators
		92953	Coating, Painting & Spraying Machine Operators & Tenders
		92968	Extruding, Forming, Pressing & Compacting Machine Setters & Set-Up Operators
		92971	Extruding, Forming, Pressing & Compacting Machine Operators & Tenders
		92974	Packaging & Filling Machine Operators & Tenders
		92997	All Other Machine Setters & Set-Up Operators
		93105	Machine Builders & Other Precision Machine Assemblers
		93108	Fitters, Structural Metal- Precision
		93197C	All Other Precision Assemblers
		93902	Machine Assemblers
		93914A	Welders, Production
		93914B	Welders & Cutters
		93914C	Welder-Fitters
		93917A	Solderers
		93917B	Brazers
		93941	Metal Pourers & Casters, Basic Shapes
		93944D	Molders & Casters
		93953	Grinding & Polishing Workers, Hand
		93956	Assemblers & Fabricators - Except Machine, Electrical, Electronic & Precision
		93997X	Intermediate Hand Workers - **Metalwork-Related ONLY**
		93998X	Elemental Hand Workers - **Metalwork-Related ONLY**
		93999X	All Other Hand Workers - **Metalwork-Related ONLY**

TABLE 37: JOB CORPS JTM FOR CIP 49a – TRANSPORTATION and MATERIAL MOVING

TRAINING

CODE	TITLE
ASPHALT PAVING	
87708JT	ASPHALT HEATER TENDER
87708JA	ROAD ROLLER OPERATOR (HOT MIX)
87708JB	MOTOR GRADER OPERATOR
87708JC	FRONT END LOADER
87708JD	PAVING MACHINE OPERATOR
87708AT	ASPHALT HEATER TENDER
87708AA	ROAD ROLLER OPERATOR (HOT MIX)
87708AB	MOTOR GRADER OPERATOR
87708AC	FRONT END LOADER OPERATOR
87708AD	PAVING MACHINE OPERATOR
HEAVY EQUIPMENT OPERATOR	
97956JT	OILER
97956JA	BULL DOZER (CRAWLER TRACTOR) OPERATOR
97956JB	SCRAPER OPERATOR
97956JC	LOADER OPERATOR
97956JD	MOTOR GRADER OPERATOR
97956JE	BACK HOE OPERATOR
97956JF	ROAD ROLLER OPERATOR
97956JG	FORK LIFT TRUCK OPERATOR
97956JH	HEAVY EQUIPMENT OPERATOR PRE-APPRENTICE

PLACEMENT

CODE	TITLE
15023A	Transportation Managers
81011	First Line Supervisors & Manager/Supvrs - Transportation & Material Moving Machine & Vehicle Operators
85935	Riggers
87705	Pile Driving Operators
87708	Paving, Surfacing & Tamping Equipment Operators
87714A	Rail-Track Laying & Maintenance Equipment Operators
87714B	Rail-Track Maintenance Workers
87899X	Construction Workers, Except Trade - **Earth Moving or Paving-Related ONLY**
87899E	Concrete & Utility Cutters & Drillers
87899G	Hydraulic Jack Setters & Operators
87899H	Pipeline Maintenance Workers
87902A	Construction Drillers
87905	Blasters & Explosives Workers
87908	Rock Splitters, Quarry
87941	Continuous Mining Machine Operators
87943	Mine Cutting & Channeling Machine Operators
87949A	Mining Machine Operators & Tenders
87989A	Miners, Petroleum & Gas Extractive Workers
88888X	National Civilian Community Corps
92998X	All Other Machine Operators & Tenders - **Earth Moving or Paving-Related ONLY**
97102A	Truck Drivers, Heavy
97102B	Tractor-Trailer Truck Drivers
97399A	On-Track Mobile Equipment Operators
97923A	Excavating & Loading Machine Operators
97926	Dragline Operators
97932	Loading Machine Operators, Underground Mining
97935	Shuttle Car Operators
97938	Grader, Bulldozer & Scraper Operators
97941	Hoist & Winch Operators
97944	Crane & Tower Operators
97951	Conveyor Operators & Tenders
97956	Operating Engineers
97989X	All Other Material Moving Equipment Operators - **Paving & Earth Moving-Related ONLY**

TABLE 38: JOB CORPS JTM FOR CIP 49b – TRANSPORTATION and MATERIAL MOVING

TRAINING

CODE	TITLE
HEAVY TRUCK DRIVER	
97102JT	VAN DRIVER HELPER
97102JA	VAN DRIVER
97102JB	DUMP TRUCK DRIVER
97102JC	ATTACHMENT TRUCK OPERATOR
97102JD	TRACTOR-TRAILER OPERATOR
TRANSPORTATION	
97105JT	STOCK CLERK
97105JA	LIGHT TRUCK DRIVER
97105JB	FORK LIFT OPERATOR
97105JC	HEAVY TRUCK DRIVER

PLACEMENT

CODE	TITLE
15023A	Transportation Managers
81011	First Line Supervisors & Manager/Supvrs - Transportation & Material Moving Machine & Vehicle Operators
81017	First Line Supvrs & Manager/Supvrs - Helpers, Laborers & Material Movers, Hand
88888X	National Civilian Community Corps
97102A	Truck Drivers, Heavy
97102B	Tractor-Trailer Truck Drivers
97105	Truck Drivers, Light- Including Delivery & Route Workers
97108	Bus Drivers
97111	Bus Drivers, School
97947	Industrial Truck & Tractor Operators
97989X	All Other Material Moving Equipment Operators - **Warehouse-Related ONLY**

TABLE 39: JOB CORPS JTM FOR CIP 49c – TRANSPORTATION and MATERIAL MOVING

TRAINING

CODE	TITLE
MATERIAL HANDLER	
58023JT	STOCK CLERK
58023JA	SHIPPING & RECEIVING CLERK
58023JB	STOCK SUPERVISOR

PLACEMENT

CODE	TITLE
15023A	Transportation Managers
58008	Production, Planning & Expediting Clerks
58011	Transportation Agents
58023	Stock Clerks - Stockroom, Warehouse, or Storage Yard
58028	Shipping, Receiving & Traffic Clerks
81011	First Line Supervisors & Manager/Supvrs - Transportation & Material Moving Machine & Vehicle Operators
81017	First Line Supvsrs & Manager/Supvrs - Helpers, Laborers & Material Movers, Hand
83008D	Freight Inspectors
88888X	National Civilian Community Corps
97989A	All Other Material Moving Equipment Operators
98799B	Freight, Stock & Material Movers, Hand

TABLE 40: JOB CORPS JTM FOR CIP 49d – TRANSPORTATION and MATERIAL MOVING

TRAINING

CODE	TITLE
SEAMAN	
97514JT	BOAT LOADER HELPER
97514JA	DECKHAND
97514JB	MARINE OILER, WATER TRANSPORTATION
97514JC	ABLE SEAMAN

PLACEMENT

CODE	TITLE
81011	First Line Supervisors & Manager/Supvrs - Transportation & Material Moving Machine & Vehic
85935	Riggers
88888X	National Civilian Community Corps
97505	Mates - Ship, Boat & Barge
97514	Able Seamen
97517	Ordinary Seamen & Marine Oilers
97902	Longshore Equipment Operators
97928	Dredge Operators

TABLE 41: JOB CORPS JTM FOR CIP 51a – ALLIED HEALTH

TRAINING

CODE	TITLE
EKG TECHNICIAN	
32926JT	ADMITTING CLERK
32926JA	CARDIOPULMONARY TECH
32926JB	EKG TECHNICIAN
HEALTH OCCUPATIONS	
66008JT	HOSPITAL ADMITTING CLERK
66008JA	SSISTANT
66008JC	EMERGENCY MEDICAL TECHNICIAN*
66008JD	HOME-HEALTH AIDE
66008JF	PERSONAL CARE GIVER
LICENSED PRACTICAL NURSE	
32505JT	PATIENT TRANSPORTER
32505JA	FIRST AID ATTENDANT
32505JB	NURSE, LICENSED PRACTICAL
32505AT	ORDERLY
32505AA	NURSE, LICENSED PRACTICAL
MEDICAL LAB TECHNICIAN	
32905JT	LABORATORY CLERK
32905JA	MEDICAL LABORATORY TECHNICIAN
32905JB	MEDICAL LABORATORY ASSISTANT
32905JC	BLOOD DONOR UNIT ASSISTANT*
32905JD	PHLEBOTOMIST*
MEDICAL RECORDS CLERK	
32911JT	HOSPITAL ENTRANCE ATTENDANT
32911JA	HEALTH UNIT COORDINATOR CLERK
MEDICAL ASSISTANT	
66005JT	APPOINTMENT CLERK
66005JA	MEDICAL ASSISTANT I

PLACEMENT

CODE	TITLE
15008B	Medical & Health Services Managers
21911A	Health Officers & Inspectors
27308X	Human Services Workers - **Health-Related ONLY**
31517A	Public Health Educators
32302	Respiratory Therapists
32305	Occupational Therapists
32308	Physical Therapists
32311B	Corrective Therapists
32317	Recreational Therapists
32399A	Exercise Physiologists
32502	Registered Nurses
32505	Licensed Practical Nurses
32508	Emergency Medical Technicians
32511	Physician's Assistants
32518	Pharmacy Technicians
32902	Medical & Clinical Laboratory Technologists
32905	Medical & Clinical Laboratory Technicians
32913	Radiation Therapists
32914	Nuclear Medicine Technologists
32919	Radiologic Technologists
32921	Radiologic Technicians
32923	Electroneurodiagnostic Technologists
32925	Cardiology Technologists
32926	Electrocardiograph Technicians
32928	Surgical Technologists & Technicians
32931	Psychiatric Technicians
32999D	Audiometrists
32999E	Dialysis Technicians
55105	Medical Secretaries
55305X	Receptionists & Information Clerks - **Health-Related ONLY**
55328B	Medical Record Clerks
66002	Dental Assistants
66005	Medical Assistants
66008	Nursing Aides, Orderlies & Attendants
66011	Home Health Aides
66014	Psychiatric Aides
66017	Physical & Corrective Therapy Assistants & Aides
66021	Occupational Therapy Assistants & Aides
66023	Ambulance Drivers & Attendants, Except Emergency Medical Technicians
66097	Health Equipment Service Workers
66099B	Patient Transporters
66099D	Phlebotomists
88888X	National Civilian Community Corps

TABLE 41: JOB CORPS JTM FOR CIP 51a – ALLIED HEALTH

TRAINING CODE	TRAINING TITLE	PLACEMENT CODE	PLACEMENT TITLE
66005JB	***MEDICAL ASSISTANT II***	89921	Precision Dental Laboratory Technicians
66005JC	PHLEBOTOMIST*		
66005JD	EKG TECHNICIAN*		
66005JE	PATIENT INSURANCE CLERK*		
MENTAL HEALTH SPECIALIST			
66014JT	CLASSIFICATION CLERK		
66014JA	PSYCHIATRIC ATTENDANT		
66014JB	PSYCHIATRIC AIDE		
PHARMACY HELPER			
32518JT	PHARMACY STOCK CLERK		
32518JA	PHARMACY TECHNICIAN		
32518JB	PHARMACY TECHNICIAN		
PHLEBOTOMIST			
66099JT	BLOOD DONOR UNIT ASSISTANT		
66099JA	MEDICAL TECHNOLOGIST		
66099JB	PHLEBOTOMIST		
I66099JC	PHLEBOTOMIST II		
PHYSICAL THERAPY ASSISTANT			
66017JT	FIRST AID ATTENDANT		
66017JA	PHYSICAL THERAPY AIDE		
66017JB	PHYSICAL THERAPY ASSISTANT		
RADIATION THERAPY			
32919JT	LAB AIDE		
32919JA	X-RAY DEVELOPING MACHINE OPERATOR		
32919JB	RADIOLOGICAL TECHNOLOGIST		
RESPIRATORY THERAPY			
32302JT	LAB TECHNICIAN		
32302JA	RESPIRATORY THERAPIST I		

TABLE 41: JOB CORPS JTM FOR CIP 51a – ALLIED HEALTH

TRAINING CODE	TRAINING TITLE	PLACEMENT CODE	PLACEMENT TITLE
32302JB	RESPIRATORY THERAPIST II		
DENTAL ASSISTANT			
66002JT	INFORMATION CLERK		
66002JA	DENTAL ASSISTANT I		
66002JB	***DENTAL ASSISTANT II***		

TABLE 42: JOB CORPS JTM FOR CIP 51b – ALLIED HEALTH

TRAINING

CODE	TITLE
	OPTICIANRY
32514JT	DEBLOCKER
32514JA	OPTICIAN APPRENTICE
32514JB	DISPENSING OPTICIAN

PLACEMENT

CODE	TITLE
32514	Opticians, Dispensing & Measuring
32999C	Optometric & Ophthalmic Technicians
55305X	Receptionists & Information Clerks - **Health-Related ONLY**
88888X	National Civilian Community Corps
89917A	Precision Lens Grinders & Polishers

TABLE 43: JOB CORPS JTM FOR CIP 52a – BUSINESS (ADMINISTRATIVE SUPPORT)

TRAINING

CODE	TITLE
ACCOUNTING CLERK	
55338JT	FILE CLERK
55338JA	INVOICE CONTROL CLERK
55338JB	BILLING CLERK
55338JC	PAYROLL CLERK
55338JD	ACCOUNTING CLERK
55338JE	BOOKKEEPER*
BANK TELLER	
53102JT	GENERAL CASHIER
53102JA	TELLER TRAINEE, VAULT
53102JB	BANK TELLER TRAINEE
BUSINESS TECHNOLOGIES	
55307JT	GENERAL CLERK
55307JA	RECEPTIONIST
55307JB	WORD PROCESSOR
55307JC	DATA ENTRY CLERK*
55307JD	TELLER TRAINEE, VAULT*
55307JE	SWITCHBOARD OPERATOR/FRONT DESK*
55307JF	HOTEL CLERK*
55307JG	ADMINISTRATIVE ASSISTANT*
55307JH	DATA ENTRY SPECIALIST*
55307JI	INVENTORY CONTROL CLERK*
55307JJ	BILLING CLERK*
55307JK	PAYROLL CLERK*
55307JL	ACCOUNTING CLERK*
55347AT	TRAFFIC CLERK*
55347AA	ADMINISTRATIVE CLERK
COURT REPORTER	
55302JT	COURT CLERK
55302JA	STENOGRAPHER
55302JB	COURT REPORTER

PLACEMENT

CODE	TITLE
13002B	Financial Managers, Branch or Department
13014B	Administrative Services Managers
21102	Underwriters
21105	Credit Analysts
21108	Loan Officers & Counselors
21111	Tax Preparers
21502	Claims Takers, Unemployment Benefits
21999C	Executive Secretaries & Administrative Assistants
28311	Title Examiners & Abstractors
43008	Sales Agents, Real Estate
49023A	Cashiers, General
51002B	First Line Supervisors, Administrative Support
53102	Tellers
53105	New Accounts Clerks
53114	Credit Authorizers
53117	Credit Checkers
53121	Loan & Credit Clerks
53123	Adjustment Clerks
53128	Brokerage Clerks
53302	Insurance Adjusters, Examiners & Investigators
53311	Insurance Claims Clerks
53314	Insurance Policy Processing Clerks
53502	Welfare Eligibility Workers & Interviewers
53505	Investigators, Clerical
53702	Court Clerks
53705	Municipal Clerks
53708	License Clerks
53902	Library Assistants & Bookmobile Drivers
53911	Proofreaders & Copy Markers
53914	Real Estate Clerks
55102	Legal Secretaries
55105	Medical Secretaries
55108	Secretaries, Except Legal & Medical
55302A	Stenotype Operators
55302B	Stenographers
55305	Receptionists & Information Clerks
55307	Typists, Including Word Processing
55314	Personnel Clerks, Except Payroll & Timekeeping
55317	Correspondence Clerks
55321	File Clerks
55323	Order Clerks - Materials, Merchandise & Service
55326	Procurement Clerks
55328A	Statistical Data Clerks

TABLE 43: JOB CORPS JTM FOR CIP 52a – BUSINESS (ADMINISTRATIVE SUPPORT)

TRAINING

CODE	TITLE
DATA ENTRY	
56017JT	FILE CLERK
56017JA	DATA ENTRY CLERK
56017JB	DATA ENTRY SPECIALIST
LEGAL SECTRY	
55102JT	OFFICE CLERK
55102JA	LEGAL OFFICE RECEPTIONIST
55102JB	LEGAL SECRETARY, CLERICAL
55102JC	LEGAL SECRETARY, STENOGRAPHIC
MEDICAL INSURANCE	
55344JT	TYPIST
55344JA	POLICYHOLDER INFORMATION CLERK
55344JB	INSURANCE CLERK
55328JT	SORTER
55328JA	MEDICAL RECORDS CLERK
55328JB	TRANSCRIBING MACHINE OPERATOR
55328JC	MEDICAL RECEPTIONIST
55328JD	INSURANCE CLAIMS PROCESSOR
MEDICAL SECTRY	
55105JT	NOTEREADER
55105JA	MEDICAL VOUCHER CLERK
55105JB	MEDICAL SECRETARY
PARALEGAL SECTRY	
28302JT	SORTER
28302JA	TITLE EXAMINER
28302JB	PARA-LEGAL ASSISTANT

PLACEMENT

CODE	TITLE
55328B	Medical Record Clerks
55332	Interviewing Clerks, Except Personnel & Social Welfare
55338A	Bookkeepers
55338B	Accounting Clerks
55341	Payroll & Timekeeping Clerks
55344	Billing, Cost & Rate Clerks
55347	General Office Clerks
56002	Billing, Posting & Calculating Machine Operators
56005	Duplicating Machine Operators
56008	Mail Machine Operators, Preparation & Handling
56011	Computer Operators, Except Peripheral Equipment
56014	Peripheral EDP Equipment Operators
56017	Data Entry Keyers, Except Composing
56021	Data Keyers, Composing
56099	All Other Office Machine Operators
57102	Switchboard Operators
57105	Directory Assistance Operators
57108	Central Office Operators
57111	Telegraph & Teletype Operators
57199	All Other Communications Equipment Operators
57302	Mail Clerks, Except Mail Machine Operators & Postal Service
57311A	Couriers & Messengers
58002	Dispatchers - Police, Fire & Ambulance
58005	Dispatchers - Except Police, Fire & Ambulance
58008	Production, Planning & Expediting Clerks
58011	Transportation Agents
58017	Weighers, Measurers, Checkers & Samplers- Recordkeeping
58021	Marking Clerks
58023	Stock Clerks - Stockroom, Warehouse, or Storage Yard
58026	Order Fillers, Wholesale & Retail Sales
58028	Shipping, Receiving & Traffic Clerks
58099A	Engineering Clerks
58099B	Transportation Maintenance Clerks
58099C	All Other Material Recording, Scheduling & Distributing Workers
59999	All Other Clerical & Administrative Support Workers
88888X	National Civilian Community Corps

TABLE 44: JOB CORPS JTM FOR CIP 52b – BUSINESS (ADMINISTRATIVE SUPPORT)

TRAINING

CODE	TITLE
COMPUTER SUPPORT SPECIALIST	
25104JT	COMPUTER SERVICE HELPER
25104JA	USER SUPPORT ANALYST
25104JB	MICRO-COMPUTER SUPPORT SPECIALIST
25104JC	COMPUTER OPERATOR*
25105JT	INFORMATION CLERK
25105JA	WEB PAGE DESIGNER
25105JB	MULTIMEDIA & COMPUTER GRAPHIC DESIGNER
25105JC	USER TRAINER & SOFTWARE SUPPORT SPECIALIST
85705AT	COMPUTER SERVICE HELPER
85705AA	COMPUTER FIELD SERVICE TECHNICIAN
85705AB	COMPUTER FIELD SERVICE & LAN TECHNICIAN
COMPUTER SERVICE TECH	
85705JT	COMPUTER ASSEMBLER
85705JA	COMPUTER SERVICE TECHNICIAN I
85705JB	COMPUTER SERVICE TECHNICIAN II
85705JC	COPPER-BASED INSTALLER
85705JD	COMPUTER OPERATOR/PERIPHERAL EQUIPMENT OPERATOR*
COMPUTER OPERATOR	
56011JT	COMPUTER SERVICE HELPER
56011JA	COMPUTER OPERATOR
56011JB	COMPUTER OPERATOR
56011JC	ELECTRONIC PRE-PRESS OPERATOR*
56011AT	TAPE LIBRARIAN
56011AA	COMPUTER SERVICE TECHNICIAN
56011AB	COMPUTER FIELD SERVICE TECHNICIAN

PLACEMENT

CODE	TITLE
13017C	Computer & Information Systems Managers
15011B	Property, Real Estate & Community Association Managers
15011C	Property Records Managers
25103A	Database Administrators
25104	Computer Support Specialists
25105	Computer Programmers
51002B	First Line Supervisors, Administrative Support
56011	Computer Operators, Except Peripheral Equipment
56014	Peripheral EDP Equipment Operators
88888X	National Civilian Community Corps

TABLE 46: JOB CORPS JTM FOR CIP 52c – BUSINESS (ADMINISTRATIVE SUPPORT)

TRAINING CODE	TITLE
REAL ESTATE	
43008JT	REAL ESTATE CLERK
43008JA	REAL ESTATE AGENT
43008JB	REAL ESTATE BROKER

PLACEMENT CODE	TITLE
28311	Title Examiners & Abstractors
43008	Sales Agents, Real Estate
53914	Real Estate Clerks
88888X	National Civilian Community Corps

TABLE 46: JOB CORPS JTM FOR CIP 52c – BUSINESS (ADMINISTRATIVE SUPPORT)

TRAINING

CODE	TITLE
CLERICAL OCCUPATIONS (TCU)	
55347AT	Traffic Clerk
55347AA	Administrative Clerk
55347AB	Rail Freight Service Worker
55347AC	Information Processing Clerk Specialist
55347AD	Rail Data Entry Clerk
55347AE	Mass Transit/Highway Services Worker
55347AF	Airline Services Worker
55347AG	Rail Passenger Clerk
55347AH	Rail Freight Clerk

PLACEMENT

CODE	TITLE
13002B	Financial Managers, Branch or Department
13014B	Administrative Services Managers
21102	Underwriters
21105	Credit Analysts
21108	Loan Officers & Counselors
21111	Tax Preparers
21502	Claims Takers, Unemployment Benefits
21999C	Executive Secretaries & Administrative Assistants
28311	Title Examiners & Abstractors
43008	Sales Agents, Real Estate
49023A	Cashiers, General
51002B	First Line Supervisors, Administrative Support
53102	Tellers
53105	New Accounts Clerks
53114	Credit Authorizers
53117	Credit Checkers
53121	Loan & Credit Clerks
53123	Adjustment Clerks
53128	Brokerage Clerks
53302	Insurance Adjusters, Examiners & Investigators
53311	Insurance Claims Clerks
53314	Insurance Policy Processing Clerks
53502	Welfare Eligibility Workers & Interviewers
53505	Investigators, Clerical
53702	Court Clerks
53705	Municipal Clerks
53708	License Clerks
53802	Travel Clerks
53805	Reservation and Transportation Ticket Agents
53902	Library Assistants & Bookmobile Drivers
53911	Proofreaders & Copy Markers
53914	Real Estate Clerks
55102	Legal Secretaries
55105	Medical Secretaries
55108	Secretaries, Except Legal & Medical
55302A	Stenotype Operators
55302B	Stenographers
55305	Receptionists & Information Clerks
55307	Typists, Including Word Processing
55314	Personnel Clerks, Except Payroll & Timekeeping
55317	Correspondence Clerks
55321	File Clerks

TABLE 46: JOB CORPS JTM FOR CIP 52c – BUSINESS (ADMINISTRATIVE SUPPORT)

TRAINING CODE	TRAINING TITLE	PLACEMENT CODE	PLACEMENT TITLE
		55323	Order Clerks - Materials, Merchandise & Service
		55326	Procurement Clerks
		55328A	Statistical Data Clerks
		55328B	Medical Record Clerks
		55332	Interviewing Clerks, Except Personnel & Social Welfare
		55338A	Bookkeepers
		55338B	Accounting Clerks
		55341	Payroll & Timekeeping Clerks
		55344	Billing, Cost & Rate Clerks
		55347	General Office Clerks
		56002	Billing, Posting & Calculating Machine Operators
		56005	Duplicating Machine Operators
		56008	Mail Machine Operators, Preparation & Handling
		56011	Computer Operators, Except Peripheral Equipment
		56014	Peripheral EDP Equipment Operators
		56017	Data Entry Keyers, Except Composing
		56021	Data Keyers, Composing
		56099	All Other Office Machine Operators
		57102	Switchboard Operators
		57105	Directory Assistance Operators
		57108	Central Office Operators
		57111	Telegraph & Teletype Operators
		57199	All Other Communications Equipment Operators
		57302	Mail Clerks, Except Mail Machine Operators & Postal Service
		57311A	Couriers & Messengers
		58002	Dispatchers - Police, Fire & Ambulance
		58005	Dispatchers - Except Police, Fire & Ambulance
		58008	Production, Planning & Expediting Clerks
		58011	Transportation Agents
		58017	Weighers, Measurers, Checkers & Samplers- Recordkeeping
		58021	Marking Clerks
		58023	Stock Clerks - Stockroom, Warehouse, or Storage Yard
		58026	Order Fillers, Wholesale & Retail Sales
		58028	Shipping, Receiving & Traffic Clerks
		58099A	Engineering Clerks
		58099B	Transportation Maintenance Clerks
		58099C	All Other Material Recording, Scheduling & Distributing Workers
		59999	All Other Clerical & Administrative Support Workers
		68028	Transportation Attendants
		88888X	National Civilian Community Corps
		97317A	Train Crew Members
		97317B	Railroad Yard Workers

TABLE 46: JOB CORPS JTM FOR CIP 52c – BUSINESS (ADMINISTRATIVE SUPPORT)

TRAINING CODE	TRAINING TITLE

PLACEMENT CODE	PLACEMENT TITLE
97399B	Railroad Control Tower Switching and Car Retarding Operators
97899B	All Other Transportation and Related Workers

POLICY AND REQUIREMENTS HANDBOOK

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MANAGEMENT

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5.0 OBJECTIVES

To enable Job Corps center, outreach/admissions, and career transition services providers to deliver quality services by establishing systems that ensure:

- Effective program organization and management.
- Program integrity and accountability.
- Staff professionalism and development.
- Services are provided in a cost-effective and financially responsible manner.

To ensure that Job Corps provides safe, clean, well-maintained facilities that are adequately furnished and equipped to meet student needs.

5.1 PROGRAM MANAGEMENT

PURPOSE

P1. To establish and maintain systems that support the admission, career preparation, career development, and career transition of students.

P2. To monitor and track operations and outcomes to ensure program accountability, integrity, performance, and quality.

REQUIREMENTS

R1. Goal Achievement

Centers operated by contractors and agencies, and Outreach and Admissions/Career Transition Services (OA/CTS) contractors, shall establish:

a. Procedures to develop and clearly communicate goals to staff and students.

b. Procedures to hold staff responsible for achieving communicated goals.

R2. Quality Assurance

Centers operated by contractors and agencies, and (OA/CTS) contractors, shall:

a. Establish procedures and conduct periodic self-evaluations and audits to ensure integrity, accountability, and prevention of fraud and program abuse. The Quality Assurance Plans and Procedures shall be submitted annually to the Regional Office for approval, as outlined in Exhibit 5-2. Approval of the Quality Assurance Plan shall be based upon:

1. The extent to which the oversight, monitoring, and assessment plan will provide a reasonable assurance of contractor/agency compliance and quality.

2. The extent to which the contractor's/agency's data validation system ensures the accuracy and integrity of student outcomes and financial data.

3. The extent to which the contractor's/agency's quality assurance activities track and ensure that corrective action is taken to maintain outcomes and quality standards.

4. The degree to which the contractor/agency documents the results of inspections, tests, audits, and assessments.

b. Establish systems to ensure performance is accurately tracked and reported and necessary corrective actions are taken to achieve the performance outcome goals and quality standards established by the National Director, Job Corps, and contained in Appendices 501a through 501d.

c. Conduct annual comprehensive assessments of center or OA/CTS operations.

Job Corps Regional Offices shall:

a. Schedule and conduct comprehensive program assessments of OA, Job Corps center, and CTS operations at least every 24 months.

b. Conduct audits of approximately 10% (Contracted On-Board Strength [OBS] or Average CTS caseload) of all student records associated with performance measurements during center and CTS program assessments, using targeted samples generated by the National Office of Job Corps.

c. Document the results of program assessments and audits and furnish a copy of the assessment report to the National Office and the contractor or agency. If excessive reporting problems are present, the extent of misreporting shall be brought to the **immediate** attention of the National Office.

d. Assess liquidated damages from contractor's base/incentive fee for instances of misreporting of data based on the following schedule:

Description	Liquidated Damages
Invalid HSD/GED Credits	$500 each
Invalid Vocational Completion Credits	$750 each
Artificially Extending Enrollment and/or Invalid Leave Days	15% of the SYC per day. The amount is calculated as (annual operating budget/planned SY's) X 15% X Number of Unexcused Days.
Invalid Placement Credit	$750 each

Note: The interpretation and specific application of "liquidated damages" to agency-operated Job Corps centers is currently being addressed by the Departments of Labor, Agriculture, and Interior as part of a collaborative effort to update, revise, and consolidate the two existing Interagency Agreements. When this process is concluded, the PRH will be updated accordingly.

e. Require the operator to post the liquidated damages to the fee line applicable ETA 2110. The region will request an Annual Advanced Procurement Plan/Financial Operating Plan (AAPP/FOP) change to document the assessment or damages and recover the funds through a contract modification. Misreporting of data by agency-operated centers shall be reported to the National Office of Job Corps and the respective agency for corrective action.

Notify the National Office of Job Corps and the Job Corps Data Center (JCDC) to remove invalid (General Educational Development/High School Diploma [GED/HSD], Vocational Completion, and Placement) credits from the Outcome Management System(s) (OMS).

Note: Invalid credits will be removed from each measure that is affected regardless of the report card (OAOMS, OMS, POMS, Vocational Training Report Card [VTRC]) or contractor responsible for the error (OA, center, or CTS). For

example, where verification of a HSD has been invalidated, credit would be removed for the GED/HSD Attainment measure. In this instance, if the HSD was the sole determinant of his/her graduate status, the student would also be removed from the pool for any placement-related measure(s) in the OMS, POMS, and VTRC report cards. Similarly, a credited placement that has been found to have been misreported by a CTS provider would lead to the removal of the student from the placement pool of both the CTS and the center OMS report cards. Both scenarios hold true whether the center operator and the CTS provider are separate, or one and the same.

f. Contracting Officers must exercise discretion when assessing liquidated damages when such action may not be appropriate where an error or omission occurred or when the action was careless or a result of an innocent mistake. This is particularly true if the data were improperly recorded but the student outcome was likely achieved – for example, a vocational completion, a GED credit, or a placement credit that was incorrectly reported but there is verification that the student actually did earn the credit.

g. When a Contracting Officer becomes aware of apparent fraud, the matter should be thoroughly investigated. If the investigation leads the Contracting Officer to conclude there is a likelihood of fraud, it should be referred to the Regional Office of the OIG by the filing an incident report. The Incident Report Form can be found at:

http://www.internal.doleta.gov/forms/Documents/IncidentReport.dot.

In addition to filing the report, inform the OIG of the actions intended by the Contracting Officer to address the incident. Make it clear that you intend to take these actions, unless the OIG specifically instructs you not to do so. Then proceed with contract enforcement, unless otherwise directed.

R3. Standard Operating Plans and Procedures

Center contractors, agencies, and OA/CTS contractors shall:

a. Establish standard operating procedures (SOPs), as shown in Exhibit 5-1 (Standard Operating Procedures), and submit them to the Regional Office for approval within 90 days of contract award. Updates and revisions shall be submitted as changes occur.

b. For agency-operated centers, provide up-to-date SOPs, as shown in Exhibit 5-1, with annual plans and amendments to SOPs submitted to the Department of Labor (DOL) Regional Office for approval by June 1 for the upcoming program year.

c. Career Development Services System Plan

Each Job Corps center and each OA/CTS contractor shall:

1. Develop a Career Development Services System (CDSS) Plan. The plan shall include:

(a) An overview of the contractor's/agency's role in each phase of CDSS, as appropriate for each contractor/agency.

(b) A description of how services will be delivered and coordinated with other partners for Outreach/Admissions, Career Preparation, Career Development, and Career Transition Periods.

(c) The requirements shown in PRH Chapters 1-4, as applicable.

2. CDSS plans shall be submitted to the Regional Office for approval within 90 days of contract award. Agency centers shall submit the plan for approval when required by the DOL Regional Office. Approval shall be based on a determination that all required parts of the plan are in place, and that the plan is consistent with the overall Regional CDSS Plan.

3. CDSS plans shall be kept current. Revisions shall be submitted to the Regional Office for approval prior to implementation.

R4. Reporting

Center operators, agencies, and OA/CTS contractors shall submit reports in accordance with Exhibit 5-2 (Plan and Report Submission Requirements).

R5. Records and Reports Maintenance

Center operators, agencies, and OA/CTS contractors shall maintain records and reports for 3 years. Records of disclosures of protected health information shall be kept for 6 years. Exceptions to this retention period shall be communicated by the National Office of Job Corps on a case-by-case basis.

QUALITY INDICATORS

Q1. Required Job Corps elements are in place and functioning at a level that meets students' basic needs.

Q2. Staff can describe goals, performance expectations, and standards, and articulate how their individual performance contributes to the overall accomplishment of Job Corps goals.

Q3. Communication, teamwork, and cooperation are at a level to accomplish routine tasks, assignments, and responsibilities.

Q4. Through self-assessments, centers and OA/CTS contractors maintain quality operations by identifying and correcting areas not meeting minimum expectations/outcomes.

5.2 PERSONNEL

PURPOSE

P1. To recruit, hire, and retain qualified personnel to carry out all program components.

P2. To ensure that staff work in an environment that is fair and nondiscriminatory.

P3. To ensure the proper screening, training, and supervision of volunteers.

REQUIREMENTS

R1. Organization and Staffing

a. Center operators and Outreach and Admissions/Career Transition Services (OA/CTS) contractors shall:

1. Develop and submit a staffing plan (organizational chart) to the Regional Office for approval within 90 days of contract award.

2. Submit current position descriptions for Regional Office approval within 90 days of contract award.

b. Agency operators shall develop and submit a staffing plan (organizational chart) to the National and Regional Offices annually.

R2. Staffing Ratios

Center operators shall comply with the following staffing requirements:

a. The staff-to-student ratio for instructional and training activities shall be 1:15, unless otherwise authorized by the Regional Office.

b. Staff-to-student ratios for nationally contracted training programs shall be in accordance with contract provisions.

c. Minimum staffing levels for health programs are specified in Chapter 6, Exhibit 6-5 (Center Health Services Staffing Requirements).

d. All other staffing levels shall be based on center configuration and approved by the Regional Office.

R3. Personnel Policies

Center operators and OA/CTS contractors shall:

a. Develop and implement personnel management policies to include staff hiring, supervision, evaluation, conduct, and disciplinary procedures.

b. Define standards for acceptable and unacceptable behavior between students and staff that protect individuals from exploitative, coercive, and traumatic experiences. Ensure that center rules for acceptable and unacceptable behavior are equally understood and applied to all staff. These rules, which should be included in the employee handbook, should provide a clear explanation and rationale for appropriate and inappropriate behavior, and identify the consequences for unacceptable staff behavior. Staff should know the legal consequences of unacceptable behavior, if applicable.

c. Establish labor management relations in accordance with agency guidelines for federally operated centers, and in accordance with the provisions of the National Labor Relations Act for contractors. The U.S. Department of Labor shall not undertake conciliation, mediation, or arbitration of organizations, nor may Job Corps pay legal or other fees generated by such disputes as direct costs against contracts.

d. Develop and implement volunteer management policies to include volunteer screening, training, and supervision. At a minimum, plans should include: background checks for all volunteers in accordance with state laws, and plans to ensure volunteers are covered by the contractor's liability insurance while they are performing their assigned tasks.

R4. Staff Qualifications

a. Center and OA/CTS contractors shall ensure that all staff hired meet the minimum qualification levels specified in Exhibit 5-3 (Minimum Staff Qualifications).

b. Center and OA/CTS contractors shall request written approval or waivers from the Regional Director for the following:

1. Hiring of staff who do not meet minimum qualifications as specified in the approved position descriptions, in which case a professional development plan must be submitted and updated annually

2. Hiring of relatives of current staff members

3. Appointment, continued assignment, or change in employment status of the Center Director, project director, or senior staff (i.e., all supervisory personnel who report directly to the Center Director)

4. Where there is a need to pay individuals at rates higher than indicated in the approved salary matrix

c. Regional Offices shall not grant a waiver if it would negatively impact the center's eligibility for accreditation or its ability to produce high school graduates.

d. Agency operators shall advise the Regional Office of changes in employment status of Center Directors and senior staff.

R5. Staff Coverage

Center operators shall provide for coverage of staff absences for those positions with direct staff/student interaction. Use of students or volunteers for this purpose is prohibited. All substitutes shall be trained in safety procedures.

R6. Staff Performance Appraisal

Center operators and OA/CTS contractors shall develop a staff performance appraisal system that allows for documentation of staff competence, to include:

a. Maintaining staff requirements specified in Exhibit 5-3.

b. The areas listed in Exhibit 5-4.

c. Staff's modeling, mentoring, and monitoring each of the eight Career Success Standards.

d. Support of students' career development goals, the zero tolerance policy, and student placement efforts.

R7. Equal Opportunity/Civil Rights

Center operators and OA/CTS contractors shall:

a. Provide equal opportunity for all employees without regard to race, religion, color, national origin, gender, citizenship, disability, political affiliation, or belief. Sexual harassment is prohibited in Job Corps. Discrimination is prohibited in all contracts, grants, and programs funded by the Department of Labor.

b. Provide prompt, fair, and impartial consideration of discrimination or other civil rights complaints through an established and approved grievance system.

c. Submit an affirmative action plan to the Regional Office for approval within 90 days of contract award in accordance with Chapter 6, Appendix 602 (Civil Rights and Nondiscrimination).

d. Submit a plan to employ and advance the employment of veterans to the Regional Office for approval within 90 days of contract award in accordance with Public Law 107-228 HR 4015, Section 2. 4215 (priority of service for veterans in Department of Labor job training programs), Part b (Employment of Veterans with Respect to Federal Contracts).

QUALITY INDICATORS

Q1. Staff display appropriate behavior and demonstrate appropriate interpersonal skills and are able to work effectively with applicants, students, employers, co-workers, and the public.

Q2. Students perceive that staff are caring and responsive to their needs.

Q3. Volunteers are screened, trained, and supervised according to state laws and are appropriately utilized.

5.3 STAFF TRAINING

PURPOSE

P1. To ensure staff acquire and maintain the skills necessary to perform their job duties and responsibilities and serve as role models for students.

P2. To allow staff the opportunity for professional growth and upward mobility.

REQUIREMENTS

R1. Staff Training Plan

Centers and OA/CTS contractors shall:

a. Submit for approval by the Regional Office an annual staff-training plan.

b. Include, at a minimum, the topics and frequencies specified in Exhibit 5-4 (Required Staff Training).

c. Submit a professional development plan for all staff on waivers.

R2. Staff Training Content

Centers shall include, at a minimum, the following:

a. Five hours of annual training in adolescent growth and development for all staff. Topics could include: effective communications, anger management, sexuality, suicide prevention, behavior management system, zero tolerance policy, appropriate staff/student boundaries, sexual assault prevention and response, sexual harassment and related social skills training, intervention techniques, and safety issues.

b. An additional 5 hours of annual training designed to enhance each employee's professional development. Such training may include professional seminars, conferences, and classroom training provided on or off center, in-service training, and technology skills training.

R3. Documentation

Centers and OA/CTS contractors shall maintain up-to-date records of training completed by each employee.

QUALITY INDICATORS

Q1. Staff demonstrate the knowledge and skills necessary to perform their job functions (duties).

Q2. Staff interact appropriately with students and serve as positive role models for students and other staff.

5.4 PERSONAL SAFETY AND SECURITY

PURPOSE

P1. To protect the personal safety and security of students, staff, and property on center at all times.

P2. To protect students' rights and guarantee privacy and protection from unreasonable search and seizure.

REQUIREMENTS

R1. Campus Access

Center operators shall establish rules regulating the entry, exit, and conduct of persons who seek access to the campus.

R2. Cooperation With Local Agencies

Center operators shall develop and maintain written cooperative agreements with federal, state, and local law enforcement agencies regarding management and jurisdiction for illegal activities.

R3. Prohibition of Firearms

Center operators shall prohibit the presence of firearms except in the following circumstances:

a. For security of student payroll by non-center staff.

b. For law enforcement personnel conducting routine law enforcement duties. If employed by the center, law enforcement personnel shall not carry firearms in the course of that employment.

c. Personal firearms kept in on-center staff housing for personal use.

R4. Unauthorized Goods

Center operators shall ensure that the following unauthorized goods are not permitted on center:

a. Firearms and ammunition

b. Explosives and incendiaries

c. Knives with blades longer than 2 inches

d. Homemade weapons

e. All other weapons and instruments for which the primary use is to inflict personal injury

f. Drugs and drug paraphernalia

g. Stolen property

h. Alcohol

i. Tobacco for minors

j. Any other items that are illegal under state law

R5. Student Notification

Center operators shall notify all students of the center's policies and procedures regarding unauthorized goods, searches, and seizures.

R6. Search and Seizure

Center operators shall conduct searches and seizures only in the following circumstances:

a. General inspections of dorm rooms, lockers, and other center facilities may be conducted periodically.

b. Searches for unauthorized goods may be conducted only when the Center Director believes such goods are being hidden on center. The reasons for the search must be documented.

c. The scope of search may be no wider than what is necessary to accomplish the specific purpose of the search. Unauthorized goods found as a result of a search must be confiscated.

d. A search of the person of an entire group of Job Corps enrollees is prohibited when the information in the possession of Job Corps officials indicates that only some members, or less than all members, of the group are in possession of contraband that is prohibited on center property.

e. Job Corps shall not conduct strip searches of students. If the Center Director believes a strip search of a student is necessary, local law enforcement authorities must be contacted and requested to perform the search.

f. Searches for evidence of crime may be conducted for evidence in criminal prosecution. These must always be done by a law enforcement officer with a search warrant, except when delay would endanger the physical well-being of students.

R7. Disposal of Unauthorized Goods

Center operators shall dispose of unauthorized goods as follows:

a. Stolen property must be returned to its rightful owner.

b. Narcotics must be stored and disposed of according to agreements negotiated by the center and the appropriate local law enforcement agency.

c. Confiscated weapons (including firearms) must be reported and disposed of according to agreements negotiated by the center with appropriate local law enforcement agencies. The center must maintain a list of weapons reported to local law enforcement agencies, giving the student's name, SSN, and the serial number, type, make, and model of the weapon.

R8. Use of Physical Restraint and Isolation

Center operators shall:

a. Limit use of physical restraint to only those situations that seriously threaten persons or property. Ensure that no student is restrained for more than 1 hour

without at least verbal consultation and approval from a physician. Staff may not use handcuffs, mace, pepper spray (or any derivatives) on students.

b. Use on-center isolation facilities for temporary segregation of students from their peers only when behavior constitutes an immediate threat to themselves, other persons, or property.

A student placed in an isolation facility must be observed every 15 minutes and this observation must be documented on a signed log giving the exact time of observation and the signature of the staff member conducting the observation. Isolation may not exceed 12 hours unless accompanied by a statement from the center physician that the isolation is not medically prohibited.

QUALITY INDICATORS

Q1. Documentation of searches, seizures, and isolations reflect complete, thorough, timely, and appropriate actions.

Q2. Cooperative working relationships exist between the center and law enforcement agencies.

Q3. Students and staff display respect for and appropriately safeguard the property of individuals, the center, and the community.

Q4. Students feel safe and secure on center.

5.5 MANAGEMENT AND REPORTING OF SIGNIFICANT INCIDENTS

PURPOSE

P1. To ensure proper and effective management of serious incidents involving program participants, staff, or facilities.

REQUIREMENTS

R1. Reportable Events

Centers and OA/CTS contractors shall report the following types of significant incidents to the National and Regional Offices:

a. Death, serious illness, or serious injury** (e.g., epidemic, hospitalization, emergency room treatment or surgery, reaction to medication/ immunization)

b. Physical assault

c. Inappropriate sexual behavior

d. Indication that a student is a danger to himself/herself or others

e. Incident requiring police involvement

f. Incident involving illegal activity

g. Arrest of current student or on-duty staff member

h. Motor vehicle accident involving injuries or damage to a center vehicle

i. Theft or damage to center, staff, or student property

j. Incident threatening to close down the center or disrupting the center's operation

k. Incident attracting potentially negative media attention

**Please see Appendix 505, Section IX, C.2 and C.3, for a detailed classification of serious medical injuries.

R2. Reporting Time Frames and Format

Centers and OA/CTS contractors shall:

a. Report significant incidents within 24 hours of the center being made aware of the incident (6 hours in the case of student or a reportable staff death). In cases of student death, notify the Office of Worker's Compensation Program (OWCP) immediately, and the Office of the Assistant Secretary for Administration and Management (OASAM) within 6 hours.

b. In cases of a critical incident (student death, substantial property damage, elected official inquiries), notify the Regional and National Offices immediately by phone.

c. Submit all significant incident reports (SIRs) through the Web-based SIR system. Contact the National Office or health support contractor if there is confusion or doubt as to whether a SIR should be submitted. Centers must submit SIRs if there

is any evidence that a crime or serious injury has occurred, even if a resolution has not yet been determined for the students/staff involved.

d. Continue to submit monthly supplemental reports until all information has been gathered to close out the report and a final report has been submitted. Until a report is submitted as final, a supplemental report is required every 30 days following the submission of the initial report.

e. In the event that a student suffers an injury while on duty or on an authorized day pass, record the incident in SHIMS within 7 calendar days (including weekends) of supervisor notification.

R3. Usernames and Passwords

a. Each staff member who is responsible for submitting SIRs through the Web-based system is required to have a unique username and password. Upon initial entry into the system, users will be required to change their password to an 8-digit alphanumeric password of their choosing, which they will then use for the remainder of the program year. New passwords will be required at the beginning of each program year.

Two types of users are assigned:

1. Advanced Users: These are users who may enter, approve, and submit a SIR. Each center must have at least two Advanced Users. An Advanced User can enter and submit a SIR to Job Corps National/Regional Offices without approval from the Center Director or another staff member.

2. Basic Users: These are users who may enter information but may not approve/submit a SIR to Job Corps National/Regional Offices.

b. Regional and corporate staff may be added to the SIR e-mail distribution list by contacting the health support contractor directly.

R4. Display of Student Identifying Information

a. The SIR system does not accept Social Security numbers as student identifiers. Instead, when entering student data into the SIR system, centers must use the 6-digit student ID numbers assigned by Job Corps upon entry to the program. Although centers will enter student ID numbers, as well as relating student information in the SIR data-entry fields, the following student identifying information will not be displayed in submitted reports that are e-mailed back to the Advanced User, as well as others who are on the authorized SIR e-mail distribution list:

1. Student first name

2. Student ID number

3. Date of entry

4. Date of birth

b. To ensure student privacy, centers must not use student first and last names in the “Description of Incident” field in the SIR. Instead, centers should use the terms

"Victim 1," "Victim 2," "Perpetrator 1," "Perpetrator 2," etc., when describing the incident.

R5. Management

Center and OA/CTS contractor management shall:

a. Investigate each significant incident.

b. Initiate appropriate action to resolve the incident.

c. Identify and implement appropriate procedures to prevent recurrence, to the maximum extent possible.

QUALITY INDICATORS

Q1. Center management resolves incidents in a manner that reduces negative impact on students, the community, and the program.

Q2. Corrective action is taken to reduce or prevent recurrence.

5.6 PROCUREMENT AND PROPERTY MANAGEMENT

PURPOSE

P1. To procure property, services, and supplies in a cost-efficient manner in accordance with government policies.

P2. To provide procedures for receipt and accountability of government-owned property, materials, and supplies.

REQUIREMENTS

R1. Procurement

Center operators and OA/CTS contractors shall follow all applicable procurement regulations, to include those contained in the Federal Acquisition Regulations (FAR), Department of Labor Acquisition Standards, OMB Circulars, and Executive Orders.

R2. Internal Controls

Center operators and OA/CTS contractors shall:

a. Develop written procedures to procure materials and services on a timely basis and submit these procedures to the contracting officer as part of the standard operating procedures. Agency centers shall use established agency procedures for procurement of materials and services. (See Exhibit 5-1, Standard Operating Procedures.)

b. Fully communicate procurement rules and procedures to all staff members involved in the purchase, receipt, custody, oversight, documentation, or inventory of materials and services.

c. Establish systems for the periodic self-evaluation of procurement activities to ensure integrity, accountability, and prevention of fraud, waste, and abuse.

R3. Reporting

Center operators and OA/CTS contractors shall submit subcontracting reports in accordance with the reporting requirements and schedule described in Exhibit 5-2 (Plan and Report Submission Requirements).

R4. Receipt and Control of Property

a. Ensure that all supplies and equipment are received and signed into custody by persons other than those who authorize purchases.

b. Receive material safety data sheets for all potentially hazardous material and distribute them to appropriate departments.

c. Develop and maintain an inventory system to account for all expendable property in accordance with procedures in ETA 359, ETA Property Management Handbook.

d. Maintain an inventory system to account for all non-expendable property through the use of the Electronic Property Management System (EPMS).

e. Conduct a thorough inventory of non-expendable property annually and report the results to the contracting officer.

f. Conduct a thorough inventory of all expendable property quarterly.

R5. Motor Vehicles

Center operators and OA/CTS contractors shall follow the requirements of ETA Handbook 359 and 48 CFR Chapter 1 Subpart 51.2 regarding acquisition and use of motor vehicles.

QUALITY INDICATORS

Q1. Supplies, materials, equipment, and services required to support program operation are obtained in a timely and cost-effective manner that is in compliance with FAR requirements.

Q2. Expendable and non-expendable property is accounted for accurately.

5.7 FINANCIAL MANAGEMENT

PURPOSE

P1. To establish and maintain a financial management system that provides accurate, complete, and current disclosures by each contractor and agency receiving Job Corps funds.

P2. To maintain sufficient cost data for effective planning, monitoring, and evaluation of program activities.

P3. To ensure that expenditures of funds are necessary, reasonable, and auditable.

REQUIREMENTS

R1. Budgeting

Center operators and OA/CTS contractors shall assure that budgets are developed, prepared, revised, and submitted in accordance with the requirements contained in Appendices 502 (Financial Reporting) and 503 (Job Corps Outreach/Admissions and Career Transition Services Cost Reporting and Budgeting Requirements).

R2. Financial Reporting

Center operators and OA/CTS contractors shall assure that required monthly reports are prepared and submitted in accordance with the requirements contained in Appendices 502 and 503.

R3. Vouchering

Center operators and OA/CTS contractors shall submit vouchers for the reimbursement of expenses in accordance with the procedures outlined in Appendices 502 and 503.

R4. Internal Controls

Center operators and OA/CTS contractors shall:

a. Establish internal controls to provide reasonable assurance that:

1. Management is made aware at an early stage of any situation in which available funding for contracted services is not adequate to secure the delivery of such services.
2. The integrity of the funds provided by the government has not been comprised.
3. Assets are properly safeguarded.

b. Submit written descriptions of control procedures to the contracting officer as part of the standard operating procedures in accordance with the schedule shown in Exhibit 5-1 (Standard Operating Procedures). Control procedures shall include:

1. Separation of duties
2. Approval requirements
3. Documentation requirements

c. Establish procedures to regularly communicate budgetary goals and rates of expenditure to management staff who have responsibility for authorizing expenditures.

R5. Student Benefit Fund

Conduct an annual audit of the student benefit fund at each center to assure that the requirements listed in Chapter 3, Section 3.19, R3 (Student Benefit Fund) are met.

R6. Sale of Center-Produced Goods and Services

The sale of goods produced or services rendered by students or at Job Corps centers is prohibited except as follows:

a. Objects or services may be sold at cost to students or center employees. For CCCs, sales to staff must be in accordance with approved agency policy.

b. Objects or services may be sold in the community when both of the following criteria are met:

1. The sale of such products or services does not represent unfair competition with private sources in the area; and

2. The center has received approval of the Regional Office.

c. Vehicle repair services may be offered only when the additional conditions are met:

1. Such services are made available to staff and the general public on an equal basis.

2. Vehicles serviced are selected on a first come, first served basis.

3. Prior to acceptance for service of any vehicle, the owner signs an agreement relieving Job Corps of any responsibility for damage, and agreeing to pay for all parts and materials.

4. Repair services shall not be provided to rebuild vehicles purchased for speculation or resale.

5. Repair of vehicles owned by non-center Department of Labor and non-center federal employees of operating agencies is prohibited.

d. The proceeds from the sale of goods shall be credited to the cost category for the purchase of the materials.

e. Students shall not sell arts and crafts objects made with center-provided materials for personal profit.

f. The sale of objects made with materials purchased by the student benefit fund is permitted only if proceeds accrue to the student benefit fund.

R7. Taxation of Job Corps Contractors by States or Localities

If state or local taxes are levied on a center or OA/CTS contractor, the contractor shall follow the procedures set forth in Appendix 504 (Taxation of Job Corps Contractors by States or Subdivisions Thereof).

QUALITY INDICATORS

Q1. Budgeting of expense is accomplished with reasonable accuracy.

Q2. The program operates within its established budget.

5.8 ESTABLISHMENT OF JOB CORPS CENTERS

PURPOSE

P1. To evaluate and select appropriate sites for new Job Corps centers.

REQUIREMENTS

R1. Establishment of Job Corps Centers

The authority to initiate the following actions related to the establishment of Job Corps centers is reserved to the National Director, Job Corps:

a. The determination that a center should be established, relocated, or expanded.

b. Approval of the location and size of all Job Corps centers.

c. The initiation of site evaluations. A site evaluation shall include:

1. A market survey;
2. An environmental assessment;
3. A preliminary engineering evaluation of the condition and capacity of existing buildings, pavements, utility systems, major equipment, and all other real property components; and
4. A preliminary cost estimate for acquisition, rehabilitation, and new construction.

d. The initiation of action to purchase or otherwise acquire new sites.

e. Final approval of the design of new centers in accordance with Job Corps facility standards.

f. Initiation of the construction of new centers.

R2. Notifications

Proposals to establish new centers must be approved by the governor of the state in which the center is to be located. Notification of the governor shall be by the Secretary of Labor. Governors shall be permitted 30 days from the date of notification to approve or disapprove the establishment of the center. Notice of disapproval shall be submitted in writing to the Secretary of Labor.

QUALITY INDICATOR

Q1. Sites selected for Job Corps centers are suitable, appropriate, and cost-effective to meet program needs.

5.9 FACILITY STANDARDS

PURPOSE

P1. To ensure that centers provide adequate facilities to meet student needs and to achieve program goals.

REQUIREMENTS

All persons involved in the design, construction, and rehabilitation of Job Corps centers shall adhere to the following standards:

R1. Legally Mandated Standards

a. Code of Federal Regulations

1. Safety and Health, OSHA.....CFR Part 1926.62
2. Historical Preservation.....36 CFR Part 800
3. A/E Design Requirements.....48 CFR Part 36
4. Disability/Accessibility.....28 CFR Part 36
5. Life Safety Code NFPA-101

b. Building Codes Used in the United States

Centers shall adhere to the most recent applicable Building Code adopted by the state in which the center is located, as follows:

1. BOCA (National Building Code)
2. UBC (Uniform Building Code)
3. SBC (Standard Building Code)
4. IBC (International Building Code)

R2. Job Corps Standards

a. Bathrooms

Bathrooms and showers shall be adequate in number, clean, brightly lit, odor-free, well ventilated, and adequately supplied.

b. Facilities

1. Residential buildings shall provide sleeping rooms, bath and lounge facilities, appropriate administrative spaces, and lockable storage space for student belongings.
2. Counselors shall be provided with private, secured offices with easy student access.
3. Laundry facilities shall be available for student use.
4. Recreational facilities shall include access to a gymnasium, multi-purpose recreation areas, and sports fields.

5. Academic buildings shall have adequate space for classrooms, computer labs, and learning resources.

6. Career training areas shall have classroom and shop space to satisfy the needs of each training program, and resemble the workplace to the extent possible.

c. Dining and Food Preparation

Cafeteria facility shall include a food preparation area, serving area, dining area, and storage areas.

d. Health Services

Medical/dental facilities shall include private medical examining rooms, a nurse's station, separate infirmary space for males and females, dental facilities, secure drug storage area, and consultation office.

e. Administrative Areas

Administrative areas shall include general office and meeting space.

f. Storage Areas

Center facilities shall include adequate, lockable storage to safeguard confidential records, supplies, equipment, and hazardous materials, and to secure excess property.

g. Child Development Centers

Child development centers and residential parent/child programs shall adhere to standards shown in Chapter 6, Exhibit 6-9 (Facility Requirements for Child Development Centers and Residential Parent/Child Programs).

h. Furnishings

Furnishings shall be in satisfactory condition, adequate in number, and appropriate for their use.

QUALITY INDICATORS

Q1. Job Corps facilities meet all legally mandated standards and state and local building codes.

Q2. Job Corps facilities are adequate to support the delivery of the Job Corps services.

5.10 FACILITY IMPROVEMENTS

PURPOSE

P1. To assess conditions and prioritize facility rehabilitation, construction, and maintenance needs.

P2. To provide funds needed to effect facility improvements.

REQUIREMENTS

R1. Facility Survey

The National Director, Job Corps, shall:

a. Arrange for a facility survey of each Job Corps center on a regularly scheduled basis.

b. Use the facility survey as the principal document to establish funding requirements and priorities for construction and rehabilitation at Job Corps facilities.

R2. Design Review

The National Director, Job Corps, shall:

a. Arrange for the engineering support contractor (ESC) to manage the design and construction of identified funded deficiencies.

b. Depending upon the complexity of the project, arrange for review and approval of plans, specifications, and cost estimates by the ESC at the 30%, 60%, and final stages of design.

c. For approved construction or rehabilitation projects in which contracting responsibility has been delegated to a center, review and approve the center's recommendation for award.

d. Ensure that all capital improvement projects, including VST projects that involve student labor and cost more than $25,000, are accomplished in accordance with a set of professionally prepared plans and specifications.

(See Chapter 3, Section 3.13, Vocational Training.)

R3. Construction Requests

a. Where the contracting responsibility for approved construction or rehabilitation has been delegated to a center, the center shall:

1. Submit a recommendation for award of the construction contract to the National Director, Job Corps. The center's recommendation package shall include:

(a) Results of the bid opening

(b) Bid abstract

(c) Results of investigation of contractor recommended for award

2. Receive the approval of the Regional Director before awarding the contract.

b. Before engaging in facility rehabilitation, including VST projects, which meets either of the conditions listed below, centers shall seek and receive approval from the National Director, Job Corps. Requests shall be submitted through Regional Offices (or agency headquarters for CCCs), which shall forward the requests, with recommendations for modification or approval, to the National Director, Job Corps. Approval must be obtained if the project involves:

1. Changes to any building structural system.

2. Changes to major mechanical, electrical, plumbing, egress, or fire and safety systems.

c. Projects to (1) construct new facilities, (2) rehabilitate existing facilities, or (3) repair or replace existing facilities shall be constructed in conformance with professionally prepared plans and specifications, in accordance with 48 CFR Part 36.

R4. Emergency Repairs or Replacement

a. Centers shall submit requests for emergency facility funding to Regional Offices (or to agency headquarters for CCCs), which shall forward the requests, with recommendations for their modification or approval, to the National Director, Job Corps.

b. All requests for emergency funding shall include the following information:

1. Description of the project.

2. Estimated costs, including any equipment requirements, and the basis for the estimate. For projects exceeding $25,000, every effort shall be made to obtain three estimates.

3. Method for accomplishing construction (i.e., subcontract or center staff).

c. Where the failure to immediately effect a repair would seriously disrupt the program, place other facilities at risk, or jeopardize the health and well-being of students, and where it is not possible to contact the National Office staff with approval authority, Regional Directors may authorize the expenditure of funds to accomplish the repair.

QUALITY INDICATORS

Q1. Facilities are upgraded, improved, and repaired in a systematic fashion according to long-range plans.

Q2. Facility improvements are accomplished in an orderly, timely, and cost-effective manner.

5.11 FACILITY MAINTENANCE AND PROTECTION

PURPOSE

P1. To maintain center facilities in a safe, attractive condition.

REQUIREMENTS

R1. Center Maintenance Program

Center operators shall maintain the buildings, grounds, roads, sidewalks, and equipment for which the center is responsible by implementing a center maintenance program that includes:

a. Written preventive maintenance procedures, submitted to the Regional Office for approval within 90 days of contract award, in accordance with Exhibit 5-1 (Standard Operating Procedures). Qualified maintenance personnel available or on call 24 hours per day, 7 days per week.

b. A tracking system that documents scheduled maintenance, work orders, and the amount of time taken to complete work.

c. Procedures for obtaining assistance to handle specialized emergency problems beyond the scope of maintenance personnel.

d. Procedures for completion of rehabilitation projects by maintenance staff, provided that such projects are not subject to the prevailing wage provisions of the Davis-Bacon Act, or, if subject to the Act, that the requirements of the Act are met. Centers shall document the reasons for classifying projects as not subject to the Act, or, if subject, the actions taken to assure compliance.

e. Procedures for handling emergency maintenance problems.

f. Provisions for qualified staff to supervise students performing maintenance work as part of an approved vocational training program or center support program.

R2. Limitation on Use of Maintenance Funds

Centers shall not use maintenance funds for capital improvement projects.

R3. Inactive Center Facilities

The National Director, Job Corps, shall be responsible for protecting and maintaining a center when it is closed, in accordance with GSA requirements.

QUALITY INDICATORS

Q1. Center buildings, grounds, roads, sidewalks, and equipment are clean, well maintained, and free of hazards.

Q2. Facilities, equipment, and systems are maintained in operating condition.

Q3. Center facilities provide a safe and attractive living and learning environment for students and staff.

5.12 ENERGY AND WATER CONSERVATION

PURPOSE

P1. To promote energy and water conservation at Job Corps centers.

P2. To reduce overall center operations costs by reducing energy and water use.

REQUIREMENTS

R1. Energy and Water Conservation

Centers shall develop and implement written energy and water conservation procedures that include:

a. Procedures to reduce building energy and water consumption.

b. Procedures to reduce energy consumption by motor vehicles.

c. Assignment of responsibility for energy and water conservation goals to key individuals.

R2. Reporting

Centers shall submit quarterly energy and water consumption reports to the National Office through the Regional Office in accordance with Exhibit 5-2 (Plan and Report Submission Requirements).

QUALITY INDICATORS

Q1. Centers demonstrate energy and water conservation awareness.

Q2. Energy and water usage is reduced or contained.

5.13 ENVIRONMENTAL HEALTH

PURPOSE

P1. To ensure students and staff work and live in environmentally healthy surroundings.

REQUIREMENTS

R1. Governing Regulations

Centers shall adhere to federal, state, local, and Job Corps regulations concerning environmental health.

R2. Inspections

Centers shall:

a. Ensure that routine environmental health checks are conducted by supervisions in residential and food preparation and serving areas on a daily basis.

b. Ensure that routine environmental health inspections are performed by the center safety officer at least monthly in the following areas:

1. Residential facilities
2. Training facilities
3. Food preparation and serving areas
4. Water and wastewater treatment facilities, when not a part of a municipal system
5. Child development center, where appropriate

c. Arrange for quarterly environmental health inspections by qualified non-center personnel in the following areas:

1. Food service facilities
2. Residential facilities
3. Training facilities
4. Water supply and distribution facilities, when not a part of municipal systems
5. Wastewater treatment facilities, except for septic systems, which shall be inspected annually, and municipal sewer systems, which are exempt from this requirement
6. Child development center, where appropriate

d. Submit quarterly environmental health reports and necessary corrective action, simultaneously, to the Regional Office and the Job Corps environmental health support contractor within 7 days of receipt. (See Exhibit 5-2, Plan and Report Submission Requirements.)

e. Retain records of weekly and quarterly inspections for 3 years.

R3. Hazardous Materials Management

a. Centers shall conform with federal, state, local, and Job Corps regulations regarding:

1. Hazardous waste generation, storage, and disposal
2. Polychlorinate biphenyls (PCBs) in electrical transformers
3. Underground storage tanks
4. Lead in drinking water
5. Materials containing asbestos
6. Chemical product storage, labeling, and usage
7. Mercury in fluorescent lamps
8. Evacuation of air conditioning and refrigeration units

b. Centers that ship hazardous materials off center shall comply with regulations regarding packaging, labeling, and spill response. Depending on the type of hazardous materials transportation activity at the center, certain sections of 49 CFR 180 shall apply.

c. Centers that store or handle hazardous materials, such as flammable/combustible materials, acids, caustics, compressed gases, oxidizers, etc., shall comply with facility storage requirements and operational procedures as stipulated in DOD 4145e19-R-1 and 1910.110 and 111.

d. Centers that use hazardous or toxic chemicals shall comply with the regulations of Emergency Planning and Community Right-to-Know Act (EPCRTKA) of 1986.

e. Centers shall notify the Job Corps Regional Director and the Job Corps National Office when a release of hazardous substance occurs. A release includes any discharge, spill, or leak into the air, water, or land, as stipulated in 40 CFR 302.

f. Each center operator, Center Director, and center safety officer shall coordinate and ensure that hazards posed through the use of all chemicals produced or imported by chemical manufacturers or importers, and used by Job Corps students/staff, are evaluated. Such information concerning chemical hazards shall be communicated to affected students and staff via a comprehensive Hazard Communication program. The Center Director or designee shall structure the Hazard Communication Program to include:

1. Organization and ongoing maintenance of materials safety data sheets (MSDS) on all hazardous chemical products purchased by or used by the center.
2. Clearly readable identifying labels securely placed on all incoming containers of hazardous chemical products, and such labels are not removed or defaced.
3. Supervisor/instructor maintenance of up-to-date MSDS file for each hazardous chemical product used within their respective areas.

4. Proper training and instruction delivered to all users of hazardous chemical products, including identification of such products and the specific hazard(s) associated with such products.

5. An established and approved chemical products purchase list.

g. Asbestos-containing building material (ACBM) not immediately removed shall be managed as part of an Asbestos Operations and Maintenance (O&M) program, in conformance with the appropriate OSHA and EPA guidelines. Centers that include buildings containing ACBM must have an O&M program that includes the following:

1. Documentation, including copies of the initial asbestos survey report, subsequent ACBM surveys or inspection reports, and all asbestos abatement records, which shall be maintained on center in a centralized asbestos record depository.

2. Designation of an Asbestos Coordinator who shall be responsible for ensuring compliance with all asbestos regulations and policies. The designated Asbestos Coordinator shall receive initial training in asbestos operations and maintenance within 1 month of appointment. Training shall consist of a minimum of 16 hours of both classroom and practical Asbestos O&M training provided by an EPA-accredited training provider.

3. Provision of a minimum of 2 hours of asbestos awareness training for all custodial and maintenance employees within 1 week of hire.

4. Annual refresher training for the Asbestos Coordinator and all custodial/maintenance employees. Documentation of training must be maintained in the central asbestos record depository.

5. Notification of the presence of asbestos within center buildings to all students and employees at least annually through a written notice or posting of a statement in the common areas of all buildings containing asbestos. The notice must contain a brief description of the location and type of ACBM, and the name and contact information for the designated Asbestos Coordinator.

6. Posting of asbestos warning signs in all mechanical rooms, crawlspaces, custodial closets, or other work areas where maintenance or custodial employees may come into contact with ACBM. Warning signs shall meet the requirements specified in 29 CFR 1910.1001, and shall be posted so as to be visible immediately upon entering the room or workspace.

7. Inspection of all ACBM in center buildings at least twice each year to verify the physical condition and identify any significant damage. Evidence of significant damage and/or other deterioration in physical condition which presents a potential health hazard must be reported to the Department of Labor Regional Safety Officer.

8. Review of all VST or center-managed renovation projects by the Asbestos Coordinator to ensure that no ACBM will be affected by the proposed

project. Under no circumstances are Job Corps students or staff to conduct asbestos abatement activities.

R4. Food Handling

Centers shall ensure that food handling practices meet state, local, or U.S. Public Health Service Food Codes, whichever is more stringent. All meat products shall meet U.S. Department of Agriculture standards.

R5. Pest Control

Centers shall:

a. Take adequate measures to control insects and rodents in all areas. Only pesticides that are safe for use in food service areas shall be used in food service facilities.

b. Ensure pesticides are applied only by a licensed professional pest control contractor in food service, residential, and education facilities. The following information shall be obtained from the contractor and kept on file for at least 3 years:

1. Name/type of chemicals used
2. Amount of chemical applied
3. Areas where applied and amount specific to location
4. Date when applied
5. MSDS for the chemicals used

c. Ensure pesticides are not stored for usage on centers except those which are approved by EPA for use in landscaping and gardening projects. Proper training on storage, use, and application of these chemicals shall be provided to staff and students.

R6. Unsanitary Conditions

Centers shall ensure that staff and students are not required or permitted to reside, work, be trained, or receive services in buildings or surroundings that are unsanitary, hazardous, or lack proper ventilation.

R7. Water Treatment

Centers shall ensure that when non-municipal water and waste treatment facilities are used, the following requirements are met:

a. Water supplies meet center needs and satisfy EPA Primary Drinking Water Standards (40 CFR 14).

b. Prior to construction or renovation, the standards or regulations of federal, state, and local health authorities are consulted. Renovation/building plans and specifications are sent to the National Office, with a copy to the Regional Office, for review.

c. Records are maintained showing the amount of water treated, amount of chlorine used, daily free chlorine residual, and other data pertaining to water treatment.

d. All required bacterial and chemical tests are performed by state or local health authorities, with the exception of the daily routine residual chlorine test that is to be conducted by center staff.

e. The center complies with the water quality and related standards of the state and with the standards established by the Federal Water Pollution Control Act 33 U.S.C. 1151 et seq.

f. Records are maintained of the water/waste water treatment pursuant to standards set by the EPA and local authorities. Waste treatment problems are brought to the attention of the appropriate EPA coordinator and the Regional Office.

g. Records of influent and effluent monitoring data are maintained as required by the plant's effluent discharge permit and other data pertaining to waste water treatment.

h. The analysis of all influent and effluent, as required by the discharge permit, is performed by a certified laboratory.

R8. Bloodborne Pathogen Control Plan

Centers shall develop, implement, and maintain a Bloodborne Pathogen Control Plan that is in compliance with the OSHA Occupational Exposure to Bloodborne Pathogens; Final Rule (29 CFR Part 1910.1030). The plan shall be submitted annually for review and approval to the Regional Office and, at a minimum, contain the following:

a. Identification of job classifications where there is no, low, or high risk of exposure to blood or other potentially infectious materials.

b. Explanation of the protective measures in effect to prevent occupational exposure to blood or other potentially infectious materials and a schedule and methods of compliance to be implemented.

c. Procedures for evaluating the circumstances of an exposure incident.

R9. Food Storage

Centers shall ensure storage of food complies with the following:

a. Storage areas protect food from the elements, fire, rodents, insects, organisms, and other causes of spoilage.

b. Chemicals, soaps, and poisons are properly labeled in accordance with Hazard Communication Standard (29 CFR Part 1910.1200) and stored separately from food.

c. Storerooms are well ventilated and food items are stored a minimum of 6 inches above the floor in a manner that protects the food from splash and other contamination and permits easy cleaning of the area. Exceptions are:

1. Metal pressurized beverage containers and cased food packaged in cans, glass, or other waterproof containers.

2. Containers stored on dollies, racks, or pallets provided such equipment is easily moveable.

d. Storerooms are free of exposed or unprotected sewer lines, water lines (except automatic fire protection sprinkler heads), uninsulated steam lines, water heaters, refrigeration condensing units, or other heat-producing devices.

QUALITY INDICATORS

Q1. Centers meet federal, state, local, and Job Corps environmental health standards and food sanitation standards.

Q2. Residential and dining facilities are clean and neat in appearance.

5.14 SAFETY AND OCCUPATIONAL HEALTH

PURPOSE

To provide a training, living, and working environment that ensures the safety and occupational health of students and staff.

REQUIREMENTS

R1. Safety and Occupational Health Program

Center operators shall establish and operate a safety and occupational health program in accordance with Appendix 505 (Job Corps Safety and Occupational Health Program). The center's program shall fully comply with current OSHA standards at 29 CFR 1910, and 1960, and with U.S. DOL regulations, policies, and procedures. It shall include, but not be limited by, the following features:

a. Appointment of a center safety officer who is properly trained in OSHA courses listed in Exhibit 5-4 (Required Staff Training).

b. Development of an annual safety and occupational health plan.

c. Investigation and reporting of accidents and injuries.

d. Enforcement of safety and health rules and regulations.

e. Conduct of safety inspections and initiation of corrective actions.

f. Development of a safety recognition program.

g. Establishment of safety committees.

R2. Safety and Occupational Health Plan

Center operators shall develop and submit an annual center safety and occupational health plan to the Regional Office for approval by February 15. Once the plan has been submitted and approved, only subsequent revisions shall be submitted for approval. Each safety and occupational health plan shall consist of the following elements at a minimum, and conform to Appendix 505:

a. Center safety orientation

b. Staff training

c. Basic equipment for safety officers

d. Personal protective equipment for students and staff

e. Fire and safety plan and risk assessment plan

f. Hazard communication plan

g. Recreational safety (including water safety)

h. Asbestos operation and maintenance

i. Safety and Occupational Health Committee

QUALITY INDICATORS

Q1. Few safety and health hazards are cited during inspections by the center's safety officer, OASAM, regional safety and health manager, and during environmental inspections.

Q2. Center management staff fully implements the annual safety and occupational health plans and actively promotes and maintains a safe and healthy living and working environment on center for students and staff.

5.15 FLEET MANAGEMENT

PURPOSE

P1. To ensure accurate documentation and reporting of all contractor-operated Job Corps fleet information.

P2. To inform the Job Corps community of the requirements for all contractor-operated Job Corps centers acquiring new or replacement vehicles and for returning General Services Administration (GSA) lease vehicles.

REQUIREMENTS

R1. Goal Achievement

The National Office of Job Corps shall work continuously to reduce petroleum fuel consumption through the following measures:

a. Increasing the number of alternative fuel vehicles (AFVs) in Job Corps' fleet.

Job Corps centers shall make every effort to attain AFVs when replacing existing fleet or when acquiring new leases.

b. Maintaining oversight of all new vehicle acquisitions, replacements, and returns.

1. Job Corps centers with a need to acquire or replace a vehicle must justify this need or action to the National Office of Job Corps.

(a) To acquire a new or replacement vehicle, the requesting center must submit the "Request to Lease a GSA Vehicle" form to the center's project manager (PM) for submission to the National Office of Job Corps (see Appendix 507). Information on AFVs that can be leased directly from GSA can be found at www.GSA.gov in the most current Product Guide for Alternative Fuel Vehicles (AFV). Appendix 506 contains descriptions of alternative fuels and additional AFV resources.

Note: When acquiring new vehicles or renewing existing leases, the agency code "1680" should be used to complete all necessary paperwork.

c. Reducing the consumption of petroleum fuel through efficient fleet policies.

Center operators shall examine their center's fleet to determine which vehicles are necessary for center operations. Vehicles that are being consistently underutilized (driven less than 800 miles per month) for 3 consecutive months should be viewed as candidates for return. In order to retain these vehicles, justification must be provided to the National Office of Job Corps, Division of Program Accountability and Support. (**Note:** There are no eligibility requirements for returning a vehicle to GSA.)

d. Establishing fleet standards that will lead to more efficient operations.

Center staff shall acquire vehicles based upon the fleet standards established by the National Office of Job Corps, replacing high-fuel-consumption vehicles with fuel-efficient vehicles.

Center operators shall examine which of their vehicles are high-fuel-consumption vehicles and replace them with more fuel-efficient vehicles. Although vehicle returns may be made at any time, replacements must meet the eligibility requirements set forth by GSA. Vehicle replacements must follow the process outlined in Chapter 5, Section 5.15, R1.a, and Section 5.15, R1.b.

Vehicle replacement standards are the criteria used to determine whether a GSA-leased vehicle is eligible for replacement. This information is listed in Exhibit 5-5, Minimum Requirements for Replacing Vehicles Leased From the General Services Administration Prior to the End of the Lease.

e. Providing GSA with annual fleet acquisition requirements.

Upon the announcement of GSA's annual solicitation for the fleet acquisition requirements for the upcoming fiscal year, each Job Corps center shall prepare its fleet acquisition requirements and send to its project manager by August 15 for approval. Acquisition requirements will be forwarded to GSA by the project manager. Appendix 508, GSA Annual Fleet Requirements Spreadsheet, should be used by centers to submit this information.

R2. Standard Operating Forms and Procedures

Center operators shall ensure that:

a. Centers have standard forms and procedures in place to document the vehicle information that must be reported to the National Office of Job Corps on a monthly basis. The National Office of Job Corps has developed standard forms to assist in the tracking of fleet information. The standard forms include Exhibit 5-6, Vehicle Log, and Exhibit 5-7, Vehicle Maintenance Log.

R3. Reporting

Center operators shall ensure that:

a. Fleet Managers are entering all vehicle information into the Job Corps Fleet Management System on a monthly basis.

b. Vehicle information is reported by the 10th day of the current month for the previous month. This information must be recorded in the Job Corps Fleet Management System, located at http://jcfleet.exceedcorporation.com. The information entered into the system will assist the National Office of Job Corps with its reporting requirements.

QUALITY INDICATORS

Q1. Job Corps centers are steadily decreasing their use of petroleum fuel.

Q2. Job Corps centers are using their vehicles effectively and efficiently.

Q3. Job Corps centers are acquiring only AFVs where possible.

Q4. Job Corps centers are tracking and reporting all fleet information accurately on a monthly basis.

STANDARD OPERATING PROCEDURES

STANDARD OPERATING PROCEDURE	CENTERS	OUTREACH/ ADMISSIONS	CTS
a. Administrative Procedures			
1. Organization Chart	x	x	x
2. Personnel Policies and Position Descriptions	x	x	x
3. Staff Training	x	x	x
4. Affirmative Action	x	x	x
5. Internal Communications	x		
6. Reports Control	x		
7. Internal Control Policies/Procedures for Financial, Procurement, and Property Management	x	x	x
b. Staff and Student Schedules	x		
c. Student Accountability Procedures	x		
d. Dormitory Management Procedures (including staff coverage and student safety procedures)	x		
e. Standards of Student Conduct Procedures (including Zero Tolerance Policy)	x		
f. Preventive Maintenance Procedures	x		
g. Student Benefit Fund Procedures	x		
h. Staff Incentive Procedures		x	x
i. Records Management Procedures	x	x	x
j. Admission and Departure Procedures		x	
k. Quality (Assurance) Control Procedures	x	x	x
l. Energy Conservation Procedures	x		

PLAN AND REPORT SUBMISSION REQUIREMENTS

REPORT TITLE	FREQUENCY	DUE DATE	DESTINATION	PRH REFERENCE	CENTERS	OUTREACH/ ADMISSIONS	CTS
FINANCIAL MANAGEMENT, SUBCONTRACTING, PROCUREMENT REPORTS							
SF-1034, Public Voucher (center) (OA/CTS)	Bimonthly Monthly	Bimonthly Monthly	Regional Office Regional Office	Chapter 5 Chapter 5	X	X	X
ETA 2110, Financial Report	Monthly	20th	Regional Office National Office	Chapter 5	X		
ETA 2110, OA/CTS, Financial Report	Monthly	20th	Regional Office National Office	Chapter 5		X	X
ETA 2110S, Center Vacancy/ Separation Report	Monthly	20th	Regional Office National Office	Chapter 5	X		
Student Pay Bank Reconciliation	Monthly	15th	Job Corps Data Center	SAAS Manual	X		
ETA 2181, Center Budget	Annually & as required by contract modifications		Regional Office National Office	Chapter 5	X		
ETA 2181, OA and CTS Budget	Annually & as required by contract modifications		Regional Office National Office	Chapter 5		X	X
Construction and Rehab Report	Quarterly	1/20, 4/20 7/20, 10/20	Regional Office National Office	Chapter 5	X		

REPORT TITLE	FREQUENCY	DUE DATE	DESTINATION	PRH REFERENCE	CENTERS	OUTREACH/ ADMISSIONS	CTS
SF 294, Subcontracting Report	Semiannually	4/25, 10/25	Regional Office	Chapter 5	X		
Excess Property Report	Annually	10/15	National Office Division of Administrative Services	ETA Handbook 359	X		
Physical Inventory of Nonexpendable Property	Annually	Contract Anniversary	Contracting Officer		X	X	X
PERSONNEL REPORTS							
Senior Staff Compensation Report	Annually	1/10	Regional Office	Contract	X		
Staff Incentive Plan	Annually	Contract Anniversary	Regional Office	Contract		X	X
Staff Training Plan	Annually	Contract Anniversary	Regional Office	Chapter 5	X	X	X
Affirmative Action Plan	Annually	Contract Anniversary	Regional Office	Chapter 5	X	X	X
VETS-100 Report	Annually	9/30	Regional Office	Contract	X	X	X
HEALTH REPORTS							
Health Services Program Description	Annually	8/15	Regional Office National Office	Chapter 6	X		

REPORT TITLE	FREQUENCY	DUE DATE	DESTINATION	PRH REFERENCE	CENTERS	OUTREACH/ ADMISSIONS	CTS
Health Services Time Distribution	Annually	8/15	Regional Office National Office	Chapter 6	X		
Health Care Guidelines	Annually	Contract Anniversary (contract centers); Program Year (CCCs)	Regional Office	Chapter 6	X		
Health Services Utilization Report	Monthly	15th	Remains on center for review	Chapter 6			
Alcohol Testing Summary	Quarterly	1/10, 4/10, 7/10, 10/10	Regional Office National Office	Chapter 6	X		
VOCATIONAL REPORTS							
VST-1/VST-2	Annually & as revised	2/1	Regional Office	Chapter 3	X		
VST-3	Semiannually	1/20, 7/20	Regional Office	Chapter 3	X		
ANNUAL PLANS							
Career Development Services System Plan (Outreach, CPP, CDP, and CTP)	Annually	Contract Anniversary	Regional Office	Chapter 3	X	X	X
Quality Assurance Plan	Annually	Contract Anniversary	Regional Office	Chapter 5	X	X	X

REPORT TITLE	FREQUENCY	DUE DATE	DESTINATION	PRH REFERENCE	CENTERS	OUTREACH/ ADMISSIONS	CTS
Fire Safety/Emergency, Evacuation and Risk Assessment Plan	Annually	2/15	Regional Office	Chapter 5	X		
Bloodborne Pathogen Control Plan	Annually		Regional Office	Chapter 5	X		
VST Plan	Annually	2/1	Regional Office	Chapter 3, Appendix 303	X		
Safety & Occupational Health Plan	Annually	2/15	Maintain On-Site	Chapter 5	X		
OTHER							
Energy and Water Consumption Report	Quarterly	1/31, 4/30, 7/30, 10/31	Regional Office National Office	Chapter 5	X		
Environmental Health Inspections	Quarterly	3/30, 6/30, 9/30, 12/30	Regional Office National Office	Chapter 5	X		
OA/Contractor Application Data Report	Monthly	10th	Regional Office	Chapter 1		X	
Monthly Fleet Report	Monthly	10th of each month	National Office	Chapter 5	X	X	X
Annual GSA Fleet Requirements	Monthly	8/15 9/1	Regional Office National Office	Chapter 5	X		

REPORT TITLE	FREQUENCY	DUE DATE	DESTINATION	PRH REFERENCE	CENTERS	OUTREACH/ ADMISSIONS	CTS
NON-RECURRING REPORTS							
Significant Incident Reports: • Initial • Supplemental • Final	As needed	• Within 24 hrs • Every 30 days • On resolution	Regional Office National Office	Chapter 5	X	X	X
HIV Notification	As needed		Regional Office National Office	Chapter 6	X		
SF 91, Motor Vehicle Accident Report	As needed	Within 5 working days	Regional Office	Chapter 5, Appendix 505	X	X	X
CA-1, Employee Notice of Traumatic Injury	As needed	Within 6 working days	Regional Office	Chapter 5, Appendix 505	X		
CA-2, Employee Notice of Occupational Disease	As Needed	Within 6 working days	Regional Office	Chapter 5, Appendix 505	X		

MINIMUM STAFF QUALIFICATIONS

POSITION	PRIMARY DUTIES	MINIMUM QUALIFICATIONS[1]
Center Director	Provides direction, management, and supervision of the Job Corps campus and all related activities	• Bachelor's Degree • 5 years experience in program management and direction • Experience working with youth
Admissions Counselor	Recruits and determines eligibility of applicants	• Bachelor's Degree or 4 years experience working with youth • 1 year experience in sales, marketing, or counseling-related services
Career Transition Specialist	Counsels and assists separated students in obtaining placement and transitional support services	• Bachelor's Degree or 4 years experience working with youth • 1 year experience in sales, marketing, or counseling-related services
Academic Instructor	Conducts and manages academic classes	• Certified to teach in state in which center is located (may be waived by RO if center unable to hire certified teachers but must pursue certification)
Vocational Instructor	Conducts and manages vocational training	• Certified, licensed, or accredited in the state in which the center is located, or accredited by a professional trade organization • For NTC, certified by union or trade organization or by a national trade

POSITION	PRIMARY DUTIES	MINIMUM QUALIFICATIONS[1]
		certifying organization (may be waived by RO if center unable to hire certified or licensed instructors, but must pursue certification)
Residential Advisor	Manages dormitory living	• High school diploma or GED
Senior Residential Advisor	Conducts Social Development Training	• Associate of Arts Degree and 1 year experience working with youth
Residential Manager	Supervises Residential Program	• Bachelor's Degree and 2 years experience working with youth
Counselor	Conducts vocational, personal, social, and career development counseling	• Bachelor's Degree (including 15 semester hours of instruction in Social Services related instruction), and 1 year experience in counseling or related field
Senior Counselor/Supervisor	Provides supervision to center counselors	• As above for Counselor, plus 2 years experience
Recreation Specialist	Organizes, conducts, and supervises recreation and leisure time activities	• Associate of Arts Degree or 1 year related experience working with youth
Registered Nurse	Manages/delivers direct medical services	• Registered Nurse
Licensed Practical Nurse	Delivers direct medical services	• Licensed Practical Nurse
Mental Health Consultant	Provides mental health consultation and staff training	• Licensed Psychiatrist, Clinical Psychologist, or Psychiatric Social Worker

POSITION	PRIMARY DUTIES	MINIMUM QUALIFICATIONS[1]
		(RO Approval Required)
Physician	Provides medical services and program supervision	• Licensed in state (RO Approval Required)
Dentist	Provides dental care to students	• Licensed in state (RO Approval Required)
Dental Hygienist	Provides prophylactic dental services	• Licensed in state
Dental Assistant	Assists dentist in providing dental services	• Certified in state
TEAP Specialist	Conducts Trainee Employee Assistance Program (TEAP) regarding alcohol and other drugs of abuse	• Certified in state

[1] For Civilian Conservation Centers, all federal positions must meet X-118 standards.

REQUIRED STAFF TRAINING

TRAINING REQUIREMENT	FREQUENCY			STAFF													
	1st 90 Days	1st 180 Days	Yearly	All Center Staff	Residential Advisors	Recreation	Security	Safety	Food	Maintenance	Counselors	Health Staff	Academic Instructors	TABE Administrator and Back-up	Vocational Instructors	Admissions Counselors	Career Transition Specialists
New Staff Orientation																	
• JC organization, purpose, policies, and outcomes	X			X												X	X
• Student characteristics and profile	X			X												X	X
• Student Conduct System and Zero Tolerance Policy	X			X												X	X
• Diversity Training	X			X												X	X
• EEO, Civil Rights, including Religious Rights and Ban on Sexual Harassment, Code of Conduct and Ethics	X		X	X												X	X
• Performance expectations	X			X												X	X
• Modeling, Mentoring, and Monitoring Appropriate Workplace Behavior	X			X													
• Nonhealth Standing Orders	X			X													
• CPR/First Aid	X			X													
• HIV/AIDS	X			X													
• Alcohol and Other Drugs of Abuse	X			X												X	X
• Department-Specific Orientation, including: — Duties and responsibilities — Safety/emergency procedures	X			X													
• Relationships with other departments	X			X													
• Hazardous materials recognition	X			X													
• CDSS	X			X													
• Privacy Rule	X			X								X					
Adolescent Growth and Development (5 hours)			X	X													
Modeling, Mentoring, and Monitoring Appropriate Workplace Behaviors			X	X													
Safety (1 hour)			X	X													
CPR/First Aid (as needed for certification)			X	X													

TRAINING REQUIREMENT	FREQUENCY			STAFF													
	1st 90 Days	1st 180 Days	Yearly	All Center Staff	Residential Advisors	Recreation	Security	Safety	Food	Maintenance	Counselors	Health Staff	Academic Instructors	TABE Administrator and Back-up	Vocational Instructors	Admissions Counselors	Career Transition Specialists
Professional Development (5 hours)			X	X												X	X
Bloodborne Pathogens		X	X	X													
Incident Report Writing		X		X													
Disability Program			X	X													
Environmental Health		X			X		X		X								
Small Group Facilitation Skills					X						X						
Water Safety						X											
Health Standing Orders	X											X					
Asbestos Identification and Handling	X									X							
Nonhealth Standing Orders	X		X	X													
Interview Techniques			X													X	X
Eligibility Criteria			X													X	
Job Development			X														X
Technology Training			X		X	X					X						
Occupational Safety and Health for Other Federal Agencies with expanded segment on accident/incident investigation (OSHA #601)*								X									
Fire Protection and Line Safety Course (OSHA #207A)*								X									
Machine Guarding Course (OSHA #204A)*								X									
Basic Electrical Course (OSHA #203)*								X									
Construction Standards Course (OSHA #200A)*								X									
Introduction to Industrial Hygiene (OSHA #121A)*								X									

TRAINING REQUIREMENT	FREQUENCY			STAFF													
	1st 90 Days	1st 180 Days	Yearly	All Center Staff	Residential Advisors	Recreation	Security	Safety	Food	Maintenance	Counselors	Health Staff	Academic Instructors	TABE Administrator and Back-up	Vocational Instructors	Admissions Counselors	Career Transition Specialists
Principles of Scaffolding (OSHA #308)* • 20 hours for safety officers • 32 hours for instructors using scaffolding								X							X		
Hazard Communication*								X									
Welding*								X									
Instructor Professional Development • Knowledge of academic, vocational, and social concepts and subject matter • Meeting challenging learning standards • Classroom management • Using educational research to improve skills of teachers • Using eLearning • Methods of teaching students with special needs • Using data and assessments to better address student needs			X										X		X		
Tests of Adult Basic Education (TABE) Administration and Use of Student Testing System (STS)	X		X											X			

*Course requirement established by OSHA.

Minimum Requirements for Replacing Vehicles Leased From the General Services Administration Prior to the End of the Lease

Vehicle Category	Fuel Type	Years and Miles
Passenger Vehicles	Any	3 years and 36,000 miles ***or*** 4 years and any miles ***or*** any number of years and 60,000 miles
Light Trucks 4x2, 4x4	Non-diesel	7 years or 60,000 miles
	Diesel	8 years or 150,000 miles
Medium Trucks 4x2, 4x4	Non-diesel	10 years or 100,000 miles
	Diesel	10 years or 150,000 miles
Heavy Trucks 4x2, 4x4, 6x4, 6x6	Non-diesel	12 years or 100,000 miles
	Diesel	12 years or 250,000 miles
Ambulances	Non-Diesel	7 years or 70,000 miles
	Diesel	7 years or 100,000 miles
Conventional Buses	Any	8 years or 150,000 miles
Forward Control Buses	Any	10 years or 250,000 miles
Transit Buses	Any	12 years or 500,000 miles
Intercity Coach	Any	15 years or 1,000,000 miles

VEHICLE LOG

Vehicle Tag Number

_____

Instructions: Each time a vehicle is driven, the driver must log his or her use of the vehicle as shown in the example below. The information required includes the driver's name, the date of use, the beginning odometer reading, the ending odometer reading, whether or not the vehicle has been fueled, the number of gallons of fuel, and the cost per gallon (rounded to the nearest cent). (The number of gallons of fuel and the cost per gallon can be found on the gas receipt.) Multiply the number of gallons of fuel by the cost per gallon for the total cost of fuel for that date. At the end of each month, the number of gallons of fuel and the total cost of fuel should be totaled for each vehicle by the fleet manager and entered into the Fleet Management System at http://jcfleet.exceedcorporation.com.

Driver's Name	Date	Beginning Odometer Reading	Ending Odometer Reading	Fueled Yes/No	Number of Gallons of Fuel Purchased	Cost Per Gallon	Total Cost of Fuel
Jane Doe	**10/05/05**	**2,563**	**3,964**	**No**	**N/A**	**N/A**	**N/A**
John Doe	**10/07/07**	**3,964**	**4,010**	**Yes**	**14**	**2.00**	**28.00**

VEHICLE MAINTENANCE LOG

Instructions: Please use this form to track vehicle maintenance. Each time maintenance is performed on a vehicle, please enter the vehicle tag number, the date of the maintenance, the type of the maintenance (i.e., coolant flushing, oil change, new tires, etc.), and the cost of the maintenance. Please update each vehicle's maintenance cost monthly in the Fleet Management System at http://jcfleet.exceedcorporation.com.

Vehicle Tag Number	Maintenance Date	Maintenance Type	Cost of Maintenance
Example: G12-23454	**10/10/2005**	**Oil Change**	**40.00**

POLICIES AND PROCEDURES
FOR JOB CORPS' PROGRAM YEAR 2008
PERFORMANCE MANAGEMENT SYSTEM

Appendix 501
Introduction

Appendix 501a
Center Outcome Measurement System

Appendix 501b
Outreach and Admissions Outcome Measurement System

Appendix 501c
Career Transition Services Outcome Measurement System

Appendix 501d
Career Technical Training Reporting and Improvement System

APPENDIX 501

INTRODUCTION

POLICIES AND PROCEDURES FOR JOB CORPS' PY 2008 PERFORMANCE MANAGEMENT SYSTEM

INTRODUCTION

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POLICIES AND PROCEDURES FOR JOB CORPS' PY 2008 PERFORMANCE MANAGEMENT SYSTEM

INTRODUCTION

A. **General.** Job Corps utilizes a comprehensive performance management system to assess program effectiveness in a variety of areas. The purposes of establishing and maintaining such a system are threefold:

1) to meet federal and legislative accountability requirements for the Job Corps system;

2) to assess centers' and agencies' accomplishments in implementing program priorities and serving students effectively; and

3) to have a management tool that provides useful and relevant feedback on performance, while encouraging continuous program improvement.

Job Corps' performance management system is comprised of four outcome measurement systems (OMSs), results of which are shown in the following report cards:

- ✓ Outreach and Admissions (OA) Report Card OAOMS-10
- ✓ Center Report Card OMS-10
- ✓ Career Transition Services (CTS) Report Card POMS-10
- ✓ Career Technical Training Report Card CTTRC

Each outcome measurement system assesses performance in specific areas of responsibility with respect to serving students throughout the Career Development Services System (CDSS). Combined, these outcome measurement systems provide a comprehensive picture of performance throughout all phases of students' Job Corps experience. Thus, it is critical that the systems be closely aligned to both encourage collaboration in delivering quality services to students and provide an accurate reflection of efforts toward meeting clearly defined program goals.

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

centers can be found in Appendix 501a.

B. **Background.** The Workforce Investment Act (WIA) became law in August 1998, mandating major changes for Job Corps' performance assessment. The WIA included an increased focus on accountability and contained core indicators of performance for Job Corps concerning recruitment, education and placement rates, wages, and long-term outcomes of graduates after initial placement that related to the Government Performance and Results Act (GPRA). Under the President's 2001 Management Agenda, a performance management system with one core set of definitions, measures, and procedures (common measures) was to be implemented across federal programs with similar goals. In program year (PY) 2004, Job Corps began the process of moving toward reporting the four indicators specified by "Common Measures," specifically, placement in employment or higher education, attainment of a degree or certificate, literacy and numeracy gains, and efficiency/cost per participant. The Office of Job Corps will continue in PY 2008 to move toward fully reporting common measures per the Employment and Training Administration's (ETA's) issued guidelines and as approved by the Office of Management and Budget (OMB).

As with prior years, Job Corps is committed to serving every student who enrolls in the program, despite WIA's focus primarily on program "graduates" and their long-term outcomes. The ***"every student counts"*** philosophy continues particularly in light of reporting common measures.

C. **Approach.** The customary process for updating and refining the performance management system is to assemble a team of Job Corps professionals (representatives from Job Corps centers, agencies, Regional Offices, and Job Corps senior management) to review the current system, assess whether it accurately reflects performance and program priorities, and provide input to the National Director for the next program year.

For PY 2008, the Office of Job Corps' intent was to keep the accountability system relatively stable; the workgroup was therefore directed to keep measures and weights consistent and make minimal changes, if necessary, to the goals in the Report Cards.

D. **Design of the PY 2008 Performance Management System.** The PY 2008 performance management system incorporates minor adjustments to certain goals from the previous program year's OMS. Modifications made, for PY 2008, ensure that performance goals remain ambitious and yet attainable (based upon the prior year's performance), align with the priorities of both the National Director and OMB, and adjust goals to reflect both recent labor market conditions and internal programmatic changes currently faced by

centers and agencies. The design of the performance management system is as follows:

1. **Zero Tolerance (ZT).** The Job Corps program has a strict policy of zero tolerance for drugs and violence, and requires that all students sign a commitment to remain drug- and violence-free.

   (a) **ZT for Purposes of Exclusion in OMS Pools.** One who has remained in Job Corps less than 30 days and exits under code 5.1a or 5.2b, or one who has remained in Job Corps less than 45 days and exits under code 5.2a (Level 1 ZT infractions) are excluded from OMS pools. Level 1 ZT infractions generally include offenses that are deemed violent or involve drugs, as detailed below.

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

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

   (b) **ZT Policy – Level 1 Infractions.** Level 1 ZT infractions can be found in the Job Corps Policy and Requirements Handbook (PRH), Chapter 3, Exhibit 3.1 (Infraction Levels and Appropriate Center Actions), and are listed as follows:

   Exit Code 5.1a:

   1) Possession of gun or illegal weapons on center or under center supervision
   2) Physical assault that causes bodily harm to student or staff
   3) Sexual assault of a criminal nature
   4) Robbery and extortion
   5) Arson
   6) Arrest for a felony on or off center

Exit Code 5.2b:	7)	Possession, distribution, or sale of drugs on center or under center supervision
	8)	Conviction of drug use, possession, or sale off center (felony or misdemeanor)
Exit Code 5.2a:	9)	Use of drugs as evidenced by a positive drug test conducted by the end of the initial probationary periods (prior to 45 days) or the suspicion intervention period (prior to 45 days) or by a positive drug test after the suspicion intervention period

2. Definitions of Student Separation Status. The criteria for graduate, former enrollee, and uncommitted dropout status, as defined in PRH Chapter 4, Section 4.2, shall apply to the performance management system.

(a) Graduate – one who has completed 60 or more calendar days enrollment and has completed the requirements of CTT, or earned a high school diploma (HSD) or its equivalent GED (General Educational Development), or who completes both, while enrolled in Job Corps. Students who have exited for any Level 1 ZT infraction, at any time, do not qualify.

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

(c) Uncommitted Student – one who has remained in Job Corps less than 60 calendar days (regardless of achievement), or who has exited for a Level 1 ZT infraction at any time.

Note: Level 1 infractions can be found in the Job Corps PRH, Chapter 3, Exhibit 3.1 (Infraction Levels and Appropriate Center Actions) and above.

3. Core Components. Each of Job Corps' outcome measurement systems consist of four basic components: results-oriented measures, goals, weights, and an overall rating.

(a) Performance *measures* reflect the program priorities and objectives important to Job Corps' mission and are measurable and consistent throughout the system.

(b) Performance *goals* are quantitative benchmarks that are set to establish a desired level of performance.

(c) Relative *weights* are assigned to performance measures to indicate areas of emphasis among responsibilities for serving students.

(d) The *overall rating* is the way in which results for the measures are aggregated and evaluated.

The Center Quality Assessment is composed of three discrete measures – On Board Strength (OBS), the Quality Rating (QR), and the Student Satisfaction Survey (SSS). Each of these elements is independent of the others and there is no aggregation of results across each of the measures. These three measures are valuable management tools that complement the other systems by assessing the quality of services provided by Job Corps and capturing information on aspects of center life that are not accounted for in the other management systems. These aspects include Job Corps center capacity utilization (OBS), assessment of center operations (QR), and student satisfaction with respect to safety (SSS).

4. Performance Goals. As mentioned above, performance goals are the quantitative benchmarks for the outcome measurement systems, where each outcome measure is scored against a single performance goal. Performance is reported as a percentage of the goal(s) achieved.
Example: If the goal for HSD/GED Attainment Rate in the Center Report Card is 50%, and a center has a HSD/GED Attainment Rate of 45%, then its *rating* on that measure would be 90%, meaning that the center has reached 90% of the goal (45/50 = 90). The rating indicates there is room to grow in achieving the goal. Performance goals may be national goals or model-based goals:

(a) National Goals. National goals are set nationwide and applied across to all centers, OA, or CTS providers equally for the same measure.

(b) Model-Based Goals. Model-based goals are used for certain measures to ensure equity in making comparisons of performance across centers and agencies by statistically adjusting for circumstances that are beyond the operator's control. A model helps to ensure fairness by formally recognizing that actual performance on a given outcome measure depends not only on management practices, but also in part on the abilities of the students it receives and the characteristics of the environment in which it operates. Setting individualized goals that adjust for differences in key

factors that are beyond the operator's control helps to "level the playing field" in assessing performance. A model is calculated by estimating the effect of various factors on the achievement of the measure using a regression model. The cumulative effect of these factors provides the percentage by which the national goal should be adjusted (upward or downward) for each center and CTS agency. Note that the model-based goals for one center can significantly differ from those of other centers in the same state or region, as the goals are calculated using a combination of center-specific and local county economic data.

(1) **PY 2008 Model-Based Goals.** The following measures in the Center and CTS Report Cards use model-based goals:

- HSD/GED Attainment Rate
- Average Literacy Gain
- Average Numeracy Gain
- Graduate Average Wage at Placement
- Graduate 6-Month Average Weekly Earnings

(2) **Appeal Process for Model-Based Goals.** Model-based goals are developed using the most recent data available. As a result, the goals should accurately represent the factors beyond the control of a center or CTS agency that impact the achievement of the specific measure. An appeal of a model-based goal may be filed, however, if there are new or extenuating circumstances that cannot be resolved during the program year, and that have not already been factored into the model. The appeal must include a written request outlining the justification for the appeal and supporting data and/or official documentation supporting the appeal. For example, if there are significant changes in GED testing requirements in the locality or state in which a center is located that could potentially impact the center’s ability to achieve its goal, and which were not included in the development of that center’s goal, then the center may send an appeal with official documentation indicating the new requirements and the date these requirements took effect. The National Office will review the request and documentation and

determine if the appeal will be granted.

The appeal is to be sent to:

U.S. Department of Labor/Office of Job Corps
200 Constitution Avenue, NW
Washington, DC 20210
Attention: Program Accountability Team

5. **Weights and Overall Rating.** Weights are assigned to each OMS report card measure to reflect areas of emphasis in accountability for achieving positive student outcomes. The overall rating is the way in which results across all of the measures are aggregated to create an overall rating. Overall ratings are also used to determine the performance ranges for performance-based service contracting. The following is an illustration of how an overall rating is calculated:

SAMPLE MANAGEMENT SYSTEM REPORT CARD:

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

Note: On the Career Technical Training Report Card (CTTRC), each indicator will be capped at 100% (unlike the above example).

6. **Format of Performance Reports.** In PY 2008, the format for reporting performance for all measures will continue to be a rolling, 12-month format. Rolling reports cover a 12-month reporting period and "roll over" each month to a new, 12-month period. The reports do not begin anew at the start of a new program year. Data will continue to be reported using the 12-month rolling

format when a new contractor takes over the operation of an existing center. New centers, however, will begin with 1 month of data and will build up to a rolling report by the 13th month.

7. **Effective Date.** Data reporting under the PY 2008 system begins on July 1, 2008. The first reports reflecting PY 2008 outcomes (period ending July 31, 2008) are expected to be issued in August 2008.

E. **Current Policies for PY 2008 OMS.** Provided below are policies that are in effect for PY 2008:

1. **Grace Period for New Centers.** Prior to PY 2007, new centers were granted a 1-year grace period during which they were not held accountable, to the same degree as more established centers, for outcomes and performance results. Effective PY 2007, the grace period for newly opened centers was increased from 1 year to 2 years, primarily to allow sufficient time for students to enroll and progress through all stages of CDSS and to have student data populate in all performance pools. The grace period was extended to 2 full years based upon average length of stay (ALOS) for all students and for graduates, as well as time required for students to populate the 6- and 12-month follow-up pools. The 2-year grace period is calculated from the start date of the contract, not when the center "opens" for new students. Performance outcome data will still be captured in the Center Information System (CIS) as students enter and are separated, but the center will not be held accountable for purposes of OMS, Performance-Based Service Contracting (PBSC), and Automated Past Effectiveness.

   (*Center Report Card)*

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

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

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

   (a) Student is reinstated back to the Job Corps center before the 180 days

ends. Student outcomes will be reported at the time of separation.

(b) Student did not return to the Job Corps center within the 180 days. In this case, at the end of the 180 days, the system will automatically "close out" the MSWR. At that time, the system will determine the student's separation status and placement services eligibility status. If the student is eligible for placement service, he or she will be active for CTS providers to enter placement data in CTS. The placement service period will start at the 181st day and the 6- and 12-month follow-up clock will be based on the date the student initially reported to work or school.

(c) Student notifies the center before the 180 days ends that he or she does not intend to return to the Job Corps center. (This could occur if the student found a job or would like the transition allowance money to be released.) In this case, the center will perform "MSWR Early Close-Out" in CIS. The "close-out" date will be the date the student officially notified the center. At that time, the system will determine the student's separation status and placement service eligibility status. If the student is eligible for placement service, he or she will be active in the CTS system for CTS providers to enter placement data. The 6- and 12-month follow-up time frames will still be based on the placement date reported if the student is employed or enrolled in an education program.

(OA, Center, CTS, and CTT Report Cards)

3. Students Who Are Administrative Separations With Reinstatement Rights (ASWR). As per the PRH, Chapter 6, Section 6.4, R5.a, administrative separations with reinstatement rights (ASWR) are allowed an expedited return within 12 months.

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

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

(a) Student is reinstated back to the Job Corps center before the 12 months ends. Student outcomes will be reported at the time of final separation.

(b) Student did not return to the Job Corps center within the 12 months. In

this case, at the end of the 12 months, the system will automatically "close out" the ASWR. At that time, the system will determine the student's separation status and placement services eligibility status. If the student is eligible for placement service, he or she will be active for CTS providers to enter placement data in CTS. The placement service period will start at the 366th day, and the 6- and 12-month follow-up clock will be based on the date the student initially reported to work or school.

(c) Student notifies the center before the end of the 12 months that he or she does not intend to return to the Job Corps center. (This could occur if the student found a job or would like the transition allowance money to be released.) In this case, the center will perform "ASWR Early Close-Out" in CIS. The "close-out" date will be the date the student officially notified the center. At that time, the system will determine the student's separation status and placement service eligibility status. If the student is eligible for placement service, he or she will be active in the CTS system for CTS providers to enter placement data. The 6- and 12-month follow-up time frames will still be based on the placement date reported if the student is employed or enrolled in an education program.

(OA, Center, CTS, and CTT Report Cards)

4. Deceased Students. In the event of a student's death either during or after enrollment in Job Corps, he or she will be removed from applicable performance data pools. In the event of death during enrollment, the student will be removed from *all* Center, CTS, and Career Technical Training Report Card outcome pools. In the event of death after separation and during the eligible CTS period, the student will be removed from CTS, and Report Card placement pools. These students will also be removed from follow-up survey queues. Regional Office approval is required in order for JCDC to process these removals. The Regional Office must notify JCDC within 3 months of the student's death.

(OA, Center, CTS, and CTT Report Cards)

5. Policy for Crediting Transfers to Advanced Training (AT) Programs. Job Corps policy for crediting centers in situations where graduates are transferred to AT programs is outlined below. Tables summarizing the crediting policy are attached to Appendices 501a and 501d.

(a) General. The AT Transfer Policy applies solely to those cases where a

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

Placement and post-placement accomplishments are credited to both the sending and the AT centers as incentives to encourage centers to transfer students to AT programs. The AT centers, however, are not credited for in-program accomplishments achieved at the sending center, nor can they obtain credit for any in-program measures beyond that of CTT completion when the student completes the AT program.

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

All students who transfer to an approved AT program must meet the advanced program's eligibility requirements.

Note: In situations where a student enters the AT program at the *same* center (that is, the sending center and AT center are one and the same), the student is not considered an AT transfer and the following policy regarding crediting is not in effect. Students who enter an AT program at the same center will be placed in the pools for the on-center measures (HSD/GED attainment, CTT completion, average literacy gains, and average numeracy gains) upon separation from Job Corps. Additionally, the Minimum Productivity Rule (MPR) for the Career Technical Training Reporting and Improvement System (CTTRIS) will not be adversely impacted when the student enters the AT program at the same center. Please note, however, the MPR is temporarily suspended for PY 2008.

(b) Sending Centers:

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

- The sending center will receive an education placement credit for both the Post-Enrollment Placement Rate

measure and the Graduate Placement Rate measure. (These education placements will in turn be replaced by applicable placement credits if the student is subsequently placed in a job after separating from the AT center.)

- The sending center will receive applicable credits for all in-program measures. For PY 2008, this includes:
  - the HSD/GED Attainment Rate;
  - the CTT Completion Rate;
  - the Average Literacy Gain; and
  - the Average Numeracy Gain.

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

- The sending center will not receive any credits for in-program measures that are earned while the student is at the AT center.
- The sending center will receive "flow back" credits as applicable for the placement and post-placement measures. Specifically, if the student is placed in a job after terminating from the AT center, the student will be placed in the sending center's graduate wage rate and JTM/PSC pools and will receive credits as applicable. If a student is placed in postsecondary education/training after terminating from the AT center, the student will be placed in the sending center's JTM/PSC pools and will receive credit as applicable.
- In addition, for students who respond to the 6-month survey, the student will be put in the sending center's pool for the 6-Month Follow-Up Placement Rate measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the 6-month weekly earnings measure pool and the sending center will receive credit for the student's earnings as

calculated based on the information provided in the survey.

- For students who respond to the 12-month survey, the student will be placed in the sending center's pool for the 12-Month Follow-Up Placement Rate measure, and will receive credit as applicable for that measure based on the answers to the survey questions.

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

- The student will be put in the AT center's pool for the CTT Completion Rate measure. The credit for this measure will only be based on the student's accomplishments while at the AT center. That is, if the student completed his or her vocation at the sending center, but did not complete the trade at the AT center, the AT center would not receive credit for the CTT Completion Rate measure. However, from the perspective of the Job Corps program, the student will be regarded as a CTT completer (having completed a CTT program at the sending center) and as noted below, will be put in the JTM/PSC pool if they are placed in a job or postsecondary education/training after separation.
- The student will not be put in the pool for the HSD/GED Attainment Rate, Average Literacy Gain, or Average Numeracy Gain at the AT center.
- The AT center will receive credits as applicable for the placement and post-placement measures. Specifically, the student will be placed in the AT center's pools for the Post-Enrollment Placement Rate measure, the Graduate Placement Rate measure, and will receive credit as applicable. If the student is placed in a job or postsecondary education/training, the student will be placed in the JTM/PSC Placement pool for the AT center and the center will receive credits as applicable. If placed in a job, the student will also be placed in the graduate wage pool for the AT center and the center will receive credits as applicable.
- In addition, for students who respond to the 6-month survey, the student will be put in the AT center's pool for the 6-Month

Follow-Up Placement Rate measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the 6-month weekly earnings measure pool and receive credits for the student's earnings as calculated based on the information provided in the survey.

- For students who respond to the 12-month survey, the student will be put in the AT center's pool for the 12-Month Follow-Up Placement Rate measure, and will receive credit as applicable for that measure based on the answers to the survey questions.

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

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

(Center and CTT Report Cards)

6. Policy for Crediting CTS Agencies When CTS-Assigned Students Relocate to a Different Service Area. Job Corps' policy for crediting CTS agencies in situations where a student moves from one CTS location to another is detailed below, and is also presented in table format in Appendix 501c, Attachment 3 – Crediting Chart for CTS Agencies When Students Relocate to a New Service

Area. This policy is aligned with PRH Chapter 4, Section 4.3, R5 – "Relocations" (dated May 22, 2008) and has been in effect for all students assigned to a CTS provider since July 1, 2007.

(a) **Former Enrollees.** Policy for CTS agency credit for former enrollees differs from that for graduates since the former enrollee placement window is limited to only 3 months. For former enrollees, credit is applied as follows:

- If the receiving CTS agency does not place the former enrollee while the placement window is active, the initial provider is the agency of record for all applicable PY 2008 CTS Report Card measures.
- If the receiving CTS agency places the former enrollee while the placement window is active, the receiving agency receives credit for the applicable measures; the initial agency does not receive flow-back credit for the placement.
- If both the initial and the receiving CTS agency place the former enrollee while the placement window is active, the initial agency receives credit for the applicable measures and the receiving agency is credited only if that placement is an upgrade, according to the criteria defined in the placement upgrade chart attached to Appendices 501a, 501c, and 501d. (In this case, the credit would only be counted once in national totals, but could possibly be counted twice in the regional totals if two different regions were involved in the transfer.)

(b) **Graduates.** For graduates initially assigned to one CTS agency who relocate to a new address covered by a different CTS provider, credit is applied as follows:

(1) **Graduates – Short-Term Placement Measures:**

- If the initial CTS agency places the relocating graduate prior to the time of transfer, the initial provider is the agency of record for the short-term placement measures (Post-Enrollment Placement Rate, JTM/PSC Placement

Rate, Graduate Placement Rate, and Graduate Average Wage at Placement).

- If the graduate is placed by the initial CTS agency, is transferred with **60 or more calendar days** remaining in the placement services window, and is then placed by the receiving CTS provider, the receiving agency is credited only if that placement is an upgrade, according to the criteria defined in the placement upgrade chart attached to Appendices 501a, 501c, and 501d. (In this case, the credit would only be counted once in national totals, but could possibly be counted twice in the regional totals if two different regions were involved in the transfer.)
- If the initial CTS agency does not place the relocating graduate prior to the time of transfer, and there are **60 or more calendar days** remaining in the placement services window, then the receiving agency is accountable for the short-term placement measures (Post-Enrollment Placement Rate, JTM/PSC Placement Rate, Graduate Placement Rate, and Graduate Average Wage at Placement).
- If neither the initial nor the receiving CTS agency places the relocating graduate, and there were **less than 60 calendar days** remaining in the placement services window at the time of re-assignment, then the initial agency is accountable for the short-term placement measures (Post-Enrollment Placement Rate, JTM/PSC Placement Rate, Graduate Placement Rate, and Graduate Average Wage at Placement).
- If the initial CTS agency does not place a relocating graduate prior to transfer, and there were **less than 60 calendar days** remaining in the placement services window at the time of re-assignment, and the receiving CTS provider places the graduate during the placement window, then the initial agency is not accountable for the

short-term placement measures and the receiving agency receives the credit for these measures (Post-Enrollment Placement Rate, JTM/PSC Placement Rate, Graduate Placement Rate, and Graduate Average Wage at Placement).

(2) Graduates — Long-Term Placement Measures:

- If the graduate relocates to a new address covered by a different CTS provider with **60 or more calendar days** remaining in their placement window, the receiving agency is then accountable for all 6- and 12-month follow-up placement and earnings measures, unless the student relocates and is transferred again to another agency. In this case, the rules described for the short term placement measures would apply.
- If the student relocates and is transferred **within 16 weeks** from the date the student initially reported to work or school, the receiving CTS agency is credited for the 6-month survey results (Graduate 6-Month Follow-Up Placement and Graduate 6-Month Follow-Up Earnings). If there is no further transfer, the receiving CTS agency is also responsible for the Graduate 12-Month Follow-Up Placement measure.
- If the student relocates and is transferred **after 16 weeks** from the date the student initially reported to work or school, the CTS agency responsible for the student at the time of the relocation is accountable for the 6-month survey results (Graduate 6-Month Follow-Up Placement and Graduate 6-Month Follow-Up Earnings). If there is no further transfer, the receiving CTS agency is responsible for the Graduate 12-Month Follow-Up Placement measure.
- If the student relocates and is transferred **within 42 weeks** from the date the student initially reported to work or school, the receiving CTS agency is credited for the 12-

month survey results (Graduate 12-Month Follow-Up Placement).

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

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

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

(Center, CTS, and CTT Report Cards)

7. **Timelines for Reporting Placement Data.** As per the revision in PRH Chapter 4, Section 4.5, the timelines surrounding reporting, verifying, and entering placement data are modified slightly to allow CTS providers more flexibility regarding when a verification of a placement is received and entered into CIS. The timelines are as follows:

(a) **Date Reported:** This is the date the student first enters a placement during their initial placement window, regardless of whether they meet Job Corps' placement definition, and regardless of when the CTS provider first learns of the student's placement.

Exceptions to the "date reported" policy are currently allowed in the following circumstances:

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

(b) **Date Placed:** This is the date the student meets the Job Corps definition for placement, and must be at least 7 calendar days after the date reported in order to ensure that the placement criteria have been met.

(c) **Date Verified:** This is the date that documentation is received verifying the placement (including the hours, duration, and/or wage as appropriate). **Note:** In order to be considered a valid placement, the placement verification must be received and reported to the Data Center via the CTS system within 90 days of date placed.

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

(*CTS Report Card)*

8. **Placement Upgrades.** Placement upgrades occurring while the student's initial placement window is active will continue to be credited in PY 2008. As in prior years, placement upgrades that occur during the placement window are credited for the short-term CTS measures (Job Training Match [JTM]/Postsecondary Credit [PSC] Placement, Post-Enrollment Placement, Graduate Placement, and Graduate Placement Wage). All students (graduates and former enrollees) are eligible for upgrades that occur while their placement window is active.

Example: A graduate separates from a center and is initially reported placed in a $7.50 per hour, non-JTM job. Credit for that student is given for the Post-Enrollment Placement Rate, Graduate Placement Rate, and Graduate Placement Wage (at $7.50 per hour) in the Center Report Card. During the placement window, the graduate obtains another full-time position that is a JTM and has an hourly wage of $8.00; a placement record for this job should be submitted since

the wage increase occurred. Upon submission, the higher wage and job information replaces the lower, thereby "upgrading" the result for the student. That is, credit for the Post-Enrollment Placement Rate, Graduate Placement Rate, and Graduate Placement Wage is replaced by the $8.00 per hour job, and credit is now also given for the JTM/PSC Placement Rate.

Note: All subsequent placements that occur after the initial placement, yet during the placement window, should be recorded in CDSS for informational purposes, regardless of whether the placement is an upgrade. However, only those placements that are upgrades are credited for the short-term CTS measures. A chart outlining the placement upgrade hierarchy is attached to Appendices 501a, 501c, and 501d. Upgrades are credited to align the systems with the CTTRC, emphasize the importance of continuous progress in the workforce, and encourage JTM and PSC placements.

(Center, CTS, and CTT Report Cards)

9. **Filing a Request to Add a Job Title to the JTM Crosswalk.** The process created in PY 2007 for requesting that a job title be added to the Job-Training Match (JTM) Crosswalk will continue to be available for PY 2008. However, a request should be submitted only if the current JTM Crosswalk does not contain an appropriate job title that is directly related to one of the new Training Achievement Records (TARs), released in PY 2006 or later. If the request is approved, the new job title will be added to the placement portion of the JTM crosswalk, and JTM placement credit will be given as appropriate to those students who complete the identified TAR and are placed, as of July 1, 2007, in a position with the approved job title. Please ensure that requests are filed using the PY 2008 version of the request form located in Appendices 501a, 501c, and 501d.

(Center, CTS, and CTT Report Cards)

10. **Minimum Productivity Rule (MPR).** The Minimum Productivity Rule (MPR) is a measure of efficiency that attempts to ensure a reasonably high rate of placements is produced relative to the investment made in space, teachers, equipment, and other resources on a center for a given number of contracted slots. The MPR requires all CTT programs to place (CTT completers only) a minimum of 51% of their contracted training slots every program year.

While the MPR is a useful indicator of efficiency for each CTT program, the MPR

was temporarily suspended for PY 2007 to allow for centers to transition to using new, more rigorous guidelines and completion requirements for their CTT programs that align them with nationally recognized industry standards and certification requirements. Centers were required to complete the transition to the new and revised CTT programs by June 30, 2008. These higher standards are expected to affect the length of time needed to complete the program, which in turn may potentially impact attrition rates, reducing the number of potential placements, and increasing the chances of these programs falling below the MPR threshold. **Therefore, the MPR will continue to be suspended <u>for PY 2008,</u>** so that consideration may be given to how the MPR is being impacted and what type of accommodations will need to be made due to the increased CTT program requirements. It is anticipated that the MPR will be restored in PY 2009.

(CTT Report Card)

11. Military Wage at Placement. The Office of Job Corps uses a standardized hourly military wage rate of $11.14 to record the salary of Job Corps students entering the military. This figure reflects the basic salary of an E-1 enlistment and the estimated value of several additional non-wage benefits, such as government quarters value, basic allowance, and clothing allowance. The wages reported for students placed in civilian positions do not include any benefits that they may be receiving from their employer, such as free or subsidized medical coverage, subsidized transportation, retirement savings contributions, stock options, and so forth. It is possible for a Job Corps student who enters the military to have a higher base pay than that used to calculate the $11.14 per hour rate; however, since the current standardized military rate that Job Corps uses includes the value of benefits received, and similar benefits are not accounted for in the civilians' salaries, it is the policy to not increase the recorded military wage at this time.

(Center, CTS, and CTT Report Cards)

12. 6-Month and 12-Month Follow-Up Survey.

(a) Data Validity. Job Corps is committed to the highest standards of data validity and integrity for all data collected and used in the performance management systems. In particular, this applies to all information obtained from students through the 6- and 12-month post-placement surveys. To ensure the validity and integrity of these data, it is important that all Job Corps staff recognize the policies and procedures that need to

be followed when collecting data from human subjects. Provided below is background on information provided to students when the surveys are administered, followed by examples of behaviors that potentially threaten the validity and integrity of the data.

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

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

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

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

- It is inappropriate to link the receipt of any payments, awards, or benefits that Job Corps students are otherwise eligible to receive for their program participation to the conduct or result of the

survey. Whether the student completes the survey and whether answers result in a positive credit for the program, center, or CTS agency, should never be used to give or deny students any payments, awards, or benefits for which they are otherwise eligible.

- Instructing students that they should not participate in the survey unless they are employed or in school is inappropriate and would lead to invalid measures of program performance.
- Coaching students on their responses, such as by providing or suggesting "correct" or "incorrect" answers to questions, is inappropriate.
- Listening in on the telephone while the student takes a confidential survey is inappropriate. If former students call the survey line from a counselor's office, the counselor should leave the room so that the participant can answer the survey in private.
- Requesting students whose responses to the survey resulted in zero credit to call the survey line and take the survey over again is inappropriate. Moreover, if a student has already completed the survey, the survey contractor will not administer a second survey.

  Note: If a student's survey resulted in no credit and the center or CTS agency believes the student was in a qualified placement, the appropriate step is to file an appeal (attached to Appendices 501a, 501c, and 501d).
- Withholding known contact information for students who do not currently have a Job Corps-valid job or school placement is inappropriate and will lead to invalid outcome measures.

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

- dismissal of the responsible contractor staff;
- invalidation of any credits received for the 6-month and/or 12-month follow-up surveys (as applicable) in the Center, CTS, and Career Technical Training Report Cards;

- administrative movement of the contractor to the bottom of the Report Cards, affecting their performance and incentive bonus as well as their internal scores for earning future contracts; and/or
- cancellation of the contract.

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

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

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

U.S. Department of Labor/ Office of Job Corps
200 Constitution Avenue, NW
Washington, DC 20210
Attention: Program Accountability Team

The Office of Job Corps will review the appeal form and supporting documentation, and reach a decision on whether or not to grant credit for the 6- and/or 12-month follow-up placement and earnings measures. The decision will be recorded and forwarded to the appealing entity within 30 days of receipt. Outcomes of this appeal will then be incorporated in subsequent performance reports. Please ensure that appeals are filed using the PY 2008 version of the appeals form located in Appendices 501a, 501c, and 501d.

(Center, CTS, and CTT Report Cards)

F. **Major Changes for PY 2008.** As mentioned previously, minimal changes were made to the outcome measurement systems for PY 2008. Specific changes to individual systems are contained in each system's section, which follow this Introduction.

G. **Data Integrity.** Job Corps' performance management system is comprehensive and complex, and has received high praise from both OMB and other employment and training programs. It is the basis not only for Job Corps' national performance reporting, but also for continuous program improvement and performance-based contracting. In order to maintain the highest level of data reliability and validity in our collection and reporting processes, the Office of Job Corps will continue to focus on data integrity issues related to the performance management system. As a *system*, each level of staff is responsible for the integrity of the data they generate, collect, or record. All OA providers, center operators, academic/CTT providers, and CTS contractors should continually strive to provide complete information, proper documentation, and accurate data input into CIS. Regional Offices will continue to conduct rigorous on-site data integrity audits using targeted samples and the National Office will remain vigilant and responsive to all data integrity issues.

Following are Appendices 501a, 501b, 501c, and 501d, which provide specific information on the individual outcome measurement systems for PY 2008.

APPENDIX 501a

POLICIES AND PROCEDURES
FOR PY 2008
CENTER OUTCOME MEASUREMENT SYSTEM
AND
CENTER QUALITY ASSESSMENT

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Attachment 2: PY 2008 Initial Placements and Allowable Upgrades

Attachment 3: PY 2008 Center Report Card Pools and Credits for Graduates Transferred to Advanced Training Programs

Attachment 4: PY 2008 Instructions for Filing an Appeal of 6- or 12-Month Follow-Up Survey Data

Attachment 5: PY 2008 Instructions for Filing a Request to Add a Job Title to the JTM Crosswalk

I. CENTER REPORT CARD FOR PY 2008

Prior to reviewing this section, please read the INTRODUCTION to Appendix 501. The INTRODUCTION provides rationale, policies, and procedural changes that apply to all of the PY 2008 Outcome Measurement Systems (OMS).

A. **Overview**. The Center Report Card is one of two systems that assess center performance. The Center Report Card measures and accounts for performance across all Job Corps centers nationwide. This system collects and evaluates data regarding students' achievement of academic and career technical training (CTT) credentials, placements, and continued placement at 6- and 12-months following the initial placement.

The Center Report Card serves as a vehicle for enhancing program performance to maximize student outcomes, reinforce the ideals of continuous improvement, and encourage students' long-term independence and economic self-sufficiency after separation from Job Corps. The Center Report Card is also a key component in the Job Corps procurement system.

B. **PY 2008 Changes in Appendix 501a**. Provided below is a description of changes to the Center Report Card for PY 2008:

1. **Career Technical Training Completion Rate.** For PY 2008, the goal for the Career Technical Training (CTT) Completion Rate measure is **temporarily** decreased from 65% to 55% to allow for centers and students to adjust to the recent transition to the new Training Achievement Records (TARs), which was to be completed by June 30, 2008. CTT programs are now aligned with nationally recognized industry standards and certification requirements that require new, more rigorous guidelines and completion requirements. Therefore, as it is anticipated that these higher standards may initially affect the CTT completion rate, the goal for this measure has been temporarily adjusted to account for this impact. The goal will be reexamined for PY 2009.

2. **Post-Enrollment Placement Rate.** The goal of the Post-Enrollment Initial Placement Rate is slightly reduced from 85% to 80% in recognition of current labor market conditions resulting in a small increase in the national unemployment rate during the first quarter of calendar year (CY) 2008, as well as the difficulty experienced by many centers and Career Transition Services (CTS) agencies in achieving their goals during the PY 2007 goal.

3. **Graduate Initial Placement Rate.** As with the Post-Enrollment Initial Placement measure, the goal of the Graduate Initial Placement Rate is slightly reduced from 95% to 90% in recognition of current labor market conditions resulting in a small increase in the national unemployment rate during the first quarter of CY 2008, as well as the difficulties experienced by most centers and Career Transition Services (CTS) agencies in achieving the PY 2007 goal.

4. **Graduate Average Wage at Placement.** The national goal for the Graduate Average Wage at Placement is increased from $8.85 to **$9.15** per hour to ensure that the measure continues to be ambitious, as a large proportion of centers and

Career Transition Services (CTS) agencies were achieving their PY 2007 goals. This continues to be a model-based goal for centers and CTS agencies, and upgrades will continue to be credited. Wages associated with upgrades will be credited, where applicable, according to the criteria defined in Attachment 2.

5. **Graduate 6-Month Average Weekly Earnings.** Consistent with the philosophy of setting ambitious performance goals, the national goal for this measure is increased from $400 to **$425** per week, as the majority of centers and CTS agencies were achieving their PY 2007 goals. However, the increase is relatively modest in recognition of current economic conditions. The goal for this measure continues to be model-based for centers and CTS agencies.

Provided on the next page is a summary table outlining the PY 2008 Center Report Card.

PY 2008 CENTER REPORT CARD			
Category	**Definition**	**Goal**	**Weight**
Direct Center Services – 40%			
High School Diploma/GED Attainment Rate*	No. of Students Who Attain a HSD or GED / No. of Students Without a HSD or GED at Entry	50%	15%
CTT Completion Rate	No. of Students Who Complete a CTT Training Program / No. of Students Who Exit the Program	55%**	15%
Average Literacy Gain*	No. of Educational Functioning Level Gains Attained (including negative and zero gains) on the Highest Valid Subsequent TABE Reading Test / No. of Students Who Score 552 or Lower on the Initial TABE Reading Test or Who Do Not Take a Valid Initial Reading Test During the First 21 days on Center	1 EFL	5%
Average Numeracy Gain*	No. of Educational Functioning Level Gains Attained (including negative and zero gains) on the Highest Valid Subsequent TABE Math Test / No. of Students Who Score 551 or Lower on the Initial TABE Math Test or Who Do Not take a Valid Initial Math Test During the First 21 days on Center	1 EFL	5%
Short-Term Career Transition Services – 37.5%			
CTT Completer JTM/PSC Placement Rate	No. of CTT completers Placed in Training-related Jobs or the Military or in Postsecondary Education/Training / All CTT Completers Who Were Placed in Jobs or the Military or in Postsecondary Education/Training.	70%	5%
Post-Enrollment Placement Rate	No. of Former Enrollees and Graduates Placed in a Job, the Military, or Education/Training or Graduates Who Transfer to an AT Program / No. of Former Enrollees and Graduates Due or Received, or Graduates Who Ttransfer to an AT Program	80%	10%
Graduate Placement Rate	No. of Graduates Placed in a Job, the Military, or Education/Training or Who Transfer to an AT program / No. of Graduates Due or Received or Who Transfer to an AT Program	90%	15%
Graduate Average Wage at Placement*	Sum of Wages of Graduates Placed in a Job or the Military / No. of Graduates Placed in a Job or the Military	$9.15	7.5%
Long-Term Career Transition Services – 22.5%			
Graduate 6-Month Follow-Up Placement Rate	No. of Graduates Who Report They Are in a Job, the Military, or Education/Training on the 6-Month Follow-Up Survey / No. of Initially Placed Graduates Who Complete the 6-Month Follow-Up Survey	70%	15%
Graduate 6-Month Average Weekly Earnings *	Sum of Weekly Earnings of Graduates Who Report They Are in a Job or the Military on the 6-Month Follow-Up Survey / No. of Graduates Who Report They Are in a Job or the Military on the 6-Month Follow-Up Survey	$425	5%
Graduate 12-Month Follow-Up Placement Rate	No. of Graduates Who Report They are in a Job, the Military, or Education/Training on the 12-Month Follow-Up Survey / No. of Initially Placed Graduates Who Complete the 12-Month Follow-Up Survey	70%	2.5%
**Model-based goal.* ***Note: the CTT Completion Rate goal has been temporarily adjusted to 55% during PY 2008 to account for the impact of the implementation of the new TARs. The goal will be reexamined for PY 2009.*			**100%**

C. <u>Direct Center Services Measures</u>. Students who separate due to Level 1 Zero Tolerance (ZT) infractions under code 05.1A or code 05.2B in 30 days or less, or under code 05.2A in 45 days or less, will not be included in the Center Report Card. Students who exit the program due to Level 1 ZT infractions incurred after 30/45 days will be included in all pools for on-center measures and credit will be given for academic and/or CTT credentials earned prior to separation. However, students who exit for Level 1 ZT infractions are considered neither former enrollees nor graduates and are excluded from all post-center pools since they are ineligible for post-center services.

1. High School Diploma/GED Attainment Rate. This measure occurs during the Career Development Period (CDP) of the Career Development Services System (CDSS). During this time, intensive instruction is provided to assist eligible students in achieving an academic credential.

<u>Pool</u>: All students without a high school diploma (HSD) or GED (General Educational Development) at entry into Job Corps (excluding 30/45 day Level 1 ZTs)

<u>Measure</u>: The percentage of students who attained a HSD or GED while enrolled in Job Corps. **Note:** For purposes of the Center Report Card, credit is granted for the achievement of one academic credential only, even if a student earned both a HSD and GED during enrollment.

<u>Goal</u>: A model-based goal is used for this measure. A model takes into account factors beyond the center's control that can impact their achievement in this measure, aggregates the impact of those factors, and determines individual goals for centers. See Attachment 1 for specific goals.

<u>Weight</u>: 15%

<u>Formula</u>:

$$\frac{\text{Number of Students Who Attain a HSD or GED}}{\text{Number of Students Without a HSD or GED at Entry}}$$

2. Career Technical Training (CTT) Completion Rate. This measure also occurs during the CDP of the CDSS. During this time, intensive instruction is provided to assist students in completing a trade. CTT completion is an important credential to ensure placement success.

<u>Pool</u>: All students who exit the program (excluding 30/45 day Level 1 ZTs)

<u>Measure</u>: The percentage of students who exit the program and who complete a CTT program.

<u>Goal</u>: The national goal is 55%******.

****Note:** The CTT Completion Rate goal has been temporarily adjusted to 55% during PY 2008 to account for the impact of the implementation of the new TARs. The goal will be reexamined for PY 2009.

Weight: 15%

Formula:

$$\frac{\text{Number of Students Who Complete a CTT Training Program}}{\text{Number of Students Who Exit the Program}}$$

3. **Average Literacy Gain.** This measure occurs during the CDP of the CDSS. This indicator supports programs such as the HSD Initiative and the English Language Learners (ELL) Initiative and will help centers by tracking those youth who have achieved significant gains in literacy, but who have not yet reached the proficiency required to obtain a HSD or pass the GED. Please note that centers must adhere to policy as stated in Appendix 301 for academic program operations.

Pool: All students who exit the program (excluding 30/45 day Level 1 ZTs) who scored less than or equal to a valid TABE score of 552 (751 in the TABE Español test, levels E and M) – which corresponds to an Educational Functioning Level (EFL) of 4 – on the initial TABE reading test (level E, M, or D) or initial TABE Español reading test (level E or M) and students who did not take an initial reading test during the first 21 days on center.

Measure: The average of all the educational functioning level gains (positive or negative) made by the students in the pool on the highest valid subsequent TABE reading test (level E, M, or D) or TABE Español reading test (level E or M) taken 30 or more days after the initial TABE reading test.

Goal: A model-based goal is used for this measure to account for differences in students' academic abilities at entry. See Attachment 1 for specific goals.

Weight: 5%

Formula:

$$\frac{\text{Sum of Educational Functioning Level Gains Attained (including zero and negative gains) on the Highest Valid Subsequent TABE Reading Test}}{\text{Number of Students Who Score 552 or Lower on the Initial TABE Reading Test and Students Who Do Not Take an Initial Reading Test During the First 21 Days on Center}}$$

Note: For crediting purposes, initial TABE tests must be administered within the first 21 days on center. If a student does not attain a valid test score (as defined in Appendix 301), the initial reading TABE test must be retaken within the 21-day period and only the valid test score will count as the initial test score. Individuals who take their initial test on their 22nd day on center (or later) are treated as not having an initial test, are included in the pool along with those who do not take a test, and cannot obtain a literacy gain. For crediting of learning gains, a follow-up test must be administered 30 or more days after the initial TABE test, in accordance with testing guidelines (PRH Appendix 301).

Based on guidelines established by the Common Measures initiative, six different educational functioning levels have been developed for literacy that are based on specific ranges of scale scores. Specifically, for the TABE reading test, the following table shows the correlation between the TABE reading scores, TABE Español reading scores, and educational functioning levels.

Educational Functioning Level	Total TABE Reading Scores	Total TABE Español Reading Scores
1	367 and below	528 and below
2	368–460	529–678
3	461–517	679–724
4	518–566	725–759
5	567–595	760–769
6	596 and above	770 and above

As indicated above, a gain occurs when a student advances from a lower educational functioning level to a higher level (e.g., from level 2 to level 3) regardless of the number of points by which their score increased; one positive credit is received for each educational level increase a student attains from the initial TABE EFL. Similarly, one negative credit is received for each educational level decrease a student attains from the initial TABE EFL.
For example: If a student scores a 516 on the initial TABE reading test and then scores a 518 on the highest subsequent TABE reading test, then there has been an increase of one educational level (from level 3 to level 4) and a credit of 1 is given for that student. If a student scores 459 on the initial TABE reading test and then scores a 520 on the highest subsequent test, a credit of 2 is given for that student. If however a student scores a 518 on the first reading TABE test and then scores a 560 on a subsequent test, a 0 credit is given for that student. If a student scores a 518 on the first reading TABE test and then scores a 515 on the highest subsequent test, a -1 credit is given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero and negative gains) by the number of students in the pool.

4. **Average Numeracy Gain.** As with the literacy gain measure, this measure occurs during CDP of the CDSS. This indicator supports programs such as the HSD Initiative and the ELL Initiative and will help centers by tracking those youth who have achieved significant gains in numeracy, but who have not yet reached the proficiency required to pass the HSD or GED. Please note that centers must adhere to policy as stated in Appendix 301 for academic program operations.

Pool: All students (excluding 30/45 day Level 1 ZTs) who scored less than or equal to a valid TABE score of 551 (764 in the TABE

Español test, levels E and M) — which corresponds to an EFL of 4 — on the initial TABE math test (level E, M, or D) or initial TABE Español math test (level E or M) and students who did not take an initial math test during the first 21 days on center.

Measure: The average of all the educational functioning level gains (positive or negative) made by the students in the pool on the highest valid subsequent TABE math test (level E, M, or D) or TABE Español math test (level E or M) taken 30 or more days after the initial TABE math test.

Goal: A model-based goal is used for this measure to account for differences in student academic abilities at entry. See Attachment 1 for specific goals.

Weight: 5%

Formula:

$$\frac{\text{Sum of Educational Functioning Level Gains Attained (including zero and negative gains) on the Highest Valid Subsequent TABE Math Test}}{\text{Number of Students Who Score 551 or Lower on the Initial TABE Math Test and Students Who Do Not Take an Initial Math Test During the First 21 Days on Center}}$$

Note: For crediting purposes, initial TABE tests must be administered within the first 21 days on center. If a student does not attain a valid test score (as defined in Appendix 301), the initial math TABE test must be retaken within the 21-day period, and only the valid test score will count as the initial test score. Individuals who take their initial test on their 22nd day on center (or later) are treated as not having an initial test, are included in the pool along with those who do not take a test, and cannot obtain a numeracy gain. For crediting of learning gains, a follow-up test must be administered 30 or more days after the initial TABE test in accordance with testing guidelines (PRH Appendix 301).

As with the Average Literacy Gain, six different educational functioning levels have been developed for numeracy that are based on distinct ranges of scale scores. Specifically, for the TABE math test, the following table shows the correlation between the TABE math scores, TABE Español math scores, and educational functioning levels.

Educational Functioning Level	**Total TABE Math Scores**	**Total TABE Español Math Scores**
1	313 and below	540 and below
2	314–441	541–677
3	442–505	678–729
4	506–565	730–776

5	566–594	777–789
6	595 and above	790 and above

As indicated above, a gain occurs when a student advances from a lower educational functioning level to a higher level (e.g., from level 2 to level 3) regardless of the number of points by which their score increased; one positive credit is received for each educational level increase a student attains from the initial TABE EFL. Similarly, one negative credit is received for each educational level decrease a student attains from the initial TABE EFL.
For example: If a student scores a 503 on the initial TABE math test and then scores a 515 on the highest subsequent TABE math test, then there has been an increase of one educational level (from level 3 to level 4) and a credit of 1 is given for that student. If a student scores 440 on the initial TABE math test and then scores a 507 on the highest subsequent test, a credit of 2 is given for that student. If, however, a student scores a 510 on the first math TABE test and then scores a 550 on a subsequent test, a 0 credit is given for that student. If a student scores a 507 on the initial math TABE test and then scores a 504 on the highest subsequent test, a -1 credit is given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero and negative gains) by the number of students in the pool.

D. **Short-Term Career Transition Services Measures.** The following criteria apply to the short-term CTS measures:

- The federal minimum wage requirement applies for all states (except for Puerto Rico, Virgin Islands, and the Trust Territories) to all the short-term CTS measures;
- Initial placement upgrades that occur during the placement window for former enrollees and graduates will be credited and may change the statistical status associated with a particular student. See Attachment 2 for a chart outlining the upgrade hierarchy;
- An automatic education placement credit is given to the sending center for graduates who transfer to an approved Advanced Training (AT) program at another center. See Attachment 3 for a chart outlining allowable center credits for AT transfers. This does not apply to Advanced Career Training (ACT) transfers; and
- Valid placements that are deemed "non-credited" by the Job Corps Data Center (JCDC) due to errors in meeting the requirement for the verification and reporting timeline specified in PRH Chapter 4, Section 4.5, R2 and R3, shall be included in the Center Report Card regional and national totals only. However, all entities may receive credit for the 6- and 12-month outcomes of these graduates, provided they participate in the applicable follow-up surveys. These graduates will also receive career transition services since their placements are valid making them eligible for the full array of services afforded their separation status.

1. **Career Technical Training (CTT) Completer JTM/PSC Placement Rate.** A JTM Placement rate measure was added to the PY 2005 OMS, and was intended to lead to improved student long-term outcomes and career success by encouraging student placement in the trade for which they have been trained. In PY 2008, the measure expands to credit CTT completers who enter a postsecondary education or postsecondary training placement (PSC), as well as CTT completers placed in the military or in jobs that are related to the CTT program in which they were trained. Performance in this measure continues to be weighted at 5% for PY 2008.

   Pool: All CTT completers placed in a job or the military, or who enter postsecondary education or postsecondary training placements.

   Measure: The percentage of CTT completers in the pool who are initially placed or have a placement upgrade, in a training-related job, the military, postsecondary education, or postsecondary training.

   Goal: The national goal is 70%.

   Weight: 5%

   Formula:

$$\frac{\text{Number of CTT Completers Placed in a Training-Related Job, the Military, Postsecondary Education, or Postsecondary Training}}{\text{Number of CTT Completers Placed in a Job, the Military, Postsecondary Education, or Postsecondary Training}}$$

   Note: The process created in PY 2007 for requesting that a job title be added to the Job-Training Match (JTM) Crosswalk will continue to be available for PY 2008. However, a request should be submitted only if the current JTM Crosswalk does not contain an appropriate job title that is directly related to one of the new Training Achievement Records (TARs), released in PY 2006 or later. If the request is approved, the new job title will be added to the placement portion of the JTM crosswalk, and JTM placement credit will be given as appropriate to those students who complete the identified TAR and are placed, as of July 1, 2007, in a position with the approved job title. Please see Attachment 5 for the request form and instructions.

2. **Post-Enrollment Placement Rate.** Any student who remains on center for 60 or more days should have acquired the basic skills that allow for an effective job search. It is therefore important to measure the placement success of students who stay 60 days or longer, yet do not graduate, as well as those students who do graduate. In addition, incorporating a summary measure that combines the placement outcomes for graduates and former enrollees more closely aligns the system with the guidelines in the Common Measures initiative, which specifies a placement measure for all students who exit the program.

   Pool: All graduates whose initial placement records are due or received[1] or

1 *In this usage, the term "due or received" refers to the sum of the number of former enrollees or graduates for whom placement*

who transfer to an approved advanced training (AT) program at another center during the period, and all former enrollees who are due or received.

Measure: The percentage of graduates and former enrollees in the pool who are placed in a job, the military, an educational program, or a job/school combination according to the Job Corps placement definition in PRH Chapter 4, Exhibit 4-1, or who transfer to an approved AT program at another center.

Goal: The national goal is 80%.

Weight: 10%

Formula:

$$\frac{\text{Number of Former Enrollees and Graduates Placed in a Job, the Military, an Educational Program, or a Job/School Combination or Graduates Who Transfer to an Approved AT Program at Another Center}}{\text{Number of Former Enrollees and Graduates Whose Initial Placement Records Are Due or Received or Graduates Who Transfer to an Approved AT Program at Another Center}}$$

3. Graduate Placement Rate. The Graduate Placement Rate, which must be reported under WIA, also serves as a strong indicator of the program's success in preparing Job Corps graduates for work and beginning their engagement in the workforce.

Pool: All graduates whose initial placement records are due or received, or who transfer to an approved AT program at another center during the period.

Measure: The percentage of graduates in the pool who are placed in a job, the military, an educational program, or a job/school combination according to the Job Corps placement definition, or who transfer to an approved AT program at another center.

Goal: The national goal is 90%.

Weight: 15%

Formula:

$$\frac{\text{Number of Graduates Placed in a Job, the Military, an Educational Program, or a Job/School Combination or Who Transfer to an Approved AT Program at Another Center}}{\text{Number of Graduates Whose Initial Placement Records Are Due or Received or Who Transfer to an Approved AT Program at Another Center}}$$

4. Graduate Average Wage at Placement. The graduate average wage at placement is a measurement required under WIA. Centers are held accountable for their ability to secure jobs that will place graduates on the path to economic

information was reported, i.e., "received," plus the number of former enrollees or graduates for whom placement information was not reported and for whom the placement window expired, i.e., "due."

self-sufficiency.

Pool: All graduates placed in a job or the military according to the Job Corps placement definition.

Measure: The average hourly wage of graduates in the pool associated with their initial or upgrade placement in a job or the military.

Goal: A model is used to set individualized center goals for this measure that adjusts for factors beyond the center operator's control, including characteristics of the labor market. See Attachment 1 for specific goals.

Weight: 7.5%

Formula:

$$\frac{\text{Sum of Wages of Graduates Placed in a Job or Military}}{\text{Number of Graduates Placed in a Job or Military}}$$

E. Long-Term Career Transition Services Measures.

1. Graduate 6-Month Follow-Up Placement Rate. This measure is required under WIA and is a program priority for the system. All phases of CDSS work toward the goal of helping graduates achieve long-term success as a result of their participation in Job Corps.

Pool: All graduates initially placed in a job, the military, an educational program, or a job/school combination who complete the 6-month follow-up survey.

Measure: The percentage of graduates in the pool who report they are employed, in the military, or enrolled in an educational program according to the Job Corps placement definition.

Goal: The national goal is 70%.

Weight: 15%

Formula:

$$\frac{\text{Number of Initially Placed Graduates Who Report They Are in a Job, the Military, an Educational Program, or a Job/School Combination on the 6-Month Follow-Up Survey}}{\text{Number of Initially Placed Graduates Who Complete the 6-Month Follow-Up Survey}}$$

2. Graduate 6-Month Average Weekly Earnings. This measure is required under WIA and serves as a barometer to measure graduates' long-term success.

Pool: All initially placed graduates who complete the 6-month follow-up survey and report in the survey they are in a job (that meets the Job Corps definition of placement) or in the military.

Measure: The average weekly earnings of placed graduates in the pool.

Goal: Like the Graduate Average Wage at Placement measure, a model-based goal is used. See Attachment 1 for specific goals.

Weight: 5%

Formula: Sum of Weekly Earnings of Graduates Who Report They

Are in a Job or the Military on the 6-Month Follow-Up Survey
Number of Graduates Who Report They Are in a Job or the Military on the 6-Month Follow-Up Survey

3. Graduate 12-Month Follow-Up Placement Rate. This measure is required under WIA and continues to gauge graduates' long-term progress in their attachment to the workforce or advanced education environment.

Pool: All graduates initially placed in a job, the military, an educational program or a job/school combination who complete the 12-month follow-up survey.

Measure: The percentage of graduates in the pool who report they are employed or enrolled in an educational program according to the Job Corps placement definition.

Goal: The national goal is 70%.

Weight: 2.5%

Formula:

Number of Initially Placed Graduates Who Report They Are in a Job, the Military, an Educational Program, or a Job/School Combination on the 12-Month Follow-Up Survey
Number of Initially Placed Graduates Who Complete the 12-Month Follow-Up Survey

F. Performance Goals. Performance goals serve as the quantitative benchmarks to assess performance. A single performance goal is established for each measure and performance is measured as a percentage of the goal(s) achieved. Thorough analyses of historical data have been conducted to assist in establishing reasonable and attainable goals for the system.

The following measures have *national* goals:

- CTT Completion Rate;
- CTT Completer JTM/PSC Placement Rate;
- Post-Enrollment Placement Rate;
- Graduate Placement Rate;
- Graduate 6-Month Follow-Up Placement Rate; and
- Graduate 12-Month Follow-Up Placement Rate.

The following measures have *model-based* goals:

- HSD/GED Attainment Rate;
- Average Literacy Gain;
- Average Numeracy Gain;
- Graduate Average Wage at Placement; and
- Graduate 6-Month Average Weekly Earnings.

G. Weights. A weight is assigned to each measure to reflect: areas of emphasis in centers' accountability for achieving positive student outcomes; the importance attached to each measure; and the number of students in the pool for each measure.

The weighting scheme of the Center Report Card has not been modified from PY 2007.

H. **Overall Rating**. The overall rating is the way in which results across each of the 11 weighted measures are aggregated to create an overall rating. Center performance is weighted among the individual measures to obtain an overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process. Overall ratings are also used to determine the performance ranges for performance-based service contracting.

II. CENTER QUALITY ASSESSMENT FOR PY 2008

A. **Overview**. The Center Quality Assessment, which reviews the quality of the program and services offered at all Job Corps centers, is the second component that is used for evaluating center performance. Job Corps is committed to providing more than a statistical accounting of the Job Corps program. Quality makes the difference and adds an important dimension to students' well-being and the statistics that report their outcomes. To capture an accurate reflection of center quality, focus is placed on the following three areas of life on a center:

- the center's ability to operate at full capacity (OBS);
- the center quality rating (QR) based on an on-site review by a team of federal representatives; and
- students' perception of safety (SSS).

The results of each center's OBS, QR, and SSS stands alone; there is no aggregation of performance results across each of these components. These three elements supplement the Center Report Card by qualifying the statistics, and are valuable tools for assessing the operation of a Job Corps center by accounting for aspects of center life that otherwise would not be a systematic part of the Job Corps accountability system.

B. **Student On-Board Strength (OBS)**. OBS is an efficiency rating that depicts the extent to which the centers operate at full capacity. The measure is calculated by the percentage of planned capacity (number of students that center is authorized to serve on any given day) that is utilized on a cumulative basis. **The national goal for OBS is 100%.**

C. **Center Quality Rating**. The Quality/Compliance Rating system consists of an on-site center assessment by a Regional Office team, usually conducted as part of the center review. It is a quality and compliance evaluation of center operations.

The quality/compliance evaluation of a center operation is based on the six functional areas outlined in the PRH:

- Outreach and Admissions
- Career Preparation
- Career Development
- Career Transition
- Management
- Administrative Support

There are quality indicators (QI) and strategies for assessing the quality in each area of

the PRH. The center is given a score of 1 to 9 on each element. Each element is weighted according to relative importance and weighted scores for each element are aggregated for an overall quality rating. This is not a cumulative score. Each time a quality/compliance review is conducted, the new score replaces the previous one. An overall score of 5.0 or above is considered acceptable.

In addition to assessing the above functional areas, the National Office of Job Corps requires mandatory audits of student records concurrent with annual center quality assessments to validate performance data (see Job Corps Information Notice 04-14 and Attachment 04-14a, dated December 10, 2004). The mandatory audits are a direct response to data integrity concerns identified in audits of Job Corps centers by the Office of the Inspector General (OIG).

D. **Student Satisfaction Survey (SSS)**. The SSS elicits students' perceptions on a broad range of services and center activities, and focuses on students' experiences during the last month. The SSS is administered quarterly to all students enrolled in Job Corps, including new arrivals. The survey is available in both English and Spanish.

A national survey protocol has been established to assist centers in effective administration of the survey. Confidentiality is guaranteed to survey participants, and the survey protocol takes steps to protect anonymity. **It is vital for the survey to be distributed to all students, including those who may arrive on the center the day of the administration**. The response "don't know/does not apply" provides an option for students who may be new to the center and do not have an opinion about one or more of the questions.

It is critical that centers ensure that the survey protocol is followed implicitly. Each quarter, staff must carefully read the instructions and materials to ensure their familiarity with the protocol for that quarterly survey. Only the instructions and materials provided with the surveys should be used for that particular administration because the protocol is occasionally revised. The procedures outlined in the protocol have been tested on many centers and are known to enhance the validity of the survey data. No other surveys or forms are to be administered concurrently with the national SSS and no interpretation of the survey questions or answer categories, other than what is provided in the protocol, are to be provided to the students. Centers are also encouraged to collect feedback from students and may use their own forms; however, this cannot be done in conjunction with the SSS and should be accomplished at some other time during the program year.

Prohibited "Coaching" Activities. The National Office is committed to ensuring the integrity of the quarterly SSS results. In an attempt to provide greater clarification, the National Office has developed the following guidelines for centers in regard to "coaching." Copies of this guidance are included with the survey package sent quarterly to centers.

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. This does not preclude utilizing the results of the survey in discussions with students regarding center improvement.

More specifically, the following activities are strictly prohibited:

- Coaching students to answer the survey in a particular way by providing or suggesting "correct" or "incorrect" answers to questions;
- Paraphrasing questions and/or providing interpretations to questions (e.g., encouraging students to answer certain items positively or to refrain from answering certain items negatively);
- Coaching student proctors to interpret questions to students in a way that biases responses toward positive outcomes for the center;
- Promising or implying that rewards (such as new equipment, services, privileges, etc.) would be granted or secured for center-wide positive survey results;
- Conducting meetings, pep rallies, and/or group activities that include discussions, presentations, or guidelines regarding survey questions or possible answers; and/or
- Suggesting that negative responses or a lack of response to the survey will result in negative consequences for the student or the center (e.g., the center will be closed).

Although a high response rate is desirable, centers are reminded that the survey is voluntary, and that students have the right to decline the survey, or to skip over questions they choose not to answer, without fear of repercussions from the center.

The survey includes 12 questions on personal safety issues that are used to calculate the center's performance on student safety. When assessing center quality, the results from the 12 questions related to the student's perception of safety are used for calculating the center's performance. The 12 safety questions are presented on the following page.

The national goal for the student safety measure is 90%. In constructing the safety measure, students who respond positively to at least six items (i.e., 6 out of 12) are assumed to be reporting feeling "safe." If a student does not respond to all 12 items, a safety indicator will be calculated if at least 7 of the 12 items have a valid response. These are the responses that constitute the "valid response rate" used in data analysis. If a student does not respond to at least 7 of the 12 items, that student's responses will not be included in the center's overall calculations of student safety. The scoring of the safety items is calculated as follows:

- A score of "1" indicates feeling safe on the given item, where a score of "0" indicates feeling unsafe.
- A total score for each student is then calculated as the sum of the scores across all of the items answered.
- This total score is divided by the total number of items out of 12 possible, to which the student responded.
- This score must be greater than or equal to 50% to indicate that the student reported feeling safe. As indicated above, students who do not answer at least seven items will be excluded from this calculation.

The SSS yields useful information regarding the quality of services provided to students, which is utilized at national, regional, and center levels. Insufficient response rates can compromise the quality of the data collected. In order to gain the most accurate picture

of how students evaluate their Job Corps experience, *it is in the program's best interest to see that every student has the opportunity to provide feedback.*

STUDENT SATISFACTION SURVEY – SAFETY ITEMS		
Safety Item	**Condition for "Safe" Indicator (1)**	**Condition for "Unsafe" Indicator (0)**
A student would be terminated if he/she was found with a weapon – like a knife, club, or sharp object – on center.	Very True Mostly True	Partly true and partly false Mostly false Very false
The zero tolerance policy was applied equally to all students.	Very True Mostly True	Partly true and partly false Mostly false Very false
I could talk to my residential advisor (RA) if I was threatened by another student.	Very True Mostly True	Partly true and partly false Mostly false Very false
I could talk to my counselor if I was threatened by another student.	Very True Mostly True	Partly true and partly false Mostly false Very false
I thought about leaving Job Corps because of a personal safety concern.	Mostly False Very False	Very True Mostly True Partly true and partly false
I thought about going to a different Job Corps center because I felt threatened by other students.	Mostly False Very False	Very True Mostly True Partly true and partly false
How often did you hear a student threaten another student on center?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily
How often did other students pick on you even after you asked them to stop?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily
How often did other students say things to you to make you feel like you are not important?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily
How often did you see a physical fight between students on center?	Never or Not in the Last Month	Once or Twice
How often were you in a physical fight with a student on center?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily
How often did you carry a weapon – like a knife, club, or a sharp object – with you on center?	Never or Not in the Last Month	Once or Twice About once a week A few times a week About daily

III. ROLES AND RESPONSIBILITIES

A. **National Office**. The National Office of Job Corps is responsible for establishing national policy for the Job Corps center performance measurement system; providing center-specific HSD/GED, literacy, numeracy, graduate average wage, and graduate 6-month earnings goals; monitoring the JCDC issuance of the Center Report Card and Center Quality Assessment indicators; tracking performance of Job Corps centers, distributing information, providing training to Regional Office staff of standardized audit methodology, and providing technical assistance or other training as needed; establishing an administrative low rating to centers for lack of credible data; and issuing performance goals for new centers at the beginning of the second program year of their contract, or as otherwise specified by the National Director of Job Corps.

B. **Regional Offices**. Regional Offices are responsible for determining that proposals, contracts, and Civilian Conservation Center (CCC) plans are consistent with program year performance goals and requirements; monitoring performance against Center Report Card goals and through the Center Quality Assessment; and considering performance in both the Center Report Card and Center Quality Assessment components (OBS, QR, and SSS) in procurement and contract administration activities.

Center performance pursuant to the Center Report Card and Center Quality Assessment are used by Regional Offices to make contract recommendations. However, judgment must play a part in making final decisions. Adjustments are occasionally necessary for extenuating circumstances and/or unique factors that influence performance. Center operators who fail to meet performance goals will have an opportunity to submit information to the Regional Director or agency, as appropriate, to substantiate reasons for the performance shortfall. The Regional Office, in turn, must transmit that explanation as part of the Contractor Performance Evaluation System. Regional Directors will evaluate information submitted by the center operator, coupled with an assessment of the operator's compliance with all other terms and conditions of the contract or agreement. Other factors such as OIG audits and special review findings should also be taken into account in procurement-related decisions.

C. **Center Operators**. Center operators, including the Departments of Agriculture and Interior, are responsible for implementing performance goals with their respective centers, providing staff training, monitoring performance, recommending corrective action as required, submitting corrective action plans to Job Corps Regional Offices when appropriate; and implementing corrective action plans as directed.

D. **Job Corps Centers**. Centers are responsible for accurate data reporting to JCDC and for monitoring progress against goals on an ongoing basis. Center Directors should share the information in this appendix with all applicable staff. Centers are responsible for correct and timely data entry into the Center Information System (CIS). This data is available under the Freedom of Information Act (FOIA) and is provided to the OIG and General Accountability Office (GAO) upon request.

Integrity of data is essential to the reputation of the Job Corps program. Every effort should be made to verify information and correct errors made on a student's record **prior** to a student's separation and processing of transitional allowance. All data elements are subject to scrutiny because of their significance to center performance.

Finally, because of the importance of the 6- and 12-month post-placement measures, centers should make every effort to update the contact information for all students by the time they separate. In particular, they should update the alternate contact information fields in CTS or CIS to help survey staff contact the student after placement to conduct the follow-up interviews. Complete and accurate alternate contact information for family members or friends (at a different address) is essential to obtaining solid survey completion rates.

E. **Job Corps Data Center.** JCDC is responsible for ensuring that the Center Report Card, Center Quality Assessment components, and other reports are issued in accordance with the target release dates. JCDC coordinates specifications of the Center Report Card and the reports for the three quality assessment components with National Office staff and ensures that the data generated in the reports accurately reflect the policy and programming design. JCDC provides: Help Desk services regarding Job Corps center data, and reporting and oversight of CIS; Help Desk services to the National Office of Job Corps and Regional Offices regarding Job Corps center data and reporting; and training and services to the regions on CIS.

Attachment 1

PY 2008 Center Goals for HSD/GED Rate, Average Literacy Gain, Average Numeracy Gain, Graduate Average Wage, and Graduate Average 6-Month Weekly Earnings

Centers		HSD/GED	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
	National Goals	50.0	1.00	1.00	$9.15	$425
10100	Grafton	52.5	0.93	0.99	$10.20	$463
10200	Northlands	56.2	0.96	0.96	$9.72	$460
10300	Penobscot	52.9	0.94	0.97	$8.88	$409
10400	Westover	48.6	0.95	0.97	$10.23	$472
10500	New Haven	47.6	0.96	0.99	$10.38	$470
10600	Loring	49.8	0.95	1.01	$9.69	$443
10700	Shriver	56.7	0.92	0.95	$10.21	$454
10800	Exeter	49.4	0.94	1.00	$9.97	$458
10900	Hartford	42.7	0.96	0.99	$9.97	$458
20100	Arecibo	58.2	2.72	2.18	$6.76	$296
20200	Barranquitas	55.9	2.75	2.32	$6.90	$311
20300	Cassadaga	50.7	0.83	1.00	$9.01	$417
20400	Delaware Valley	38.8	0.93	1.00	$8.62	$404
20500	Edison	46.8	0.94	1.00	$9.20	$436
20700	Glenmont	43.6	0.91	1.00	$8.77	$409
20800	Iroquois	48.8	0.92	0.95	$9.22	$424
20900	Oneonta	43.9	0.90	0.96	$9.07	$421
21000	Ramey	60.0	2.63	2.25	$6.82	$311
21100	South Bronx	44.8	0.93	0.98	$8.39	$382
30100	Blue Ridge	55.8	0.93	0.98	$8.84	$398
30200	Charleston	54.5	1.00	0.93	$9.07	$410
30400	Flatwoods	53.8	0.97	0.97	$9.72	$458
30500	Harpers Ferry	48.9	0.93	0.98	$9.45	$430
30600	Keystone	46.7	1.00	1.02	$9.13	$423
30700	Old Dominion	57.7	0.97	0.95	$9.20	$423
30800	Philadelphia	49.9	0.94	0.98	$8.89	$401
30900	Pittsburgh	48.1	0.91	1.01	$9.19	$419
31000	Potomac	48.6	1.02	0.89	$9.52	$440
31100	Red Rock	51.7	0.95	0.96	$9.24	$432
31200	Woodland	44.4	0.98	0.94	$9.26	$426
31300	Woodstock	46.9	0.96	0.96	$9.17	$429
31500	Carl D.Perkins	59.6	1.02	0.91	$8.98	$413
31600	Earle C. Clements	48.7	0.96	0.98	$9.17	$438
31700	Frenchburg	47.0	0.94	1.01	$9.01	$439
31800	Great Onyx	48.4	0.93	0.98	$9.14	$424

Centers		HSD/GED	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
31900	Pine Knot	52.6	0.94	0.95	$9.22	$440
32000	Whitney Young	46.8	0.95	0.96	$8.76	$411
32100	Muhlenberg	45.3	0.96	0.97	$8.76	$409
32200	Wilmington	48.7	0.93	0.99	$9.05	$413
40100	Atlanta	50.9	0.93	0.98	$8.70	$400
40200	Bamberg	56.6	0.96	0.93	$8.73	$399
40300	Batesville	45.7	0.94	0.93	$8.17	$376
40400	Brunswick	52.1	0.93	0.97	$8.88	$413
40800	Gainesville	46.0	0.93	0.98	$8.56	$402
41100	Jacksonville	47.8	0.95	0.97	$8.87	$414
41200	Jacobs Creek	48.2	0.95	0.97	$9.22	$428
41300	Kittrell	50.9	0.92	0.95	$8.73	$397
41500	Lyndon Johnson	51.2	0.94	0.96	$9.05	$428
41600	Miami	44.9	0.96	0.98	$8.63	$400
41700	Mississippi	46.6	0.95	0.94	$8.21	$385
42000	Schenck	45.5	0.91	1.00	$9.54	$449
42100	Turner	48.2	0.96	0.95	$8.79	$407
42400	Gadsden	48.6	0.92	0.98	$8.40	$392
42500	BL Hooks/Memphis	45.3	0.92	0.94	$8.71	$400
42600	Montgomery	47.8	0.94	0.97	$8.43	$391
42700	Homestead	46.5	0.99	0.99	$8.69	$407
50100	Atterbury	52.4	0.95	0.94	$9.31	$436
50200	Blackwell	45.9	0.86	1.00	$9.63	$458
50300	Cincinnati	53.2	0.91	0.99	$9.25	$438
50400	Cleveland	48.8	0.93	0.98	$8.85	$410
50500	Dayton	48.0	0.91	0.97	$8.83	$419
50600	Detroit	47.7	0.88	1.00	$9.20	$418
50700	Golconda	51.0	0.93	0.97	$9.59	$459
50800	Gerald R. Ford	44.3	0.92	1.02	$8.80	$405
50900	Hubert H. Humphrey	48.5	1.03	1.01	$9.25	$413
51000	Joliet	48.7	0.90	0.98	$8.99	$411
51100	Flint/Genesee	49.1	0.90	1.00	$8.94	$420
51200	Paul Simon Chicago	51.3	0.93	0.95	$9.43	$435
60100	Albuquerque	51.6	0.95	0.96	$8.81	$419
60200	Cass	51.7	0.90	1.01	$9.27	$428
60300	David Carrasco	46.4	1.02	0.96	$8.07	$373
60400	Gary	51.9	1.01	0.94	$9.00	$421
60500	Guthrie	52.1	0.96	0.98	$8.99	$407
60600	Laredo	45.2	1.27	0.91	$7.61	$363
60700	Little Rock	46.3	0.91	0.98	$8.31	$380
60800	North Texas	54.7	0.92	0.96	$9.06	$420

Centers		HSD/GED	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
60900	New Orleans	49.7	0.97	0.96	$8.59	$401
61000	Ouachita	41.8	1.00	0.95	$8.85	$426
61100	Roswell	57.3	1.05	0.88	$8.29	$386
61200	Shreveport	43.0	0.96	0.93	$8.09	$366
61300	Talking Leaves	54.7	0.90	0.96	$8.23	$390
61400	Treasure Lake	49.8	0.91	1.02	$8.84	$432
61500	Tulsa	51.6	0.94	0.98	$8.64	$397
61600	Carville	47.0	0.90	0.94	$8.76	$407
70100	Denison	53.1	0.96	0.99	$9.04	$424
70200	Excelsior Springs	45.9	0.91	1.00	$8.96	$419
70300	Mingo	49.4	0.94	0.96	$9.11	$432
70400	Pine Ridge	50.6	0.99	1.01	$9.15	$448
70500	St Louis	44.2	0.95	0.96	$8.98	$415
70600	Flint Hills	51.4	0.95	0.99	$8.73	$411
80100	Anaconda	57.0	0.95	0.99	$9.20	$442
80200	Boxelder	57.1	0.92	0.96	$8.91	$429
80300	Clearfield	50.8	1.01	0.97	$9.45	$458
80400	Collbran	55.2	0.86	0.99	$9.18	$432
80500	Kicking Horse	53.1	0.89	1.00	$8.89	$411
80600	Trapper Creek	52.7	0.95	0.97	$9.20	$440
80700	Weber Basin	51.5	0.93	1.02	$8.99	$433
80800	Burdick	51.8	0.96	0.99	$8.70	$409
90100	Hawaii	52.2	1.08	0.97	$8.98	$424
90200	Inland Empire	44.7	1.01	1.05	$9.98	$459
90300	Los Angeles	45.4	1.01	1.02	$9.82	$438
90400	Phoenix	50.0	1.04	0.96	$9.03	$421
90500	Sacramento	51.6	0.97	0.98	$10.13	$472
90600	San Diego	51.4	0.97	1.01	$10.19	$482
90700	San Jose	53.0	1.05	1.00	$10.24	$476
90800	Sierra Nevada	49.6	1.02	0.99	$9.20	$433
90900	Treasure Island	49.0	1.18	0.98	$9.91	$448
91000	Fred G. Acosta	50.6	1.04	1.00	$8.88	$415
91100	Long Beach	45.3	1.00	1.00	$9.73	$447
100100	Angell	54.4	0.91	1.03	$9.98	$468
100200	Cascades	56.4	0.98	1.02	$10.05	$457
100300	Columbia Basin	57.3	0.95	0.98	$10.27	$481
100400	Curlew	54.0	0.98	1.03	$10.61	$494
100500	Fort Simcoe	60.2	0.99	0.98	$10.15	$480
100600	Centennial	57.6	0.89	1.01	$9.54	$430
100700	Springdale	53.8	0.92	1.04	$9.87	$458
100800	Timber Lake	58.1	0.95	1.02	$10.24	$477

Centers		HSD/GED	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
100900	Tongue Point	53.4	0.96	1.01	$10.21	$464
101000	Wolf Creek	55.0	0.97	0.99	$10.41	$490
101100	Alaska	57.0	1.02	0.93	$10.40	$473
1	Boston Region Total	49.7	1.20	1.15	$9.13	$417
2	Philadelphia Region Total	49.6	0.96	0.97	$9.13	$425
3	Atlanta Region Total	48.4	0.94	0.96	$8.71	$404
4	Dallas Region Total	51.1	0.98	0.96	$8.88	$418
5	Chicago Region Total	48.9	0.93	0.98	$9.10	$425
6	San Francisco Region Total	51.7	1.01	1.00	$9.87	$457

Center Model
PY 2008 HSD/GED Attainment Rate Model Worksheet
National Total

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Center Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
% Age 16 at Enrollment	22.9	22.9	0.0	-0.0893	0.0000
% Age 17 at Enrollment	27.6	27.6	0.0	-0.0581	0.0000
% Age 18 at Enrollment	20.2	20.2	0.0	-0.0291	0.0000
% Pre-Test Barriers to GED Attainment	51.8	51.8	0.0	-0.0207	0.0000
% Age 16 Enrollment and Ineligible to Take Test	4.8	4.8	0.0	-0.0301	0.0000
% Retest Barriers to GED Attainment	17.9	17.9	0.0	-0.0298	0.0000
Initial TABE - All Centers excluding Puerto Rico					
% Initial Reading Functional Level 4	36.0	36.0	0.0	0.1224	0.0000
% Initial Reading Functional Level 5	14.9	14.9	0.0	0.2506	0.0000
% Initial Reading Functional Level 6	10.4	10.4	0.0	0.3236	0.0000
% Initial Math Functional Level 4	32.3	32.3	0.0	0.1493	0.0000
% Initial Math Functional Level 5	8.5	8.5	0.0	0.2844	0.0000
% Initial Math Functional Level 6	6.2	6.2	0.0	0.3268	0.0000
Initial TABE - Puerto Rico					
% Initial Reading Functional Level 2	1.6	1.6	0.0	0.1240	0.0000
% Initial Reading Functional Level 3	0.8	0.8	0.0	0.1791	0.0000
% Initial Reading Functional Level 4-6	0.8	0.8	0.0	0.2237	0.0000
% Initial Math Functional Level 2	1.2	1.2	0.0	0.1586	0.0000
% Initial Math Functional Level 3	1.3	1.3	0.0	0.2057	0.0000
% Initial Math Functional Level 4-6	0.6	0.6	0.0	0.2720	0.0000
				Subtotal	0.0
				National Goal	50.0%
				Model Adjusted Goal	50.0%

Center Model
PY 2008 Average Literacy Gain Model Worksheet
National Total

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Center Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
% Completed Grade 9 & No GED/HSD at Enrollment	25.4	25.4	0.0	0.0005	0.0000
% Completed Grade 10 & No GED/HSD at Enrollment	22.7	22.7	0.0	0.0007	0.0000
% Completed Grade 11 or GED/HSD at Enrollment	37.5	37.5	0.0	0.0012	0.0000
Initial TABE - All Centers excluding Puerto Rico					
% Initial Reading Functional Level 1	2.8	2.8	0.0	0.0109	0.0000
% Initial Reading Functional Level 2	13.4	13.4	0.0	0.0070	0.0000
% Initial Reading Functional Level 3	40.3	40.3	0.0	0.0041	0.0000
% Initial Math Functional Level 3	45.3	45.3	0.0	0.0024	0.0000
% Initial Math Functional Level 4	26.8	26.8	0.0	0.0041	0.0000
% Initial Math Functional Level 5	4.2	4.2	0.0	0.0055	0.0000
% Initial Math Functional Level 6	1.7	1.7	0.0	0.0079	0.0000
Initial TABE - Puerto Rico					
% Initial Reading Functional Level 1	0.2	0.2	0.0	0.0259	0.0000
% Initial Reading Functional Level 2	1.1	1.1	0.0	0.0175	0.0000
% Initial Reading Functional Level 3	0.6	0.6	0.0	0.0123	0.0000
% Initial Math Functional Level 2	0.8	0.8	0.0	0.0077	0.0000
% Initial Math Functional Level 3	0.9	0.9	0.0	0.0098	0.0000
% Initial Math Functional Level 4-6	0.3	0.3	0.0	0.0126	0.0000
				Subtotal	0.00
				National Goal	1.00
				Model Adjusted Goal	1.00

Center Model
PY 2008 Average Numeracy Gain Model Worksheet
National Total

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Center Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
% Completed Grade 9 & No GED/HSD at Enrollment	24.5	24.5	0.0	0.0005	0.0000
% Completed Grade 10 & No GED/HSD at Enrollment	22.7	22.7	0.0	0.0006	0.0000
% Completed Grade 11 or GED/HSD at Enrollment	39.2	39.2	0.0	0.0011	0.0000
Initial TABE - All Centers excluding Puerto Rico					
% Initial Reading Functional Level 1	0.8	0.8	0.0	0.0122	0.0000
% Initial Reading Functional Level 2	15.7	15.7	0.0	0.0055	0.0000
% Initial Reading Functional Level 3	46.0	46.0	0.0	0.0031	0.0000
% Initial Math Functional Level 3	29.4	29.4	0.0	0.0007	0.0000
% Initial Math Functional Level 4	37.6	37.6	0.0	0.0018	0.0000
% Initial Math Functional Level 5	12.8	12.8	0.0	0.0027	0.0000
% Initial Math Functional Level 6	6.1	6.1	0.0	0.0043	0.0000
Initial TABE - Puerto Rico					
% Initial Reading Functional Level 1	0.1	0.1	0.0	0.0216	0.0000
% Initial Reading Functional Level 2	0.7	0.7	0.0	0.0137	0.0000
% Initial Reading Functional Level 3	0.8	0.8	0.0	0.0073	0.0000
% Initial Math Functional Level 2	0.8	0.8	0.0	0.0061	0.0000
% Initial Math Functional Level 3	0.5	0.5	0.0	0.0084	0.0000
% Initial Math Functional Level 4-6	0.4	0.4	0.0	0.0107	0.0000
				Subtotal	0.00
				National Goal	1.00
				Model Adjusted Goal	1.00

Center Model
PY 2008 Graduate Average Wage Model Worksheet
National Total

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Center Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
Average Age at Enrollment	18.8	18.8	0.0	0.1595	0.0000
% High School Diploma or GED at Enrollment	32.0	32.0	0.0	0.0039	0.0000
% Initial Reading Functional Level 4	34.3	34.3	0.0	0.0011	0.0000
% Initial Reading Functional Level 5	19.4	19.4	0.0	0.0018	0.0000
% Initial Reading Functional Level 6	20.3	20.3	0.0	0.0032	0.0000
% Initial Math Functional Level 4	35.6	35.6	0.0	0.0021	0.0000
% Initial Math Functional Level 5	13.1	13.1	0.0	0.0037	0.0000
% Initial Math Functional Level 6	13.1	13.1	0.0	0.0055	0.0000
% Training in Bricklayer or Cement Occs.	3.5	3.5	0.0	0.0069	0.0000
% Training in Business Occs.	22.8	22.8	0.0	-0.0076	0.0000
% Training in Carpentry Occs.	6.1	6.1	0.0	0.0077	0.0000
% Training in Construction Occs.	12.9	12.9	0.0	0.0030	0.0000
% Training in Food Service Occs.	9.8	9.8	0.0	-0.0098	0.0000
% Training in Health Occs.	16.7	16.7	0.0	-0.0053	0.0000
% Training in Service Occs.	8.7	8.7	0.0	-0.0055	0.0000
% Training in Welding Occs.	5.3	5.3	0.0	0.0110	0.0000
% Training in Other Occs.	14.3	14.3	0.0	-0.0005	0.0000
Average Wage in All Industries in County ($1,000's)	40.2	40.2	0.0	0.0373	0.0000
% Placed in Job in State With High Minimum Wage	17.2	17.2	0.0	0.0120	0.0000
Average Percent of Families in Poverty in County	10.3	10.3	0.0	-0.0441	0.0000
				Subtotal	0.00
				National Goal	$9.15
				Model Adjusted Goal	$9.15

Center Model
PY 2008 Graduate 6-Month Average Weekly Earnings Model Worksheet
National Total

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	18.9	18.9	0.0	9.4851	0.0000
% Initial Reading Functional Level 6	22.5	22.5	0.0	0.1371	0.0000
% Initial Math Functional Level 4	35.5	35.5	0.0	0.1223	0.0000
% Initial Math Functional Level 5	14.2	14.2	0.0	0.2504	0.0000
% Initial Math Functional Level 6	15.2	15.2	0.0	0.2781	0.0000
% Training in Bricklayer or Cement Occs.	4.1	4.1	0.0	0.3758	0.0000
% Training in Business Occs.	22.9	22.9	0.0	-0.5528	0.0000
% Training in Carpentry Occs.	6.3	6.3	0.0	0.2315	0.0000
% Training in Construction Occs.	12.4	12.4	0.0	0.1747	0.0000
% Training in Food Service Occs.	9.3	9.3	0.0	-0.5794	0.0000
% Training in Health Occs.	16.2	16.2	0.0	-0.3485	0.0000
% Training in Mechanical Occs.	4.4	4.4	0.0	0.2794	0.0000
% Training in Service Occs.	9.1	9.1	0.0	-0.2920	0.0000
% Training in Welding Occs.	5.1	5.1	0.0	0.7807	0.0000
% Training in Other Occs.	10.2	10.2	0.0	-0.0694	0.0000
Average Wage in All Industries in County ($1,000's)	39.8	39.8	0.0	1.3826	0.0000
% Placed in Job in State With High Minimum Wage	18.0	18.0	0.0	0.4439	0.0000
Average Percent of Families in Poverty in County	10.5	10.5	0.0	-2.6612	0.0000
				Subtotal	0
				National Goal	$425
				Model Adjusted Goal	$425

Attachment 2

INITIAL PLACEMENT CATEGORY	ALLOWABLE UPGRADES
A. Full-time JTM Job Placement	• Full-time JTM with Wage Increase
B. Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC)	• Full-time JTM Job Placement
C. Full-time Non-JTM Job Placement	• Full-time JTM with same or higher Wage • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job with Wage Increase
D. Part-time JTM Job Placement	• Full-time JTM Job Placement with same or higher Wage • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Part-time JTM Job with higher Wage
E. Part-time Job/College Combination (PSC)	• Full-time JTM Job Placement • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Part-time JTM Job Placement
F. Part-time Non-JTM Job Placement	• Full-time JTM with same or higher Wage • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement with same or higher Wage • Part-time JTM Job with same or higher Wage • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job with Wage Increase
G. High School, Other Training Program, OJT/Subsidized Employment	• Full-time JTM Job Placement • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement • Part-time JTM Job Placement • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job Placement

Attachment 3

PY 2008 Center Report Card Pools and Credits for Graduates Transferred to Advanced Training Programs						
Event		**Measure(s)**	**Sending Center**		**AT Center**	
			Pool	**Credit**	**Pool**	**Credit**
Graduate Transferred to AT Center		HSD/GED, CTT Completion, Literacy & Numeracy Gains	As applicable	As applicable	n/a	n/a
		Post-Enrollment Placement, Graduate Placement	1	1	n/a	n/a
		JTM/PSC Placement	0	0	n/a	n/a
Graduate Separates from AT Center		CTT Completion	n/a	n/a	1	1/0 As applicable
Graduate Placed or Placement Window Closes	Placed in Job/ Military	Post-Enrollment Placement, Graduate Placement	n/a	n/a	1	1
		JTM/PSC Placement	1	1/0 As applicable	1	1/0 As applicable
		Graduate Wage at Placement	1	Add wage to total	1	Add wage to total
	Placed in School	Post-Enrollment Placement, Graduate Placement	n/a	n/a	1	1
	Placed in combination of School & Job	Post-Enrollment Placement, Graduate Placement	n/a	n/a	1	1
	Not Placed	Post-Enrollment Placement, Graduate Placement	n/a	n/a	1	0
6- and 12-Month Follow-up Surveys	If placed graduate and survey completed	Graduate 6- and/or 12-Month Follow-up Placement	1 As applicable	1/0 As applicable	1 As applicable	1/0 As applicable
	If placed graduate and 6-month survey completed and student is working in a job or the military	Graduate 6-Month Average Weekly Earnings	1 As applicable	Add earnings to total As applicable	1 As applicable	Add earnings to total As applicable

Attachment 4

Instructions for Filing an Appeal of 6- or 12-Month Follow-Up Survey Data

GENERAL INSTRUCTIONS

1. Use this form to file an appeal for 6-month or 12-month survey data.
2. The appeal must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, CTT-20, or CTS OMS-20.
3. Job Corps centers, CTS agencies, and National Training Contractors (NTCs) may file an appeal.
4. Appeals **must** be submitted with supporting documentation.

   Note: Do not include the student's Social Security Number on any documentation.
5. Submit the appeal with documentation to:

   National Office of Job Corps, Program Accountability Team

   200 Constitution Avenue, NW, Room N-4507

   Washington, DC 20210

INSTRUCTIONS FOR COMPLETING THE APPEAL FORM

Check Box for Appeal

1. Check the appropriate box(es) to indicate the survey (6- or 12-month) and the type of appeal you are filing.
2. You may file an appeal for placement only, the amount of earnings only, or for both placement and earnings. If you are appealing an education placement, mark the placement box for the appropriate survey. If you are only appealing the earnings reported, mark the earnings box for the appropriate survey. If you are appealing a job placement, mark both the placement box and the earnings box for the appropriate survey.

Student Information

1. Enter the student's Job Corps-assigned student identification number.
2. Print the student's last name, followed by middle initial, and first name.
3. Print the name of the center from which the student separated.
4. Record the month, day, and year that the student reported to work or school.

5-6. You must determine the dates of the survey week from data stored in CIS for the student whose data you are appealing. The survey week is the 7-day period (Sunday through Saturday) prior to the survey date. Query the information by entering the student's identification number. Record the start and end date in the appropriate boxes in #5 and #6.

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

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

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

Section A: Employment

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

1. Print the employer's name.
2. Enter the total number of hours that the student worked during the survey week. The student must have worked the minimum number of hours required to meet Job Corps' placement definition during the 7-day period represented by the survey week for the job(s) to qualify for credit. Additionally, the job placement must meet any additional criteria as stipulated in Exhibit 4-1.
3. Check the appropriate box to indicate the student's earnings unit (i.e., if the student was paid hourly, weekly, monthly, or daily) as indicated on the student's pay stub.
4. Enter the dollar amount of earnings on the line that corresponds with the earnings unit selected as indicated on the student's pay stub. **Note:** The student must have earned at least federal minimum wage for this to qualify as a Job Corps job placement.
5. If the student earned other payments from this job during the survey week (e.g., bonus, tips, commission, etc.), enter the dollar amount on the appropriate line of item 4.

You must attach written documentation of employment information. Pay information must either: (1) at a minimum, include the complete 7-day period (Sunday through Saturday) prior to the date surveyed; and (2) show that the student worked a minimum of 20 hours during the dates that cover the survey week. For example: The survey week is from September 4th to September 10th. The student is paid by the week and the pay stub covers September 6th to September 12th when the student worked 22 hours. The overlap in dates and the documentation of the minimum required hours will serve as valid documentation. **Written documentation may include: a pay stub, written statement on letterhead, or a business card/official stamp affixed to an employer verification form**. Documentation through The Work Number detailing the student's employment information in such a way as to meet Job Corps' placement requirements is also accepted for verification *only* if accompanied by the student's pay stub. **Please see Exhibit 4-2 for further information regarding documentation requirements.**

Section B: Education

If you are appealing data on education status, complete Section B.

1. Print the name of the school or training institution.
2. Check the appropriate box to indicate the type of school, college, or training program the student attends. The student must have attended school/training for the minimum number of hours required, or be enrolled for the minimum number of credits, to meet Job Corps' educational placement definition during the 7-day period represented by the survey week for the placement to qualify for credit. Additionally, the educational placement must meet any additional criteria as stipulated in Exhibit 4-1.
3. Enter information on attendance/enrollment in this column; if the student:

a. is enrolled in high school, enter the grade level and the number of hours the student attended during the survey week. The student must be enrolled in 9th grade or higher to qualify.

b. was enrolled in a postsecondary CTT or technical school, enter the number of hours the student attended during the survey week.

c. was enrolled in college, record the number of course credit hours the student was registered to take for the period that includes the dates of the survey week.

d. was enrolled in an on-the-job training program or was working in a subsidized job, enter the number of hours the student worked during the survey week.

e. was enrolled in an "other" program (e.g., a program to obtain a GED), enter the number of hours the student attended during the survey week.

4. If other training was completed during the survey week, please specify the type of program and training.

You must attach written documentation from the school or training program or college (on official letterhead or with an official stamp) documenting that the student was enrolled/attending during the 7-day period covered by the survey week. Please see Exhibit 4-2 for further information regarding documentation requirements.

Information of Person Completing the Form

1-2. Print your name and sign the form where indicated.

3. Record the name of the center or placement agency where you work and the appropriate 6-digit identification code for your center/agency.

4. Record the telephone number at which you may be reached.

5. Print the date you submitted the form.

U.S. Department of Labor

JOB CORPS APPEAL FORM FOR 6- or 12-MONTH SURVEY DATA

Student Information: (Please Print)			**Check Box for Appeal:**			
1. Student Identification Number			6-Month Placement ❑	6-Month Earnings ❑	12-Month Placement ❑	12-Month Earnings ❑
2. Last Name	MI	First Name				
3. Center Attended			4. Date Reported to Initial Placement (Work or School):	Month	Day	Year

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

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

<u>Complete Section A or Section B Below:</u>

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

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

*** Earnings per hour must equal or exceed the federal minimum wage to qualify as a valid placement.**

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

1. Enter Name of School/Training Institution:		
2. Type of School/Training Program (check one):	3. Enter Information on School/Training Below:	
❑ High School	Grade:	Hours attended in week:
❑ Postsecondary CTTal/Technical School	No. of hours attended in week:	
❑ College	No. of credit hours enrolled in:	
❑ On-the-job Training or Subsidized Employment	No. of hours attended in week:	
❑ Other Training	No. of hours attended in week:	
4. If Other Training, specify type:		

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Signature:
3. Agency Name/Code (6- Digit ID Code):	4. Your Telephone: ( )
National Office Use Only:	5. Date Form Submitted:
Reviewed by:	❑ Approved: ❑ Not Approved: Date:

Attachment 5

Instructions for Filing a Request to Add a Job Title to the Job-Training Match (JTM) Crosswalk

GENERAL INSTRUCTIONS

1. This form is to be used to request that a Job Placement Title be added to the Job-Training Match (JTM) Crosswalk. This form should be submitted only if the current JTM Crosswalk does not contain an appropriate job title that is directly related to one of the new Training Achievement Records (TARs), which were released in PY 2006 or later. If the request is approved, the new job title will be added to the placement portion of the JTM crosswalk, and JTM placement credit will be given as appropriate to students who complete the identified TAR and are placed, as of July 1, 2007, in a position with the identified job title.
2. The request must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, VES-20, or CTS OMS-20.
3. Job Corps centers, CTS agencies, and National Training Contractors (NTCs) may file a request.
4. Submit the appeal with documentation to:

National Office of Job Corps, Career Technical Training Team
200 Constitution Avenue, NW, Room N-4507
Washington, DC 20210

INSTRUCTIONS FOR COMPLETING THE REQUEST FORM

Student Information

1. Enter the student's Job Corps Student Identification Number in the box.
2. Print the student's last name, followed by middle initial, and first name.
3. Print the name of the center from which the student separated.
4. Record the month, day, and year that the student reported to work.

Proposed Job Training Matches

1. Enter the official title, as found in O*NET-98 or O*NET-SOC, for the proposed job training match placement.
2. Enter the office code as found in O*NET-98 or O*NET-SOC.
3. Provide rationale for the proposed job training match placement title. Appropriate Job Training Match placement titles must: (a) correspond to the training received by the student, and (b) require moderate training, greater than on-the-job training, for attainment. Job placements that do not require any training or experience will be not be considered.

Information About You (Bottom of Form)

1-2. Print your name and sign the form in the appropriate boxes.

3. Record the name of the center or placement agency where you work and the six-digit identification code for your center/agency.
4. Record the telephone number at which you may be reached.
5. Enter the date you are submitting the appeal form.

NATIONAL OFFICE OF JOB CORPS

FORM TO REQUEST ADDITION OF A JOB TITLE TO THE JOB-TRAINING MATCH CROSSWALK

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

Proposed Job Training Match	
1. Job Title	2. O*NET Code
3. Rationale for JTM Placement:	

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Signature:
3. Agency Name/Code (6- Digit ID Code):	4. Your Telephone: ( )
National Office Use Only:	5. Date Form Submitted:
Reviewed by:	❑ Approved: ❑ Not Approved: Date:

APPENDIX 501b

POLICIES AND PROCEDURES
FOR PY 2008
OUTREACH AND ADMISSIONS
OUTCOME MEASUREMENT SYSTEM

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I. OUTREACH AND ADMISSIONS (OA) REPORT CARD FOR PY 2008

Prior to reviewing this section, please read the INTRODUCTION to Appendix 501. The INTRODUCTION provides rationale, policies, and procedural changes that apply to all of the PY 2008 Outcome Measurement Systems (OMS).

A. **Overview.** The Outreach and Admissions (OA) Report Card is the accountability tool used to measure and account for performance of OA agencies nationwide. The OA Report Card reflects OA agencies' success in achieving specific goals and objectives pertaining to the recruitment of eligible students to reach center capacity, and the initial retention of those students in the program.

OA agencies are important to the continuum of service delivery to students in the Career Development Services System (CDSS) since they are the first to encounter prospective Job Corps students. Specifically, they help to lay the foundation for what will be a beneficial and rewarding experience for students. OA agencies must focus their efforts on recruiting students who are committed to staying in Job Corps, thus ensuring long-term outcomes for program graduates. Centers and Career Transition Services (CTS) agencies are also responsible for helping students make the transition to becoming employable and independent, and must work closely with OA agencies to ensure positive outcomes from start to finish.

B. **Changes in Appendix 501b.** In keeping with the National Director's mandate to preserve a relatively stable Outcome Measurement System, no changes were made to the OA Report Card for PY 2008.

Provided below is a chart outlining the PY 2008 OA Report Card.

PY 2008 OA REPORT CARD			
Category	**Definition**	**Goal**	**Weights**
Quantity/Production – 45%			
Female Arrivals	No. of Female Arrivals / Total Female Contracted Quota	100%	25%
Total Arrivals	No. of Total Arrivals / Total Contracted Quota	100%	20%
Quality/Commitment – 55%			
Level 1 ZT Non-Separation Rate	No. of Students in Pool Who Do Not Separate for a Level 1 ZT Violation under Codes 5.1A or 5.2B within the first 30 Calendar Days or under Code 5.2A within the first 45 Calendar Days / All Student Arrivals with the Opportunity to Stay in Program for at least 45 Calendar Days	98%	20%
90-Day Commitment Rate	No. of Students in Pool Who Stay in Program for 90+ Calendar Days / All Student Arrivals with the Opportunity to Stay in Program for at least 90 Calendar Days	85%	35%
			100%

C. **Quantity/Production Measures.** These measures are consistent with the need for Job Corps centers to operate at full capacity. OA contracts stipulate the OA agency's input schedule for eligible arrivals for the length of the contract. These input schedules, or quotas, are determined by Job Corps Regional Offices and they are fair representations of the OA agencies' obligation to reach full capacity at their respective centers.

The goals for the arrival measures are set at 100% of OA agencies contractual goals. Thus, if a region needs to adjust an OA agency's input schedule to meet changing regional or center needs, this outcome measurement system provides the flexibility to do so, as the goals will remain at 100% of the newly assigned quotas.

1. **Female Arrival Rate.** The Female Arrival Rate is the number of female arrivals compared to the female arrival quota, as specified by the contract.

Pool: Female arrival contracted quota.

Measure: The percentage of female arrivals achieved.

Goal: 100% of the contracted female quota.

Weight: 25%

Formula: $\frac{\text{Number of Female Arrivals}}{\text{Total Female Contracted Quota}}$

2. Total Arrival Rate. The Total Arrival Rate is the number of arrivals (both male and female) compared to the total arrival quota, as specified by the contract.

Pool: Total (male and female) contracted quota.

Measure: The percentage of total (male and female) arrivals achieved.

Goal: 100% of the contracted quota.

Weight: 20%

Formula: $\frac{\text{Number of Total Arrivals}}{\text{Total Contracted Quota}}$

Note: For OA agencies that do not have responsibility for female arrivals, the Total Arrival Rate will be given 50% weight, that is, all of the weight for production.

D. Quality/Commitment Measures. These measures are consistent with the need to obtain students who will remain on center for more than 60 days in order to acquire some tangible benefit from the program, such as a learning gain, a high school diploma (HSD) or GED (General Educational Development), or a CTT completion. The longer students remain in Job Corps, the more opportunity they have to acquire all of the benefits Job Corps has to offer.

Making a commitment to students in this critical period should inspire students to make a commitment to Job Corps in return. OA agencies are responsible for providing applicants with in-depth information about the program, such as policies, expectations, and center residential life, and for preparing incoming students to make a commitment to both themselves and to Job Corps. In addition, these quality/commitment measures reflect the relationship between the enrollment of eligible and committed students and its impact on students' length of stay at centers, which correlates to quality achievements and placements.

1. Arrivals With Level 1 Zero Tolerance (ZT) Non-Separation Rate. This measure includes all students who were recruited by the OA agency.

Pool: All students who had the opportunity to stay in the program for at least 45 calendar days.

For Example: The pool for PY 2008 would include all students who entered Job Corps between May 17, 2008, and May 16, 2009, as all these students had the opportunity to stay in the program for 45 or more calendar days by June 30, 2009.

Measure: The percentage of students in the pool who do not separate for a Level 1 ZT infraction under codes 05.1A or 5.2B within the first 30 calendar days or under code 05.2A within the first 45 calendar days. Level 1 ZT infractions are described in the Policy and Requirements Handbook (PRH) Chapter 3, Exhibit 3-1, and in the Introduction to Appendix 501.

Goal: The national goal is 98%.

Weight: 20%

Formula:

$$\frac{\text{No. of Student Arrivals in the Pool Who Do Not Separate for a Level 1 ZT Infraction Under Code 05.1A Within the First 30 Calendar Days, or Under Codes 05.2B or 05.2A Within the First 45 Calendar Days}}{\text{All Student Arrivals With the Opportunity to Stay in the Program for at Least 45 Calendar Days}}$$

2. Arrivals with 90-Day Commitment Rate. This measure also includes all students who were recruited by the OA agency.

Pool: All students who had the opportunity to stay in the program for at least 90 calendar days.

Measure: The percentage of students in the pool who stay in the program for 90 or more calendar days.

For Example: The pool for PY 2008 would include all students who entered Job Corps between April 2, 2008, and April 1, 2009, as all these students had the opportunity to stay in the program for 90 or more calendar days by June 30, 2009.

Goal: The national goal is 85%.

Weight: 35%

Formula:

$$\frac{\text{No. of Student Arrivals in the Pool Who Stay in the Program for 90 or More Calendar Days}}{\text{All Student Arrivals With the Opportunity to Stay in the Program for at Least 90 Calendar Days}}$$

E. Performance Goals. Performance goals serve as the quantitative benchmarks to assess performance. A single performance goal is established for each measure, and performance is measured as a percentage of the goal(s) achieved. Thorough analyses of historical data have been conducted to assist in establishing reasonable and attainable goals for the system. All measures use national goals.

F. Weights. A weight is assigned to each measure to reflect areas of emphasis in OA agencies' accountability for achieving positive student outcomes, the importance attached to each measure, and the number of students in the pool for each measure. As indicated in the summary table, more emphasis is placed on the commitment measures (weighted at 55%) than the production measures (weighted at 45%). Within the production measures, greater weight is placed on female arrivals (25%) to reinforce Job Corps' commitment to meet female enrollment goals. Within the commitment measures, greater emphasis is placed on the 90-day commitment (35%) than the Level 1 ZT Non-Separation Rate (20%), which reflects the importance of students remaining at Job Corps for sufficient time to attain some tangible benefits from the program, such as education or CTT credentials.

G. Overall Rating. The overall rating is the way in which results across each of the four measures are aggregated to create an overall rating. OA agency performance is weighted among the individual measures to obtain an overall rating. These ratings are reviewed to

assess program effectiveness and play a key role in the contract procurement process.

II. ROLES AND RESPONSIBILITIES

A. **National Office.** The National Office of Job Corps is responsible for establishing national policy for the OA outcome measurement system; monitoring the Job Corps Data Center's (JCDC's) issuance of the OA Report Card; tracking performance of OA agencies, distributing information, and providing technical assistance or training as needed; and establishing an administrative low rating to agencies for lack of credible data.

B. **Regional Offices.** Regional Offices are responsible for preparing the Requests for Proposals (RFPs) and awarding the contracts, reviewing data reports, and monitoring OA agency performance as follows:

1. **RFPs and Contracts.** Regional Offices ensure that proposals, contracts, and plans comply with the OA Report Card system established herein and that ALL OA contractor Requests for Proposals (RFPs) include language that informs the agency that new goals are issued each contract year through a unilateral modification (regardless of the base-year period or the award of an option year). Regional Offices must issue an amendment to the RFP to modify the award document prior to execution. **Prior** to contract award and **after** the RFP is issued, new goals are established by the Regional Office. Additionally, the Regional Office must ensure that ALL OA contracts include **monthly** arrival goals that represent realistic expectations of monthly performance based on their past achievements and centers' needs; the Regional Office must also ensure that the arrival goals are entered into the Financial Management System (FMS) in a timely manner.

2. **Data Reports.** Regional Offices should review and forward electronic National Office data analysis reports to OA agencies and notify the National Office of Job Corps and JCDC of OA contractor contract changes (locations or service) **prior** to implementing the change. Regional Offices must also enter monthly OA arrival quotas into FMS in a timely manner to ensure that data reports contain accurate information. They must also maintain and provide annually (or as revised) an updated list of OA agencies, contact addresses, and codes to the National Office of Job Corps.

3. **Monitoring Agencies.** Regional Offices must monitor and assess contractor performance against goals using OA Report Card overall ratings for procurement and contract administration activities (judgment plays a part in making final decisions). The Regional Offices should transmit any contractor's explanation of poor performance as part of the Contractor Performance Evaluation System. Regional Directors will evaluate information submitted by the OA contractor, coupled with an assessment of the contractor's compliance with all other terms and conditions of the contract or agreement. Other factors, such as the Office of the Inspector General (OIG) audits and special review findings, should also be taken into account in procurement-related decisions.

C. **OA Agencies.** All agencies – State Employment Security Agencies (SESAs) and private corporations – providing OA services, as well as centers with OA contractor activities,

are responsible for maintaining all documents or automated information necessary for audits of activity. It is critical that accurate data are reported and entered into the Outreach and Admissions Student Input System (OASIS). The contractor must ensure that the OA Report Card system is used to provide maximum benefit to Job Corps applicants by immediately notifying JCDC, by e-mail to the Help Desk, of any address, staff, phone, or fax changes (cc: Regional Office).

Further, OA agencies should monitor progress against goals on an ongoing basis and take corrective action or implement program/procedural improvements, as appropriate. Most importantly, OA agencies must submit information regarding extenuating circumstances and/or unique factors, which can temporarily justify poor performance, to the Regional Office. OA agencies must share the information in this appendix and implement the Job Corps OA Report Card goals with their respective employees. They must also monitor performance, recommend corrective action as required, submit corrective action plans to Job Corps Regional Offices when appropriate, and implement corrective action plans as directed.

D. **Job Corps Centers.** Job Corps centers are responsible for timely and accurate transmittal of OA information in OASIS and the Center Information System (CIS). In addition, they must ensure accurate coding of OA ID codes when completing the OASIS and CIS obligations and assist OA agencies to promote timely arrivals of eligible students. Job Corps centers must also provide center-specific information to OA agencies and work cooperatively with them to encourage retention once students arrive on center.

Note: A general failure to accurately enter data into CIS, or otherwise report information to JCDC, negatively affects the overall performance rating of individual agencies in the OA Report Card. In addition, since enrollee information is critical to other data reports, any inaccurate OA data would also negatively impact other Job Corps program reports and outcomes.

E. **Job Corps Data Center.** JCDC is responsible for ensuring that the OA Report Card and other reports are issued in accordance with the target release dates. JCDC coordinates specifications of the OA Report Card report with the National Office staff and ensures that the data generated in the reports accurately reflect the policy and programming design. JCDC provides: Help Desk services regarding OA agency data, and reporting and oversight of OASIS; Help Desk services to the National Office of Job Corps and Regional Offices regarding OA agency data and reporting; and training and services to the regions on OASIS.

APPENDIX 501c

POLICIES AND PROCEDURES
FOR PY 2008
CAREER TRANSITION SERVICES
OUTCOME MEASUREMENT SYSTEM

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I. CAREER TRANSITION SERVICES (CTS) REPORT CARD FOR PY 2008

Prior to reviewing this section, please read the INTRODUCTION to Appendix 501. The INTRODUCTION provides rationale, policies, and procedural changes that apply to all of the PY 2008 Outcome Measurement Systems (OMS).

A. **Overview.** Due to the Workforce Investment Act (WIA) legislation and the structure of the Career Development Services System (CDSS), entities with Career Transition Services (CTS) responsibilities, whether they are center-based or contracted, play a vital role in the continuum of service delivery to students. As Job Corps emphasizes long-term success as a major indicator of the program's effectiveness, CTS agencies have primary responsibility for ensuring that graduates stay attached to the workforce after separation from the program.

The CTS Report Card is the accountability tool used to measure and account for performance of all entities with CTS responsibilities. The CTS Report Card reflects CTS agencies' success in achieving specific goals and objectives pertaining to both the placement of former enrollees and graduates and the earnings of graduates.

B. **PY 2008 Changes in Appendix 501c.** There are seven performance measures included in the CTS Report Card. In order to align the goals of centers and CTS agencies, these seven performance measures directly mirror the short-term and long-term post-center measures on the Center Report Card, and closely parallel measures on the Career Technical Training Report Card (CTTRC).

Provided below is a description of the changes to the CTS Report Card:

1. **Post-Enrollment Initial Placement Rate.** The goal of the Post-Enrollment Initial Placement Rate is slightly reduced from 85% to 80% in recognition of current labor market conditions resulting in a small increase in the national unemployment rate during the first quarter of calendar year (CY) 2008, as well as the difficulty experienced by many centers and CTS agencies in achieving their goals during the program year (PY) 2007 goal.

2. **Graduate Initial Placement Rate.** As with the Post-Enrollment Initial Placement measure, the goal of the Graduate Initial Placement Rate is slightly reduced from 95% to 90% in recognition of current labor market conditions resulting in a small increase in the national unemployment rate during the first quarter of CY 2008, as well as the difficulties experienced by most centers and CTS agencies in achieving the PY 2007 goal.

3. **Graduate Average Wage at Placement.** The national goal for the Graduate Average Wage at Placement is increased from $8.85 to **$9.15** per hour to ensure that the measure continues to be ambitious as a large proportion of centers and CTS agencies were achieving their PY 2007 goals. This continues to be a model-based goal for centers and CTS agencies, and upgrades will continue to be credited. Wages associated with upgrades will be credited, where applicable, according to the criteria defined in Attachment 2.

4. **Graduate 6-Month Average Weekly Earnings.** Consistent with the philosophy of setting ambitious performance goals, the national goal for this measure is increased from $400 to **$425** per week as the majority of centers and CTS

agencies were achieving their PY 2007 goals. However, the increase is relatively modest in recognition of current economic conditions. The goal for this measure continues to be model-based for centers and CTS agencies.

PY 2008 CTS REPORT CARD			
Category	**Definition**	**Goal**	**Weight**
Short-Term Career Transition Services – 55%			
CTT Completer JTM/PSC Initial Placement Rate	No. of CTT Completers Placed in a Training-Related Job or the Military or Postsecondary Education/Training / No. CTT Completers Placed in a Job or the Military or Postsecondary Education/Training	70%	10%
Post-Enrollment Initial Placement Rate	No. of Former Enrollees and Graduates Placed in a Job, the Military, or Education/Training / No. of Former Enrollees and Graduates Due or Received	80%	10%
Graduate Initial Placement Rate	No. of Graduates Placed in a Job, the Military, or Education/Training / No. of Graduates Due or Received	90%	20%
Graduate Average Wage at Initial Placement*	Sum of Wages of Graduates Placed in a Job or the Military / No. of Graduates Placed in a Job or the Military	$9.15	15%
Long-Term Career Transition Services – 45%			
Graduate 6-Month Follow-Up Placement Rate	No. of Graduates who Report they are in a Job, the Military, or Education/Training on the 6-Month Follow-up Survey / No. of Initially Placed Graduates who Complete the 6-Month Follow-Up Survey	70%	20%
Graduate 6-Month Average Weekly Earnings*	Sum of Weekly Earnings of Graduates who Report they are in a Job or the Military on the 6-Month Follow-up Survey / No. of Graduates who Report they are in a Job or the Military on the 6-Month Follow-Up Survey	$425	20%
Graduate 12-Month Follow-Up Placement Rate	No. of Graduates who Report they are in a Job, the Military, or Education/Training on the 12-Month Follow-up Survey / No. of Initially Placed Graduates who Complete the 12-Month Follow-Up Survey	70%	5%
**Model-based goals*			**100%**

C. <u>Career Transition Services Measures</u>. Students who separate due to Level 1 Zero Tolerance (ZT) infractions or students who are enrolled in Job Corps for less than 60 days will *not* be included in the CTS Report Card since they are ineligible for post-center services.

Job Corps policy for crediting CTS agencies in situations where a student moves from one CTS location to another is detailed in the Introduction of Appendix 501 and is also outlined in Attachment 3.

Short-Term CTS Measures

The following criteria apply to the short-term CTS measures:

- The federal minimum wage requirement applies for all states (except for Puerto Rico, Virgin Islands, and the Trust Territories) to all the short-term CTS measures;
- Initial placement upgrades that occur during the placement window for former enrollees and graduates will be credited and may change the statistical status associated with a particular student. See Attachment 2 for a chart outlining the upgrade hierarchy; and
- Valid placements that are deemed "non-credited" by the Job Corps Data Center (JCDC) due to errors in meeting the requirements for verification and/or reporting timelines specified in PRH Chapter 4, Section 4.5, R2 and R3, shall be included in the CTS Report Card regional and national totals only. However, all entities may receive credit for the 6- and 12-month outcomes of these graduates, provided they participate in the applicable follow-up surveys. These graduates will also receive career transition support services since their placements are valid, making them eligible for the full array of services afforded their separation status.

1. Career Technical Training (CTT) Completer JTM/PSC Initial Placement Rate. A JTM Placement rate measure, crediting CTT completers initially placed in training-related jobs or the military, was added in PY 2005, and was intended to lead to improved student long-term outcomes and career success by encouraging student placement in the trades for which they have been trained. In PY 2007, to further align with the program's emphasis on education, the measure was expanded to also credit CTT completers who enter a postsecondary education or postsecondary training initial placement (PSC).

<u>Pool</u>: All CTT completers placed in a job or the military, or who enter postsecondary education or postsecondary training placements.

<u>Measure</u>: The percentage of CTT completers in the pool who are initially placed, or have a placement upgrade, in a training-related job, the military, postsecondary education, or postsecondary training.

<u>Goal</u>: The national goal is 70%.

<u>Weight</u>: 10%

<u>Formula</u>: Number of CTT Completers Placed in a Training-Related Job, the Military, Postsecondary

Education, or Postsecondary Training
Number of CTT Completers Placed in
a Job, the Military, Postsecondary Education, or
Postsecondary Training

Note: The process created in PY 2007 for requesting that a job title be added to the Job-Training Match (JTM) Crosswalk will continue to be available for PY 2008. However, a request should be submitted only if the current JTM Crosswalk does not contain an appropriate job title that is directly related to one of the new or revised Training Achievement Records (TARs), released in PY 2006 or later. If the request is approved, the new job title will be added to the placement portion of the JTM crosswalk, and JTM placement credit will be given as appropriate to those students who complete the identified TAR and are placed, as of July 1, 2007, in a position with the approved job title. Please see Attachment 5 for the request form and instructions.

2. **Post-Enrollment Initial Placement Rate.** Any student who remains on center for 60 or more days should have acquired the basic skills that allow for an effective job search. It is therefore important to measure the placement success of students who stay 60 days or longer, yet do not graduate, as well as those students who do graduate. In addition, incorporating a summary measure that combines the placement outcomes for graduates and former enrollees more closely aligns the system with the guidelines in the Common Measures initiative, which specifies a placement measure for all students who exit the program.

   Pool: All graduates whose initial placement records are due or received[1] and all former enrollees whose initial placement records are due or received.

   Measure: The percentage of graduates and former enrollees in the pool who are placed in a job, the military, an education or training program, or a job/school combination according to the Job Corps placement definition in PRH Chapter 4, Exhibit 4-1.

   Goal: The national goal is 80%.

   Weight: 10%

   Formula:

   Number of Former Enrollees and Graduates Placed in a
   Job, the Military, an Educational Program, or a
   Job/School Combination
   ———————————————————
   Number of Former Enrollees and Graduates Whose Initial
   Placement Records Are Due or Received

3. **Graduate Initial Placement Rate.** The Graduate Placement Rate, which must be reported under WIA, also serves as a strong indicator of the program's success in preparing Job Corps graduates for work and beginning their engagement in the workforce.

[1] *In this usage, the term "due or received" refers to the sum of the number of former enrollees or graduates for whom placement information was reported, i.e., "received," plus the number of former enrollees or graduates for whom placement information was not reported and for whom the placement window expired, i.e., "due."*

Pool: All graduates whose initial placement records are due or received.

Measure: The percentage of graduates in the pool who are placed in a job, the military, an educational program, or a job/school combination according to the Job Corps placement definition.

Goal: The national goal is 90%.

Weight: 20%

Formula:

$$\frac{\text{Number of Graduates Placed in a Job, the Military, an Educational Program, or a Job/School Combination}}{\text{Number of Graduates Whose Initial Placement Records Are Due or Received}}$$

4. Graduate Average Wage at Initial Placement. The graduate average wage at placement is a measurement required under the WIA. CTS agencies will be held accountable for their ability to secure jobs that will place graduates on the path to economic self-sufficiency.

Pool: All graduates placed in a job or in the military according to the Job Corps placement definition.

Measure: The average hourly wage of graduates in the pool associated with their initial or upgrade placement in a job or the military.

Goal: A model-based goal is used for this measure. Outside factors such as economic and industry conditions that can impact centers' achievement in this measure are aggregated, and individual goals are determined for centers. See Attachment 1 for specific goals.

Weight: 15%

Formula:

$$\frac{\text{Sum of Wages of Graduates Placed in a Job or the Military}}{\text{Number of Graduates Placed in a Job or the Military}}$$

Long-Term CTS Measures

1. Graduate 6-Month Follow-Up Placement Rate. This measure is required under the WIA and is a program priority for the system. All phases of CDSS work toward the goal of helping Job Corps graduates achieve long-term success as a result of their participation in Job Corps.

Pool: All graduates initially placed in a job, the military, an educational program, or a job/school combination who complete the 6-month follow-up survey.

Measure: The percentage of graduates in the pool who report in the survey that they are employed, in the military, or enrolled in an educational program according to the Job Corps placement definition.

Goal: The national goal is 70%.

Weight: 20%

Formula: $\frac{\text{Number of Initially Placed Graduates Who Report They Are in a Job, the Military, an Educational Program, or a Job/School Combination on the 6-Month Follow-Up Survey}}{\text{Number of Initially Placed Graduates Who Complete the 6-Month Follow-Up Survey}}$

2. Graduate 6-Month Average Weekly Earnings. This measure is required under the WIA and also serves as a barometer to measure graduates' long-term success.

Pool: All initially placed graduates who complete the 6-month follow-up survey and report in the survey they are in a job (that meets the Job Corps definition of placement) or in the military.

Measure: The average weekly earnings of placed graduates in the pool.

Goal: Like the Graduate Average Wage at Placement measure, a model-based goal is used for this measure. See Attachment 1 for specific goals.

Weight: 20%

Formula: $\frac{\text{Sum of Weekly Earnings of Graduates Who Report They Are in a Job or the Military on the 6-Month Follow-Up Survey}}{\text{Number of Graduates Who Report They Are in a Job or the Military on the 6-Month Follow-Up Survey}}$

3. Graduate 12-Month Follow-Up Placement Rate. This measure is required under the WIA and continues to gauge graduates' long-term progress in their attachment to the workforce or advanced education environment.

Pool: All graduates initially placed in a job, the military, an educational program, or a job/school combination who complete the 12-month follow-up survey.

Measure: The percentage of graduates in the pool who report they are employed or enrolled in an educational program according to the Job Corps placement definition.

Goal: The national goal is 70%.

Weight: 5%

Formula: $\frac{\text{Number of Initially Placed Graduates Who Report They Are in a Job, the Military, an Educational Program, or a Job/School Combination on the 12-Month Follow-Up Survey}}{\text{Number of Initially Placed Graduates Who Complete the 12-Month Follow-Up Survey}}$

D. Performance Goals. Performance goals serve as the quantitative benchmarks to assess performance. A single performance goal is established for each measure and performance is measured as a percentage of the goal(s) achieved. Thorough analyses of historical data have been conducted to assist in establishing reasonable and attainable goals for the system.

The following measures have *national* goals:

- Post-Enrollment Placement Rate;
- CTT Completer JTM/PSC Placement Rate;
- Graduate Placement Rate;
- Graduate 6-Month Follow-Up Placement Rate; and
- Graduate 12-Month Follow-Up Placement Rate.

The following measures have *model-based* goals:

- Graduate Average Wage at Placement; and
- Graduate 6-Month Follow-Up Average Weekly Earnings.

E. **Weights.** A weight is assigned to each measure to reflect areas of emphasis in CTS agencies' accountability for achieving positive student outcomes, importance attached to each measure, and the number of students in the pool for each measure. As indicated in the summary table, the combined short-term measures are weighted at 55% and the combined long-term measures are weighted at 45%.

Within the short-term CTS measures, heavier emphasis is placed on graduate outcomes (35% combined for Graduate Initial Placement Rate and Graduate Average Wage), with the CTT Completer JTM/PSC Placement Rate and Post-Enrollment Placement Rate each weighted at 10%. Under the long-term CTS measures, the 6-Month Follow-Up Placement measure and the 6-Month Average Weekly Earnings both continue to be weighted at 20% due to the importance of both sustaining employment, and having that employment lead to economic self-sufficiency. The 12-Month Placement has less emphasis at 5%.

F. **Overall Rating.** The overall rating is the way in which results across each of the seven measures are aggregated to create an overall rating. CTS agency performance is weighted among the individual measures to obtain an overall rating. These ratings, which are reviewed to assess program effectiveness, play a key role in the contract procurement process. Overall ratings are also used to determine the performance ranges for performance-based service contracting.

II. ROLES AND RESPONSIBILITIES

A. **National Office.** The National Office of Job Corps will be responsible for establishing national policy for the CTS outcome measurement system; providing agency-specific graduate wage and 6-month follow-up earnings goals; monitoring JCDC's issuance of the CTS Report Card; tracking performance of CTS agencies, distributing information, and providing technical assistance or training as needed; and establishing an administrative low rating to agencies for lack of credible data.

B. **Regional Offices**. Regional Offices will be responsible for:

- determining that proposals, contracts, and plans are consistent with program year performance goals and requirements;
- monitoring performance against the CTS Report Card;
- considering performance assessments for CTS in procurement against CTS and contract administration activities;

- ensuring that ALL CTS contractor Requests for Proposals (RFPs) include language that informs the agency that new goals are issued each contract year through a unilateral modification (regardless of the base-year period or the award of an option year); and
- issuing an amendment to the RFP or modifying the award document before execution if the RFP is issued and new goals are established by the National Office of Job Corps before the award of a contract and after the RFP is issued.

Regional Directors will notify both the National Office of Job Corps and JCDC of CTS agency changes (locations or service) prior to implementing the change, and maintain and provide annually (or as revised), an updated list of CTS agencies, contact addresses, and codes to National Office staff.

Regional Directors will monitor CTS agency performance against goals; use CTS Report Card overall ratings when assessing performance for procurement and contract administration activities (judgment plays a part in making final decisions); provide the National Office of Job Corps Program Accountability Unit with an agency's explanation of poor performance, in instances where poor performance has been observed; and evaluate information submitted by the CTS agency, coupled with an assessment of the agency's compliance with all other terms and conditions of the contract or agreement. Other factors, such as Office of the Inspector General (OIG) audits and special review findings, should also be taken into account in procurement-related decisions.

C. **CTS Agencies.** All contractors – State Employment Service Agencies (SESAs) and private corporations – providing career transition services, and centers with career transition agency activities, are responsible for:

- maintaining all documents or automated information necessary for audits of activity;
- updating placement records with current contact information during the placement period (essential for post-placement survey support);
- entering valid placement data within the reporting period specified in PRH Chapter 4, Section 4.5;
- correcting errors in data entry in a timely manner, as requested and substantiated by centers and/or National Training Contractors (NTCs);
- ensuring the CTS system is used to provide maximum benefit to Job Corps assignees;
- monitoring progress against goals on an ongoing basis;
- sharing the information in this appendix with staff;
- submitting information to Regional Offices regarding extenuating circumstances and/or unique factors that could possibly, temporarily justify poor CTS Report Card performance;
- implementing performance goals with their employees, monitoring performance, recommending corrective action, as required, and submitting corrective action

plans to Job Corps Regional Offices when appropriate; and

- implementing corrective action plans as directed.

Note: A general failure to enter data accurately or otherwise report information to JCDC not only negatively affects the overall performance rating of the individual agencies, but it is also negatively reflected in other Job Corps program reports and outcomes. Please pay particular attention to:

1) entering "yes" or "no" in the "Apprenticeship Box" **and/or** the "Placed by NTC Box";

2) entering accurate placement O*NET codes for the position in which the former enrollee or graduate was placed; and

3) coordinating contract updates with the Regional Office staff.

D. **Job Corps Centers.** Job Corps centers are responsible for timely and accurate transmittal of placement-related former enrollees' and graduates' information to CTS agencies; accurate coding of placer IDs when completing the Center Information System (CIS)/CTS termination screen; and assisting CTS agencies and NTCs in placing former enrollees and graduates in jobs, the military, or educational programs.

E. **Job Corps Data Center.** JCDC is responsible for ensuring that the CTS Report Card and other reports are issued in accordance with the target release dates. JCDC coordinates specifications of the CTS Report Card report with National Office staff and ensures that the data generated in the reports accurately reflect the policy and programming design. JCDC provides: Help Desk services regarding CTS agency data; reporting and oversight of CTS; Help Desk services to the National Office of Job Corps and Regional Offices regarding OA agency data and reporting; and training and services to the regions on CTS.

Attachment 1

PY 2008 CTS Agency Goals for Graduate Average Wage, and Graduate Average 6-Month Weekly Earnings

CTS Agencies			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
		National Goals	$9.15	$425
01	CTCSNH	NEW HAVE OA	$9.18	$423
01	CTEMHA	HARTFORD OA	$9.18	$423
01	MAAAFD	FT DEVENS JC	$10.46	$476
01	MAAAGR	GRAFTON OA	$9.18	$423
01	MAMMTC	WESTOVER OA	$9.18	$423
01	MECSPE	PENOBSCOT OA	$9.18	$423
01	METDLR	LORING OA JC	$9.18	$423
01	NEDJR1	NEW ENGLAND	$9.99	$453
01	NJRCED	EDISON JCC	$9.14	$434
01	NYAAGL	GLENMONT OAC	$8.70	$403
01	NYCHNJ	NW/NJ CHP	$9.19	$425
01	NYCHON	ONEONTA JCC	$9.17	$417
01	NYETIR	IROQUOIS ETR	$9.19	$424
01	NYGACA	CASSADAGA JC	$9.09	$421
01	NYJPBR	BROOKLYN OA&	$8.25	$377
01	NYMTDV	D VALLEY CTS	$8.59	$402
01	PRJPPR	RSCARE PR/VI	$7.21	$321
01	RIAAEX	EXETER OA JC	$9.18	$423
01	VTRCNO	NORTHLANDS O	$9.18	$423
02	DCEAPO	DC CTS	$9.95	$453
02	DEMTWI	WILMINGTON	$9.21	$428
02	KYINTG	KENTUCKY OAC	$8.97	$421
02	MDAAWS	WOODSTOCK JC	$9.32	$432
02	PAJPPH	PHILA JCC	$8.76	$396
02	PAMTRR	EST PA CTS	$9.09	$425
02	PARCPB	PITTSBURGH J	$9.13	$421
02	VAIN00	VI INSGTS	$8.91	$415
02	WVJPCH	CHARLESTON	$8.92	$411
03	ALAAGD	GADSDEN CTS	$8.40	$388
03	ALFLCS	AL/FL CORNST	$8.75	$408
03	ALJPMT	MONTGOMERY	$8.52	$397

CTS Agencies			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
03	FLATJV	JACKSONVILLE	$8.95	$416
03	FLDJGI	GAINESVILLE	$8.48	$391
03	FLJPMI	MIAMI JCC	$8.70	$404
03	FLRCHS	HOMESTEAD CT	$8.68	$403
03	GAJPAT	ATLANTA JCC	$8.92	$403
03	GAJPTU	TURNER JCC	$8.16	$367
03	GAMTBR	BRUNSWICK	$8.36	$384
03	GAOM00	GA OA/CTS OM	$8.80	$407
03	MSCPTN	MS/TN OACTS	$8.39	$395
03	MSJPBA	BATESVILL JP	$7.83	$360
03	MSJPGU	GULFPORT JP	$8.58	$397
03	MSJPMI	MISSISSIP JC	$8.35	$397
03	NCDJKI	KITTRELL JCC	$9.02	$418
03	SCJPBA	BAMBERG JCC	$8.78	$406
03	TNMNMP	MEMPHIS JCC	$8.80	$404
04	ARFSCS	CASS JCC	$9.04	$422
04	ARFSOU	OUACHITA JCC	$9.02	$430
04	ARJPLR	LITTLE ROCK	$8.61	$389
04	COMCN0	CO/WY MTI	$9.34	$450
04	LAJPNO	N ORLEANS JC	$8.50	$402
04	LAMNCA	CARVILLE JCC	$8.70	$410
04	LAMNSP	SHREVEPORT	$8.06	$364
04	NDJPBU	BURDICK OA&P	$8.86	$417
04	NEOM00	NEBRASKA OA/	$9.26	$446
04	NMDJAB	ALBUQUERQUE	$8.71	$407
04	OKFWTR	TRESURE LAKE	$8.75	$429
04	OKJPOC	GUTHRIE JCC	$8.94	$408
04	OKJPTL	TALKING LEAV	$8.21	$384
04	OKRCTU	TULSA JCC	$8.64	$397
04	SDMC00	S. DAKOTA	$8.73	$426
04	TXHZNT	N. TX OAP	$8.99	$415
04	TXJPCR	DL CARRASCO	$7.96	$371
04	TXJPLA	LAREDO JCC	$7.69	$369
04	TXMTGY	MTC GARY JCC	$8.87	$416
04	UTMTCF	CLEARFIELD JCC	$8.70	$410
04	UTMTMT	UT/MT OA/CTS	$9.14	$439
05	IAOM00	IOWA OACTS O	$9.00	$426

CTS Agencies			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
05	ILDSCH	IL/WI DESI	$9.34	$434
05	INABC0	IN ABC OA/CT	$9.18	$436
05	KSJPFH	FLINT HILLS	$8.77	$419
05	MICHDT	MICHIGAN CTS	$9.10	$419
05	MNJPHH	H HUMPHRY	$9.28	$418
05	MODS00	MO DESI OA/C	$8.90	$421
05	MOMIKC	EXCL SPRINGS	$9.11	$424
05	MOMISL	ST LOUIS JCC	$9.17	$425
05	OHDJOH	OHIO OA/CTS	$9.07	$423
06	AKCM00	ALASKA JCC	$10.48	$479
06	AZJPFA	FRED ACOSTA	$8.95	$415
06	AZJPPX	PHOENIX JCC	$9.19	$429
06	CACMLB	LONG BEACH	$9.86	$457
06	CAJPIE	INL. EMPIRE	$10.02	$463
06	CAJPLA	LA JCC	$9.89	$443
06	CAJPSD	S. DIEGO JCC	$10.43	$484
06	CAJPSJ	SAN JOSE JCC	$10.23	$474
06	CAJPSM	SACRMNTO JCC	$10.28	$477
06	CARCTI	TREASURE OAP	$10.30	$478
06	HIJPHI	HAWAII JCC	$9.09	$429
06	NVJPSN	SN NEV JCC	$9.22	$430
06	NWDESI	NW DESI OA/C	$10.24	$473

CTS Agency Model
PY 2008 Graduate Wage Model Worksheet
National Total

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Agency Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
Average Age at Termination	19.7	19.7	0.0	0.1847	0.0000
% High School Diploma or GED at Termination	86.5	86.5	0.0	0.0058	0.0000
% Vocational Completion at Termination	92.8	92.8	0.0	0.0066	0.0000
% Reading Functional Level 5 at Termination	43.5	43.5	0.0	0.0007	0.0000
% Reading Functional Level 6 at Termination	30.3	30.3	0.0	0.0025	0.0000
% Math Functional Level 5 at Termination	40.7	40.7	0.0	0.0027	0.0000
% Math Functional Level 6 at Termination	25.2	25.2	0.0	0.0049	0.0000
% Training in Bricklayer or Cement Occupations	3.5	3.5	0.0	0.0066	0.0000
% Training in Business Occupations	22.6	22.6	0.0	-0.0076	0.0000
% Training in Carpentry Occupations	6.3	6.3	0.0	0.0077	0.0000
% Training in Construction Occupations	13.1	13.1	0.0	0.0031	0.0000
% Training in Food Service Occupations	9.4	9.4	0.0	-0.0101	0.0000
% Training in Health Occupations	17.0	17.0	0.0	-0.0049	0.0000
% Training in Service Occupations	8.7	8.7	0.0	-0.0055	0.0000
% Training in Welding Occupations	5.3	5.3	0.0	0.0113	0.0000
% Training in Other Occupations	14.2	14.2	0.0	-0.0005	0.0000
Average Wage in All Industries in County ($1,000's)	40.2	40.2	0.0	0.0372	0.0000
% Placed in Job in State With High Minimum Wage	18.0	18.0	0.0	0.0120	0.0000
Average Percent of Families in Poverty in County	10.3	10.3	0.0	-0.0521	0.0000
				Subtotal	0.00
				National Goal	$9.15
				Model Adjusted Goal	$9.15

CTS Agency Model
PY 2008 Graduate 6-Month Weekly Earnings Model Worksheet
National Total

Local Adjustment Factors	(1)	(2)	(3)	(4)	Effect of Factor on Expected Performance
	Agency Average	National Average	Differences (1 - 2)	Weights	(3 x 4)
Average Age at Termination	19.9	19.9	0.0	8.8570	0.0000
% High School Diploma or GED at Termination	88.0	88.0	0.0	0.1690	0.0000
% Vocational Completion at Termination	95.4	95.4	0.0	0.2783	0.0000
% Reading Functional Level 6 at Termination	32.5	32.5	0.0	0.1373	0.0000
% Math Functional Level 4 at Termination	25.8	25.8	0.0	0.1882	0.0000
% Math Functional Level 5 at Termination	40.6	40.6	0.0	0.2742	0.0000
% Math Functional Level 6 at Termination	28.1	28.1	0.0	0.3456	0.0000
% Training in Bricklayer or Cement Occupations	4.2	4.2	0.0	0.3791	0.0000
% Training in Business Occupations	22.7	22.7	0.0	-0.5728	0.0000
% Training in Carpentry Occupations	6.4	6.4	0.0	0.2482	0.0000
% Training in Construction Occupations	12.6	12.6	0.0	0.1832	0.0000
% Training in Food Service Occupations	9.0	9.0	0.0	-0.5964	0.0000
% Training in Health Occupations	16.5	16.5	0.0	-0.3300	0.0000
% Training in Mechanical Occupations	4.2	4.2	0.0	0.2258	0.0000
% Training in Service Occupations	9.1	9.1	0.0	-0.2774	0.0000
% Training in Welding Occupations	5.1	5.1	0.0	0.8122	0.0000
% Training in Other Occs. Bldmothr	10.3	10.3	0.0	-0.0718	0.0000
Average Wage in All Industries in County ($1,000's)	39.8	39.8	0.0	1.4377	0.0000
% Placed in Job in State With High Minimum Wage	18.5	18.5	0.0	0.4433	0.0000
Average Percent of Families in Poverty in County	10.5	10.5	0.0	-2.9294	0.0000
				Subtotal	0
				National Goal	$425
				Model Adjusted Goal	$425

Attachment 2

INITIAL PLACEMENT CATEGORY	ALLOWABLE UPGRADES
A. Full-time JTM Job Placement	• Full-time JTM with Wage Increase
B. Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC)	• Full-time JTM Job Placement
C. Full-time Non-JTM Job Placement	• Full-time JTM with same or higher Wage • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job with Wage Increase
D. Part-time JTM Job Placement	• Full-time JTM Job Placement with same or higher Wage • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Part-time JTM Job with higher Wage
E. Part-time Job/College Combination (PSC)	• Full-time JTM Job Placement • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Part-time JTM Job Placement
F. Part-time Non-JTM Job Placement	• Full-time JTM with same or higher Wage • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement with same or higher Wage • Part-time JTM Job with same or higher Wage • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job with Wage Increase
G. High School, Other Training Program, OJT/Subsidized Employment	• Full-time JTM Job Placement • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement • Part-time JTM Job Placement • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job Placement

Attachment 3

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

Job Corps policy for crediting CTS agencies in situations where a student moves from one CTS location to another is outlined below in table format. This policy is aligned with PRH Chapter 4, Section 4.3, R5 – "Relocations" (dated May 22, 2008) and has been effective for all students assigned to a CTS provider since July 1, 2007:

STUDENT CATEGORY	TIME OF TRANSFER		WHICH CTS AGENCY GETS CREDIT?	
	Any time during the 90-day placement window[1]		***Initial CTS Agency***	***Receiving CTS Agency***
Former Enrollees	If not placed by receiving CTS agency (regardless if placed by initial CTS)…		Initial CTS agency is responsible for the Post-Enrollment Placement measure.	
	If placed by receiving CTS agency within the placement window …			Receiving CTS agency gets credit for the Post-Enrollment Placement measure.
	If placed by initial CTS agency and then placed by receiving CTS agency within the placement window…		Initial CTS agency gets credit for the Post-Enrollment Placement measure.	Receiving CTS agency gets credit for the Post-Enrollment Placement measure only if the placement is an upgrade.
	With 60 or more calendar days left in placement window	***With less than 60 calendar days left in placement window***	**Credits for Short-Term Placement Measures**	
			Initial CTS Agency	***Receiving CTS Agency***
Graduates	If placed by initial CTS agency before transfer…		Initial CTS agency gets credit for short-term placement measures.*	
	If placed by initial CTS agency, then transfers and is placed by new CTS agency within the placement window…		Initial CTS agency gets credit for short-term placement measures.*	Receiving CTS agency gets credit for all short-term placement measures* only if the placement is an upgrade.
	If not placed by initial CTS agency…			Receiving CTS agency is responsible for the short-term placement measures.*
		If not placed by either CTS agency…	Initial CTS agency is responsible for the short-term placement measures.*	
		If not placed by the initial CTS agency, but is placed by the receiving CTS agency, within the placement window…		Receiving CTS agency gets credit for the short-term placement measures.*

[1]**Placement Window:** The placement window for graduates is 6 months.
***Short-term placement measures** include: Post-Enrollment Placement Rate, JTM/PSC Placement Rate, Graduate Placement Rate, and Graduate Average Wage at Placement.

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

**** 6-Month Survey Results** include: Graduate 6-Month Follow-Up Placement Rate and Graduate 6-Month Follow-Up Earnings.
*****12-Month Survey Results** include: Graduate 12-Month Follow-Up Placement Rate.

Attachment 4

Instructions for Filing an Appeal of 6- or 12-Month Follow-Up Survey Data

GENERAL INSTRUCTIONS

1. Use this form to file an appeal for 6-month or 12-month survey data.
2. The appeal must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, CTT-20, or CTS OMS-20.
3. Job Corps centers, CTS agencies, and National Training Contractors (NTCs) may file an appeal.
4. Appeals **must** be submitted with supporting documentation.

   Note: Do not include the student's Social Security Number on any documentation.
5. Submit the appeal with documentation to:

   National Office of Job Corps, Program Accountability Team

   200 Constitution Avenue, NW, Room N-4507

   Washington, DC 20210

INSTRUCTIONS FOR COMPLETING THE APPEAL FORM

Check Box for Appeal

1. Check the appropriate box(es) to indicate the survey (6- or 12-month) and the type of appeal you are filing.
2. You may file an appeal for placement only, the amount of earnings only, or for both placement and earnings. If you are appealing an education placement, mark the placement box for the appropriate survey. If you are only appealing the earnings reported, mark the earnings box for the appropriate survey. If you are appealing a job placement, mark both the placement box and the earnings box for the appropriate survey.

Student Information

1. Enter the student's Job Corps-assigned student identification number.
2. Print the student's last name, followed by middle initial, and first name.
3. Print the name of the center from which the student separated.
4. Record the month, day, and year that the student reported to work or school.

5-6. You must determine the dates of the survey week from data stored in CIS for the student whose data you are appealing. The survey week is the 7-day period (Sunday through Saturday) prior to the survey date. Query the information by entering the student's identification number. Record the start and end date in the appropriate boxes in #5 and #6.

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

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

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

Section A: Employment

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

1. Print the employer's name.
2. Enter the total number of hours that the student worked during the survey week. The student must have worked the minimum number of hours required to meet Job Corps' placement definition during the 7-day period represented by the survey week for the job(s) to qualify for credit. Additionally, the job placement must meet any additional criteria as stipulated in Exhibit 4-1.
3. Check the appropriate box to indicate the student's earnings unit (i.e., if the student was paid hourly, weekly, monthly, or daily) as indicated on the student's pay stub.
4. Enter the dollar amount of earnings on the line that corresponds with the earnings unit selected as indicated on the student's pay stub. **Note:** The student must have earned at least federal minimum wage for this to qualify as a Job Corps Job Placement.
5. If the student earned other payments from this job during the survey week (e.g., bonus, tips, commission, etc.), enter the dollar amount on the appropriate line of item 4.

You must attach written documentation of employment information. Pay information must either: (1) at a minimum, include the complete 7-day period (Sunday through Saturday) prior to the date surveyed; and (2) show that the student worked a minimum of 20 hours during the dates that cover the survey week. For example: The survey week is from September 4th to September 10th. The student is paid by the week and the pay stub covers September 6th to September 12th when the student worked 22 hours. The overlap in dates and the documentation of the minimum required hours will serve as valid documentation. **Written documentation may include: a pay stub, written statement on letterhead, or a business card/official stamp affixed to an employer verification form**. Documentation through The Work Number detailing the student's employment information in such a way as to meet Job Corps' placement requirements is also accepted for verification *only* if accompanied by the student's pay stub. **Please see Exhibit 4-2 for further information regarding documentation requirements.**

Section B: Education

If you are appealing data on education status, complete Section B.

1. Print the name of the school or training institution.
2. Check the appropriate box to indicate the type of school, college, or training program the student attends. The student must have attended school/training for the minimum number of hours required, or be enrolled for the minimum number of credits, to meet Job Corps' educational placement definition during the 7-day period represented by the survey week for the placement to qualify for credit. Additionally, the educational placement must meet any additional criteria as stipulated in Exhibit 4-1.
3. Enter information on attendance/enrollment in this column; if the student:

a. is enrolled in high school, enter the grade level and the number of hours the student attended during the survey week. The student must be enrolled in 9th grade or higher to qualify.

b. was enrolled in a postsecondary CTT or technical school, enter the number of hours the student attended during the survey week.

c. was enrolled in college, record the number of course credit hours the student was registered to take for the period that includes the dates of the survey week.

d. was enrolled in an on-the-job training program or was working in a subsidized job, enter the number of hours the student worked during the survey week.

e. was enrolled in an "other" program (e.g., a program to obtain a GED), enter the number of hours the student attended during the survey week.

4. If other training was completed during the survey week, please specify the type of program and training.

You must attach written documentation from the school or training program or college (on official letterhead or with an official stamp) documenting that the student was enrolled/attending during the 7-day period covered by the survey week. Please see Exhibit 4-2 for further information regarding documentation requirements.

Information of Person Completing the Form

1-2. Print your name and sign the form where indicated.

3. Record the name of the center or placement agency where you work and the appropriate 6-digit identification code for your center/agency.

4. Record the telephone number at which you may be reached.

5. Print the date you submitted the form.

U.S. Department of Labor

JOB CORPS APPEAL FORM FOR 6- or 12-MONTH SURVEY DATA

Student Information: (Please Print)	**Check Box for Appeal:**			
1. Student Identification Number	6-Month Placement ❑	6-Month Earnings ❑	12-Month Placement ❑	12-Month Earnings ❑
2. Last Name MI First Name				
3. Center Attended	4. Date Reported to Initial Placement (Work or School):	Month	Day	Year

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

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

<u>Complete Section A or Section B Below:</u>

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

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

*** Earnings per hour must equal or exceed the federal minimum wage to qualify as a valid placement.**

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

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

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Signature:
3. Agency Name/Code (6- Digit ID Code):	4. Your Telephone: ( )
National Office Use Only:	5. Date Form Submitted:
Reviewed by:	❑ Approved: ❑ Not Approved: Date:

Attachment 5

Instructions for Filing a Request to Add a Job Title to the Job-Training Match (JTM) Crosswalk

GENERAL INSTRUCTIONS

1. This form is to be used to request that a Job Placement Title be added to the Job-Training Match (JTM) Crosswalk. This form should be submitted only if the current JTM Crosswalk does not contain an appropriate job title that is directly related to one of the new Training Achievement Records (TARs), which were released in PY 2006 or later. If the request is approved, the new job title will be added to the placement portion of the JTM crosswalk, and JTM placement credit will be given as appropriate to students who complete the identified TAR and are placed, as of July 1, 2007, in a position with the identified job title.
2. The request must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, VES-20, or CTS OMS-20.
3. Job Corps centers, CTS agencies, and National Training Contractors (NTCs) may file a request.
4. Submit the appeal with documentation to:

National Office of Job Corps, Career Technical Training Team
200 Constitution Avenue, NW, Room N-4507
Washington, DC 20210

INSTRUCTIONS FOR COMPLETING THE REQUEST FORM

Student Information

1. Enter the student's Job Corps Student Identification Number in the box.
2. Print the student's last name, followed by middle initial, and first name.
3. Print the name of the center from which the student separated.
4. Record the month, day, and year that the student reported to work.

Proposed Job Training Matches

1. Enter the official title, as found in O*NET-98 or O*NET-SOC, for the proposed job training match placement.
2. Enter the office code as found in O*NET-98 or O*NET-SOC.
3. Provide rationale for the proposed job training match placement title. Appropriate Job Training Match placement titles must: (a) correspond to the training received by the student, and (b) require moderate training, greater than on-the-job training, for attainment. Job placements that do not require any training or experience will be not be considered.

Information About You (Bottom of Form)

1-2. Print your name and sign the form in the appropriate boxes.

3. Record the name of the center or placement agency where you work and the six-digit identification code for your center/agency.
4. Record the telephone number at which you may be reached.
5. Enter the date you are submitting the appeal form.

NATIONAL OFFICE OF JOB CORPS

FORM TO REQUEST ADDITION OF A JOB TITLE TO THE JOB-TRAINING MATCH CROSSWALK

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

Proposed Job Training Match	
1. Job Title	2. O*NET Code
3. Rationale for JTM Placement:	

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Signature:
3. Agency Name/Code (6- Digit ID Code):	4. Your Telephone: ( )
National Office Use Only:	5. Date Form Submitted:
Reviewed by:	❑ Approved: ❑ Not Approved: Date:

APPENDIX 501d

POLICIES AND PROCEDURES FOR PY 2008 CAREER TECHNICAL TRAINING REPORTING AND IMPROVEMENT SYSTEM

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Attachment 1: PY 2008 Performance Improvement Plan

Attachment 2: PY 2008 Regional Office Appeals Form

Attachment 3: PY 2008 CTT Report Card Matrix

Attachment 4: PY 2008 Initial Placements and Allowable Upgrades

Attachment 5: PY 2008 CTTRC Pools and Credits for CTT Completers Transferred to Advanced Training Programs

Attachment 6: Instructions for Filing an Appeal of 6- or 12-Month Follow-Up Survey Data

Attachment 7: PY 2008 Instructions for Filing a Request to Add a Job Title to the JTM Crosswalk

I. PY 2008 CAREER TECHNICAL TRAINING REPORTING AND IMPROVEMENT SYSTEM

Prior to reviewing this section, please read the INTRODUCTION to Appendix 501. The INTRODUCTION provides rationale, policies, and procedural changes that apply to all of the PY 2008 Outcome Measurement Systems (OMS).

A. Overview

The Career Technical Training Reporting and Improvement System (CTTRIS), composed of the CTT Report Card (CTTRC), Performance Improvement Plans (PIPs), and incentives and sanctions, is a comprehensive system used to measure and improve the performance of all Job Corps CTT programs, both center-operated and National Training Contractor (NTC)-operated.

The CTTRC provides data regarding students' participation in CTT programs as well as achievement of long-term employment at sustainable earnings. The CTTRC also supports the mission of the Career Development Services System (CDSS) and Workforce Investment Act (WIA) requirements.

Implementation of PIPs, as well as incentives and sanctions, will enable the Job Corps community to more effectively monitor and continuously improve the performance of all CTT programs.

B. Changes in the CTT Report Card

The following is a description of changes in the CTTRC for program year (PY) 2008.

1. **CTT Completer Average Wage at Placement**. For PY 2008, the CTT Completer Average Wage at Placement national goal is adjusted to **$9.15** per hour due to positive performance in this area; the goal also continues to be aligned with the Center and CTS Report Cards.

2. **CTT Completer JTM Average Wage**. Consistent with the philosophy of setting ambitious performance goals, the JTM Average Wage national goal is also minimally increased to **$9.70** per hour due to positive performance on this measure during PY 2007.

3. **CTT Completer 6-Month Average Weekly Earnings.** In recognition of the current economic conditions, the national goal for the 6-Month Follow-Up Average Weekly Earnings is slightly increased from $420 to **$425** per week; this also realigns the goal with the Center and CTS Report Cards.

C. CTT Report Card Indicators

Students who separate as a Zero Tolerance (ZT) Level 1 code 05.1A or 05.2B in 30 days or less, or who separate as a ZT Level 1 code 05.2A in 45 days or less, under Job Corps' Zero Tolerance Policy will not be included in the CTTRC. Students who exit the program for Level 1 ZT violations after 30/45 days will be included in all pools for all center measures, and credit will be given for CTT credentials earned prior to separation. However, students who exit for Level 1 ZT violations are considered neither former enrollees nor graduates, and are excluded from all post-center pools since they are ineligible for post-center services.

The following criteria pertain to the short-term placement measures, as applicable:

- The federal minimum wage requirement applies for all states (except for Puerto Rico, Virgin Islands, and the Trust Territories) to all these measures.
- The wage associated with an initial placement upgrade that occurred during the placement window for graduates and former enrollees will be credited when applicable. See Attachment 2 for a chart outlining the upgrade hierarchy.
- An automatic education placement credit is given to the sending center for graduates who transfer to an approved Advanced Training (AT) program at another center. See Attachment 5 for a chart outlining allowable CTTRC credits for AT transfers.
- Valid placements that are deemed "non-credited" by the Job Corps Data Center (JCDC) due to errors in meeting the requirements for verification and/or reporting timelines specified in PRH Chapter 4, Section 4.5, R2 and R3, shall be included in the CTTRC regional and national totals only. However, all entities may receive credit for the 6- and 12-month outcomes of these graduates, provided they participate in the applicable follow-up surveys. These graduates will also receive career transition services since their placements are valid, making them eligible for the full array of services afforded their separation status.

1. CTT Completion Rate

Pool: All separated students who were enrolled for 60 or more days and were assigned to a CTT program.

Students who were enrolled in more than one trade but did not complete any trade, shall be included in the CTT completion pool of the trade in which they were enrolled the longest. Students who completed one or more trades are assigned to the CTT completion pool of each trade completed.

Measure: The percentage of students in the pool who complete a CTT program.

Weight: 10%

Formula:

$$\frac{\text{Number of Students Who Complete a CTT Program}}{\text{Number of Separated Students Who Were Enrolled for 60 or More Days and Were Assigned to a CTT Program}}$$

2. CTT Completer Placement Rate

Pool: All CTT completers whose initial placement records are due or received[1] or who transfer to an approved AT program at another center.

Separated students who complete one or more trades are assigned to the placement pool of each trade completed.

[1] *In this usage, the term "due or received" refers to the sum of the number of CTT completers for whom placement information was reported, i.e., "received," plus the number of CTT completers for whom placement information was not reported and for whom the placement window had expired, i.e., "due."*

Measure: The percentage of CTT completers in the placement pool who are placed in a job, the military, an educational program, or a job/school combination (according to Job Corps' placement definition in PRH Chapter 4, Exhibit 4-1), or who transfer to an approved AT program at another center.

Students who are in the placement pool for more than one trade shall remain in those pools, whether placed or not, and shall be included in the calculation for the placement measure of each of those trades.

Weight: 20%

Formula:

$$\frac{\text{Number of CTT Completers Who Are Placed in a Job, the Military, an Education/Training Program, or a Job/School Combination, or Who Transfer to an Approved AT Program at Another Center}}{\text{Number of CTT Completers Whose Initial Placement Records Are Due or Received, or Who Transfer to an Approved AT Program at Another Center}}$$

3. CTT Completer Average Wage at Placement

Pool: All CTT completers placed in a job or the military according to the Job Corps placement definition.

Measure: The average hourly wage of CTT completers in the pool associated with their initial or upgrade placement in a job or the military.

Weight: 5%

Formula:

$$\frac{\text{Sum of Hourly Wages of CTT Completers Placed in a Job or the Military}}{\text{Number of CTT Completers Placed in a Job or the Military}}$$

4. CTT Completer JTM/PSC Placement Rate

Pool: All CTT completers who are placed in a job, the military, or who enter postsecondary education or postsecondary training.

Students who completed one or more trades are assigned to the JTM/PSC Placement pool of each trade completed.

Measure: The percentage of CTT completers in the pool who are initially placed, or have a placement upgrade, in a training-related job, the military, postsecondary education, or postsecondary training.

For students who completed more than one CTT offering and are placed in the military, all applicable training programs receive a JTM/PSC Placement credit. Similarly, for students who completed more than one CTT offering and are placed in a postsecondary education or postsecondary training placement, all applicable training programs receive a JTM/PSC Placement credit.

If a student completed more than one CTT offering and is placed in a job related to all of them, all receive a JTM/PSC Placement. If the placement

relates only to one of the CTT offerings, only that training program will be credited with a JTM/PSC Placement. Further, this same student will be removed from the JTM/PSC pool of the other CTT offering(s) completed.

If, however, a student is placed in a job that does not match any of the CTT programs completed, the student is entered into all programs' JTM/PSC placement pools, but no program receives credit since a JTM/PSC placement did not occur.

Weight: 20%

Formula:

$$\frac{\text{Number of CTT Completers Placed in a Training-Related Job, the Military, Postsecondary Education, or Postsecondary Training}}{\text{Number of CTT Completers Placed in a Job, the Military, Postsecondary Education, or Postsecondary Training}}$$

Note: The process created in PY 2007 for requesting that a job title be added to the Job-Training Match (JTM) Crosswalk will continue to be available for PY 2008. A request should be submitted only if the current JTM Crosswalk does not contain an appropriate job title that is directly related to one of the new Training Achievement Records (TARs), released in PY 2006 or later. If the request is approved, the new job title will be added to the placement portion of the JTM crosswalk, and JTM placement credit will be given as appropriate to those students who complete the identified TAR and are placed, as of July 1, 2007, in a position with the approved job title. Please see Attachment 5 for the request form and instructions.

5. CTT Completer Job Training Match (JTM) Average Wage

Pool: All CTT completers who were placed in a training-related job or the military.

Measure: The average hourly wage of CTT completers placed in training-related jobs or the military.

Weight: 5%

Formula:

$$\frac{\text{Sum of Hourly Wages of CTT Completers Placed in a Training-Related Job or the Military}}{\text{Number of CTT Completers Placed in a Training-Related Job or the Military}}$$

6. 6-Month Follow-Up Placement Rate

Pool: All CTT completers initially placed in a job, the military, an education/training program, or a job/school combination and who complete the 6-month follow-up survey.

Measure: The percentage of CTT completers in the pool who report, on the 6-month follow-up survey, that they are in a job, the military, an education/training program, or a job/school combination (according to the Job Corps placement definition).

Weight: 15%

Formula:

$$\frac{\text{Number of Initially Placed CTT Completers Who Report They Are in a Job, the Military, an Education/Training Program, or a Job/School Combination on the 6-Month Follow-Up Survey}}{\text{Number of Initially Placed CTT Completers Who Complete the 6-Month Follow-Up Survey}}$$

7. 6-Month Follow-Up Average Weekly Earnings

Pool: All initially placed CTT completers who complete the 6-month follow-up survey and report in the survey they are working in a job or the military (that meets the Job Corps definition of placement).

Measure: The average weekly earnings of placed CTT completers in the pool.

Weight: 20%

Formula:

$$\frac{\text{Sum of Weekly Earnings of CTT Completers Who Report They Are in a Job or the Military on the 6-Month Follow-Up Survey}}{\text{Number of CTT Completers Who Report They Are in a Job or the Military at the 6th Month After Initial Placement}}$$

8. 12-Month Follow-Up Placement Rate

Pool: All CTT completers initially placed in a job, the military, an education/training program, or a job/school combination and who complete the 12-month follow-up survey.

Measure: The percentage of CTT completers in the pool who report, on the 12-month follow-up survey, that they are in a job, the military, an education/training program, or a job/school combination (according to the Job Corps placement definition).

Weight: 5%

Formula:

$$\frac{\text{Number of Initially Placed CTT Completers Who Report They Are in a Job, the Military, an Education/Training Program, or a Job/School Combination on the 12-Month Follow-Up Survey}}{\text{Number of Initially Placed CTT Completers Who Complete the 12-Month Follow-Up Survey}}$$

D. Rating Formula

The program score for each core indicator will be based on actual performance. However, each indicator will be capped at 100%, resulting in the capping of the total score at 100%.

Example: Carpentry graduates from XYZ center report earning an average of $440 per week when responding to the 6-month follow-up survey, exceeding the $425 per week national goal by 3.5%. Although the $440 will be displayed on the CTTRC, this particular carpentry program will not earn more than 100% for this indicator. Likewise, this program's overall score, composed of the score for this core indicator, as well as the scores of other core indicators, will not exceed 100%.

E. Minimum Productivity Rule (MPR)

The Minimum Productivity Rule (MPR) is a measure of efficiency that attempts to ensure a reasonably high rate of placements are produced relative to the investment made in space, teachers, equipment, and other resources on a center for a given number of contracted slots. The MPR requires all CTT programs to place a minimum of 51% of their contracted training slots (CTT completers only) every program year.

While the MPR is a useful indicator of efficiency for each CTT program, the MPR was temporarily suspended for PY 2007 to allow for centers to transition to using new, more rigorous guidelines and completion requirements for their CTT programs that align them with nationally recognized industry standards and certification requirements. Centers were required to complete the transition to the new and revised CTT programs by June 30, 2008. These higher standards are expected to affect the length of time to complete the program, which in turn may potentially impact attrition rates, reducing the number of potential placements, and increasing the chances of these programs falling below the MPR threshold. **The MPR will, therefore, continue to be suspended for PY 2008,** so that consideration may be given to how the MPR is being impacted and what type of accommodations, if any, will need to be made due to the increased CTT program requirements. It is anticipated that the MPR will be restored in PY 2009.

F. Program Performance: Incentives and Sanctions

It is important to understand that the primary purpose of the CTTRIS is to maximize the performance of programs, not to sanction them. The system is designed to assist Job Corps officials, at all levels, to:

- better monitor and evaluate CTT program performance;
- recognize programs that consistently perform well;
- actively assist, at the earliest indication, programs that demonstrate unsatisfactory performance; and
- work to improve programs that exhibit average performance to prevent further decline.

Based on the PY 2008 CTTRC, programs will receive a total score (not to exceed 100%) and be graded on the basis of the following scale:

A	*Exceptional performance*	*90 – 100%*
B	*Above average performance*	*80 – 89%*
C	*Average performance*	*70 – 79%*
D	*Unsatisfactory performance*	*0 – 69%*

The CTTRC will display each program's score and grade for the preceding program year.

1. Grade A (Exceptional Performance)

CTT programs in Grade A for two or more consecutive program years will be recognized by the National Office of Job Corps, based on recommendations from Regional Offices, as follows:

- Two consecutive years of performance in Grade A: Silver recognition
- Three consecutive years or more of performance in Grade A: Gold recognition

2. Grade B (Above Average Performance)

CTT programs in B Grade will not be subject to incentives or sanctions.

3. Grade C (Average Performance)

Regional Offices may require programs with performance in Grade C (including National Training Contractors [NTC] programs) to have a PIP, especially those that repeatedly have scores in the low 70s. PIPs will be developed, implemented, regularly monitored and, as necessary, adjusted by all entities involved with the CTT program (i.e., Regional Office, center and, as appropriate, NTC).

4. Grade D (Unsatisfactory Performance)

First Year of Grade D Performance:

Utilizing the PY 2008 CTTRC, and for each subsequent program year, Regional Offices will identify all CTT programs in Grade D (including NTC programs) and initiate an Appeals Process. This process will provide operators/Center Directors and, as applicable, NTCs, an opportunity (within 20 business days) to present valid, mitigating circumstances that they believe have caused the unsatisfactory performance. For NTC programs, operators/Center Directors and NTCs are encouraged to jointly develop and submit a single appeal; where this is not possible, separate appeals may be submitted to the Regional Office.

Following the Regional Office-administered Appeals Process, which includes a thorough analysis of all appeals submitted, Regional Offices will notify operators/Center Directors, and as appropriate, NTC officials, of CTT programs that will:

- serve probation and require a PIP;
- not serve probation, but require a PIP; or
- neither serve probation, nor require a PIP.

Regional Offices will submit to the National Office, Division of Program Planning and Development, a composite list of those programs designated to serve probation.

All CTT programs designated to serve probation by the Regional Office will be required to have a PIP. The center, regional project manager and, as appropriate, NTC, will work together to develop, implement, and monitor PIPs. If necessary, PIPs should be modified with Regional Office approval to achieve desired results.

Second Year of Grade D Performance for Programs Having Served One Year of Probation:

At the end of the program year in which probation was served, if the program remains in Grade D, it will be subject to an Appeals Process administered by the National Office of Job Corps, as follows:

- The National Office of Job Corps will formally notify the Regional Directors and, as applicable, NTCs, of programs that were on probation and continued to perform at Grade D.
- Regional Directors/NTCs will have 20 business days to submit appeals to the National Office of Job Corps, Division of Program Planning and Development, Appeals). For NTC programs, Regional Directors and NTCs are encouraged to jointly develop and submit a single appeal; however, where this is not possible, separate appeals may be submitted to the National Office of Job Corps.
- National Office staff will thoroughly review all appeals, consult with Regional Directors and NTCs, as necessary, and recommend to the National Director of Job Corps one of the following actions for each program:
    - closure/slot reduction;
    - probation for another program year (requiring the development of another PIP or modification of the existing PIP, as warranted);
    - no sanctions; however, require that a new PIP be developed or the existing PIP be modified, as warranted; or
    - no sanctions or PIP.
- The National Director will make all final decisions regarding the disposition of programs, and formal notification will be transmitted to appropriate officials.

II. ROLES AND RESPONSIBILITIES

A. National Office

The National Office of Job Corps will be responsible for:

- establishing overall policy regarding the CTTRIS, as well as the weight structure for the CTTRC each program year; and
- administering the National Office Appeals Process for programs subject to closure/slot reduction.

B. Regional Offices

Regional Offices will be responsible for:

- monitoring the performance of all CTT programs monthly, including NTC programs, using the CTTRC and information gathered from center visits, reviews, etc.;

- administering the Regional Office Appeals Process and, as justified, placing programs on probation;
- assisting in the development, implementation, and monitoring of Performance Improvement Plans for all programs in Grade D and, as determined by the Regional Office, those in Grade C;
- participating in the National Office-administered Appeals Process; and
- developing, as needed, CTT change recommendations and related CTT modernization plans in cooperation with centers, Industry Councils and, as applicable, NTCs.

C. Center Operators/Directors

Center operators/directors will be responsible for:

- ensuring, in cooperation with Industry Councils, the most meaningful and productive trade mix using relevant local labor market supply and demand data and other economic information;
- coordinating closely with Industry Councils and, as applicable, NTCs, to regularly monitor and improve CTT program performance, based on data contained in the monthly Report Card;
- participating, as applicable, in the Regional Office-administered Appeals Process;
- providing staff training, monitoring performance regularly, and working with Regional Office staff and, as applicable, NTC staff, to develop, implement, and monitor PIPs; and
- initiating organizational, operational, and other changes that help achieve long-term job retention and economic self-sufficiency for students/graduates.

D. National Training Contractors

NTCs, working closely with the NTC Contracting Officer Technical Representative (COTR) and center staff, will be responsible for:

- coordinating with Regional Office staff, operators, and center staff to implement the new CTTRC;
- initiating organizational, operational, and other changes that increase and improve long-term job retention and economic self-sufficiency for students/graduates;
- participating in the Regional Office-administered, and National Office-administered Appeals Process, as applicable; and
- providing NTC staff training, monitoring NTC performance frequently, and working with Regional Office and center staff to develop, implement, and regularly monitor PIPs for NTC programs.

Attachment 1

JOB CORPS CTT REPORTING AND IMPROVEMENT SYSTEM

PERFORMANCE IMPROVEMENT PLAN (PIP)

I. Program Information

CTT Program:	**Slots:**	☐**Basic**	☐**AT**	☐ **NTC**	☐ **OCT**	☐ **ACT**
Center:			**Region (name):**			

II. Program Performance Status

Performance Status in Most Immediately Completed PY _____: ☐ **C** ☐**D** **Overall Score_____**	**Performance Status in Preceding PY:** ☐**A** ☐**B** ☐**C** ☐**D** **Overall Score: _____** ☐ **N/A**
Program was on Performance Improvement Plan in Most Immediately Completed PY: ☐**Yes** ☐ **No**	**Substantial Improvement from Preceding PY:** ☐ **Yes** ☐**No**

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

Unsatisfactory Performance Area	Cause(s)	Action(s)

Unsatisfactory Performance Area	Cause(s)	Action(s)

IV. <u>The Following Individuals Have Contributed to Developing this PIP</u>.

_____ Date: _____
CTT Instructor

_____ Date: _____
CTT Manager

_____ Date: _____
Center Director

_____ Date: _____
National Training Contractor (if applicable)

V. <u>Regional Office Approval</u>

Name _____ Title _____ Signature _____ Date _____

Attachment 2

JOB CORPS CTT REPORTING AND IMPROVEMENT SYSTEM

REGIONAL OFFICE APPEALS FORM

I. Program Information

CTT Program:	**Slots:**	☐**Basic**	☐**AT**	☐**NTC**	☐**OCT**	☐**ACT**
Center:	**Region (name):**					

II. Program Performance Status

Performance Status in Most Immediately Completed PY_____: ☐**C** ☐**D** **Overall Score_____**	**Performance Status in Preceding PY:** ☐**A** ☐**B** ☐**C** ☐**D** **Overall Score: _____** ☐**N/A**
Program was on Performance Improvement Plan in Most Immediately Completed PY: ☐**Yes** ☐ **No**	**Substantial Improvement from Preceding PY:** ☐ **Yes** **No** **N/A**

III. Mitigating Circumstance(s) Supporting This Appeal (only essential documents should be attached)

_____
_____
_____
_____
_____
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_____
_____
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_____

_____
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_____

VI. Support for This Appeal

Operator/Agency Official: Name_____ Title_____ Date_____

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

Regional Use Only

V. Final Decisions

- ☐ **Neither PIP nor Probation**
- ☐ **PIP Only, no Probation**
- ☐ **PIP and Probation**
- ☐ **Close Program/Reduce Training Slots**

Attachment 3

CTT Report Card Matrix

Indicators	Definition	Weight
CTT Completion Rate	Number of Students Who Complete a CTT Training Program / Number of Separated Students Who Were Enrolled for 60 or More Days and Were Assigned to a CTT Program.	10%
CTT Completer Placement Rate	Number of CTT Completers Who are Placed in a Job, the Military, an Education/Training Program, or a Job/School Combination, or Who Transfer to an Approved AT Program at Another Center / Number of CTT Completers Whose Initial Placement Records Are Due or Received or Who Transfer to an Approved AT Program at Another Center	20%
CTT Completer Average Wage at Placement	Sum of Hourly Wages of CTT Completers Placed in a Job or the Military / Number of CTT Completers Placed in a Job or the Military	5%
JTM/PSC Placement Rate	Number of CTT Completers Placed in a Training-Related Job , the Military, Postsecondary Education, or Postsecondary Training / Number of CTT Completers Placed in a Job, the Military, Postsecondary Education, or Postsecondary Training	20%
JTM Average Wage	Sum of Hourly Wages of CTT Completers Placed in a Training-Related Job or the Military / Number of CTT Completers Placed in a Training-Related Job or the Military	5%
6-Month Follow-Up Placement Rate	Number of Initially Placed CTT Completers Who Report They Are in a Job, the Military, an Education/Training Program, or a Job/School Combination on the 6-Month Follow-Up Survey / Number of Initially Placed CTT Completers Who Complete the 6-Month Follow-Up Survey	15%
6-Month Follow-Up Average Weekly Earnings	Sum of Weekly Earnings of Initially Placed CTT Completers Who Report They Are in a Job or the Military on the 6-Month Follow-Up Survey / Number of CTT Completers Who Report They Are in a Job or the Military on the 6-Month Follow-Up Survey	20%
12-Month Follow-Up Placement Rate	Number of Initially Placed CTT Completers Who Report They Are in a Job, the Military, an Education/Training Program, or a Job/School Combination on the 12-Month Follow-Up Survey / Number of Initially Placed CTT Completers Who Complete the 12-Month Follow-Up Survey	5%
	Total:	**100%**

Attachment 4

INITIAL PLACEMENT CATEGORY	ALLOWABLE UPGRADES
A. Full-time JTM Job Placement	• Full-time JTM with Wage Increase
B. Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC)	• Full-time JTM Job Placement
C. Full-time Non-JTM Job Placement	• Full-time JTM with same or higher Wage • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job with Wage Increase
D. Part-time JTM Job Placement	• Full-time JTM Job Placement with same or higher Wage • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Part-time JTM Job with higher Wage
E. Part-time Job/College Combination (PSC)	• Full-time JTM Job Placement • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Part-time JTM Job Placement
F. Part-time Non-JTM Job Placement	• Full-time JTM with same or higher Wage • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement with same or higher Wage • Part-time JTM Job with same or higher Wage • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job with Wage Increase
G. High School, Other Training Program, OJT/Subsidized Employment	• Full-time JTM Job Placement • Postsecondary School/Training, College Placement, or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement • Part-time JTM Job Placement • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job Placement

Attachment 5

PY 2008 CTTRC Pools and Credits for CTT Completers Transferred to Advanced Training Programs						
Event		**Measure(s)**	**Sending Center**		**AT Center**	
			Pool	**Credit**	**Pool**	**Credit**
CTT Completer Transferred to AT Center		CTT Completion	1	1	n/a	n/a
		CTT Completer Placement	1	1	n/a	n/a
		JTM/PSC Placement	0	0	n/a	n/a
CTT Completer Separates from AT Center		CTT Completion	n/a	n/a	1	1/0 As applicable
CTT Completer Placed or Placement Window Closes	Placed in Job/ Military	CTT Completer Placement	n/a	n/a	1	1
		JTM/PSC Placement	1	1/0 As applicable	1	1/0 As applicable
		JTM Wage	1 As applicable	Add wage to total As applicable	1 As applicable	Add wage to total As applicable
	Placed in School	CTT Completer Placement	n/a	n/a	1	1
	Placed in combination of School & Job	CTT Completer Placement	n/a	n/a	1	1
	Not Placed	CTT Completer Placement	n/a	n/a	1	0
6- and 12-Month Follow-Up Surveys	If placed CTT Completer and survey completed	Graduate 6- and/or 12-Month Follow-Up Placement	1 As applicable	1/0 As applicable	1 As applicable	1/0 As applicable
	If placed CTT completer and 6-month survey completed and student is working in a job or the military	Graduate 6-Month Average Weekly Earnings	1 As applicable	Add earnings to total As applicable	1 As applicable	Add earnings to total As applicable

Attachment 6

Instructions for Filing an Appeal of 6- or 12-Month Follow-Up Survey Data

GENERAL INSTRUCTIONS

1. Use this form to file an appeal for 6-month or 12-month survey data.
2. The appeal must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, CTT-20, or CTS OMS-20.
3. Job Corps centers, CTS agencies, and National Training Contractors (NTCs) may file an appeal.
4. Appeals **must** be submitted with supporting documentation.

   Note: Do not include the student's Social Security Number on any documentation.
5. Submit the appeal with documentation to:

   National Office of Job Corps, Program Accountability Team

   200 Constitution Avenue, NW, Room N-4507

   Washington, DC 20210

INSTRUCTIONS FOR COMPLETING THE APPEAL FORM

Check Box for Appeal

1. Check the appropriate box(es) to indicate the survey (6- or 12-month) and the type of appeal you are filing.
2. You may file an appeal for placement only, the amount of earnings only, or for both placement and earnings. If you are appealing an education placement, mark the placement box for the appropriate survey. If you are only appealing the earnings reported, mark the earnings box for the appropriate survey. If you are appealing a job placement, mark both the placement box and the earnings box for the appropriate survey.

Student Information

1. Enter the student's Job Corps-assigned student identification number.
2. Print the student's last name, followed by middle initial, and first name.
3. Print the name of the center from which the student separated.
4. Record the month, day, and year that the student reported to work or school.

5-6. You must determine the dates of the survey week from data stored in CIS for the student whose data you are appealing. The survey week is the 7-day period (Sunday through Saturday) prior to the survey date. Query the information by entering the student's identification number. Record the start and end date in the appropriate boxes in #5 and #6.

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

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

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

Section A: Employment

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

1. Print the employer's name.
2. Enter the total number of hours that the student worked during the survey week. The student must have worked the minimum number of hours required to meet Job Corps' placement definition during the 7-day period represented by the survey week for the job(s) to qualify for credit. Additionally, the job placement must meet any additional criteria as stipulated in Exhibit 4-1.
3. Check the appropriate box to indicate the student's earnings unit (i.e., if the student was paid hourly, weekly, monthly, or daily) as indicated on the student's pay stub.
4. Enter the dollar amount of earnings on the line that corresponds with the earnings unit selected as indicated on the student's pay stub. **Note:** The student must have earned at least federal minimum wage for this to qualify as a Job Corps job placement.
5. If the student earned other payments from this job during the survey week (e.g., bonus, tips, commission, etc.), enter the dollar amount on the appropriate line of item 4.

You must attach written documentation of employment information. Pay information must either: (1) at a minimum, include the complete 7-day period (Sunday through Saturday) prior to the date surveyed; and (2) show that the student worked a minimum of 20 hours during the dates that cover the survey week. For example: The survey week is from September 4th to September 10th. The student is paid by the week and the pay stub covers September 6th to September 12th when the student worked 22 hours. The overlap in dates and the documentation of the minimum required hours will serve as valid documentation. **Written documentation may include: a pay stub, written statement on letterhead, or a business card/official stamp affixed to an employer verification form**. Documentation through The Work Number detailing the student's employment information in such a way as to meet Job Corps' placement requirements is also accepted for verification *only* if accompanied by the student's pay stub. **Please see Exhibit 4-2 for further information regarding documentation requirements.**

Section B: Education

If you are appealing data on education status, complete Section B.

1. Print the name of the school or training institution.
2. Check the appropriate box to indicate the type of school, college, or training program the student attends. The student must have attended school/training for the minimum number of hours required, or be enrolled for the minimum number of credits, to meet Job Corps' educational placement definition during the 7-day period represented by the survey week for the placement to qualify for credit. Additionally, the educational placement must meet any additional criteria as stipulated in Exhibit 4-1.
3. Enter information on attendance/enrollment in this column; if the student:

a. is enrolled in high school, enter the grade level and the number of hours the student attended during the survey week. The student must be enrolled in 9th grade or higher to qualify.

b. was enrolled in a postsecondary CTT or technical school, enter the number of hours the student attended during the survey week.

c. was enrolled in college, record the number of course credit hours the student was registered to take for the period that includes the dates of the survey week.

d. was enrolled in an on-the-job training program or was working in a subsidized job, enter the number of hours the student worked during the survey week.

e. was enrolled in an "other" program (e.g., a program to obtain a GED), enter the number of hours the student attended during the survey week.

4. If other training was completed during the survey week, please specify the type of program and training.

You must attach written documentation from the school or training program or college (on official letterhead or with an official stamp) documenting that the student was enrolled/attending during the 7-day period covered by the survey week. Please see Exhibit 4-2 for further information regarding documentation requirements.

Information of Person Completing the Form

1-2. Print your name and sign the form where indicated.

3. Record the name of the center or placement agency where you work and the appropriate 6-digit identification code for your center/agency.

4. Record the telephone number at which you may be reached.

5. Print the date you submitted the form.

.

U.S. Department of Labor

JOB CORPS APPEAL FORM FOR 6- or 12-MONTH SURVEY DATA

Student Information: (Please Print)			**Check Box for Appeal:**			
1. Student Identification Number			6-Month Placement ❑	6-Month Earnings ❑	12-Month Placement ❑	12-Month Earnings ❑
2. Last Name	MI	First Name				
3. Center Attended			4. Date Reported to Initial Placement (Work or School):	Month	Day	Year

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

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

<u>Complete Section A or Section B Below:</u>

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

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

*** Earnings per hour must equal or exceed the federal minimum wage to qualify as a valid placement.**

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

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

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Signature:
3. Agency Name/Code (6- Digit ID Code):	4. Your Telephone: ( )
National Office Use Only:	5. Date Form Submitted:
Reviewed by:	❑ Approved: ❑ Not Approved: Date:

Attachment 7

Instructions for Filing a Request to Add a Job Title to the Job-Training Match (JTM) Crosswalk

GENERAL INSTRUCTIONS

1. This form is to be used to request that a Job Placement Title be added to the Job-Training Match (JTM) Crosswalk. This form should be submitted only if the current JTM Crosswalk does not contain an appropriate job title that is directly related to one of the new Training Achievement Records (TARs), which were released in PY 2006 or later. If the request is approved, the new job title will be added to the placement portion of the JTM crosswalk, and JTM placement credit will be given as appropriate to students who complete the identified TAR and are placed, as of July 1, 2007, in a position with the identified job title.
2. The request must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, VES-20, or CTS OMS-20.
3. Job Corps centers, CTS agencies, and National Training Contractors (NTCs) may file a request.
4. Submit the appeal with documentation to:

National Office of Job Corps, Career Technical Training Team
200 Constitution Avenue, NW, Room N-4507
Washington, DC 20210

INSTRUCTIONS FOR COMPLETING THE REQUEST FORM

Student Information

1. Enter the student's Job Corps Student Identification Number in the box.
2. Print the student's last name, followed by middle initial, and first name.
3. Print the name of the center from which the student separated.
4. Record the month, day, and year that the student reported to work.

Proposed Job Training Matches

1. Enter the official title, as found in O*NET-98 or O*NET-SOC, for the proposed job training match placement.
2. Enter the office code as found in O*NET-98 or O*NET-SOC.
3. Provide rationale for the proposed job training match placement title. Appropriate Job Training Match placement titles must: (a) correspond to the training received by the student, and (b) require moderate training, greater than on-the-job training, for attainment. Job placements that do not require any training or experience will be not be considered.

Information About You (Bottom of Form)

1-2. Print your name and sign the form in the appropriate boxes.

3. Record the name of the center or placement agency where you work and the six-digit identification code for your center/agency.
4. Record the telephone number at which you may be reached.
5. Enter the date you are submitting the appeal form.

NATIONAL OFFICE OF JOB CORPS

FORM TO REQUEST ADDITION OF A JOB TITLE TO THE JOB-TRAINING MATCH CROSSWALK

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

Proposed Job Training Match	
1. Job Title	2. O*NET Code
3. Rationale for JTM Placement:	

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Signature:
3. Agency Name/Code (6- Digit ID Code):	4. Your Telephone: ( )
National Office Use Only:	5. Date Form Submitted:
Reviewed by:	❑ Approved: ❑ Not Approved: Date:

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FINANCIAL REPORTING

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A. INTRODUCTION

1. Scope

Appendix 502 contains instructions and requirements for budgeting and reporting the costs of operating Job Corps centers. This appendix is applicable to both contractor operated centers and federally operated centers. Sections A, B, and C are relevant to both types of centers. Sections D and F apply strictly to contract centers, and Sections E and G apply strictly to federal centers.

With respect to contract centers, this appendix is not intended to supersede the proposal development requirements prescribed in the standard Request for Proposals (RFP). However, the cost categories established in this appendix are being used in the budget formats contained in the standard RFP. The requirements of this appendix become applicable after award of a center contract and are intended to cover: (i) the reporting of actual costs, (ii) the process for revising the contractually approved budget, and (iii) the process for refining and reconciling the contract budget upon issuance of annual extensions.

For federally administered centers, this appendix is not intended to supersede the annual budget formulation process that occurs prior to the start of each Job Corps program year. The requirements of this appendix cover: (i) the reporting of the actual costs for operating the federally administered centers, and (ii) the procedures for revising the initial annual center budget that is approved at the outset of each program year.

2. Purpose

The procedures and requirements contained in this appendix are intended to serve as the basis of a financial management system that provides Job Corps program managers at several different levels with important information for managing resources and determining the efficient allocation of funds. The Job Corps center financial management system provides for:

- Periodic, detailed review of actual expenses and, in the case of contract centers, a comparison between planned (budgeted) versus actual expenses.
- For contract centers, the reliable identification of variances from budget that may require corrective action.
- The ratification of appropriate adjustments in current year and out-year budgets.
- The compilation of nationwide Job Corps cost data for inclusion in reports to the Congress and the public.

B. SYSTEM OVERVIEW

1. Uniform Cost Categories

A major feature of the Job Corps center financial management system is the use of uniform cost categories that allow for comparability between centers and for the compilation of national and regional totals for analytical and public reporting purposes. The cost categories have been defined in a way that will provide information that is immediately relevant to ongoing managerial and oversight functions.

2. Initial Budget Formulation

The initial formulation of a Job Corps center's operating budget is accomplished differently for a contract than for a federally operated center. For a contract center, the initial budget is formulated during the procurement process through which the contract is awarded.

The approved budget for a contract center is reflected in the formal contract document **in summarized form** within the estimated cost clause. It is a requirement of this appendix that the summarized budget set forth in the estimated cost clause always be backed up by a current line-item budget that is prepared using the Form 2181, Contract Center Operations Budget. Except for the 5th and final year of a center contract, "2181" budgets are prepared in sets of two – one providing a line-item budget for the current contract year and one for the next contract year. The initial "2181" budgets that are prepared upon contract award are for the first contract year and the second contract year and should be based on the contractor's proposal. However, the initial budget may incorporate minor revisions as agreed to or required by the Regional Office.

The budgets for federally operated centers are formulated annually in a cycle that coincides with the July 1 through June 30 Job Corps program year. Several months prior to the start of a program year, the DOL-Job Corps National Office issues budget/planning instructions to the federal conservation agencies to initiate the budget formulation process. One of the main outcomes of this process is the development of a detailed line-item budget for each federal center that is approved at the outset of the program year. This approved budget is known as the program operating plan and provides the basis for later fund transfers to the conservation agencies.

3. Reporting of Actual Expenses

Contract centers are required to report actual expenses on a monthly basis. For center financial management and Job Corps monitoring purposes, it is important that analysis be performed on data that is as current as possible. Moreover, the availability of monthly cost data allows an analysis of trends that could not be identified through less frequent reporting.

Federally operated centers are required to report on a quarterly basis. Monthly cost reporting to DOL is not necessary for these particular centers because day-to-day responsibility for financial management and oversight resides in the conservation agencies rather than in DOL.

For contract centers, the reports (on multi-page ETA Form 2110, Job Corps Contract Center Financial Report) will display line-item data on costs for the current month and cumulative costs incurred to date during the current contract year (year 1, year 2, year 3, year 4, year 5, whichever is in effect at the time) and cumulative from contract inception.

For the federally administered centers, the reports are prepared using ETA Form 2110F, Job Corps Conservation Center Financial Report, and will display line-item data on costs for the current quarter and the cumulative costs incurred to date during the current Job Corps program year.

4. Comparing Actual Versus Planned Costs – Contract Centers

For center operating expense, the cost reports for contract centers require a comparison of actual expenses versus planned expenses. There is no equivalent requirement for such comparisons in the cost reports submitted to DOL for federal centers. This is so because the day-to-day responsibility for financial management and oversight resides in the conservation agencies rather than in DOL.

The comparison of actual versus planned expenses at contract centers is in the context of the line item budget that is in place for center operating expenses during the current contract year. Center operators may elect to make these comparisons through either one of two methods.

The first method is for the center operator to break out the budget for the entire current year into an internal month-by-month, line-item budget that takes into account the seasonal variations that influence some line items (e.g., fuel and utilities). This internal budget is then used as the basis for entering the amounts of the "planned" line-item expenses for the current year to date.

The second method is to compute the current year expenses that are "planned" through the end of the current month via a simple straight-line proration of the approved budget for the entire current year. The proration of planned expenses **must be on the basis of days rather than months**. This second method, though not as precise as the first, is deemed to be adequate for Job Corps financial management purposes. The method of reporting Planned Expense cannot be changed during a contract year.

5. Displays and Evaluation of Variances – Contract Centers

For center operating expense, the cost reports for contract centers will identify budgetary variances by individual cost category on a contract year-to-date basis. A line-item variance is simply the difference between planned contract year-to-date cost and the actual contract year-to-date cost.

Center operators must provide a narrative explanation of cause and corrective action for any line item variance that exceeds an amount that is 3.0% or more (plus or minus) of the current year budget for that line item or $2,500, whichever is greater. A narrative explanation is further required whenever the current contract year-to-date actual Net Center Operations Expense exceeds the planned Net Center Operating Expense by an amount equating to 1% of the total center operating budget for the current year.

Please note that the threshold for explaining variances is determined as a percentage of the full year's budget amount. This is contrary to intuition, which would say that the variances should be viewed in terms of planned expense to date. The purpose of the non-intuitive approach prescribed above is to lessen the narrative reporting burden relative to variances that occur in the early months of the budget year. This permits center operators an opportunity to resolve or reverse variance trends before being officially required to explain them to DOL.

Reported variances may occur for a number of reasons, including: (i) erroneous assumptions in the formulation of the budget, (ii) unforeseen events requiring greater or fewer financial resources than anticipated, (iii) poorly controlled spending, and/or (iv)

internal reporting or computational errors. The identification and analysis of variances may lead to a wide range of corrective actions, including:

- Spending constraints to reduce or stabilize overruns.
- Increased spending in areas where adequate resources have not been utilized to provide prescribed services.
- Improvements to internal administrative control systems and the provision of training to appropriate staff.
- Budget revision request to more reasonably distribute financial resources between cost categories.
- Initiation of requests for an increase or decrease in the contract estimated cost to adjust for unforeseen cost or program changes.
- DOL decision not to award a yearly extension, but to re-compete the center contract early.

6. Formal Budget Revisions

It is generally appropriate to accomplish a formal revision to the "2181" budget only when there is a net change in bottom line center operating costs or when a realignment of existing funds is clearly needed to resolve a maldistribution of resources. However, frequent reshuffling of funds between line items as a means to make reported variances go away is not generally considered a useful or legitimate practice.

For contract centers, "2181" budgets and revisions thereto must be approved by the cognizant Regional Office. Regional Offices should refer to current internal Annual Advanced Procurement Plan (AAPP) administration guidelines to identify circumstances where prior National Office clearances are needed for bottom-line estimated cost changes.

7. Next-Year Estimates – Contract Centers

As indicated in section 2 above, "2181" budgets are prepared in sets of two—one providing a line-item budget for the current contract year and one for the next contract year. The initial "2181" budgets that are prepared upon contract award are for the first contract year and the second contract year. This pattern is maintained throughout the life cycle of the contract. For example, when the contract enters its second year, the required pair of "2181" budgets will cover the second year of the contract (which will be the "current year") and the first option third year (which will be the "next year").

Whenever the current-year budget is being revised, it is also necessary: (1) to identify any adjustments that are of an ongoing nature (e.g., those that involve permanently deleting or adding slots), (2) to accurately calculate the impact of such changes on the next contract year, and (3) to revise the "2181" budget for the next year accordingly.

Maintaining an updated "next-year" cost estimate in this manner will provide for a smoother transition from one contract year to another and will help avoid budget-related issues from developing between DOL and the contractor. It is strongly recommended that a copy of the current AAPP Estimated Cost Profile be transmitted to each center, so

that the centers will be aware of the AAPP-approved budget for the center. This will facilitate the preparation of "next-year" budgets. Under normal conditions Regional Offices are expected to keep center contracts in agreement with the AAPP Estimated Cost Profile.

8. Related Financial Management Systems

For contract centers, many data elements on the "2181" budget must be reconcilable to data contained in the estimated cost clause of the center operating contract. Likewise, there are data elements on the "2110" cost report that must be reconcilable to information contained on contractor vouchers or, for the small number of contractors who are eligible for advance payments, information contained in the payment management system draw downs. The specific items where agreement must exist are identified in the detailed instructions for those forms that are provided later in this appendix.

For federal centers, certain data elements on the "2110F" cost report must agree with information contained on the monthly report of agency obligations provided on SF 133. Again, the specific items where agreement must exist are identified in the detailed instructions that appear later.

9. General Requirements and Considerations

a. Round to whole dollars.

All money amounts reported on the Center Financial Report and Center Operations budget are to be rounded to the closest whole dollars. No cents are reported.

b. Compute Percentages to One Decimal.

Carry all percentage computations to one decimal, e.g., 17.1%, 20.0%.

c. Computer-Generated Reports.

Computer generated reports, for both the Center Financial Report and Operations Budget, are the preferred method of preparation. This should effectively eliminate all math errors and greatly reduce the preparation time. It is essential that all reports add down each month. The format and all line-item and column designations must replicate the official reporting forms: "2110" and "2181." Reports should be generated submissions; typed or legible handwritten copies are acceptable. Assure that all photocopy submissions are clear and legible. Within a year of the effective date of this Appendix 502, DOL will require automated or Web-based reporting by contract centers. Hard-copy submittals will be discontinued at that time.

d. Obtaining Forms

If Center Financial Reports and Operations Budget forms are not being prepared by computer, forms in the Job Corps Forms Handbook, located on the Job Corps Community Web site, should be copied for submission. Again, within a year of the effective date of this new Appendix 502, DOL will require automated or Web-based reporting by contract centers. Hard-copy submittals will be discontinued at that time.

C. COST CATEGORY DEFINITIONS

1. Overall Structure of Categories

The cost categories that are used on center cost reports and budgets are structured as follows:

Center Operating Expenses

This group includes 29 different line-item categories, which are separately displayed on cost reports ("2110" and "2110F") and on line-item budgets ("2181s"). The official forms also require the display of center operating expense totals. In DOL contracts for center operations, the budgetary clauses do not generally display the 29 line-item categories of center operating expense but display only center operating expense totals, along with non-add line-item displays for sensitive subcategories of expense, such as contractor fee and indirect administrative expense.

Center Capital Expenses

This group consists of the following four categories: Construction and Rehab; Capital Equipment; GSA Vehicle Rental; and Vocational Skills Training (VST) Materials. These four categories are separately displayed on cost reports ("2110" and "2110F"); in the estimated cost and funds available clauses of center contracts; and in the program operating plans for federal centers.

Student Transportation Expense

This cost category refers to Job Corps-paid expenses for inter-city transportation of new enrollees and students.

Outreach/Admissions Expense

This cost category applies when the center contract expressly includes funding for the provision of activities for the outreach to and admission of new students. When a center contract contains Outreach/Admissions funding, supplementary "2181s" and "2110s" must be prepared.

Career Transition Services Expense

This cost category applies when the center contract expressly includes funding for the provision of career transition services to graduates and former enrollees. When a center contract contains Career Transition funding, supplementary "2181s" and "2110s" must be prepared.

Other Expense Categories Not Preprinted on the Forms

Blank lines are provided in the reporting formats for writing in other categories that might be included in a center operations contract, such as the travel and logistical support function that is financed in the Potomac JCC contract.

2. Subcontract Expense

The costs of subcontracts (or contracts at CCCs) for conducting major program components or support functions at a Job Corps center must be distributed into the standard budget line items. This particularly applies to subcontracts where subcontractor staff keep regularly scheduled hours or work at the center, such as subcontracts under

which instructors are furnished at the center, as well as subcontracts for major support components (e.g., dining hall operations).

For CCCs this requirement clearly applies to the costs of national contracts for providing skilled trades instructors and related expenses at the center via national-level training contracts with labor organizations or trade associations.

In some cases, expenses may not be currently detailed on the subcontractor's invoice because the service is being provided at a fixed price (e.g., meals served). In such a case adequate detail can usually be obtained from the subcontractor's proposal. If detail is not provided in the proposal, then this information should be required from the subcontractor. Where service is being provided at an hourly rate (e.g., doctors and dentists), the entire cost would be charged to personnel expense. To illustrate the type of breakdown needed for expenses budgeted under a "major" subcontract, the costs of a subcontracted vocational training program would be distributed, in appropriate amounts, to:

> Line 03-Voc Training Personnel Costs: To reflect the salaries and benefits paid to the subcontracted instructor(s) who work at the center.
>
> Line 04-Other Voc Training Expense: To reflect the costs of the training materials and supplies that are provided under the subcontract. Subcontractor Fee will be charged here also.
>
> Line 16-Other Admin Expense: If applicable, to reflect any subcontractor administrative expenses (e.g., National or Regional Office expenses) that are reimbursed under the subcontract. Please note that Line 17-Indirect Administrative Expense is used strictly to report indirect administrative expense costs (or program direction costs for CCCs) incurred by the center operator and not subcontractors.

The requirement to distribute subcontract expenses among the various line items does not generally apply to situations where subcontractor personnel do not perform any duties at the center or where they perform only irregular or intermittent services at the center (e.g., trash collection, pest extermination, construction and rehab projects, and the like). The expenses for "other than major" subcontracts will normally be classified categorized on a single budget line item – for example, the entire costs of a trash collection subcontract would be assigned to Line 19-Other Facility Maintenance Expense.

3. Personnel Expenses

This term is used in this appendix to refer to all salaries, wages, and all associated personnel costs such as payment of earned leave upon termination, employer retirement contributions, Social Security taxes, life insurance, health insurance, worker's compensation insurance, etc. All direct employees of the center as well as subcontractor employees (or contractor employees at CCCs) who perform ongoing functions at the center, which might otherwise be performed by center operator staff, are to be included. However, the cost of subcontractor staff who perform work at the center on a one-time or irregular or intermittent basis should be reported in the appropriate non-personnel expense line.

If an employee works in more than one area, such as part time in academics and part time in vocational training, or a secretary is assigned to two departments, the cost must be

allocated to the appropriate categories. The basis for the allocation must be documented in a **salary allocation plan** explaining the rationale for the allocation. The allocation plan must be available for review by DOL auditors. If the employee's assignment is changed, the allocation should be changed. All salary allocations should be reviewed annually to assure that the basis for allocation is still valid.

Note: All salaries, wages, and all associated personnel costs for center employees participating in corporate center reviews of other centers will be charged to indirect administrative expense since they are performing corporate functions as required in the contract.

4. Treatment of Money Received

a. Reimbursements

When money is received by a center, it is most often a reimbursement of cost. Such reimbursements are recorded as reductions (credits) in the appropriate expense accounts in order to reflect true center operating expenses. Examples follow:

- Food sales to staff and visitors are credited as a reduction to center food costs.
- Reimbursements by GSA for vehicle maintenance and fuel are credited as a reduction to center vehicle operating costs.
- Reimbursements of fuel costs from tenants are credited as a reduction of center fuel costs.
- Reimbursement for Workforce Investment Act (WIA) or other buy-ins are credited as a reduction to center academic and/or vocational training costs.
- Proceeds from the sale of tool kits to students are credited as a reduction to center vocational operating expense, if purchased originally with center operating funds.
- Prompt payment discounts, cash rebates, and refunds are credited as a savings to the account to which the product or service was originally charged.

b. Net Income

In some cases, money received by the center cannot be credited as a reduction to a specific expense account. These situations are generally limited to items where: there is little or no initial expense to the center; the expense category cannot be identified; or there is a "for profit" operation. When these situations occur, the money received will be classified as net income within the administrative operating expense account, which will have the effect of reporting a net decrease in the center's administrative costs. Conversely, if negative income is reported as a result of a prior-period correction or expenses exceeding receipts, then the result will be a reported increase in center administrative expenses.

Following are examples of situations where net income might properly be reported:

- Sales of scrap if not identifiable to a vocation, VST, or other specific account.
- Vending and video game machines not for student use.
- For-profit operations, such as a lithography shop or snack bar for the public. Include both income and expense in the income account. Only net income is reported.
- Lodging. Employee housing net rental income is reported. Income and all expense of maintaining the housing are included in this account. Only new income is reported.
- Sale of tool kits to students when tool kits are not purchased with center operations funds (e.g., tools acquired from GSA excess).

The following are examples of sources of cash receipts that are not considered as income since the receipts should accrue to the Student Welfare Fund. These transactions are not relevant to and should be kept outside the center's Job Corps financial management system.

- Vending machines for student use.
- Pay telephone income, unless a plan is approved by the Regional Office to treat funds differently.
- Proceeds from a student-related concession.

5. Cost Category Definitions

Following are definitions for the cost categories that are used in the center cost reports ("2110" for contract centers and "2110F" for federal centers) and in the line-item center budgets ("2181"). The categories are discussed in the same order as they appear on the "2110" for contract centers. Also note that the lists of example expense items that are provided for each cost category are not considered exhaustive or all-inclusive. For expense items that are not specifically identified in the lists of examples, contractors may use their own good judgment to determine which cost categories apply; or they may refer the question to the Job Corps National Office for guidance.

CONTRACTOR "2110," PAGE 2:

<u>Line 01-Academic Personnel Expense</u>

Includes the cost of all personnel whose primary duties are in academic programs, including positions such as those listed below:

<u>Managers</u>

Training Program Director*

Academic Manager

Principal Teacher (CCC)

Instructors (should include all non-vocational classroom instructors)

Reading Instructor

Math Instructor

GED Instructor

Driver Education Instructor

ESL Instructor

Communications Instructor

Wellness/Safety Instructor

Instructor Substitutes

Support Staff

Testing Coordinator

Sec/Clerical assigned to the academic department

**Where this position exists, and there is an academic and vocational manager, the individual's salary should be charged 50% to academics and 50% to vocational training. If there is no vocational manager, the cost should be distributed as per the previous discussion of Allocation of Split Duties.*

Line 02-Other Academic Expenses

This category consists of all non-personnel expenses that are immediately related to a center's academic programs, including the types of expense listed below.

Academic Materials and Supplies. Includes the cost of materials and supplies (i.e., books, workbooks, testing materials) used in conducting academic programs for students. This will also include the cost of expendable items for exclusive use in the classrooms such as: drapes, wall hangings, bulletin boards, computer software, films, and filmstrips.

Not included are general-purpose items such as paper, pencils, paper clips, rubber bands, erasers, etc., which are reported on Line 16-Other Administration Expense.

Academic Services. Includes the cost of contractual services for student academics, including repair and maintenance of academic equipment.

Academic Tuition. Includes the cost of tuition for off-center academic instruction. If the tuition is prepaid, please see later discussion of accrual and vouchering of prepaid items.

Academic Rentals. Includes the cost of facilities and equipment (but motor vehicles will not be charged here).

Other. Other expenses that should be assigned to the academic operating expense category but which do not match any of the above examples.

Line 03-Vocational Personnel Expense

Includes the cost of all personnel whose primary duties are in the vocational training programs, including positions such as those listed below:

Managers

Training Program Director*

Vocational Program Manager

Instructors

Vocational Instructors

Vocational Instructor Substitutes

Career Exploration Instructor

Support Staff

VST Coordinator

Work-Based Learning Coordinator

ACT Coordinator

Vocational Testing Coordinator

Sec/Clerical assigned to vocational department

**Where this position exists, and there is an Academic and Vocational Manager, the individual's salary should be charged 50% to academics and 50% to vocational training. If there is no Vocational Manager, the cost should be distributed as discussed on page 13, b. Allocation of Split Duties.*

Line 04-Other Vocational Expenses

This category consists of all non-personnel expenses that are immediately related to a center's vocational training programs, including the types of expense listed below.

Vocational Materials and Supplies. Includes the cost of all materials and supplies (i.e., books, workbooks, testing materials) used in conducting vocational programs for students. This will also include the cost of expendable items for exclusive use in the classrooms, such as drapes, wall hangings, bulletin boards, computer software, films, and filmstrips.

Not included are general-purpose items such as paper, pencils, paper clips, rubber bands, erasers, etc., which are reported on Line 16-Other Administration Expense.

Vocational Services. Includes the cost of contractual services acquired for student vocational training, including repair and maintenance of vocational equipment.

Vocational Tuition. Includes the cost of tuition for off-center vocational instruction. If the tuition is prepaid, please see later discussion of accrual and vouchering of prepaid items.

Vocational Rentals. Includes the cost of facilities and equipment (but not motor vehicles) rented for vocational training under the appropriate category.

Other. Includes other expenses that should be assigned to the vocational training operating expense category but which do not match any of the above examples.

Line 05-Social Skills Personnel Expense

Includes the cost of all personnel whose primary duties are in the social skills training programs, including positions such as those listed below.

Managers

Director of Residential Living

Director of Counseling

Residential Living Managers

Recreation Manager

Counselors

Counselor (includes AWOL retrieval)

Counselor Aide

Center Standards Officer

Residential Advisors

Residential Advisors and Aides

Group Leaders and Aides

Coordinators

Career Preparation Leader

Diversity Coordinator

Student Government/Leader/SWF Advisor

Student Safety Advisor/Coordinator*

Recreation Staff

Recreation Specialist/Coordinator

Arts/Crafts Instructor/Coordinator

Support Staff

Sec/clerical assigned to above areas.

**Refers to activities for instilling "safety consciousness/awareness" in students. Does not relate to security personnel costs, which are assigned instead to Line 20-Security Personnel Expense.*

Line 06-Other Social Skills Expense

This category consists of all non-personnel expenses that are immediately related to a center's social skills training, including the types of expense listed below.

Social Skills Materials and Supplies. Includes the cost of supplies and materials used in the counseling program, the dormitory supervision program, and any other social skills development program. Also includes the cost of student incentive programs, including any that focus on academic or vocational achievement.

Not included are general-purpose items such as paper, pencils, paper clips, rubber bands, erasers, etc., which are reported on Line 16-Other Administration Expense. Also not included are driver education costs that are reported as an academic expense (Line 01 or 02).

Social Skills Services. Includes the cost of contractual services acquired to implement social skills development programs and activities.

Social Skills Rentals. Includes the cost of facilities and equipment rented to carry out social skills development activities. This will not include motor vehicle rental or GSA charges.

Morale-Recreation-Welfare Materials and Supplies. Includes the cost of supplies and materials used in the morale-recreation-welfare program.

Morale-Recreation-Welfare Services. Includes the cost of contractual services acquired to implement the morale-recreation-welfare program. Includes repair and maintenance of recreational equipment.

Morale-Recreation-Welfare Rentals. Includes the cost of facilities and equipment rented to carry out morale-recreation-welfare activities. This will not include motor vehicle rental or GSA charges.

Other. Includes other expenses that should be assigned to the social skills training operating expense category but which do not match any of the above examples.

Line 07-Food

Includes the cost of food purchased for the center's dining hall and the cost of purchased meals that are served to students. This category includes:

Dining Hall Food. Includes the cost of food issued for the dining halls and related direct freight charges. This amount must include the cost of food provided or purchased in connection with subcontracted food service. Subcontracted labor and other non-food costs incurred are not charged to this account, but will be charged to Line 09-Support Services Personnel Expense, Line 10-Other Support Service Expense, or other appropriate line items as defined in Section C.3. Receipts from sale of meals to staff and visitors are credited as a reduction to expense.

Purchased Meals. Includes the cost of meals purchased for students while engaged in off-site activities such as academic, vocational, and recreational trips.

Line 08-Clothing

Includes the cost of clothing and cash clothing allowances furnished to students, including:

Issue Clothing. Issue of personnel clothing and dirty bags.

Cash Clothing Allowance. Cost of cash clothing allowances as discussed in Chapter 6, Section 6.5, R2, a-b.

Vocational Clothing. Cost of student special clothing such as work clothes, vocational training uniforms, and protective clothing as discussed in Chapter 6, Section 6.5, R1, a-c.

Recreation Clothing. Cost of student recreational clothing.

Line 09-Support Services Personnel Expense

Includes the cost of all personnel whose primary duties are in the area of support services, including positions such as those listed below.

Managers

Dining Hall Manager

Laundry Manager

Vehicle Fleet Manager

Food Service

Cooks

Dining Hall Workers

Laundry Service

Laundry Operator

Drivers

All Drivers employed at center

Incidental Outreach, Admissions, and Career Transition Services Staff

Any part-time or intermittent OA/CTS staff when OA or CTS not included as a specific, separate line item in the center estimated-cost clause.

Other Support Staff

Sec/Clerical assigned to above areas

Line 10-Other Support Services Expense

Includes the non-personnel/non-food operating expenses associated with the provision of room and board to Job Corps students, including the types of expense listed below.

Dormitory Linens and Supplies. Includes the costs of initial issue and replacement of all expendable items purchased for use in the dormitories, such as:

- Sheets, blankets, and bedspreads

- Pillows and pillow cases
- Mattresses and mattress covers
- Dorm curtains and drapes
- Laundry supplies for students
- Bulletin boards
- Throw rugs
- Pictures and wall hangings
- Irons and ironing boards

Not included are cleaning supplies for dormitories. This expense will be charged to Line 19-Other Facilities Maintenance Expense–Materials and Supplies.

Commercial Laundry and Linen Service. Includes the cost of linens and uniforms supplied by a subcontractor as well as the cost of laundry service for center-owned linens and uniforms, including those used in the medical facility.

Kitchen and Dining Hall Supplies. Includes the cost of non-food supplies and materials required in the operation of the kitchen and dining halls, including chemical and cleaning agents used for maintaining the kitchen, the initial and replacement cost of linens, mess uniforms, dishes, and utensils.

Subcontracted Food Services. Includes the cost of all services other than the cost of food and personnel in a subcontracted operation.

Note: The cost of food in a subcontracted operation will be reported on Line 07-Food. The cost of personnel and fringe benefits in a subcontracted operation will be reported on Line 09-Support Services Personnel Expense.

Kitchen and Dining Hall Non-Food Services. Includes the cost of services rendered in connection with the operation of the kitchen and dining hall, such as equipment maintenance, etc.

On-Center Laundry Supplies. Includes the cost of supplies and consumables needed to operate any on-center laundry facilities. Does not include laundry supplies furnished directly to students.

On-Center Laundry Facility Services. Includes the cost of contractual services acquired for equipment maintenance and repairs.

Student Local Transportation. Includes the cost of local public transportation such as bus passes or tokens for students and for children attending child care between home and the center, and expense to and from academic and vocational training sites.

Student Lodging Expense. Includes the cost of student lodging expense while on center-sponsored trips, (i.e., academic, vocational, recreation) and the costs of temporary local lodging due to center dormitory problems that require temporary

off-center housing. Staff lodging expense will be charged to Line 27-Staff Travel and Training.

Incidental Outreach, Admissions, and Career Transition Services Expense. Includes the cost of any incidental OA/CTS expense not included as a separate line item in the center estimated-cost clause and considered part of the center operating expense.

Other. Includes other expenses that should be assigned to the support service operating expense category but which do not match any of the above examples.

Line 11-Medical/Dental Personnel Expense

Includes the cost of personnel whose primary duties are in the area of health program services, including positions such as those listed below.

Managers

Medical Service Director

Medical Professionals

Doctors of Medicine

Doctors of Osteopathy

Optometrist

Mental Health Professionals

Psychiatrist

Psychologist

Social Worker

Substance Abuse Counselor

Dental Professionals

Dentist

Oral Surgeon

Orthodontist

Endodontist

Periodontists

Allied Medical Workers

Physician's Assistant

Nurse Practitioner

Medical Assistant

Registered Nurse

Licensed Practical Nurse

Licensed Vocational Nurse

Nurse Assistant

Laboratory Technician

Reproductive Health Coordinator*

Trainee Employee Assistance Program (TEAP) Coordinator*

**If the Reproductive Health or TEAP coordinator also serves as a counselor, the cost should be prorated Social Skills Training and Medical salaries.*

Allied Dental Workers

Dental Hygienist

Dental Assistant

Dental Technician

Support Staff

Sec/Clerical assigned to above areas

Line 12-Other Medical/Dental Expense

This category consists of all non-personnel expenses that are immediately related to a center's health services programs, including the types of expense listed below.

Medical and Mental Health Fees. Includes fees charged by non-salaried health providers including physicians (doctors of medicine, doctors of osteopathy), psychiatrists, psychologists, optometrists and social workers, excluding dentists, for "as needed" health services performed regardless of where the services were rendered. This includes x-rays and other laboratory services included in the providers' bills. This also includes charges based on a "by procedure rate."

Note: This will not include charges from subcontracted providers who bill at an hourly rate. The entire amount will be charged to Line 11-Medical/Dental Personnel Expense.

Medical Support. Includes cost of medical services rendered by other than the providers listed above, such as:

Hospitals

Medical laboratory and x-ray services when billed separately

Ambulance and mortuary costs

Environmental health inspections and services

Dentist Fees. Includes fees charged by non-salaried dentists (including oral surgeons, orthodontists, endodontists, and periodontists) for "as needed" dental services performed regardless of where the services were rendered. This includes x-rays and other laboratory services provided by a dentist and included in the bill.

Note: This will not include charges from subcontracted providers, which will instead be charged to Line 11-Medical/Dental Personnel Expense.

Dental Support. Includes cost of dental services rendered by other than the providers listed above, such as:

Clinics or other institutions

Dental laboratory and x-ray services when billed separately

Supplies and Pharmaceuticals. Includes the cost of all medical and dental supplies and pharmaceuticals (e.g., bandages, dental material, disposable syringes, medicines, drugs, eyeglasses, etc.), regardless of source.

Other. Includes other expenses that should be assigned to the medical/dental operating expense category but which do not match any of the above examples.

Line 13-Child Care Personnel Expense

Includes the cost of personnel whose primary duties are in the area of child care services, including positions such as those listed below:

Note: It is usually the case that child care workers at Job Corps centers are employed by local agencies at no cost to Job Corps.

Managers

Child Care Director or Manager

Child Care Workers

Child Care Teacher

Child Care Specialist

Child Care Aide/Teacher Aide

Support Staff

Sec/Clerical assigned to above areas

Line 14-Other Child Care Expense

This category consists of all non-personnel expenses that are immediately related to child care services that are available for students who have children, including the types of expense listed below.

These costs will usually be reimbursed to the center. These reimbursements should be credited to Line 14.

Child Care Materials and Supplies. The cost of all supplies, materials, toys, games, diapers, laundry supplies, etc., purchased for the child care operation.

Not included are general purpose items such as paper, pencils, paper clips, rubber bands, erasers, etc., which are reported on Line 16-Other Administration Expense.

Pre-Packaged/Catered Food. Includes cost of pre-packaged baby food, snacks, and other meals purchased specifically for the children. Does not include meals prepared by the center dining hall.

Child Care Services. Includes the cost of contractual services acquired for the child care program, including repair and maintenance of child care furniture and equipment.

Child Care Rentals. Includes the cost of facilities and equipment (but not motor vehicles) rented for the child care program.

Other. Includes other expenses that should be assigned to the child care operating expense category but which do not match any of the above examples.

Line 15-Administration Personnel Expense

Includes the cost of personnel whose primary duties are in the area of overall center management and administrative services and support, including positions such as those listed below.

Executive Leadership

- Center Director
- Deputy Director
- Center Director Trainee

Administration Operations

- Administration Manager or Director
- Administration Assistant
- Personnel Manager/Specialist
- EEO Coordinator
- Business/Community Liaison
- Finance Manager/Staff
- Procurement Manager/Staff
- Student Accountability Officer
- Student Records and Payroll Staff
- Transportation Clerk
- Legal Services Clerk
- Scheduling Clerk
- ADP Specialist/Programmer

Supply Operations

- Property Manager
- Property Specialist
- Warehouse Staff
- Supply Clerk

Clothing Clerk

Support Staff

Sec/Clerical assigned to assist above personnel

Sec/Clerical not classifiable in other categories

PBX Operator

Line 16-Other Administration Expense

This category consists of all non-personnel expenses that are immediately related to administration support functions at the center, including the types of expense listed below.

Office Materials and Supplies. Includes the cost of general office supplies used throughout the center such as: paper, pencils, paper clips, rubber bands, and floppy disks.

Note: Charge special items used in the academic and vocational programs, such as drafting supplies, sketching pads, special forms, etc., to those activities in the appropriate accounts reported on Line 02-Other Academic Expense or Line 04-Voc Training Expense.

Office Services. Includes the cost of contractual services required for center administration, such as the cost of subcontracted duplicating and printing services.

Office Equipment Rentals. Includes the rental cost of photocopying and data processing equipment.

Office Equipment Maintenance. Includes cost for maintenance and repair of office equipment. Costs incurred under lease purchase agreements are considered rental costs.

Legal Services. Includes the cost of legal services acquired for the center. The cost of legal services on behalf of students will be paid by the Job Corps Regional Offices if public defenders are not available, when proper documentation is supplied and approved by the Regional Director. Legal expenses relating to personnel matters or actions brought by employees against the contractor are indirect administrative expenses unless the contractor's approved cost accounting standards provide for classifying these expenses as a direct cost to contracts. The charging of these costs to a federal contract is still subject to the allowability standards set forth in the applicable cost standards.

Accounting Services. Includes the cost of subcontracted accounting services acquired for the center and corporate charges for service or equipment **where corporate accounting practices, and the indirect cost agreement, require an allocation to direct cost and the allocation of costs is in agreement with the business management proposal submitted for operation of the center**. Since there is no specific contract requirement, center audits performed by public accounting firms are not an allowable cost. A corporate audit which as part of its "tests" audits a portion of a specific contract is considered to be an indirect administrative expense.

Consultant Costs. Includes the fees charged by outside consultants and their related travel and per diem expenses. A consultant is one who analyzes, gives advice, or helps determine how functions should be performed. Written approval, from the Contracting Officer, must be obtained before a consultant is hired, regardless of contract type (hourly or fixed price). The title "consultant" does not necessarily indicate that the cost of retaining such an expert should be reported on this line. Mental health consultants are part of the medical function and are not chargeable here, but should be charged to either Line 11-Medical/Dental Personnel or Line 12-Other Medical/Dental Expense. Trainers are often called "consultants," but they are the performers of the function and are rightfully chargeable to Line 27-Staff Travel and Training.

Net Income. This includes monetary receipts that cannot be credited as reductions to other budget line items.

Subcontract Overhead/G&A Expense. This includes subcontractor overhead and G&A expense as discussed in Section C.3 above.

Other/Miscellaneous Administrative Expense. Includes the cost of miscellaneous supplies and services required in the operation of the center, such as the following:

Consumable supplies such as paper towels, toilet tissue, soap, etc.

Packing, handling, and shipping cost to transfer excess property to or from a holding facility and shipment of separated student belongings.

Community relations expense.

Miscellaneous equipment repairs not chargeable elsewhere.

Any miscellaneous administrative expenses outside the definitions of office supplies and services.

Gross receipts tax payments. See following discussion on sales tax assessments.

Penalties and interest charges resulting from sales tax assessments. See following discussion on sales tax assessments.

Expenses not to be included are as follows:

Incoming freight charges should be lumped indiscriminately into the administrative expense category. Where possible these charges should be prorated to the individual items received (inventory or capital). When it is not practical to charge this cost to the individual items covered by the freight charges, because of the late receipt of the invoice or the large number of items covered, the cost should be prorated and directly charged to the appropriate expense categories.

Sales tax assessments should not be lumped indiscriminately into the administrative expense category. When the center is forced to pay sales tax assessments, the cost should be prorated to the various affected categories based on the total cost of purchases for the assessment period.

Since taxes will be paid "under protest," records must be maintained detailing all payments. Penalties and interest charges go into Miscellaneous Administrative Expense.

Phase-out costs should not be lumped indiscriminately into the administrative expense category, but should be distributed to the appropriate cost categories. Severance pay and accrued vacation pay are to be charged to the categories of personnel costs where the affected individuals' salaries were charged.

Line 17-Indirect Administrative Expense

For contract centers, this line on the "2110" is labeled "Indirect Administrative Expense" and includes the cost of the contractor's general and administrative expenses at the rate specified in the center contract or the current approved rate, whichever is lower. Indirect Administrative Expenses related to Outreach/Admissions or Career Transition Services, if separate items in the contract, will be charged respectively to those cost categories as appropriate. When the contract contains an indirect cost ceiling clause, the total amount charged may not exceed the ceiling rate. On the "2110," indirect administrative expense should be accrued for amounts earned on other accruals (unvouchered accounts payable) and be reported as unvouchered reimbursable expense on page 4.

For federal centers, "2110F," will be titled Program Direction and includes the prorated share of **all** program direction cost based on the center capacity.

Line 18-Facilities Maintenance Personnel Expense

Includes the cost of personnel assigned to center maintenance functions, including positions such as those listed below.

Managers

Maintenance Manager/Supervisor

Maintenance Workers

Maintenance Worker

Maintenance Mechanic

Maintenance Helper

Groundskeeper

Janitorial/Cleaning Staff

Support Staff

Sec/Clerical assigned to the maintenance section

Line 19-Other Facilities Maintenance Expense

This category consists of all non-personnel expenses that are immediately related to maintenance of center facilities, including the types of expense listed below.

Materials and Supplies. Includes the cost of materials and supplies required for routine maintenance and repair of center physical facilities, including sidewalks,

fences, grounds, roads, and any equipment affixed to a structure as an integral component. Also includes the cost of general cleaning and janitorial supplies and any special work clothes or items of personal safety equipment (e.g., goggles) purchased for use by maintenance staff.

Contracted Services. Includes the cost of contracted services required for routine maintenance of center facilities (e.g., painting) and systems (e.g., servicing of fire alarm systems and fire extinguishers), but not including any contracts that are classifiable as construction and rehab projects. Also includes contracts for trash pick-up and pest control.

Equipment Rental. Includes the cost of equipment rented, or being acquired on a lease purchase agreement, in connection with maintenance and repair of center facilities, excluding motor vehicles.

Equipment Operation, Maintenance, and Repair. Includes the costs of operating, maintaining, and repairing motorized and mobile equipment (e.g., power mowers, tractors, portable generators, etc.), excluding motor vehicles. Include equipment owned by other agencies leased on a mileage or use basis.

Note: Report operation, maintenance, and repair cost of other motorized equipment chargeable to work projects on Line 35-Vocational Skills Training.

Other. Includes other expenses that should be assigned to the maintenance operating expense category but which do not match any of the above examples.

Line 20-Security Personnel Expense

Includes the cost of all personnel assigned to the security function, including positions such as those listed below.

Managers

Security Manager

Security Supervisor

Security Staff

Security Officers

Guards

Support Staff

Sec/Clerical assigned to security section

Line 21-Other Security Expense

This category consists of all non-personnel expenses that are immediately related to the provision of a guard force or security force at the center, including the types of expense listed below.

Supplies and services. The cost of supplies and services required for the performance of this function, such as the center-furnished uniforms and the laundering of these items.

Subcontracted security services. The cost of all subcontracted security costs other than those classifiable as personnel expense. An example would be augmentation of normal security forces in connection with a special event or emergency.

Equipment Rental. The cost of equipment rented, or being acquired on a lease purchase agreement, in connection with the security function.

Other. Includes other expenses that should be assigned to the security operating expense category but which do not match any of the above examples.

Line 22-Communications

Includes cost for communications services, including the types of expense listed below.

Local Telephone Service. Includes the cost of local telephone service – basic monthly service, equipment lease costs, any message unit charges, access charges, and taxes.

Cell Phones and Pagers. Includes the cost of cell phone and pager service.

Long Distance Calls. The cost of long distance calls at contract centers, placed through the federal telephone system (FTS), will **not be charged to the center**, but will be charged to DOL. The long distance costs that should be reported on this line will be for incoming collect long distance calls and the costs of long distance calls that, for any reason, cannot be placed through FTS.

Telephone Service Charges and Communications Equipment Rental Charges. Includes the cost of service for telephone equipment changes, repairs, and the installation of additional telephones and related equipment and the cost of FAX and other communications equipment rental and maintenance.

In-Center Communications System. Includes the cost of operating and maintaining radio, closed-circuit television, and other in-center communication systems.

Postage. The cost of postage or expedited services such as Federal Express and postage meter rental and maintenance.

Other Communications Costs. Any communications costs that do not match any of the above examples.

Line 23-Utilities and Fuel

Includes cost for utilities and fuel consumed by the center, such as the types of expense listed below.

Natural Gas

Electricity

Coal

Heating Oil

Propane

Water

Sewage

Other (as determined by the center)

Note 1: Supplies of heating oil and propane should not be expensed as purchased, but maintained as inventory.

Note 2: Fuel for vehicles is not reported here, but on Line 26-Motor Vehicle Operating Expense.

Line 24-Facility Lease Expense

Includes costs for leasing center facilities where the center operator contractor is the lessee or where the government is the lessee, but funds have been placed on the center operating contract and payment is made by the contractor. Also record in this amount any separate property taxes and insurance premiums, payment of which is made to the lessor, by the terms of the facility lease.

Note: Equipment lease costs are not to be recorded in this account.

Line 25-Insurance

Includes cost of authorized or required liability insurance that is carried by the center operator, including:

Automobile Insurance (liability and property damage)

Employee Liability Insurance

Other Required Insurance

Note: On the "2110" cost report, if insurance is prepaid, the entire amount is vouchered, but the amount for future months is not expensed since the cost applies to a future period. Expense is reduced by the amount of prepaid insurance and this amount is reflected on the "Pre-Paids" line in Section G on page 4. In each succeeding month, the portion of prepaid insurance applicable to the period is expensed and the entry on page 4, Section G, is reduced by a like amount. Conversely, if insurance is billed at a later date (post-paid), the cost for the unbilled months must be accrued.

Line 26-Motor Vehicles Operating Expense

Includes:

GSA Mileage as shown on the GSA Detailed Billing Register

Commercial Vehicle Rental

Operation, Maintenance, and Repair of Center Owned Vehicles

The following types of vehicle rentals are not reported here, but elsewhere as indicated:

Operation, maintenance, and repair cost of construction equipment for VST projects. These costs will be charged to Line 35 VST.

Rental of vehicles of staff while on travel assignments is charged to Line 27-Staff Travel and Training.

GSA monthly charges and charges for damage to vehicles will be reported on page 3, GSA Vehicles Rental.

At federal centers, fixed ownership rate charges are also reported on page 3, GSA Vehicles Rental.

Commercial rentals of driver education vehicles are charged to Line 02-Other Academic Expense.

Line 27-Staff Travel and Training

Includes the cost of staff travel, per diem, and miscellaneous expenses in connection with work assignments that involve travel away from the center and the costs of providing technical or professional training to center staff. Please note that Job Corps center operating contracts normally contain clauses that require contractor travel costs to be within the parameters and limits of Federal Travel Regulations. The types of expenses to be included are listed below.

Training Related Travel. Includes center staff transportation, per diem cost, and miscellaneous expenses for training purposes. This account is used whether training is provided by the center, the center operator, DOL, the Regional Office, or the DOL National Office. Cost includes travel in privately owned vehicles, commercial transportation, and leased vehicles, and meal, lodging, and incidental expenses. If training or technical assistance is provided by center staff to another center, all travel expenses will be charged to the center receiving the training or assistance and expensed to that center's staff travel and training account unless the contractor's proposal or Indirect Cost agreement provided for the cost to be charged to the contractor's indirect cost pool.

Non-Training Related Travel. Includes the cost of center staff for transportation, per diem, and miscellaneous expenses for work assignments other than those related to staff training.

Note: All travel expense incurred by center staff for participation in corporate center reviews will be charged to indirect administrative expense since they are performing corporate functions as required in the contract. Costs incurred by center staff for providing technical assistance to other centers will be charged as discussed above.

Change-of-Station Costs. Includes relocation costs associated with the transfer of personnel to the center, including movement of household goods, house-hunting expenses, real estate fees, transportation of employee and family, allowance for temporary quarters (per diem), and other incidental expenses associated with a change of duty station.

Staff Training and Tuition. Includes the cost of tuition and fees for staff training that the center has determined is beneficial for the center and is job-related. Reimbursement to staff under an employer education policy will be charged as an employee benefit to the appropriate category of personnel expense. Also includes

the cost of materials and services such as trainers, rental of facilities and equipment, supplies, printing and duplicating, and contractual support.

Line 28-Contractor's Fee

For contract centers only, includes cost of fees earned per terms of contract for center operations. Fee earned for Outreach/Admissions or Career Transition Services, separately stated in the contract, will be reported as OA or CTS expense, as appropriate. Included in this category are:

Base Fee

Incentive Fee

Fixed Fee

Award Fee

Other Fee (if needed)

If any of the below guidance on the treatment of fee is in conflict with the particular terms of a center contract, the contractual terms shall prevail. The below guidance is intended to describe the usual vouchering and reporting practices for the two types of fees now in prevalent use: (1) fixed fee (which is planned to be totally phased out by the end of 2004); and (2) base fee + incentive fee.

Fixed Fee. The cost of a contractor's fixed fee will, for each contract year, be an equal monthly proration of the fixed fee amount stated or reflected in the contract for that contract year. If there are no contractual terms to the contrary, when the contract is in the 2-year base period, the fixed fee amount for both the first year and the second year shall be computed in a way that yields the same monthly amount throughout the entire 2-year base period.

Base + Incentive Fee. The cost of a contractor's base fee will, for each contract year, be an equal monthly proration of the base fee stated or reflected in the contract for that contract year (same as for fixed fee). The cost of a contractor's incentive fee is determined as follows:

- Cost prior to final determination of amount earned. The exact amount of incentive fee that is earned for performance achievements during a contract year cannot be determined until 2 or 3 or even 4 months after completion of the contract year. In order to mitigate cash flow hardships that would otherwise result from such a long lag-time, contractors are generally permitted to voucher provisionally for incentive fee during the performance of a contract year. The provisional monthly costs and billings of incentive fee prior to determination of final amount earned will therefore be an equal proration of the contractually stipulated incentive fee amount **for average performance**.
- Cost adjustment/reconciliation upon final determination of amount earned. When the contractor is notified as to the exact amount of incentive fee that has been earned for performance during a recently completed contract year, the notification will specify by what amount the earned incentive fee

is above or below the amount of the provisional payments that were made to the contractor. The difference between provisional incentive fee payments and final amount earned will be treated as an adjustment to cost and billings in the succeeding contract year and reflected appropriately as such on the next available cost report and invoice that is submitted by the contractor. However, if performance of the contract has been fully completed, the adjustment to cost and billings will be reported and treated as post-termination activity.

Following is an example of expensing base fee, provisional incentive fee, and final post-contract year incentive fee adjustment. In this example, the contract has been newly awarded with the standard base period of 24 months.

Base Fee	$450,000
Provisional Incentive Fee	$150,000
Total	$600,000

In the first contract year, the monthly costs equal $600,000 divided by 24 months, yielding a monthly expense of $25,000. Total fee costs and billings in year 1 are $300,000, consisting of $225,000 base fee and $75,000 provisional incentive fee.

In the first 2 months of the second contract year, the monthly fee costs and billings continue at $25,000. However, in the third month, the contractor is officially notified, via contract modification, that its final incentive fee earnings based on achievements in the first contract year are $85,000. The notification specifies that the final amount earned is $10,000 above its provisional billings and that the contractor may include the $10,000 fee increase on its very next voucher and should reflect the $10,000 of additional fee expense on its very next cost report. This adjustment process also includes a revised 2181 center operating budget for the current (second) contract year. The fee expense reported in the third month of the second contract year would therefore be $35,000, or $10,000 above the normal level of $25,000. Thereafter, monthly fee expense and billings would return to the normal level of $25,000 for the duration of the second contract year.

Fee Holdback. The Contracting Officer may determine that a fee holdback is needed to protect the public interest and will accordingly modify the contract to state the amount of fee holdback, not to exceed 15% or $100,000, whichever is less. If the contract contains a fee holdback provision, the total amount of fee earned will be recorded as expenses, but vouchering will be subject to the holdback provision. Fee will be vouchered for the maximum allowable amount (total fee less fee holdback). The holdback will be reported as Center Operations Unvouchered Reimbursable Expenses on page 4, Line E.1, Column (b), and will not be vouchered until the final voucher at contract closeout.

Line 29-FECA

For federal centers only, is used to report cost of Federal Employee's Compensation Act (FECA) chargeable payable by the conservation agency to DOL's Employment and

Standards Administration to reimburse benefits paid to current or former employees on the basis of injuries sustained while employed at the center.

Line 30-Net Center Operating Expense

On the "2110" and "2210F" cost reports, Line 30 is used to display the total of center operating costs, Lines 01 through 29 above.

Note to Regions: **Center operating expense equates to cost code A1-Direct Center Ops in the internal DOL AAPP/FOP financial management system.**

CONTRACTOR "2110," PAGE 3:

Line 1-Net Center Operating Expense

This line carries forward the net center operating expense on Page 2, Line 30.

Line 2-Construction/Facility Rehab

Includes expenses for constructing or making long-lasting physical improvements to structures, utilities (e.g., heating and plumbing), roads and grounds, as well as the purchase and installation of major pieces of equipment, during a rehabilitation or construction project, that are permanently attached to structures, such as air conditioners, walk-in freezers and refrigerators, ovens and stoves, cafeteria dishwashers, and wall-to-wall carpeting. Also included within the meaning of this term are the costs of architectural and engineering services (design) that are required for such construction or improvements and have been approved as part of the project. Purchase or lease of equipment and the cost of special motor vehicles required for completion of projects will also be charged here.

At contract centers, construction and rehabilitation work is to be performed only on the basis of identified projects for which specific construction/rehab funding has been approved for the contract. At federal centers, construction and rehabilitation work is to be performed only on the basis of identified projects for which specific construction/rehab funding has been approved for the center's program operating plan. Separate records should be maintained on the individual construction/rehab projects that have been approved in the center contract or CCC program operating plan.

In an emergency situation that requires immediate attention that does not permit consultation with the National Office, the Contracting Officer may provide the contractor with authorization to proceed with the necessary work. The contractor should be informed that the needed CRA funding will be provided and that any incurred expense is to be charged to the Construction/Facility Rehab expense category on the Job Corps Contract Center Financial Report (ETA "2110"), and not charge any of the costs to their center operating expense accounts.

The construction and rehabilitation account **does not** refer to:

> Vocational Skills Training Activities, funded as VST projects, wherein Job Corps students receive hands-on training by participating in construction projects or other projects that result in physical improvements to center facilities.
>
> Equipment other than the major items of the type described above.

Facility leases.

Architectural and engineering management support services, including procurement support, facilities surveys, site surveys, or facility utilization studies when performed under a National Office contract.

Management support services for the acquisition or leasing of facilities.

Note to Regions: This expense category equates to B1-Cnst/Rehab in the internal DOL AAPP/FOP financial management system.

Line 3-Equipment and Furniture

Includes costs for purchase of non-expendable personal property having a life expectancy of over 1 year, including the following types of items:

- Furniture (regardless of cost).
- Other durable property having a unit cost of $50 or more.
- Tool "Kit" and sets regardless of cost.
- Tools and equipment carrying a manufacturer's serial number.

Please note that the above definition relates to the categorization of expenses only and does not necessarily apply to guidelines published elsewhere pertaining to contractor accountability for equipment.

Note to Regions: This expense category equates to cost code B2-Eqpt in the internal DOL AAPP/FOP financial management system.

Line 4-GSA Vehicles Rental

Includes GSA monthly/daily charges and charges for damage to vehicles. At federal centers, also includes fixed ownership rate charges for vehicles used by the center. This category does **not include** GSA mileage charges, which instead should be assigned to center operating expense, line 26, vehicle operating expense.

Note to Regions: This expense category equates to B3-GSA Vehicle Rental in the internal DOL AAPP/FOP financial management system.

Line 5-VST Materials

Includes the costs of building materials, consumable supplies, and allowable construction, and equipment installation contracts in connection with work training projects performed by Job Corps students that result in improvements separately for each identifiable VST project. Only projects on the approved VST plan may be performed with VST funds.

Note to Regions: This expense category equates to B4-VST Materials in the internal DOL AAPP/FOP financial management system.

Line 6-Student Transportation/Meal Allowances

Includes the costs of government-furnished inter-city travel (including prescribed meal allowances), such as travel associated with new enrollee arrival, government paid leaves, winter and summer breaks, transfers to other centers, travel home upon separation, and so

forth. This line item does not refer to the costs of local student travel (which are considered to be center operating expense).

Note to Regions: This expense category equates to D-Transportation in the internal DOL AAPP/FOP financial management system.

Line 7-Outreach/Admissions (O/A)

Includes costs incurred for outreach to and admission of prospective new students. Expenses should be charged to this category only if specifically funded in the center contract or the CCC program operating plan. If a center contract includes O/A funding, special "2181s" and "2110s" must be prepared in accordance with Appendix 503.

Note to Regions: This expense category equates to C1-Outreach, Admissions in the internal DOL AAPP/FOP financial management system.

Line 8-Career Transition Services (CTS)

Includes costs incurred for providing post-separation career transition services to graduates and former enrollees. Expenses should be charged to this cost category only if specifically funded in the center contract or the CCC program operating plan. If a center contract includes CTS funding, special "2181s" and "2110s" must be prepared in accordance with Appendix 503.

Note to Regions: This expense category equates to C2-Career Transition Services in the internal DOL AAPP/FOP financial management system.

Lines 9, 10-Non-Standard Expense Categories

On pages 3 and 4 of the "2110," two lines are left blank in order for center operators to write in any other, additional categories of expense. Expenses should be charged to a "write-in" category only if specifically funded in the center contract or the program operating plan. One example of a "write-in" category is the travel/logistical support function at the Potomac Job Corps center.

Please note that most pilot projects conducted at Job Corps centers are not reported in a "write-in" category. This is because the pilot efforts normally involve variations on or augmentations of normal service delivery programs—e.g., implementing newly developed academic curricula in order to test their effectiveness. The types of activities funded in Job Corps pilot efforts usually fit within the scope and purpose of established center operations cost categories. Therefore, expenditures for Job Corps pilot efforts must normally be budgeted and reported appropriately within the structure of preprinted cost categories.

Also note that neither "phase-in" nor "phase-out" costs should be reported as write-ins on lines 9 or 10. These types of expenditures should also be budgeted and reported appropriately within the structure of preprinted cost categories.

D. JOB CORPS CENTER FINANCIAL REPORT ETA "2110" CONTRACT CENTERS

1. Purpose

The Job Corps Center Financial Report, "2110," is used by operators of contract centers to report accrued expenses and other pertinent data necessary to analyze cost trends and cost-effectiveness in center operations, with a sharp focus on current contract year expenses.

2. Originators

These reports are prepared and submitted by organizations that have a contract to operate a Job Corps center. Where there is more than one contractor at a particular Job Corps center, each with specific center responsibilities and a separate contract with DOL, each contractor will complete this report for their area(s) of responsibility.

Also, a separate set of reports may be required for major program components falling under one contract (e.g., satellite center versus main center) if requested by the DOL-Job Corps Regional and National Offices.

3. Time Frames

The reports will display line-item data on costs for the:

Current month.

Cumulative costs incurred to date in the current contract year (year 1, year 2, year 3, year 4, year 5, whichever is in effect at the time).

Cumulative costs incurred to date since the start of the contract.[1]

The "2110" reports must include data for the full calendar month. However, if a contract begins on a date other than the first of the month, the first report will report costs for the period from the contract beginning through the end of the first calendar month.

If a contract year ends on a day other than the last of the month, it will be necessary to submit a "2110" report for the portion of the month which ends on the final day of the contract year as well as a second "2110" report for the portion of the month that falls within the next contract year. For example:

- The contract year begins March 15, 2005, and ends March 14, 2006. In March 2005 the only costs to report are for the period March 15 through March 31, and a report will be submitted reflecting actual and budgeted expenses for only this period.
- In March 2006 two reports must be submitted. The first report will constitute the final report for the just-completed contract year and in the "current month" columns will report expenses during the period of March 1 through March 14, and the period ending date would be reported as March 14, 2006. The second report for the month will constitute the initial report of the new contract year and, in the

[1] This is a new requirement that will require center contractors, at the time of implementation, to reconstruct and report the cumulative from inception line item totals (Lines 01-29) for center operations expense.

"current month" columns, will report expense during the period of March 15 through March 31.

4. Reporting After Contract Expiration

When a contract expires, the monthly reporting requirement for the contract continues until all undelivered commitments and unvouchered accounts payable are liquidated. It is necessary to submit a fully detailed report having a report period end date that coincides with the final end date of the contract. However, reports that are submitted for subsequent periods need not contain or reflect the annual budgets, the planned expense-CYTD, or the variance data that normally appear on page 2 or the 2110, columns (b), (c), (e), and (f).

If there is no financial activity in a month, only a completed Page 1 must be submitted, and should be noted "NO ACTIVITY." The "Period Ending" will always be shown as the current reporting month, not the month in which the contract expired.

After liquidation of all obligations, no further reports are required on an expired contract until closeout. This last report should be marked "FINAL." If there are adjustments at closeout, a report must be submitted for that month reflecting any changes to costs.

5. Accrual Reporting

Costs reported on the "2110" must always be on the accrual basis, i.e., the cost of materials and services used, or issued from inventory (not when received), regardless of when the invoices are received or paid. Many costs, such as Medical, Mental Health and Dentist Fees, hospital charges, GSA charges, utility costs, subcontract costs, and telephone bills, as a few examples, are not normally invoiced promptly. It is important that all such charges, including earned but unpaid salaries and payroll related costs, be accrued so that reported costs include all incurred expenses.

Civilian Conservation Centers will continue to expense inventory when received. This will be the only exception to accrual accounting and reporting.

Earned but unpaid leave will not be accrued, but reported as expense not vouchered. Earned leave that is paid when an employee terminates from the center will be reported as salary expense when paid and will be vouchered at that time.

6. Error Corrections

If a submitted report for a given month contains material errors, the contractor may submit a corrected report for that month, but only if the report for the succeeding month has not yet been submitted. Otherwise, any adjustments made to correct erroneous information on past reports (contract to date adjustments) **must be reflected in the current month's expenses** and the adjustment must be explained on the Variance Exceptions/Comments section. It is not permitted to simply adjust the Contract to Date Actual totals. The total of all monthly reports (or quarterly reports for federal centers) must agree with the Contract to Date Actual. Errors are always to be avoided, of course; but it is particularly important to ensure that reports submitted for the ending dates of contract years are as free from errors as possible.

7. Contractor Vouchering Considerations

The requirements in this section apply only to contract centers and not to federal centers.

Vouchers submitted for payment by contractors must include only those amounts actually paid by the center and amounts earned by and due to the contractor (indirect administrative expense and fee). The requirement for payment of costs before vouchering are considered met if all of the following conditions exist:

- Contractor has received the material or service.
- An invoice has been received.
- The center paid or has begun processing documents for payment.

Contract centers may normally submit vouchers no more often than twice a month. The first voucher will cover the first of the month through the fifteenth and the second voucher will cover the sixteenth through the end of the month. The amounts reported as Vouchered Reimbursement Expense on page 4 of the "2110" must agree with the month-end vouchers. The voucher for the 1st through the 15th of the month will be a reasonable estimate of voucherable costs for the period and will normally not exceed 50% of the current month's budget. Other special considerations that apply to vouchering by center contractors include the following:

- The amount vouchered **may not exceed the funds available** for any line item in the contract. This does not apply to individual line items 01-29 in the center operations budget, but only to the major line items identified in the contract's Funds Available Clause; e.g., center operations, construction and rehab, equipment, VST, and so forth.
- All salaries and fringe benefits earned during the month, whether paid or unpaid at month end, other than unpaid leave, will be accrued and reported as expense and may be vouchered. Unpaid leave **is not** to vouchered, accrued, or reported as expense.
- GSA vehicle expense (mileage–Motor Vehicle Expense, and monthly amortization charge–GSA Vehicle Rental) charges tend to be late billing and **both charges must be accrued and the costs reported but not vouchered until the above-stated conditions for vouchering have been met.**
- Inventory purchased, but not issued, is not reported as expense, but the cost is vouchered if it meets the vouchering criteria.
- Fee vouchered and expensed as explained in the earlier description of Line No. 28–Fee Holdback will apply only to those contracts that contain a clause requiring a stated percent of holdback. If a fee holdback clause is contained in the contract, the total earned fee will be reported as expense, but the voucher will be reduced by the amount of holdback.
- Prior payment requirements do not apply when the contractor is a Small Business Concern, FAR 52.216-7(c). <u>Nonetheless, the cost of undelivered commitments is not billed, nor can accrued leave be billed</u>.

8. Verification of Computations

Since reports are used by Job Corps both to monitor the progress of center contracts and to accumulate needed historical data for required reporting, it is essential that all computations are checked to assure 100% accuracy before submission. Use of electronic spreadsheets or other IT tools can all but eliminate simple math errors. If reports are incomplete or errors are found, centers and/or contractors will be notified to resubmit.

9. Submittal Requirements

a. Contract Centers

Reports must be entered into the Job Corps Financial Management System (FMS) by no later than the 20th of the month following the reported month. The Web site can be accessed as follows: outside JCWAN: http://fms.jobcorps.org; from the Center Network: http://fms.jcdcnet.org.

b. Federal Centers

The reports must be entered into the Job Corps Financial Management System (FMS) by no later than the 20th of the month following the reported quarter. The Web site can be accessed as follows: outside JCWAN: http://fms.jobcorps.org; from the Center Network: http://fms.jcdcnet.org.

10. Instructions

Detailed instructions can be found on the FMS Web site as noted in 9(a) above.

11. Line item descriptions of the 2110

2110 Page 1

1. Center Name. Enter the official name used to identify the center in its contract with Job Corps. If this report is for a major component as previously described, enter the component name after the center name, e.g., "Pine Top-Utopia Satellite." Use no abbreviations in the Job Corps Center Name. Do not include "Job Corps Center" after the center name. This information must be entered at the top of each succeeding page.

2. Contractor Name. Enter the name of the contractor.

3. Report Period Ending (Mo/Day/Yr). Enter the last day of the calendar month for which the report is being prepared. The date will be for the current month even if the report is for an expired contract. The only exception will be for contracts that end on any day other than the last day of the month as discussed in the previous section on time frame.

4. Contract Number. Enter the number of the contract for which data are being reported. This applies to contract centers only.

5. Latest Contract Modification Number. Enter the number of the latest contract modification signed by the Contracting Officer and received by the center that was effective during the reported period. (Standard Form 30 – Block #2)

6.a. Approved Budget No. Number of the latest approved budget submission, ETA 2181.

6.b. Pending Proposal Date. If the center has submitted a proposal to the Regional Office that has not yet been returned to the center, enter the date that the budget was sent to the Regional Office.

7. Duration of Contract.

Begins: Enter the start date of the contract performance period.

Ends: Enter the current completion date of the contract.

8. Student Years (Sys) Produced, Contract Year to Date (CYTD).

a. Current Contracted Capacity. This is simply the current center capacity as stated in the contract. This is not the surge capacity. If there has been no change in the center's capacity, this amount will not change from the previous month. If the center capacity has changed during the month, the capacity will be computed as follows:

Multiply the different capacities by the number of days at that capacity and divide the total by the number of days in the month. Example follows.

Capacity March 1 through 10 was 300—10 X 300	=	3,000
Capacity March 11 through 31 was 325—21 X 325	=	6,825
Total		9,825
Divided by 31 = Current Contracted Capacity		316.9

If the capacity in the next months remains at 325, the reported capacity will be 325.

b. Current Month Average On-Board Strength (OBS). This item will report the average number of students on-board during the month. To calculate, divide the total number of the daily on-board strengths, for the calendar month being reported, by the number of days in the month. The current month average OBS should correlate extremely closely to the average of the 4 or 5 WSSR reports in the month (within 1 or 2 tenths).

c. Capacity % Current Month. This item will report the current month actual OBS as a percent of capacity. To calculate, divide No. 8.b., Current Month Average OBS, by No. 8.a., Current Month Contracted Capacity. Express result as a percentage.

d. Planned SY Contract Year to Date. This item will report the planned Student Years for the contract year through the current month. To calculate, divide the Current Contracted Capacity (8.a.) by 12 and add to the previous month's Planned SY contract to date. In the first month of the contract year, only the current month will be reported.

e. Actual SY Contract Year to Date. This item will report the actual Student Years produced through the current month. To calculate, divide Current Month Average OBS (8.b.) by 12 and add to the previous month's Actual

SY Contract Year to Date (8.e.). In the first month of the contract year, only the current month will be reported.

f. Capacity % Contract Year to Date. This item will report the contract year to date actual student years produced compared to plan. To calculate, divide Actual SY Contract Year to Date (8.e.), by Planned SY Contract Year to Date (8.d.). Express result as a percentage.

9. Student Year Cost.

a. Planned for Contract Year. This item will report the planned contract year cost. To calculate, divide the current contract year budget by the total contract year Planned OBS. This will be the capacity stated in the contract. If the center capacity changes during the contract year, the planned OBS will be computed as follows:

1. Divide the various capacities by 12. This will determine the number of student years to be produced per month. If the capacity changes during a month, it will be necessary to divide by 52, which will produce student weeks.

2. Multiply the figures derived in 1 by the number of months or weeks at each capacity. The total of these amounts will be the number of student years planned. Example follows:

A center began the contract year on January 1 with a stated capacity of 200. Effective June 1, the capacity was increased to 250. Effective August 1, the capacity was increased to 275.

200/12=16.67 X 5 (Jan-May)	83.35
250/12=20.83 X 2 (June-July)	+41.66
275/12=22.92 X 5 (Aug-Dec)	+114.60
Total for year (to 1 decimal)	239.61

If the budget is changed during the year because of a contract modification, this item must be recalculated. For Award of Incentive Fee contracts, the budget amount will include only the Fixed or Base Fee plus the amount of Award or Incentive Fee actually funded.

b. Actual Contract Year to Date. Enter the average student year cost for the entire elapsed period of the contract year. To obtain this figure, divide Current Contract Year to Date Actual, Net Center Operations Expenses (Line No. 31, column 3, page 2) by No. 8.e Actual Student Years Produced Contract Year to Date.

10. Expected Underrun if OBS is Less than 98%.

Entries are made here only if the value in block 8f is less than 98%.

a. Savings per SY Not Delivered. Block 9a (Planned Cost per SY) X 15%.

b. SY Shortfall, Contract Year to Date. Block 8d (Planned SY, CYTD) minus block 8e (Actual SY, CYTD).

c. Minimum Underrun Expected. Block 10a X 10b.

d. Reported Variance. Enter the CYTD variance reported on page 2, line 30, column (e). An underrun will be positive. An overrun will be negative.

e. Underrun Deficit. If block 10d is greater than block 10c, leave blank. Otherwise, enter block 10c minus block 10d. Entry in 10e always required if 10d entry is a negative number. The amount in block 10e is that portion of the expected underrun that has not been obtained. Provide explanation in the Variance Exceptions and Concerns section on page 5.

11. Signature of Authorized Contractor Representative.

The authorized person, normally the Center Director or designee, signs and dates this report, providing typed name and title in space provided.

12. Date Submitted. Enter the actual mailing date of the report, not the date prepared.

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A. CENTER NAME. Same entry as Page 1, Block 1.

B. CONTRACTOR NAME. Same entry as Page 1, Block 2.

C. PERIOD ENDING (Date). Same entry as Page 1, Block 3.

D. CONTRACT NO. Same entry as Page 1, Block 4.

E. Basis for Planned Expense, CYTD (Prorated vs. 2181 Custom Detail Budget). If the Planned Expense-CYTD in column (c) is a proration from the ETA 2181, enter an X after "Prorated 2181." If the amounts in column (c) are taken instead from the center's monthly Custom Detail budget, enter an X after "Internal Monthly Custom Detail Budget."

F. Contract Year Begins, Ends: Beginning and ending dates of the current contract year.

G. NET CENTER OPERATIONS EXPENSE. Following are instructions and definitions for entries in columns (a) through (g).

Expense Categories Column. See the Cost Category Section of this appendix for definitions.

Current Month Actual (a). Enter in this column the actual net expenses for the current month for each expense category.

Annual Budget (b). Enter the budgeted amount for the entire contract year for each expense category as shown on the latest approved 2181 budget. If a submitted budget at the beginning of a contract has not yet been approved, the submitted budget amounts should be used since no other budget is available.

Planned Expense-CYTD (c). The center has an option whether to report budgeted costs derived, prorate (straight line budget) from the ETA 2181 or a custom detail budget as discussed in section E above. The option may not be changed during a contract year.

Prorated from ETA 2181. The amount reported will be the current year's straight-line budget through the end of the reported month. To calculate, divide the Annual Budget (b) by 365 or 366 in a leap year. Multiply the result by the number of calendar days that have elapsed since the beginning of the current contract year. If the current contract period is for less than a full year, divide the Annual Budget by the number of days in the contract period and multiply by the number of days that have elapsed since the beginning of the current contract period. The result will be your prorated planned expense for the contract year to date.

Budget from Custom Detail Budget. The amount will be the current year's cumulative monthly budget through the end of the current month. The annual total for each category must agree with the annual category total reported on the ETA 2181.

Actual Expense-Contract Year to Date (d). Enter the actual net expense that has accumulated since the beginning of the current contract year. Current Month Actual is added to the Current Year to Date Actual data from the preceding month. In the first month of the contract year, this will be the same amount reported as Current Month Actual (a).

Variance (e). This is the difference between CYTD planned expense versus actual expense (computed as column c less column d). If the actual expense exceeds the budget (an overrun) show the variance in brackets (negative variance).

Variance Threshold (f). Variance thresholds (over or under) will be 3% of the Annual Budget (b) for each category of expense. In any expense category where the 3% yields less than $2,500, the threshold should be displayed as $2,500. The threshold for Net Center Operation Expense (Line 30) will be 1% of the annual budget. This relatively large allowable variance should reduce the need for explaining variance that occurs early in the contract year as a result of timing of cost incurrence. If any variance exceeds these limits, in any category, the cause and corrective action must be reported on Page 5 of this report.

Cumulative Expense from Inception (g). For each expense category enter the actual net expense that has accumulated since the very beginning of the contract. (Current Month Actual is added to the Cumulative Expense from Inception data from the preceding month). In the very first month of the contract, this will be the same amount reported as Current Month Actual (a).

Column Total (Line 30). Column totals are entered on line 30.

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A. CENTER NAME. Same entry as Page 1, Block 1.

B. CONTRACTOR NAME. Same entry as Page 1, Block 2.

C. PERIOD END DATE. Same entry as Page 1, Block 3.

D. CONTRACT NUMBER. Same entry as Page 1, Block 4.

E. NET CENTER ACTUAL EXPENSE-ALL CATEGORIES.

Following are instructions and definitions for entries in columns (a) through (d) in Section E:

Expense Categories Column. See the Cost Category Section of this appendix for definitions. Please note that the line 1 entries are carried forward from line 30 on page 2.

Current Month (a). Enter in this column the actual net expenses for the current month for each major expense category.

Contract Year to Date (b). Enter the actual net expense that has accumulated since the beginning of the current contract year. Current Month Actual is added to the Current Year to Date Actual data from the preceding month. In the first month of the contract year, this will be the same amount reported as Current Month Actual (a).

Cumulative Through Prior Year (c). Enter the Cumulative From Inception (d) reported for the end of the prior contract year. In the first year of the contract this column will be blank.

Cumulative Expense From Inception (d). For each expense category enter the actual net expense that has accumulated since the very beginning of the contract. Current Month Actual is added to the Cumulative Expense From Inception data from the preceding month. In the very first month of the contract, this will be the same amount reported as Current Month Actual (a).

Column Totals (Line 11). Column totals for lines 1 – 10 are entered on line 11.

F. INVENTORY ACTIVITY.

All receipts that can be inventoried must be processed through the inventory accounts even if immediately issued for use. Adequate and accurate accounting for inventory, through perpetual inventory records, is essential for proper control of financial resources and reporting of costs and government assets.

It is important to note that inventory is a government-owned asset and must be protected and accurately reported. All receipts and issues in the inventory accounts must be recorded. Abnormally high or low usage in a particular category may not be evident if records do not reflect total usage. Proper recording of accruals will keep discrepancies between book value and physical inventory count to a minimum. Periodic adjustments that are needed to achieve agreement with the physical count must be reflected in the Issues Column and appropriate expense categories.

At the expiration of a contract, a physical inventory must be taken to determine the ending inventory of the old contract and the carryover to the new contract. Any adjustments required, as a result of the physical inventory, must be recorded on the old contract inventory and the adjusted balance reported as the carryover on the new contract. Any inventory received on the old contract as a result of undelivered commitments will be reported on the old contract. The revised Inventory on Hand will be reported on the new contract as Prior Contract Inventory Carryover. Inventory records must be

maintained for VST materials, but will not be reported on the ETA "2110." These inventory records must be available for review during regional assessments and audits.

Categories.

Clothing (Line 12). This will include vocational, recreational, and issue clothing that will be charged to the appropriate expense category when issued.

Food (Line 13). This will include all stored food items that have not been issued to the kitchen for use.

Academic/Vocational (Line 14). This will include both Academic and Vocational materials. When issued the expense will be recorded in the appropriate category (Line 02-Other Academic Expense or Line 04-Other Vocational Expense.

Medical/Dental (Line 15). This will include all Medical/Dental supplies no matter where stored (consistent with the requirement in Chapter 6, Section 6.12, R4, to control inventories of medical supplies until dispensed to users).

Fuel Oil (Line 16). Record the current value of stored fuel oil and propane, as discussed under "Inventory Valuation Method" which follows. If the center does not use fuel oil, note this category "N/A."

Other (Line 17). Any inventory that does not belong in Clothing, Food, Training, Medical, or Fuel Oil will be reported as Other Inventory, but will be charged to the appropriate expense account when issued.

Total (Line 18). The total of lines 12 through 17.

Columnar Instructions/Definitions. Following are instructions and definitions for entries in columns (a) through (j) in Section F.

Receipts, Current Month (a), Contract Cumulative (b). Enter on the appropriate lines the dollar value of inventory receipts for the current month in column (a). Be sure that accruals are included. To calculate the Contract Cumulative, column (b), add Current Month receipts to the preceding month's Contract Cumulative receipts. This will be the cumulative receipts for the entire contract period. Receipts resulting from Undelivered Commitments on an expired contract will be reported on the expired contract. Prior contract inventory carryover is not recorded as a receipt. Inventory received at no cost to the current center contract (i.e., surplus, commodities, donations) will be recorded at zero cost on inventory records. Any freight charges, incurred on no cost inventory, may be charged to the benefiting expense category.

Issues, Current Month (c). Enter on the appropriate lines the dollar value of inventory issues for the current month in column (c), including issues of accrued receipts as recorded in the perpetual inventory records or physical inventory count (beginning inventory, plus receipts, minus ending inventory, equals issues).

An expired contract should not report any issues unless there is an adjustment pertaining to a prior period. If issues are reported for an expired contract, the reason must be explained in the Exceptions section

(Page 5). Inventory received at no cost to the center will be issued with no cost recorded.

Inventory stored in a using area must not be considered as issued if the amount on hand exceeds a 30-day supply. Materials transferred to using areas will only be considered as "Issues" when the amount of material does not exceed a 30-day supply. Excessive amounts of inventory can be accumulated when there is no accounting for materials and it can become difficult, if not impossible, to know when to reorder. This can create shortages of needed materials or amounts in excess of requirements.

If a physical inventory reveals a shortage, or expense material is disposed of by Federal Excess Property Procedures, increase the Current Month issues (4) by the amount and explain the adjustment in the Variance Exceptions and Concerns section of the ETA "2110" (page 5). Current month expense will be increased by the amount of the adjustment.

Minor variances from the perpetual inventory are expected, but if physical inventories continually reveal large discrepancies, the record keeping must be examined to determine the cause and corrective action instituted.

It is necessary that all adjustments be processed through issues since issues determine reported cost. Explanations are necessary to discuss the issues and cost fluctuations where there is a noticeable impact on monthly cost.

Issues, Contract Cumulative (d), Average (e). To calculate the Contract Cumulative, add the Current Month issues to the preceding month's Contract Cumulative issues. This will be the cumulative issues for the entire contract period. Issues of prior contract inventory carryover will be recorded as issues in this contract. Issue value may be determined on the Average Unit Price method (described below) or on the First-In, First-Out method; no other pricing method may be used.

Average Unit Price. This accounting method prices all issues from inventory at the average unit price of all like material in stock at the time. The advantage of this method is that, although based on actual costs, it equalizes price fluctuations over the period of use. Enter on the property record (stock cards) receipts, issues, and balances on hand. Use two vertical, parallel columns, one for quantity and one for monetary value. When materials are received, enter the actual quantity and the price paid in the received columns. Add to the total shown in the balance columns. When materials are issued, the appropriate average unit costs are easily calculated; divide the current total balance value by the balance quantity. This average unit cost is used to determine the issued quantity, which is deducted from the balance quantity. The average unit cost may be noted on the top of the page of individual property records. There is no need to recompute the average unit cost unless there are additional receipts between the last and the upcoming issue.

First-In, First-Out. This accounting method prices all issues from inventory at the actual cost of the material issued. This method assumes that the first material issued was the first received, even though the actual material cannot be identified as to receipt date, and the issue is priced at the cost of the oldest inventory in stock.

Issues, Average for Contract (e.) This item is computed by dividing Issues–Contract Cumulative (d) by the number of months completed in the contract.

Cumulative Net Inventory Change (f). To compute this column, subtract Contract Cumulative Issues (d) from Contract Cumulative Receipts (b). The result is the increase or decrease in inventory during the entire contract period to date. If issues are greater than receipts, the net change is negative and is recorded in brackets. A negative net change can only occur when inventory is carried over from a previous contract.

Add Prior Contract Inventory Carryover (g). Record here the amount of Inventory On Hand (9) reported at the end of the previous contract. This must be the amount of Inventory on Hand reported for the previous contract. This will be the Inventory On Hand currently reported for the old contract, not necessarily the amount reported at the contract expiration. If inventory is received after contract expiration, it will be reported on the old contract as explained in Receipts, above.

Inventory On Hand (h). This item is calculated by totaling Cumulative Net Inventory Change (f) and Prior Contract Inventory Carryover (g). Note that this is the computed book value of the inventories.

No. Mos. On Hand (i). To calculate, divide Inventory On Hand (h) by Average for Contract Issues (e). This item reflects the number of months the Inventory On Hand will last if the usage rate continues at the average rate for the contract to date. The maximum recommended Inventory On Hand is 2.0 months, and any inventory category that exceeds this amount is considered an exception and must be identified and explained in the Variance Exceptions and Concerns section (page 5). Since food inventory consists mainly of staples that usually make up only about 30% of food issues, normally a 2-month supply would be considered excessive. Therefore, the maximum recommended food inventory is 1.0 month. Anything in excess of 1.0 month must be explained in the Variance Exception and Concerns section.

Contract Value Amount That Is Budgeted for Inventory Change. If this is the first contract for a new center, enter by category the dollar amounts reflected in the current estimated cost of the contract for an established Job Corps center, and the estimated cost of the contract expressly provides for an increase to inadequate inventory levels that were carried over from the prior contract; enter the dollar amounts for the inventory increase by category.

G. CENTER OPERATIONS EXPENSE – RECONCILIATION OF CONTRACT VALUE WITH 2110 DATA (FOR CONTRACT YEARS 2 AND ABOVE).

This section provides for the identification of any inconsistencies between (a) the official contract estimated cost for center operations expense and (b) data contained in the 2110 report. Following are instructions and definitions for entries in this Section G:

Line 19 – Cumulative Cost Thru Prior Year. Same as amount on page 3, in Section E, line 1, column (c).

Line 20 – Annual Budget for Current Year. Same as amount on page 2, in Section G, line 30, column (b).

Line 21 – Implied Contract Value. Calculated as the sum of entries in lines 21 and 22. In the framework of data contained in the 2110, this is the expected cumulative center operations expenditure through the current completion date.

Line 22 – Contract Value per Latest Mod. This is the total current estimated cost for center operations expense as stated in the contract Estimated Cost clause for the full contract period as per the latest contract modification.

Line 23 – Variance (Line 20 less Line 21). This is the variance between the official contract estimated cost for center operations expense and the cumulative spending target reflected in the 2110 report. Variances greater than $1,000 need to be reconciled either by revising the 2181 budget for the current contract year or by seeking a contract modification to amend to estimated cost.

H. CENTER OPERATIONS EXPENSE – RECONCILIATION OF 2181 PRIOR YEAR CUM WITH 2110 DATA (FOR CONTRACT YEARS 2 AND ABOVE).

This section provides for the identification of any discrepancy between the cumulative through prior year center operations expense reported on the 2110 report and the amount that is stated in the currently approved 2181 budget. Following are instructions and definitions for entries in this Section H:

Line 24 – Cumulative Cost Thru Prior Year. Same as amount on page 3, in Section E, line 1, column (c).

Line 25 – Prior Year Cum per Approved 2181. In the currently approved 2181, this is the amount on line 31 in the Revised Budget column.

Line 26 – Variance (Line 24 less Line 25). This is the variance between 2110 data and 2181 data concerning cumulative expense through the prior contract year. Any reported variances must be reconciled, normally by revising the 2181 budget for the current contract year.

2110 Page 4

A. CENTER NAME. Same entry as Page 1, Block 1.

B. CONTRACTOR NAME. Same entry as Page 1, Block 2.

C. PERIOD END DATE. Same entry as Page 1, Block 3.

D. CONTRACT NO. Same entry as Page 1, Block 4.

E. CONTRACTOR OBLIGATIONS. This section reports the status of all center obligations for the full contract period to date, in relationship to contract funding and value (also referred to as “estimated cost”). The information required must be completed

for each applicable major contract budget line item. Following are instructions and definitions for entries in columns (a) through (i) in this Section E:

Expense Categories. See the Cost Category Section of this appendix for definitions. All major budget line items reflected in the contract estimated cost clause must be reported in this Section E. Line 11 is used to report the columnar totals or averages of columns (a) through (h).

Vouchered Reimbursable Expenses (a). In column (a), report for each applicable expense category the total amount of all vouchers submitted to DOL for payment for the contract to date, including the voucher prepared for the reported month. Please refer to discussion of vouchering criteria in previous section.

Unvouchered Reimbursable Expenses (b). In column (b), report for each applicable expense category the current total of all reimbursable amounts due the contractor but not yet submitted on a voucher. Examples follow:

- Invoices paid but not included on a voucher because of early cut-off.
- Indirect Administrative Expense accrued on Unvouchered Accounts Payable accruals.
- Fee holdback, as discussed in definition of contractor fee expense category contained in previous section.
- Accounting errors, which omitted items from the voucher.
- Amounts that exceed the amount of funds available in the contract as per discussion of vouchering criteria contained in previous section.

Unvouchered Accounts Payable (c). In column (c), report for each applicable expense category the current total of all accruals as per the discussion of accrual reporting contained in a previous section.

Undelivered Commitments (d). In column (d), report for each applicable expense category the current total of the value of all undelivered goods and services for which the center has made commitments but has not yet received the material or service. This is simply the total of all open purchase orders. These are firm commitments only and therefore do not include total blanket purchase agreements. Do **not** record as commitments subcontractors and long-term equipment or facility leases.

It is essential that all commitments to each contract be shown accurately so that users of this report will receive reliable information on the status of contractor obligations. When a contract expires, only the commitments made before the expiration of the contract may be paid from that contract. Excess funding is removed from the contract by the Contracting Officer based on amounts reported as Total Contractor Obligations.

If payments are made by the contractor after the expiration of a contract for the cost of unrecorded commitments, the contractor must be able to document that the firm commitments were made prior to contract expiration. An auditor may recommend disallowance for costs where the commitment date is questionable.

Total Obligations (e). The sum of the previous four columns (a through d) represents the total obligations of the center.

Contract Funding (f). In column (f), report for each applicable expense category the current total contract funding as stated in the contract Summary of Funds Available clause, per the most recent contract modification that was effective prior to the end of the reported period.

Percent of Funding Obligated (g). To calculate, divide Total Contract Obligations, column (e), by Total Contract Funding, column (f), and express as a percentage.

Contract Value (h). In column (h), report for each applicable expense category the current total contract estimated cost as stated in the contract Estimated Cost and Fixed Fee clause, per the most recent contract modification that was effective prior to the end of the reported period.

Percent of Value Obligated (i). To calculate, divide Total Contract Obligations, column (e), by Total Contract Estimated cost, column (h), and express as a percentage.

Percent Performance Period Completed (i). This entry is made in the cell below Line 11. To calculate, divide number of days from start date of contract through report period end date by the number of days from the start date of the contract through the current completion date of the contract.

F. VOUCHER RECONCILIATION. This section reports information that identifies any discrepancies between certain data on the 2110 report and data appearing on the voucher submitted by the contractor for the end of the same period being reported on the 2110. In the title box of this section F, enter the contractor's identifying number of the voucher submitted for the end of the reported period and the contractor's signature date on that voucher.

Operating Expense (a) versus Facility Cnst & Rehab (b). Column (a) is used to provide information concerning operating expense, which includes all expense categories other than Construction and Rehab. Column (b) is used to report amounts for Construction and Rehab; and column (c) provides the totals of amounts in columns (a) and (b). This segregation of Job Corps funds into two primary categories reflects the Congressional appropriation for Job Corps. Separate amounts are appropriated for operating expense versus facility construction and rehab.

Cumulative Vouchered (Line 12). On line 12, enter the contract to date totals of amounts vouchered for operating expense and facility construction and rehab, respectively. The total of both categories is entered in column (c). This information should be taken from the required back-up page submitted with the voucher for the end of the reported period.

Difference with Section E, Column (a), (Line 13). On line 13, enter any differences between the amounts entered in line 12 and the amounts entered in column (a) of section E above. The differences reported will be in terms of section F, line 12, amounts minus section E, column (a), amounts. The

computations in the construction and rehab column and in the totals column are straightforward. In the operating expense column, the following computation is recommended:

+ Sec F cumulative operating expense vouchered per line 12

+ Sec E amount for cnst/rehab per col (a), line 2

- Sec E total for vouchered reimbursable expense per col (a), line 11

= Sec F operating expense difference in col (a), line 13

Explanations. Any differences reported on line 13 must be explained in the space provided. Use a continuation sheet if necessary.

G. ADJUSTMENTS TO EXPENSE. This section reports information that is used to indicate the reasonableness of the accruals that are reflected in the discrepancies between certain data on the 2110 report and data appearing on the voucher submitted by the contractor for the end of the reported period in the title box of Section F.

Operating Expense (a) versus Facility Cnst & Rehab (b). As with the preceding Section F, in Section G, column (a) is used to provide information concerning operating expense, which includes all expense categories other than Construction and Rehab. Column (b) is used to report amounts for Construction and Rehab; and column (c) provides the totals of amounts in columns (a) and (b).

Total Expense (Line 14). On line 14, enter the contract to date totals of amounts reflected in columns (a), (b), and (c) of the preceding Section F. This represents the sums of vouchered reimbursable expense, unvouchered reimbursable expense, and unvouchered accounts payable.

Less Adjustments (Line 15). The lines provided immediately below line 15 are used to reconcile the net contract to date expenses reported on page 3 of the 2110 with the total contract to date obligations reported in page 4, Section E, but excluding undelivered commitments.

Line (a) Pre-Paids. Enter the amount of unaccrued pre-paid expense reflected in Line 14, above. The term “pre-paids” refers to items that have been paid for in advance by the contractor but not yet consumed or utilized by the center. As used for purposes of this report, the term “pre-paids” excludes any items that are reported on page 3 in Section F (Inventory Activity). Typical pre-paid items might include insurance premiums and tuition payments for students and staff.

Line (b) Ops Inventory Change. Bring forward under columns (a) and (c) the amount reported on page 3 of the 2110, line 18, column (f).

Line (c) Other. Enter the amounts of any other differences between line 14 amounts and the net expenses being reported on page 3 of the 2110, Section E, column (d). Normally, this entry will be “zero.” Any entries other than “0” must be explained in the space provided.

Line (d) Total of a+b+c. Self-explanatory. These amounts must equal the difference between line 14 above and the net contract to date expense reported in Section E of page 3 of the 2110.

Equals Net Expense (Line 16). On line 16, bring forward the appropriate amounts from page 3 of the 2110, Section E, column (d), for operating expense, construction and rehab (line 2 under column (d)), and the total (line 11 under column (d)).

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A. CENTER NAME. Same entry as Page 1, Block 1.

B. CONTRACTOR NAME. Same entry as Page 1, Block 2.

C. PERIOD ENDING (Date). Same entry as Page 1, Block 3.

D. CONTRACT NO. Same entry as Page 1, Block 4.

VARIANCE EXCEPTIONS/CONCERNS.

This section will be a valuable tool for center staff in managing financial resources and for Job Corps in monitoring financial performance and serves two purposes:

1. This section serves as a vehicle for identifying and explaining causes and corrective actions for those line items that exceed allowable limits contract year to date. Any Variances Amount, reported in column (e) on page 2, exceeding the Allowable Variance Amount, reported in column (f) on page 2, must be explained and corrective action detailed.

   The cause of most exceptions, and the necessary corrective action, can rarely be determined solely by the finance department of the center. The Cause and Action should usually be supplied by the appropriate program managers. Explanations should be as short as possible, but must adequately and reasonably explain the cause of the problem and action to be taken.

   The explanations should be clearly stated so that they can be understood by a reviewer not aware of specific conditions at the center. If the variance is the result of more than one cause or the result of an error, the amount(s) involved should be detailed. Explanations must not simply be repeated from month to month if the cause, or part of the cause, is changed. Actions must be reviewed to see if they are having the desired effect. If not, they should be examined to see if they are ineffective, inappropriate, or not being followed. Actions not having the desired effect will be questioned by reviewers. If no action is possible, it should be so noted. If more than one page is needed, note next to Page 5 “1 of 2” or “2 of 3” as appropriate.

2. This section serves as a vehicle for identifying and explaining causes and corrective actions to be taken for those monthly line items that report costs that appear to be unusually high or low compared to historical monthly costs. There is no set threshold to require an entry in this section, but

reviewers will question unusual appearing expenses. Supplying explanations at the time the unusual appearing costs are reported will reduce the amount of effort required to respond at a later date. All monthly negative costs must be explained. This section should be used by the center to comment on fiscal problems that the center has, or expects to have, which the Center Director thinks should be brought to the attention of the Job Corps Regional Office or National Office. This section will be a valuable tool for center staff in managing financial resources and for Job Corps in monitoring financial performance.

EXCEPTION/CONCERN CATEGORY (1).

Identify each line item category for which explanation is required or comment is desired, e.g., Clothing, Food, Insurance, etc. Also enter the line number.

VARIANCE AMOUNT (2).

This column will only be used when explaining a variance that exceeds allowable limits. Enter the total amount of the variance, not the amount that the variance exceeds the allowable limit. If the variance is negative (expense exceeds budget), the dollar amount is bracketed.

CAUSE OF EXCEPTION/CONCERN (3).

Explain the cause of the variance exception or concern and its present and future impact on center costs and program performance. Be as brief as possible, but adequately explain the problem. Do not refer a reader to any past reports, except the preceding month, for explanations.

CORRECTIVE ACTION (4).

Explain the action that has been taken or is planned to be taken to correct the problem. Be as brief as possible, but adequately explain the corrective action. Do not refer a reader to any past reports, except the preceding month, for explanations.

E. JOB CORPS CENTER FINANCIAL REPORT ETA 2110F (FEDERAL CENTERS)

1. Purpose

The Job Corps Center Financial Report, “2110,” is used by the conservation agencies that operate federal centers to report, for each of their Job Corps centers, accrued expenses for the current quarter and to report cumulative expenses and obligations for the current program year.

2. Originators

These reports are prepared and submitted to DOL by the conservation agencies that operate Job Corps centers. A separate report for each center.

3. Time Frames

Federally operated centers are required to report on a quarterly basis on a cycle that coincides with the Job Corps program year. The quarterly reporting periods are as follows:

Quarter 1: July – September

Quarter 2: October – December

Quarter 3: January – March

Quarter 4: April – June

4. Accrual Reporting

Costs reported on the "2110F" **must always be on the accrual basis**, i.e., the cost of materials and services received, regardless of when the invoices are received or paid. Many costs, such as Medical, Mental Health and Dentist Fees, hospital charges, GSA charges, utility costs, subcontract costs, and telephone bills, as a few examples, are not normally invoiced promptly. It is important that all such charges, including earned but unpaid salaries and payroll related costs, be accrued so that reported costs include all incurred expenses. Federal centers are permitted to expense inventory when received. This will be the only exception to accrual accounting and reporting.

Earned but unpaid leave will not be accrued or reported as expense. Earned leave that is paid when an employee terminates from the agency will be reported as salary expense when paid.

5. Error Corrections

Any adjustments made to correct erroneous information on past reports (program year to date adjustments) **must be included in the current quarter's expenses**. It is not permitted to simply adjust the Program Year to Date Actual totals. The total of all quarterly reports must agree with the Program Year to Date Actual.

6. Verification of Computations

Since reports are used by Job Corps both to monitor the progress of center contracts and to accumulate needed historical data for required reporting, it is essential that all computations are checked to assure 100% accuracy before submission. Use of electronic spreadsheets or other ADP tools can all but eliminate simple math errors. If reports are incomplete or errors are found, centers and/or contractors will be notified to resubmit.

7. Submittal Requirements

Submit one (1) copy only to the DOL–Job Corps National Office. The reports must be mailed by no later than the 20th of the month following the reported quarter.

8. Facsimile of Forms

A facsimile of the two-page "2110F" is found in the Job Corps Forms Handbook.

9. Instructions

Following are instructions for making entries in the various blocks and columns of "2110F."

INSTRUCTIONS FOR ENTRIES ON THE JOB CORPS 2110F REPORT

A. CENTER NAME.

Enter the name of the Job Corps center. Do not abbreviate. Please do not include the term "Job Corps Center" after the name.

B. AGENCY NAME.

Enter the name of the conservation agency that operates the center.

C. QUARTER ENDING (Mo., Day, Yr.).

Enter the last day of the quarter for which the report is being prepared.

EXPENSE CATEGORIES.

See the Cost Category Section of this appendix for definitions.

CURRENT QUARTER EXPENSE (a).

Enter in this column the actual expenses and income for the current quarter for each category of cost.

PROGRAM YEAR TO DATE EXPENSE (b).

Enter the actual expenses and income that have accumulated since the beginning of the current program year.

PROGRAM YEAR TO DATE OBLIGATIONS–ACTIVE ACCOUNTS ONLY (c).

By cost category, enter the actual obligations that have accumulated in the accounts that are active during the current program year. The active accounts would consist of the operating funds appropriated for the current year and construction-rehab-acquisition (CRA) funds appropriated for the current and prior two program years.

F. CONTRACT CENTER OPERATIONS BUDGETS

1. Scope

This section applies only to contract centers. It does not apply to federal centers, for which detailed budget formulation guidelines are issued on an annual basis.

The instructions in Section F are further restricted to treatment of center operating expenses. Section F does not apply to the budgeting of capital cost categories or to non-center cost categories, such as OA/CTS. Center operators should follow guidance from the Regional Offices regarding budgeting requirements for these other categories.

2. Purpose

Section F provides instructions for the development and presentation of line-item budgets of center operating expenses. A line-item budget is needed for each year that a center contract is in place. The guidelines in Section F cover the initial development of line-item budgets as well as procedures for their subsequent revision. The line-item budgets are intended to facilitate financial management and control by providing a detailed breakout of the center operating costs that are summarized in the estimated cost clause of the center operating contract.

3. Overview of Requirements

a. Formats

Form 2181 is used to display the line-item budgets, as approved by the Regional Office, for the current contract year and for the next contract year, if any. Form 2181 may also be used by contractors to propose budget revisions to the Regional Office.

b. Time Frames

Center operating contracts normally last 5 years, with the last 3 years being contingent on performance in prior years. During the first year of the contract, budgets are prepared and maintained for the "Current" Year (Contract Year 1) and the "Next" Year (Contract Year 2). Both budgets are reviewed and approved as a "set" until the end of the first year. As Year 1 is closed and Year 2 begins, the "old" Next Year's budget, becomes the "Current" budget for Year 2 and a new Next Year's budget is prepared (for contract Year 3). This pattern is maintained for the life of the contract.

c. Current Year Line-Item Budgets

An approved line-item budget (form 2181) must be in place for the current contract year. Data from the approved form 2181 that covers the current year of the contract is used when preparing the "2110" cost reports during that year of the contract.

It should be noted that the form 2181 does not call for the display of "historical" cost data on a detailed line-item basis. The intent is to focus attention primarily on the current year. However, it is necessary to account for prior year's spending on a bottom-line basis in order to assure reconciliation of data between the form 2181 the estimated cost clause in the contract.

d. Next-Year Estimates

Form 2181 is also used to maintain an updated "next-year" line budget for the next contract year that remains in the contract. This is to ensure that an agreed-to 2181 budget is in place immediately at the start of the next contract year. Whenever the current year budget is being revised, it is further necessary: (1) to identify any adjustments that are of an ongoing nature (e.g., permanently deleting or adding slots); (2) to accurately calculate the impact of such changes on the operating budget for the next contract year; and (3) to revise the form 2181 next-year line-item budget for the next contract year accordingly.

e. Estimated Cost Clause

The budgetary information on the approved form 2181 that is in place for the current year must be kept in agreement with the amounts shown for center operating costs within the estimated cost clause of the contract. If a contract modification is issued that changes (up or down) the total center operating cost, a revised set of forms 2181 (current year plus the form 2181 for the next contract year) should be prepared and approved simultaneous to the contract modification. Conversely, if the Regional Office approves a change in the 2181 that affects the

cumulative amount of center operating costs, then a simultaneous contract modification to revise the estimated cost clause is also needed.

f. AAPP/FOP Considerations

The acronym AAPP/FOP stands for Annual Advance Procurement Plan/Financial Operating Plan and refers to the internal system of the DOL–Office of Job Corps for planning and controlling the allocation of budgetary resources. Regional Offices must adhere to current internal guidelines when reviewing and considering budget increases at contract centers and formally approve only those that are within AAPP/FOP levels. If a proposed current year or "next year" increase is in excess of the AAPP/FOP levels that have been established for the contract, the region must request and obtain the appropriate AAPP/FOP adjustment from the National Office before the increase can be approved.

g. Underruns Due to Low On-Board Strength (OBS).

Contract center operators are expected to control expenditures for items that are sensitive to on-board student strength to ensure that expenditures for such items are commensurate with average student OBS. Expense items that are considered OBS-sensitive include food, clothing, and other consumables that normally comprise about 15% of a center's operating budget. In any contract year when the center operates at less than 98% of planned capacity, the contractor will be expected to generate an appropriate year-end cost underrun as a result of reduced spending for OBS-sensitive items. The amount of the expected underrun is computed as follows: numerical shortfall in Student Service Years (SYs) during the contract year X the budgeted cost per SY (i.e., annual operating budget/planned SYs) X 15% = anticipated year-end underrun.

If the anticipated "low-OBS" underrun does materialize at the close of the contract year, the unspent funds will be returned to DOL by means of a contract modification that makes an appropriate reduction in the contract estimated cost for operating expense. If an anticipated "low OBS" underrun fails to materialize in full at the end of a contract year, an adverse finding will be noted in the contractor's record of performance; and the Department will recover via contract mod whatever portion of the anticipated underrun did materialize.

h. Underruns in Excess of Anticipated Low OBS Savings.

At the end of a contract year, if a net cost underrun is reported that exceeds the anticipated "low-OBS" underrun, if any, the Regional Office may approve the contractor's retention of the additional underrun amount by rolling it over and adding it the operating budget for the next contract year. Regional Office "rollover" approval authority is limited to an amount equating to 2% of the annual operating budget for the year just ended or $200,000, whichever is less. However, for centers that have received an OMS rating of 95% or higher for the recently ended contract year, the regional rollover approval limit is 4%, with no "hard-dollar" ceiling.

The region further has the option to approve any of the "rollover" amount to be converted to Equipment or VST funding. If conversion to Equipment or VST is

elected, the region should promptly notify the National Office to issue the necessary AAPP/FOP changes.

Any proposal to exceed the above rollover limits must be referred to the National Office for prior approval. Otherwise, any portion of the underrun that is not within the applicable rollover limit will be deleted from the estimated cost via contract modification.

i. Staff Compensation Supplement

When submitting the initial 2181 budget for the first contract year or the initial 2181 budgets for subsequent contract years, the contractor must provide a staff compensation supplement that indicates average budgeted salaries for each job category at the center, along with other information that provides for a reconciliation with the amounts budgeted in the various personnel expense line items.

4. Multiple Budgets

Where there is more than one contractor at a particular Job Corps center, each with specific center responsibilities and a separate contract with Job Corps, a separate set of records (contracts, 2181 budgets, 2110 cost reports, and contract funding/estimated Cost entries) must be maintained on each contractor. Also, a separate set of records (contracts, 2181 budgets, 2110 cost reports, and contract funding/estimated Cost entries) may be required for major program components falling under one contract (e.g., satellite center versus main center), if requested by DOL.

5. When Submittals Are Needed

a. Initial Submittals-Contract Year 1

The center operator must submit initial 2181 budgets to the Regional Office within 10 days after the effective date of the contract. The initial submittal must include a form 2181 for the first year and another for the second year of the contract. If these initial 2181s are in exact accord with the line-item amounts in the contractor's best and final cost proposal, the budgeted amounts in the contractor's submittal should be entered under the "REVISED" column, with no entries needed under the "PRIOR" or "ADJUSTMENTS" columns. If the contractor is proposing initial budgets that reflect differences from its best and final cost proposal, then the 2181s should be prepared to display the cost proposal in the "ADJUSTMENTS" column, and the resulting new line-item totals in the "REVISED" column. The dollar adjustments must be explained in narrative backup.

Unless extensive follow-up or National Office authorizations are required, the Regional Office should normally approve the initial 2181 budgets within 2 weeks after receipt from the contractor. The Regional Office and the contractor should schedule this process to ensure that an approved 2181 budget is available in time for use in the first monthly cost report. At the outside, the approved 2181 budget must be available to the contractor by the 15th day of the second calendar month of contract year 1.

b. Year-End Closeout and Reconciliation

The following discussion is in the framework of closing out the first contract year. However, the same pattern of events and time frames apply at the close of each contract year except the very last year.

Soon after the end of contract year 1, the contractor must submit a proposed new 2181 budget in which year 2 becomes the "current year" and 3 (normally the first option year) becomes the "next year." The contractor's proposed new 2181 budget is due in the Regional Office within 30 days after the start of year 2. This schedule allows 10 days development time between the due date of the final cost report for contract year 1 and the submittal of the proposed new 2181 budget to the Regional Office. Regional Offices are expected to respond to the contractor with an approved 2181 budget within 2 weeks after receipt of the proposal.

As part of this process, the proposed new 2181 must address and reconcile the variances between actual and budgeted expense that existed at the end of contract year. The types of issues that tend to arise during this process are as follows:

- If actual bottom-line spending fell below the year 1 budget, is there a reasonable basis for rolling over the unspent funds and adding them to various line items in the new 2181 budget year 2? Or should some or all of the unspent funds year 1 be deleted from the contract via a net reduction in the estimated cost clause?
- If actual bottom-line spending exceeded the total amount budgeted for year 1, should the new 2181 budget for year 2 be reduced to offset the overspending in year 1 and thus eliminate the need to request an increase in the contract estimated cost? Or should a new increase in the estimated cost of the contract be requested in order to avoid programmatic disruptions that could result from absorbing a year 1 overrun with cuts in year 2?
- Do the line-item variances that exist at the close of year 1 (up or down) represent one-time occurrences or do they represent changes in the underlying ongoing costs for operating the Job Corps center? If the variances indicate changes in the underlying costs, the new 2181 that is being proposed for year 2 must also reflect appropriate changes in the "next year" budget that is provided for year 3.

Unless extensive follow-up or National Office authorizations are required, the Regional Office should normally approve the reconciled year 2 budget within 2 weeks after receipt of the contractor's proposal. The Regional Office and the contractor should schedule this process to ensure that an approved 2181 budget is available in time for use in the first monthly cost report due for year 2. At the outside, the reconciled 2181 budget for year 2, along with any necessary contract modification in the estimated cost clause, must be available to the contractor by the 20th day of the second calendar month of contract year 2.

c. Option Year Extensions

When a Regional Office determines to issue an option year extension, the normal practice prior to the start of the option year is for the Regional Office to issue a contract modification that increases the estimated cost for operating expenses in the amount of the approved "next year" 2181 budget that is then on file for the "new year." The Regional Office must further ensure that any estimated cost increase is within the limits of the AAPP/FOP.

Differences between actual and approved spending that exist at the end of the prior contract year may have an impact on the budget for the new year as well as the official estimated cost of the contract. The issues and questions that must be addressed are the same as those discussed above for the reconciliation at the end of contract year 1 and may result in a contract modification to revise or "fine-tune" the estimated cost for center operating expense.

d. Midyear Revisions

Midyear revisions of the line-item budget are normally processed only when there is need to change the bottom line of the current-year center operating budget. Contractors are not encouraged to propose formal revisions of 2181 budgets merely to shift amounts between line items in order to minimize apparent "variances," although such proposals will be entertained by Regional Offices if good reasons are offered. Requests for midyear revisions should be developed using the form 2181 (and appropriate backup) and should normally be limited to the following situations:

(1) When there is a pending contract modification approved and funded by the National Office for a programmatic change, such as the provision of funds for installing new curricula or programmatic initiatives. In these situations, the contractor will normally be requested by the Regional Office to prepare and submit a budget revision proposal that distributes the prescribed funds to the appropriate line items.

(2) When there has been or will be an unavoidable bottom-line variance of material proportion that cannot or should not be totally resolved through changes in spending patterns during the remaining months of the current contract year and which must clearly be accommodated with an adjustment in the bottom line of the center operating budget for the current year.

(3) In line with procedures for the treatment of fee as discussed in a later paragraph, a midyear revision to the form 2181 is required when award or incentive fee earnings are finalized and formal adjustments are made in the estimated cost of the contract.

Regional Offices should respond promptly to a contractor's requests for midyear budget revisions. Unless extensive follow-up is required, the Regional Office should resolve these requests within 2 weeks after receipt of the contractor's proposal. The Regional Office must ensure, however, that any estimated cost increase is within the limits of the AAPP/FOP established by the National Office.

6. Packaging of Budget Submittals

a. **Form 2181s** are used in sets of two to display a contract center's **regionally approved** line-item budget for the current contract year (base year 1, base year 2, option year 1, option year 2, or option year 3, whichever applies at the time), as well as the "pre-approved" budget for the next available contract year.

b. As the contract progresses, 2181s are not needed for "prior" years.

c. The **form 2181** is also used by contractors to propose adjustments in current-year and next-year budgets, including contractor submittals needed in sets of two, one for the new "current" contract year and one for the next available contract year. Proposed line-item adjustments must be substantiated by the contractor with adequately detailed backup explanations and computations, normally provided in the form of attachments. Also, centers that determine planned monthly expense on the basis of a detailed custom budget (as opposed to the straight-line proration method) must submit their proposed detailed custom budget to the Regional Office if requested to do so.

d. When the **form 2181** is used by contractors to propose adjustments in the existing budgets, appropriate entries must be made under all three columns (PRIOR BUDGET, ADJUSTMENTS, and REVISED), including in lines 31, 32, and 33. Only one "PENDING" budget may be in play at a given time. If a contractor wishes to propose additional revisions while a proposed budget is still pending approval in the Regional Office, then the earlier pending budget should be withdrawn and replaced with a new proposed form 2181.

e. When a contractor submits proposed 2181 budget adjustments, the Regional Office may approve them as proposed or with changes. In providing the contractor with the new approved budget, the Regional Office should mark and annotate any such changes on the contractor's proposal or otherwise append to the contractor's proposal the bases and computations for the changes.

f. Regional Offices must provide the National Office (Attn: Financial Management) with one copy of each approved 2181 package, including both the current-year and next-year budgets. These items must be mailed to the National Office within 1 week after regional approval of the revised 2181s.

7. Maintenance of Budget Records

Contractors and Regional Offices must maintain an accurate and complete record of the form 2181 budgets that have been approved for each contract. These records should be maintained as an adjunct to the official contract file and include, in sequence, all 2181 budgets that have been approved under the contract, along with the revision proposals and backup submitted by the contractor.

8. Treatment of Contractor Fee

In formulating a 2181 center operating budget, the treatment of fixed fee is straightforward and should be handled as described in the discussion of fixed fee, Section C.5. For contracts that have a base fee + incentive fee, the initial 2181 budget for the contract year should reflect only base fee plus the provisional billing amount for incentive fee as stipulated in the contract. When

the contractor is notified as to the exact amount of incentive fee that has been earned for performance during a recently completed contract year, the notification will specify by what amount the earned incentive fee is above or below the amount of the provisional payments that were made to the contractor in the recently completed contract year. The difference between provisional incentive fee payments and final amount earned will be treated as an adjustment to approved cost in the current contract year and reflected appropriately as such in a midyear revision to the current year's 2181 budget.

9. Detailed Instructions and Facsimile for Form 2181

Following on the next page are detailed instructions for making entries in the various blocks and columns of form 2181. Working versions of these forms are available from the National Office in both Excel and Quattro Pro.

JOB CORPS CENTER OPERATIONS BUDGET, FORM 2181 DEFINITION OF DATA ELEMENTS

Form 2181 budgets are prepared and approved in pairs, consisting of a form 2181 for the current contract year and an additional form 2181 for the next available contract year that remains in the contract. Following are brief descriptions of the elements of information entered on the form 2181.

HEADING INFORMATION

Center Name. Enter the name of the Job Corps center. If the form is being prepared for a "major component" rather than an entire center, also include an identifying label for that component.

Contractor Name. Enter the contractor name as it appears on the contract.

Contract Number. Enter the DOL-assigned contract number.

Budgeted Number. The initial pair of forms 2181 for the 1st and 2nd contract years are numbered "1" and all later pairs of **approved** 2181s are to be numbered sequentially as they are approved by the Regional Office. The same number is given to all current-year and next-year 2181s in a given pair. For example, the pair of 2181s for budget number "1" will include a number 1 budget for the first contract year and a number 1 budget for contract year 2.

Contract Year Number. Enter 1-6, whichever applies to the contract year covered by this form 2181. The normal pattern is as follows: Base Year 1 = Year 1; Base Year 2 = Year 2; Option Year 1 = Year 3; Option Year 2 = Year 4; Option Year 3 = Year 5; Extension Period After Year 5 = Year 6.

Approved or Pending. If the budget has been approved by the Regional Office, enter **Approved**. If the budget is a proposal that is still pending regional approval, enter **Pending**.

Ending. Enter the ending date (mm/dd/yyyy) of year identified in the block for Contract Year Number.

Current Year or Next Year. If the form applies to the current contract year, enter **Current**. If the form applies to the next contract year, enter **Next**.

BUDGET INFORMATION

Column Headings

Prior Budget. This column is used to display the last previous approved budget for the particular contract year. For example, if the form is used for approved budget number 8, then the "PRIOR BUDGET" column will display the "REVISED BUDGET" from approved budget number 7.

Adjustments. This column is used to enter the adjustments being requested or approved, depending on the purpose of the form.

Revised Budget. This column is used to display the revised budget that results from the approved adjustments. The entries under this column are the sums of the entries made under PRIOR BUDGET and ADJUSTMENTS.

Row Headings

Lines 1–29: Center Operations Expense Categories. See earlier section of this appendix for definitions of cost categories.

Line 30: Net Center Operations Expense. Totals of lines 1 through 29.

Note: Lines 31–34 are intended to reconcile to the Estimated Cost Clause in the contract. These lines therefore apply only to the 2181 that is prepared for the current contract year. However, if the current year is contract year 1, then lines 31–34 should be completed on the NEXT YEAR 2181 that has been prepared for year 2 instead of the CURRENT YEAR 2181 that is in place for year 1.

Line 31: Cumulative Expense Through Prior Year.

When current year is contract year 1: Make no entry on the 2181 for contract year 1. However, on the 2181 for contract year 2 that is contained in this pair of 2181s, transfer in the amount from line 30 of the 2181 for contract year 1.

When current year is other than contract year 1: Enter the "cumulative thru prior year" amount shown for center operations expense as reported on the 2110 cost report (page 2, line 1, column c).

This entry is generally subject to ADJUSTMENT only in connection with year-end reconciliations. In the year-end reconciliation exercise, the entry on line 31 under PRIOR BUDGET is made by transferring the prior year's Cumulative Estimated Cost entry (line 32) contained in the approved budget that was in place when the prior year ended. The entry under the ADJUSTMENTS column will be the reverse of the bottom-line variance that is reported in the final cost report for the prior contract year. A net underrun at the end of the prior year will yield a negative entry; an overrun will yield a positive entry. The entry under REVISED BUDGET will be the actual cumulative costs reported through the close of the prior contract year.

Lines 32a, 32b, and 32c: Budgeted Inventory Change (plus or minus). These lines are used to compute and display the budgetary impact of a planned increase or decrease in the amount of inventory that was carried over from the previous

contract. Line 32a is used to reflect the dollar value of the desired inventory level; line 32b is used to reflect the dollar value of the inventory on hand at the start of contract (day 1 of contract year 1); and line 32c is line 32a minus line 32b.

Desired inventory levels per line 32a should normally remain constant during the life of a contract, but occasions may arise where substantial increases or decreases are necessary. For example, inventory increases are needed when new centers are opened or existing centers are expanded or in instances where carryover inventory levels from the previous contract are below reasonable operating needs. In these cases, provision must be made in the estimated cost clause to finance the inventory buildup even though the buildup does not, of itself, change the amount of the accrued costs that will be reported under the contract.

Where excessive amounts of carryover inventory are on hand and will be reduced, operating expenses under the current contract are being financed with federal funds provided under the previous contract—the amount of which must be subcontracted from the estimated cost of the current contract.

Line 32b (Carryover From Prior Contract) should remain constant during the life of the contract, except that an ADJUSTMENT in line 32b might be expected in the early months of contract year 1 if inventory discrepancies are identified by a new incumbent contractor.

Please note that lines 32a–32c are not intended to report fluctuations in actual inventory levels during the life of a contract; they are to be used for planned, budgeted changes only.

When current year is contract year 1: Make no entry on the CURRENT YEAR 2181 for contract year 2.

Line 33: Cumulative Budgeted Expense: Under each column, enter the sum of the entries made in lines 30, 31, and 32c.

Reconciliation to Current Estimated Cost. In spaces provided, enter the current estimated cost of the contract for center operations expense and the current contract modification number. The amount entered for “Implied Estimated Cost Change” should be REVISED BUDGET, line 33, minus “Current Estimated Cost.” If the result is not zero, then there is disagreement between the contract and the 2181. If disagreement exists, it is implied that action is needed to either develop a new 2181 or to modify the estimated cost, whichever is appropriate under the circumstances.

When current year is contract year 1: Make no entry on the CURRENT YEAR 2181 for contract year 1. Instead, make appropriate entries in the NEXT YEAR 2181 for contract year 2.

CONTRACTOR SUBMITTAL BLOCK.

This block is used for the ignature and name of the authorized contractor representative who is submitting a proposed new 2181 to the Contracting Officer.

REGIONAL OFFICE APPROVAL BLOCK.

This block is used by Regional Offices to signify approval of initial budgets and new, revised budgets. This block must be completed on each of the 2181s that are in the set being approved—i.e., the 2181 for the current year and the 2181 for the "next year." Entries in this section are made by the Regional Office as follows:

Signature. Signature of the Regional Office approving official.

Name. Typed name of approving official.

Date. Date of signature.

10. Detailed Instructions and Facsimile for Staff Compensation Supplement to Form 2181

Following are detailed instructions for making entries in the various blocks and columns of the Job Corps 2181 Staff Compensation Supplement. A facsimile of the forms is attached. Working versions of the supplement form are available from the National Office in Excel.

INSTRUCTIONS FOR PREPARING THE 2181 STAFF COMPENSATION SUPPLEMENT	
GENERAL INSTRUCTIONS	
Purpose	To provide information that is needed by DOL to determine whether the salaries offered by the center are appropriate and competitive within the local labor market.
All Budgeted Positions Must Be Reflected	All staff positions whose salaries are budgeted in the "personnel" expense categories of the center's operating budget (Lines 01, 03, 05, 09, 11, 13, 15, 18, or 20) must be reflected on the worksheet, including those that are occupied by subcontractor employees. Complete and comprehensive information is needed on all budgeted positions in order to ensure agreement of supplement worksheet data with the budget data that appears on the center's 2181 budget.
NTC Staff Not Included	The worksheet must NOT REFLECT positions occupied by National Training Contractor instructors.
Submit to Regional Office in Electronic Spreadsheet Format Using Model Supplied by the Job Corps National Office	Contractors must submit the staff compensation supplement to the Regional Office as an electronic spreadsheet in Excel. Submittal as an e-mail attachment is preferred. Model worksheets will be disseminated by the Job Corps National Office. From time to time, updated model worksheets will be issued for centers/contractors to use. The model worksheets have example data, which should be overwritten with "live" data.

Overall Structure Must Be Maintained	Do **not** add or delete any columns or rows. The existing structure of the model worksheet must be maintained.
When to Submit	Contractors must submit a staff compensation supplement with the initial 2181 that is submitted for each contract year. Submittal of the supplement should be simultaneous with submittal of the 2181 itself. Supplements need not be submitted with subsequent 2181 revisions, unless expressly requested by the Regional Office.
Making Entries	Make entries in the blue-shaded cells. The yellow-shaded cells are filled by formulas and do not require entry by the contractor.
I. HEADING INFORMATION	
A. Center Name	Enter name of Job Corps center. Just the name, and **NOT** the words "Job Corps Center."
B. Contractor Name	Self-explanatory.
C. Contract Number	Contract number assigned by DOL to the center operations contract.
D. Geographic Adjustor for This Center	Refer to the "geo_adjs" tab in the model worksheet and look up your center on the table. The "Aggregate Differential" in the column immediately to the right of your center's name should be copied and entered into this cell of the worksheet. The entry should be as a percentage.
E. Start Date of Current Contract Year	1) Start Date of the Current Contract Year. Enter start date of the current contract year.
II. ANNUAL BUDGETED PERSONNEL EXPENSE	
ROWS/STUB HEADINGS	
1) Base Salaries – Position Categories/Titles	In each expense category, the most common position titles are preprinted. A number of "other/fill-in" lines are also supplied in each category. These may be used if the center has position titles that are not among those that are preprinted. If the only difference between a center's position title and a preprinted title is a minor variation in nomenclature, it is requested that the position be reported against the preprinted title instead of using one of the "other/fill-in" lines supplied on the worksheet. In each instance where an "other/fill-in"

	line is used, the operator or center must enter data in columns (a) and (b) for each position title. All other columns will automatically calculate except column (d), which will be "0."
2) Employer-Paid Fringe Benefits: a) Benefits Sensitive to Salary; and b) Benefits Not Sensitive to Salary	Budget data needs to be reported on an "expense category" subtotal basis for employer-paid fringe benefits, with a further breakout in terms of (a) benefits that are sensitive to salary (i.e., consistently determined as a percentage of salary); and (b) benefits that are not directly sensitive to salary (e.g., most health insurance benefits).
3) Other Salary/Benefits Expense/Savings	Budget data needs to be reported on an "expense category" subtotal basis for various add-ons and reductions to base salary. The preprinted row headings include vacancy factor savings (labor float); overtime and night/holiday pay differentials, and bonus or incentive pay. An "other/fill-in" row is provided for any other types of budgeted adjustments to base salary costs.
4) Other Personnel Expense Not Listed Above	Budget data needs to be reported on an "expense category" subtotal basis for other personnel expense that does not fit any of the preceding categories, such as subcontracted medical personnel. If entries are made in this row, the types of expense being budgeted should be described or captioned in the "box" provided under the stub heading.
COLUMN HEADINGS	
(a) Budgeted FTE Positions	The focus is on budgeted positions, which is not the same thing as positions that happen to be occupied at the time the worksheet is completed. For each position title listed, enter the number of FTE (full-time equivalent) positions that are funded in the budget for the current contract year.
Average Budgeted Staff Compensation Rates and Costs, Columns (b) and (c)	These columns are used to reflect the contractor's budgeted compensation rates and costs. Entries are made under columns (b) and (c).
(b) Average Base Salaries for Current Contract Year	The focus is on budgeted annual salaries, which is not necessarily the same thing as salaries that are actually being paid to current employees at the time the worksheet is being completed. For each position title listed, enter the average (mean) budgeted annual base salary for the current contract year.

(c) otal Budgeted Costs	Base salary expense is computed by formula as per FTE data and average annual salary data. For the other items of expense (fringe benefits, etc.), enter the amounts budgeted in the current contract year on the appropriate rows. The bottom line total on row 5, TOTAL PERSONNEL EXPENSE, must agree with the corresponding line item on the center's "2181" operating budget.
DOL- Recommended Salaries, Columns (d) – (h) (NO ENTRY REQUIRED)	For each position title, these columns display the average annual salary levels that are deemed competitive in the center's local labor market. For purposes of this spreadsheet, these salary levels are being displayed for information purposes only. Also displayed is the DOL-recommended fringe benefit level of 24.8%, which is used in computations to display differences between overall DOL-recommended compensation levels (salary + fringe) and those budgeted by the contractor.
(d) Pay Level	The staff compensation model recommended by the Job Corps compensation consultant provides a graduated salary structure containing 10 pay levels, with the Center Director position being in the highest level (10). Other position titles are assigned to pay levels based on the consultant's database and supplementary research on the prevailing rates of pay for these types of positions.
(e) DOL-Recommended Average Base Salaries and Fringe – Per FTE	For each position title, the worksheet will display recommended average annual salary plus employer paid fringe benefits based on the pay level (1-10) that has been designated. These salary plus fringe amounts reflect appropriate adjustment for geographic labor cost differences and cost inflation due to time elapsed since the Job Corps compensation study was conducted.
(f) DOL-Recommended Salary at Contractor's Fringe Rate – Per FTE	This column will display the DOL-recommended average salary. This amount is determined by simply reducing the DOL-recommended salary plus fringes in column (e) by the dollar value of fringes that would be paid at the contractor's existing rate.
(g) DOL-Recommended Total Budgeted Salary and Fringe Costs – All FTEs	This column displays the DOL-recommended amount for salaries and fringe benefits for all FTEs in each position title.

Average Budgeted Compensation As Percentage of DOL-Recommended Level, Column (h)	This column will display, for each position title, the degree to which the center's budgeted compensation (salary + fringe benefits) matches up against the DOL-recommended level.

G. FEDERAL CENTER OPERATING BUDGETS

1. Initial Budgets for the Program Year

The budgets for the federally operated centers are formulated annually in a cycle that coincides with the July-June Job Corps program year. Several months prior to the start of a program year, the DOL–Job Corps National Office issues detailed budget/planning instructions to the federal conservation agencies to initiate the budget formulation process. The budget proposals and the approved budgets will be formatted to show the annual amounts needed broken out into the established cost categories. A separate budget is prepared for each federal center.

2. Midyear Revisions

The conservation agencies may submit requests for midyear revisions or adjustments to the DOL–Job Corps National Office at any time. Requests for budget adjustments must specify amounts by cost category and include adequate explanation and/or computations for the amounts.

3. Budget Approvals

The DOL–Job Corps National Office should issue the approved initial program year budgets at least 2 weeks prior to the start of the program year. The DOL–Job Corps National Office should respond to requests for budget revisions within 19 working days after receipt from the conservation agency.

4. Budget Reductions Due to Low On-Board Strength

Conservation center operators are expected to control expenditures for items that are sensitive to on-board student strength to ensure that expenditures for such items are commensurate with average student on-board strength (OBS). Expense items that are considered OBS-sensitive include food, clothing, and other consumables that normally comprise about 15% of a center's operating budget. In any program year when the center operates at less than 98% of planned capacity, the conservation agency will be expected to generate an appropriate year-end cost underrun due to reduced spending for OBS-sensitive items. The amount of the expected underrun will be based on the cumulative Weekly Student Strength Report (WSSR) through April (i.e., 10 months into the program year) and is computed as follows: numerical shortfall in Student Service Years (SYs) during the first 10 months of the program year ((planned OBS – actual average OBS) X (10mos/12mos) X the budgeted cost per SY (i.e., annual operating budget/planned SYs) X 15% = anticipated year-end underrun). The Department of Labor will have the option of reducing the CCC's program year budget by the formula-determined amount and adjusting the final program year fund transfer accordingly.

H. JOB CORPS MONTHLY CENTER STAFF VACANCY AND SEPARATION REPORT

1. Purpose

The Job Corps Monthly Center Staff Vacancy and Separation Report, ETA "2110S," is used by operators of Job Corps centers to report staff vacancy and separation data.

2. Originators

Each Job Corps center operator involved in the operation of a Job Corps center completes this report. Where there is more than one contractor at a particular Job Corps center, each with specific center responsibilities and a separate contract with Job Corps, each contractor will complete this report for center staff on their payroll. Also, a separate set of reports may be required for major program components falling under one contract (e.g., satellite center versus main center), if required by the DOL–Job Corps Regional or National Office.

3. Time Frames

Reports will display information for the entire reported calendar month.

4. Submittal Requirements

a. Contract Centers. The reports must be entered into the Job Corps Financial Management System (FMS) by no later than the 29th of the month following the reported month.

b. Federal Centers. The reports must be entered into the Job Corps Financial Management System (FMS) by no later than the 20th of the month following the reported quarter.

5. National Office Responsibilities

The monthly data reported by the individual centers will be entered into a computer database by the National Office, which will distribute output reports back to regions, center operators, and individual centers that show turnover and vacancy data for the prior 12 months. The accumulation of data on an annual basis is needed because data reported for a single month is not necessarily indicative of ongoing problems or concerns. The distribution of National Office reports back to center operators and centers will consist of data only for their respective centers.

6. Detailed Instructions

Detailed instructions can be found on the FMS Web site as noted on page 38, #9(a).

7. ETA 2110S Definitions

Center Name. Enter the official name used to identify the center in its contract with Job Corps. If this report is for a major component as previously described, enter the component name after the center name, e.g., "Pine Top-Utopia Satellite." Use no abbreviations in the Job Corps Center Name. Do not include "Job Corps Center" after the center name.

Current Center Operator. Enter the name of the center operator.

Report for Month Ending. Enter the last day of the calendar month for which the report is being prepared.

Total Center Slot Capacity. Enter the official planned slot capacity of the center as of the last day of the month reported. This must further be broken out in terms of:

Residential Slots vs. Nonresidential slots; and

Off-Center Training Slots vs. On-Center Slots (in FTE—full-time equivalents).

Columns.

Position Categories. Please refer to the definitions and descriptions in the earlier section on center operations expense categories for an understanding on which position/job titles are to be reported in which personnel categories.

Notes:

a. Staff funded in expense categories other than Center Operations, (e.g., O/A or CTS) will not be included.

b. Vocational instructors furnished via NTCs (National Training Contractors) are reported separately on the line so labeled.

FTE Positions Authorized. Enter the current number of funded FTE authorized in each category. This will include all direct center employees of the center, National Contract staff, and subcontractor employees (or contractor employees at CCCs) who perform ongoing functions at the center, which might otherwise be performed by center contractor staff.

Notes:

a. FTE stands for full-time equivalent (e.g., 1 full-time position or 2 half-time positions). Part-time staff will be reported as a portion of an FTE, e.g., 0.5 FTE for a staff member who works half the hours required of a full-time position.

b. Substitutes are not included in the Authorized Staff.

c. If an employee works in more than one area, such as part time in academics and part time in vocational training, or a secretary is assigned to two departments, the FTE will be allocated to the appropriate category as explained for salary allocation on page 13, "Allocation of Split Duties."

On Board (End of Month). Enter the number of FTE staff on board in each category at the end of the current month. This will include all direct center employees of the center, National Contract staff, and subcontract employees (or contractor employees at CCCs) who perform ongoing functions at the center, which might otherwise be performed by center contractor staff. Overtime will not be considered when calculating on-board FTE. **The maximum FTE for any single staff person will be 1.0.**

Vacancies (End of Month). Enter the number of vacancies at the end of the month for each category and center total. To calculate, subtract "On Board" from "FTE Positions Authorized."

APPENDIX 503

JOB CORPS OUTREACH/ADMISSIONS AND CAREER TRANSITION SERVICES COST REPORTING AND BUDGETING REQUIREMENTS

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A. INTRODUCTION

1. Scope

This appendix contains instructions and requirements for reporting and budgeting Job Corps Outreach/Admissions (O/A) expense and Career Transition Services (CTS) expense. This appendix is applicable to Job Corps contract centers that are funded to perform O/A and/or CTS functions, as well as stand-alone contractors who perform O/A and/or CTS functions. CCCs that are funded for O/A or CTS activities are required only to budget and report on a totals basis for these two expense categories.

This appendix is not intended to supersede the proposal development requirements prescribed in the O/A and/or CTS Request for Proposals (RFP). However, the cost categories established in this appendix will be incorporated into the O/A and/or CTS RFPs.

2. Purpose

The procedures and requirements contained in this appendix are intended to serve as the basis for a financial management system that provides Job Corps program managers at several levels with information that is necessary for determining the efficient allocation of funds. The Job Corps financial management system provides for:

- Periodic, detailed review of actual expenses and a comparison with planned (budgeted) expenses.
- The reliable identification of variances from budget that may require corrective action.
- The ratification of appropriate adjustments in current year and out-year budgets.
- The compilation of nationwide Job Corps cost data for inclusion in reports to the Congress and the public.

B. SYSTEM OVERVIEW

1. Uniform Cost Categories

A major feature of the Job Corps financial management system is the use of uniform cost categories that allow for comparability between O/A and CTS contractors and for the compilation of national and regional totals for analytical and public reporting purposes. The cost categories have been defined in a way that will provide information that is immediately relevant to ongoing managerial and oversight functions. For both budgeting and reporting purposes, costs are divided into 9 line-item expense categories of O/A activities and 9 line-item expense categories for CTS activities.

2. Initial Budget Formulation

The initial budget is normally formulated during the procurement process through which the contract is awarded. The budgets that are included in a contractor's proposal usually cover a 5-year period, including a 1-year or 2-year contract base period plus a number of potential option year extensions.

The approved budget is reflected in the formal contract document **in summarized form** within the estimated cost clause. It is a requirement of this appendix that the contract's estimated cost amount for O/A expense always be backed up by a current line-item budget that is prepared using the Form 2181-O/A, and that the contractor's estimated cost amount for CTS expense always be backed up by a current line-item budget that is prepared using the Form 2181-CTS. Except for the 5th and final year of a center contract, "2181" budgets are prepared in sets of two: one providing a line-item budget for the current contract year and one for the next contract year. The initial "2181" budgets that are prepared upon contract award are for the first contract year and the second contract year and should be based on the contractor's proposal. However, the initial budget may incorporate minor revisions as agreed to or required by the Regional Office.

3. Reporting of Actual Expenses

Contractors are required to report actual expenses on a monthly basis. For contractor financial management and Job Corps monitoring, it is important that analysis be performed on data that is as current as possible. Moreover, the availability of monthly cost data allows an analysis of trends that could not be identified through less frequent reporting.

Form 2110-OA/CTS will display line-item data on costs for the current month and cumulative costs incurred to date during the current contract year (base year 1, base year 2, option year 1, option year 2, option year 3, whichever is in effect at the time). The reports will also display line-item cost data for the entire contract period to date.

4. Comparing Actual Versus Straight Line Budgeted Costs

The comparison of actual versus pro-rata budgeted expenses is in the context of the line-item budget that is in place for expenses during the current contract year. The methodology required is to compute the current year expenses that are "planned" through the end of the current month via a simple straight-line proration of the approved budget for the entire current year. The proration of planned expenses **must be on the basis of days rather than months**, which is easily accomplished by any of the appropriate software packages that might be used to prepare these reports. The option to use a column detail "internal" budget has been discontinued for purposes of budgeting O/A and/or CTS expense.

5. Displays and Evaluation of Variances

The cost reports will identify budgetary variances by individual cost category. A line-item variance is simply the difference between planned contract year to date expense (as a proration of the annual budget) and the actual contract year to date expense.

Contractors must attach a narrative explanation of cause and corrective action for any line-item variance that exceeds an amount that is 5.0% or $2,500, whichever is more (plus or minus) of the current year budget for that line item. An explanation is further required whenever any of the current contract year to date total Actual Expense for either O/A (line H10) or CTS (Line I10) exceeds the Planned Total Expense by an amount equating to 1% or $2,500, whichever is more, of the total budget for the current year.

Please note that the threshold for explaining variances is determined as a percentage of the full year's budget amount. This is contrary to intuition, which would say that the variances should be viewed in terms of planned expense to date. The purpose of the non-intuitive approach prescribed above is to lessen the narrative reporting burden relative to variances that occur in the early months of the budget year. This permits contractors an opportunity to resolve or reverse variance trends before being officially required to explain them to DOL.

Reported variances may occur for a number of reasons, including: (i) erroneous assumptions in the formulation of the budget, (ii) unforeseen events requiring greater or fewer financial resources than anticipated, (iii) poorly controlled spending, and/or (iv) internal reporting or computational errors. The identification and analysis of variances may lead to a wide range of corrective actions, including:

- Spending constraints to reduce or stabilize overruns.
- Increased spending in areas where adequate resources have not been utilized to properly provide services.
- Improvements to internal administrative control systems and the provision of training to appropriate staff.
- Budget revision request to more reasonably distribute financial resources between cost categories.
- Initiation of requests for an increase or decrease in the contract estimated cost to adjust for unforeseen cost or program changes.
- DOL decision not to award option year extension, but to re-compete the contract early.

6. Formal Budget Revisions

It is generally appropriate to accomplish a formal revision to the Form 2181-O/A or 2181-CTS line-item budgets only when there is a net change in bottom-line costs for either O/A expense or CTS expense. Reshuffling of funds between line items, as a means to make reported variances go away, is not generally considered a useful or legitimate practice. Form 2181-O/A and 2181-CTS line item budgets and revisions thereto must be approved by the cognizant Regional Office. Regional Offices should refer to current internal Annual Advanced Procurement (AAPP) administration guidelines to identify circumstances where prior National Office clearances are needed for bottom-line estimated cost changes.

7. Out-Year Estimates

As indicated in section 2 above, "2181" budgets are prepared in sets of two, one providing a line-item budget for the current contract year and one for the next contract year. The initial "2181" budgets that are prepared upon contract award are for the first contract year and the second contract year. This pattern is maintained throughout the life cycle of the contract. For example, when the contract enters its second year, the required pair of "2181" budgets will cover the second year of the contract (which will be the "current year") and the first option year (which will be the "next year").

Whenever the current year O/A or CTS budget is being revised, it is also necessary: (1) to identify any adjustments that are of an ongoing nature (e.g., those that involve permanently deleting or adding slots), (2) to accurately calculate the impact of such changes on the next contract year, and (3) to revise the "2181" budget for the next year accordingly.

Maintaining an updated "next-year" cost estimate in this manner will provide for a smoother transition from one contract year to another and will help avoid budget-related issues from developing between the Department and the contractor. It is further recommended that a copy of the current AAPP Estimated Cost Profile be transmitted to each contractor, so that the contractors will be aware of the AAPP-approved budget for the center. This will facilitate the preparation of "next year" budgets. Under normal conditions Regional Offices are expected to keep O/A and/or CTS contracts in agreement with their AAPP Estimated Cost Profiles.

8. General Requirements and Considerations

a. Round to Whole Dollars.

All money amounts reported on the Outreach/Arrival/Placement Financial Report and budget are to be rounded to the closest whole dollars. No cents are reported.

b. Compute to One Decimal.

Carry all percentage computations to one decimal, e.g., 17.1%, 20.0%.

c. Submittal Requirements.

Reports must be entered into the Job Corps Financial Management System (FMS) by no later than the 20th of the month following the reported month.

C. COST CATEGORY DEFINITIONS

1. Overall Structure of Categories

Because it is not unusual for individual contracts to provide for both O/A and CTS functions, the OA/CTS 2110 Cost Report has been designed to report both activities as a matter of convenience. However, the data on O/A and CTS are fully segregated on this reporting instrument. The cost category structures for O/A and CTS are parallel, and the cost category labeling and definitions are essentially the same.

2. Subcontract Expense

The costs of subcontracts for conducting major program components or support functions under an O/A and/or CTS contract must be distributed into the standard budget line items. This particularly applies to subcontracts where subcontractor staff keep regularly scheduled hours at the O/A or CTS service delivery venues.

3. Staff Expenses

This term is used in this appendix to refer to all salaries, wages, and all associated personnel costs such as payment of earned leave upon termination, employer retirement contributions, Social Security taxes, life insurance, health insurance, worker's compensation insurance, etc. All direct employees of the contract as well as

subcontractor employees who **perform ongoing functions of the contract**, which might otherwise be performed by contractor staff, are to be included.

4. Allocation of Split Duties

If an employee works in more than one area, such as part time in O/A and part time in CTS, or a secretary is assigned to two departments, the cost must be allocated to the appropriate categories. The basis for the allocation must be documented in a **salary allocation plan** explaining the rationale for the allocation. If the employee's assignment is changed, the allocation should be changed. All salary allocations should be reviewed annually to assure that the basis for allocation is still valid. **If the staff time cannot be reasonably predicted between O/A and CTS, time records must be maintained to allocate costs**.

5. Treatment of Money Received

When third-party money is received by an O/A and/or CTS contractor, it is most often a reimbursement of cost. Such reimbursements are recorded as reductions (credits) in the appropriate expense accounts in order to reflect true center operating expenses. For example, prompt payment discounts, cash rebates, and refunds are credited as a savings to the account to which the product or service was originally charged.

6. Cost Category Definitions

O/A and CTS expense are segregated and reported separately on the 2110-OA/CTS cost report. However, both O/A and CTS use parallel cost categories. Following are definitions for the categories that are used to categorize both O/A and CTS expense, respectively. The categories are discussed in the same order as they appear on the form 2110-OA/CTS. For expense items that are not specifically identified in the lists of examples, contractors may use their own good judgment to determine which cost categories apply; or they may refer the question to the Job Corps National Office for guidance.

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Line 01-Staff Expense.

The cost of personnel compensation (salary, benefits, bonuses) that is directly charged to the contract. Examples of positions typically covered include:

O/A Staff

Manager/Supervision (of O/A Coordinators and ACs)

Outreach/Admissions Coordinator

Admissions Counselor

Administrative/Secretarial/Clerical (assigned to support O/A staff)

CTS Staff

Manager/Supervision (of CTS Counselors/Coordinators, Placers)

CTS Counselors and Coordinators

Placement Specialist

Administrative/Secretarial/Clerical (assigned to support CTS staff)

Line 02-Staff Travel/Training Expense.

Includes the cost of staff travel, per diem, and miscellaneous expenses in connection with work assignments that involve travel away from the work site. This category includes the types of expense listed below.

Staff Travel. Includes the cost for staff transportation, per diem, and miscellaneous expenses for work assignments and training.

GSA Vehicle Mileage Expense. All GSA Vehicle mileage expense will be recorded in this line-item category, but the monthly rental charge will be charged to GSA Vehicle Rental.

Staff Training and Tuition. Includes the cost of tuition and fees for staff training that has been determined to be beneficial for the operation and is job-related. (Reimbursement to staff under an employer education policy will be charged as an employee benefit to the appropriate category of personnel expense.) Also includes the cost of materials and services, such as trainers, rental of facilities and equipment, supplies, printing and duplicating, and contractual support.

Other. (As determined by the contractor.)

Line 03-GSA Vehicles Rental.

Includes GSA monthly/daily charges and charges for damage to vehicles. At federal centers, also includes fixed ownership rate changes for vehicles used by the center. This category does not include GSA mileage charges, which instead should be assigned to Line 02, staff travel and training.

Line 04-Facilities Expense.

Includes all facility-related expense. If the contract is part of a center contract and no costs are being charged to this contract for specific items, then “0” cost will be reported. If the facility is used for both O/A and CTS activities, costs should be allocated based on number of full-time-equivalent (FTE) staff assigned to each function. This category includes the types of expense listed below.

Lease Cost (Rent). Includes costs for leasing space or, if located at a Job Corps center, the prorated charge from the center for space (if applicable).

Facilities Maintenance. Includes all charges for contracted maintenance, including materials, labor, and all supplies including any cleaning and janitorial supplies.

Utilities. Includes the cost of all utilities paid at the facility (i.e., natural gas, electricity/ heating oil, water, and sewage).

Other. (As determined by the contractor.)

Line 05-Equipment Expense.

Includes costs for purchase of non-expendable personal property having a life expectancy of over 1 year, including: furniture (regardless of cost), and other durable property having a unit cost of $500 or more.

Line 06-Media Advertising.

Includes the cost of media advertising/promotion, printing, and distribution of materials pertaining to the Outreach/Admissions or CTS/Placement effort. This category includes the types of expense listed below.

Media Advertising. Includes the cost of all advertising/promotions and the preparation of materials for the programmatic effort within the contractor's area of responsibility. The term media is intended to include all forms of advertising, such as newspaper, magazine, TV, radio, etc. Newspaper expense for staff help-wanted advertising is not charged to this category, but should be charged to Line 09.

Printing of Materials. Includes the cost of printing brochures, posters, and other necessary printed materials for public display or distribution to clients and client influencers.

Postage. Includes **only** the postage expense for distribution of printed materials as described above.

Other. (As determined by the contractor.)

Line 07-Indirect Administrative Expense.

Includes the contractor's General and Administrative (G&A) expense at the rate specified in the contract or the current approved rate, whichever is lower. The total amount charged may not exceed the contract ceiling rate. On the form 2110-OA/CTS, G&A expense should be accrued for amounts earned on other accruals (unvouchered accounts payable) and be reported as Unvouchered Reimbursable Expenses, page 2, column (b).

Line 08-Contractor Fee.

Includes cost of fees earned per terms of contract for O/A or CTS services. Included in this category are:

Fixed Fee

Award Fee

Incentive Fee

Other Fee (if needed)

The **cost of a contractor's fee** will, for each contract year, be an equal monthly proration of the fixed fee amount stated in the contract. If there are no contractual terms to the contrary, when the contract is in a 2-year base period, the fixed fee amount for both the first year and the second years shall be computed in a way that yields the same monthly amount.

If the contract includes both a fixed fee and an award fee and/or incentive fee, only the base fixed fee will be charged in monthly increments. If, after each evaluation period, notice is received that the contractor has earned an award fee and/or incentive fee, the amount(s) should be recorded as cost and vouchered to the government upon receipt of a contract modification.

The Contracting Officer may determine that a fee holdback is to the advantage of the government and will accordingly modify the contract to state the amount of fee holdback, not to exceed 15% or $20,000, whichever is less. If the contract contains a fee holdback provision, the total amount of fee earned will be recorded as expenses, but vouchering will be subject to the

holdback provision. Fee will be vouchered for the maximum allowable amount (total fee less fee holdback). The holdback will be reported as unvouchered reimbursable expense and will not be vouchered until the final voucher at contract closeout.

The budget will only consider fixed fee until award fee and/or incentive fee is earned. See discussion of budget adjustments for award fee and incentive fee in the Budget section of this appendix. These calculators do not take into consideration fee holdback since the entire fee will be expensed.

Examples of expensing fixed fee follow:

Example #1

Contract newly issued with performance period of 24 months.

Total Stated Fixed/Base Fee is $12,000.

The monthly cost is $12,000.

Example #2

At the beginning of the 13th month the fee is increased due to scope change to $13,200. The computation is:

Total Fee	$13,200
Less expensed first 12 months (12 x $500)	-$ 6,000
Remaining Fee	$ 7,200
Divided by remaining months	/ 12
Monthly expense during remaining months	$ 600

Example #3

Fee is increased by $8,400 for the third year. The computation is:

Total Fee ($13,200 + $8,400)	$21,600
Less expensed first 24 months	-$13,200
Remaining Fee	$ 8,400
Divided by remaining months	/ 12
Monthly expense during remaining months	$ 700

Line 09-Other Expense.

Includes all costs associated with the O/A or CTS functions that are not assignable to any of the above expense categories, such as:

Office Materials and Supplies. Includes the cost of general office supplies, such as paper, pencils, paper clips, rubber bands, and floppy disks.

Contracted Office Services. Includes the cost of contractual services required for office administration, such as the cost of subcontracted duplicating and printing services.

Office Equipment Rentals. Includes the rental cost of photocopying and data processing equipment.

Office Equipment Maintenance. Includes the cost for maintenance and repair of office equipment. Costs incurred under lease purchase agreements are considered rental costs.

Legal Services. Includes the cost of legal services acquired for the operation. Legal expenses relating to personnel matters or actions brought by employees against the contractor are corporate G&A expenses unless the contractor's approved cost accounting standards provide for classifying these expenses as a direct cost to contracts. The charging of these costs to a federal contract is still subject to the allowability set forth in the applicable cost standards.

Accounting Services. Includes the cost of subcontracted accounting services acquired for the center and corporate charges for service or equipment **where corporate accounting practices, and the indirect cost agreement, require an allocation to direct cost and the allocation of costs is in agreement with the business management proposal submitted for operation of the contract**. Since there is no specific contract requirement, audits performed by public accounting firms are not an allowable cost. A corporate audit, which as part of its "tests" audits a portion of a specific contract, is considered to be a corporate G&A expense.

Miscellaneous Administrative Expense. Includes the cost of miscellaneous supplies and services required in the operation, such as the following:

Consumable supplies such as paper towels, toilet tissue, soap, etc.

Any miscellaneous administrative expenses outside the definitions of office supplies and services.

Packing, handling, and shipping cost to transfer excess property to or from a holding facility (if applicable).

Gross receipts tax, sales tax assessments, and penalties and interest charges resulting from tax assessments. When the contractor is forced to pay these costs, they should be paid "under protest."

Local Telephone Service. Includes the cost of local telephone service—basic monthly service, equipment lease costs, any message unit charges, access charges, and taxes.

Cell Phones and Pagers. Includes the cost of cell phone and pager service.

Long Distance Calls. The cost of long distance calls placed through the federal telephone system (FTS) **will not be charged to the center**, but will be charged to DOL. Costs that should be reported on this line will be those for incoming collect long distance calls and long distance calls which, for any reason, cannot be placed through FTS.

Telephone Service Charges and Communications Equipment Rental Charges. Includes the cost of service for telephone equipment changes, repairs, and the installation of additional telephones and related equipment, and the cost of FAX other communications equipment rental and maintenance.

Postage. The cost of postage or expedited services such as Federal Express, and postage meter rental and maintenance.

Court Fees. The costs of obtaining court checks of applicants.

Other. As determined by the contractor.

Line 10-Total or CTS Expense.

Represents the total of Lines 01 through 09.

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Line 01-O/A (Outreach/Admissions)

Carries forward the Line 10 O/A totals, page 1.

> **Note to Regions: This expense category equates to C1-Outreach, Admissions in the internal DOL AAPP/FOP financial management system**.

Line 02-CTS (Career Transition Services).

Carries forward the Line 10 CTS totals, page 1.

> **Note to Regions: This expense category equates to C2-Career Transition Services in the internal DOL AAPP/FOP financial management system**.

Line 03-Student Transportation/Meal Allowances.

Includes the costs of government-furnished inter-city travel (including prescribed meal allowances), such as travel associated with new enrollee arrival, government paid leaves, winter and summer breaks, transfers to other centers, travel home upon separation, and so forth. This line item does not refer to the costs of local student travel (which are considered to be center operating expense).

> **Note to Regions: This expense category equates to D-Transportation in the internal DOL AAPP/FOP financial management system**.

Line 04-Non-Standard Expense Category.

On page 2 of the 2110-OA/CTS, this line is left blank in order for contractors to write in any other additional category of expense. Expenses should be charged to a "write-in" category only if specifically funded in the contract.

CROSS-WALK FROM OLD TO NEW LINE ITEMS

The cost category structure above reflects changes in the old structure. To facilitate contractor transition to the new structure, a crosswalk from the old to new cost categories is provided below. Subtotals and totals lines are not discussed, just detail lines.

OLD LINE ITEMS	CROSS-WALKED TO NEW LINE ITEMS
	O/A Expense
01 O/A Staff Expense	01 O/A Personnel Expense: collapsed into new Line 01, along with old Lines 02 and 03.
02 Bonus Expense	01 O/A Personnel Expense: collapsed into new Line 01.
03 Admin/Other Staff Expense	01 O/A Personnel Expense: collapsed into new Line 01.
04 Facilities Expense	04 Facilities Expense: no change.
05 Travel/Training Expense	Line 02 Staff Travel/Training Expense: same except

	GSA vehicle rental expense reported in new Line 03.
06 Media Advertising Expense	06 Media Advertising Expense: no change.
07 Contractor G&A	07 Indirect Administrative Expense: label change only.
08 Contractor Fee	08 Contractor Fee: no change.
09 Other Expense	09 Other Expense: no change except student meal expense reported in Student Transportation Expense line on page 2 of the 2110-OA/CTS.
	CTS Expense
11 Placement Staff Expense	01 CTS Personnel Expense: collapsed into new Line 01, along with old Lines 02 and 03.
12 Bonus Expense	01 CTS Personnel Expense: collapsed into new Line 01.
13 Admin/Other Staff Expense	01 CTS Personnel Expense: collapsed into new Line 01.
14 Facilities Expense	04 Facilities Expense: no change.
15 Travel/Training Expense	Line 02 Staff Travel/Training Expense: same except GSA vehicle rental expense reported in new Line 03.
16 Media Advertising Expense	06 Media Advertising Expense: no change.
17 Contractor G&A	07 Indirect Administrative Expense: label change only.
18 Contractor Fee	08 Contractor Fee: no change.
19 Other Expense	09 Other Expense: no change.
22 Furniture/Equipment Expense (O/A and CTS combined)	O/A 05 and 05 CTS Equipment Expense: furniture/ equipment expense must be reported separately for O/A vs. CTS.
23 Pre-Conversion Cost	Deleted. No longer needed.

D. JOB CORPS OA/CTS FINANCIAL REPORT (2110-OA/CTS)

1. Purpose

The Job Corps Outreach/Admissions and Career Transition Services Financial Report, form ETA 2110-OA/CTS, is used by contractors whose contracts provide for O/A and/or CTS functions. This includes both stand-alone OA/CTS contracts and center contracts that have been funded to provide O/A and/or CTS services. The report is used to provide monthly information on accrued expenses and other pertinent data necessary to analyze cost trends and cost-effectiveness.

2. Originators

These reports are prepared and submitted by organizations that have a contract to furnish Job Corps O/A and/or CTS services.

3. Time Frames

The reports will display line-item costs for the current month and cumulative costs incurred to date during the current contract year (base year, option year 1, option year 2, whichever is in effect at the time). The reports will also display cost data for the entire contract period to date.

The form 2110-OA/CTS reports must include costs for a full calendar month. However, if a contract begins on a date other than the first of the month, the first report will report costs for the period from the contract beginning through the end of the first calendar month.

If a contract year ends on a day other than the last of the month, it will be necessary to submit a form 2110-OA/CTS report for the portion of the month which ends on the final day of the contract year as well as a second form 2110-OA/CTS report for the portion of the month that falls within the next contract year. For example:

> The contract year begins March 15, 2003, and ends March 14, 2004. In March 2003, the only costs to report are for the period March 15 through March 31, and a report will be submitted reflecting actual and budgeted expenses for only this period. In March 2004, two reports must be submitted.
>
> The first report will cover the period March 1 through March 14, 2004, and the period ending date would be reported as March 14, 2004. Only the following will be reported.
>
> > Page 1. Column (a) will report actual only for the period through March 14. All other columns will display budget and actual through March 14.
>
> The second report for the month (for the period March 15 through March 31) will report as follows:
>
> > Page 1. Columns (a) through (e) will report activity only for the period March 15 through March 31.

4. Reporting After Contract Expiration

When a contract expires, the monthly reporting requirement for the contract continues until all undelivered commitments and unvouchered accounts payable are liquidated. It is necessary to submit a fully detailed report having a report period end date that coincides with the final end date of the contract. However, reports that are submitted for subsequent periods need not contain or reflect the annual budgets, the planned expense-CYTD, or the variance data that normally appear on page 1 of the 2110, columns (b), (c), (e), and (f).

If there is no financial activity in a month, only a completed page 1 must be submitted, and should be noted “NO ACTIVITY.” The “Period Ending” will always be shown as the current reporting month, not the month in which the contract expired.

After liquidation of all obligations, no further reports are required on an expired contract until closeout. This last report should be marked “FINAL.” If there are adjustments at closeout, report must be submitted for that month reflecting any changes to costs.

5. Accrual Reporting

Costs reported on the form 2110-OA/CTS must always be on the accrual basis, i.e., the cost of materials and services received, regardless of when the invoices are received or paid. Many costs are not normally invoiced promptly and it is therefore important that all such charges, including earned but unpaid salaries and payroll-related costs, be accrued so that reported costs include all incurred expenses.

Earned but unpaid leave will not be accrued, reported as expense, or vouchered. Earned leave that is paid when an employee terminates will be reported as salary expense when paid and will be vouchered at that time.

6. Error Corrections

If a submitted report for a given month contains material errors, the contractor may submit a corrected report for that month, but only if the report for the succeeding month has not yet been submitted. Otherwise, any adjustments made to correct erroneous information on past reports (contract to date adjustments) **must be reflected in the current month's expenses** and the adjustments must be explained on the Variance Exceptions/Comments section. It is not permitted to simply adjust the Contract to Date Actual totals. The total of all monthly reports (or quarterly reports for federal centers) must agree with the Contract to Date Actual. Errors are always to be avoided, of course; but it is particularly important to ensure that reports submitted for the ending dates of contract years are as free from errors as possible.

7. Contractor Vouchering Considerations

Vouchering by center contractors that have been funded for OA/CTS functions is governed by the provisions of Appendix 502. The following guidelines are therefore addressed to contractors that have stand-alone O/A and/or CTS contracts:

Vouchers submitted for payment by contractors must include only those amounts actually paid by the contractor and amounts earned by and due to the contractor (indirect administrative expense and fee). The requirement for payment of costs before vouchering are considered met if all of the following conditions exist:

- Contractor has received the material or service.
- An invoice has been received.
- The center paid or has begun processing documents for payment.

Contractors may normally submit vouchers no more than once a month. The amounts reported as Vouchered Reimbursable Expense on page 2 of the "2110-OA/CTS" must agree with the month-end vouchers. Other special considerations that apply to vouchering include the following:

- The amount vouchered **may not exceed the funds available** in the contract.
- All salaries and fringe benefits earned during the month, whether paid or unpaid at month end, other than unpaid leave, will be accrued and reported as expense and may be vouchered. Unpaid leave **is not** to be vouchered, accrued, or reported as expense.

- GSA vehicle expense (mileage–Motor Vehicle Expense, and monthly amortization charge–GSA Vehicle Rental) charges tend to be late in billing, and **both charges must be accrued and the costs reported but not vouchered until the above-stated conditions for vouchering have been met**.
- Fixed fee is vouchered and expensed as explained in the earlier description of Line No. 07. Fee holdback will apply only to those contracts that contain a clause requiring a stated percent of holdback. If a fee holdback clause is contained in the contract, the total earned fee will be reported as expense, but the voucher will be reduced by the amount of holdback.
- Prior payment requirements do not apply when the contractor is a Small Business Concern, FAR 52.216-7(c). Nonetheless, the cost of undelivered commitments is not billed, nor can accrued leave be billed.

8. Verification of Computations

Since reports are used by Job Corps both to monitor the progress of OA/CTS contracts and to accumulate needed historical data for required reporting, it is essential that all computations are checked to assure 100% accuracy before submission. Use of electronic spreadsheets or other information technology (IT) tools can all but eliminate simple math errors. If reports are incomplete or errors are found, contractors will be notified to resubmit.

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A. Contract Scope. If the report is for O/A and/or CTS expense that is funded under a center contract, enter the name of the center. If the report is for a stand-alone O/A and/or CTS contract, identify the geographic area covered by the contract.

B. Contractor Name. Enter the name of the contractor.

C. Report Period End Date (Month, Day, Year). Enter the last day of the calendar month for which the report is being prepared. The date will be for the current month even if the report is for an expired contract. The only exception will be for contracts that end on any day other than the last day of the month, as discussed in the previous section on time frame.

D. Contract Number. Enter the number of the contract for which data are being reported.

E. Latest Contract Mod#. Enter the number of the latest contract modification signed by the Contracting Officer that was effective during the reported period.

F. Contract Duration. Enter the inclusive dates of the contract performance period, consisting of the contract inception/effective date and the current contract termination date.

G. Contract Period-Current Contract Year. Enter the inclusive dates of the current contract year, consisting of the beginning date of the current year and the current contract termination date.

H. O/A Expense (Complete Section G if contract is funded for O/A services).

Approved Budget No. Enter the number of the latest approved budget submission, ETA 2181-O/A.

I. CTS Expense (Complete Section H if contract is funded for CTS services).

Approved Budget No. Enter the number of the latest approved budget submission, ETA 2181-CTS.

H and I Columnar Instructions. Following are instructions and definitions for entries Sections G and H in columns (a) through (g).

Expense Categories Column. See the Cost Category Section of this appendix for definitions.

Current Month Actual (a). Enter in this column the actual net expenses for the current month for each expense category.

Annual Budget (b). Enter the budgeted amount for the entire contract year for each expense category as shown on the latest approved 2181 budget. If a submitted budget at the beginning of a contract has not yet been approved, the submitted budget amounts should be used since no other budget is available.

Planned-CYTD, Pro Rata (c). The amount entered will be the current year's straight-line budget through the end of the reported month. To calculate, divide the Annual Budget (b) by 365, or 366 in a leap year. Multiply the result by the number of calendar days that have elapsed since the beginning of the current contract year. If the contract period is for less than a full year, divide the Annual Budget by the number of days in the contract period and multiply by the number of days that have elapsed since the beginning of the current contract period. The result will be your pro rata planned expense for the contract year to date.

Actual Expense-Contract Year to Date (d). Enter the actual net expense that has accumulated since the beginning of the current contract year. Current Month Actual is added to the Current Year to Date Actual data from the preceding month. In the first month of the contract year, this will be the same amount reported as Current Month Actual (a).

Variance (e). This is the difference between CYTD planned expense versus actual expense (computed as column c less column d). If the actual expense exceeds the budget (an overrun), show the variance in brackets (negative variance).

Variance Threshold (f). Variance thresholds (over or under) will be 5% of the Annual Budget (b) for each category of expense. In any expense category where the 5% yields less than $25,000, the threshold should be displayed as $2,500. The threshold for Total O/A or CTS Expense (Line 10) will be 1% of the annual budget. If any variance exceeds these limits, in any category, the cause and corrective action must be reported on page 3 of this report.

Cumulative Expense From Inception (g). For each expense category, enter the actual net expense that has accumulated since the very beginning of the contract. Current Month Actual is added to the Cumulative Expense From Inception data from the preceding month. In the very first month of the contract, this will be the same amount reported as Current Month Actual (a).

J. Signature Of Authorized Contractor Representative.

The authorized person or designee signs and dates the report in this section.

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Page 2 must be fully completed for stand-alone O/A and/or CTS contracts. However, for center contracts that have O/A and/or CTS funding, no entries should be made in Sections E, F, or G. Instead, this data is entered on page 4 of the center 2110.

A. Contract Scope. Same entry as Page 1, Block D.

B. Contractor Name. Same entry as Page 1, Block A.

C. Period End Date. Same entry as Page 1, Block E.

D. Contract Number. Same entry as Page 1, Block B.

E. Net Contract Actual Expense-All Categories. This section is to be completed only for stand-alone O/A and/or CTS contracts. Following are instructions and definitions for entries in columns (a) through (d) in Section E.

> Expense Categories Column. See the Cost Category Section of this appendix for definitions. Please note that the Line 01 Line 02 are mainly carry forwards from the O/A and CTS totals entries on page 1.
>
> Current Month (a). Enter in this column the actual net expenses for the current month for each major expense category.
>
> Contract Year to Date (b). Enter the actual net expense that has accumulated since the beginning of the current year. Current Month Actual is added to the Current Year to Date Actual data from the preceding month. In the first month of the contract year, this will be the same amount reported as Current Month Actual (a).
>
> Cumulative Through Prior Year (c). Enter the Cumulative From Inception (d) reported for the end of the prior contract year. In the first of the contract this column will be blank.
>
> Cumulative Expense From Inception (d). For each expense category enter the actual net expense that has accumulated since the very beginning of the contract. Current Month Actual is added to the Cumulative Expense From Inception data from the preceding month. In the very first month of the contract, this will be the same amount reported as Current Month Actual (a).
>
> Column Totals (Line 05). Column totals for Lines 01 thru 04 in Section E are entered on Line 05.

F. CONTRACTOR OBLIGATIONS. This section is to be completed only for stand-alone O/A and/or CTS contracts. This section reports the status of all contractor obligations for the full contract period to date, in relationship to contract funding and value (also referred to as "estimated cost"). The information required must be completed, as applicable for O/A expense, CTS expense, Student Transportation Expense, and any other non-OA/CTS expenses that are funded in the contract. Following are instructions and definitions for entries in columns (a) through (i) in this Section F:

> Vouchered Reimbursable Expenses (a). In column (a), report for each applicable expense category the total amount of all vouchers submitted to DOL for payment for the contract

to date, including the voucher prepared for the reported month. Please refer to discussion of vouchering criteria in a previous section.

Unvouchered Reimbursable Expenses (b). In column (b), report for each applicable expense category the current total of all reimbursable amounts due the contract, but not yet submitted on a voucher. Examples follow:

- Invoices paid but not included on a voucher because of early cut-off.
- Indirect Administrative Expense accrued on Unvouchered Accounts Payable accruals.
- Fee holdback, as discussed in definition of contractor fee expense category contained in previous section.
- Accounting errors that omitted items from the voucher.
- Amounts that exceed the amount of funds available in the contract as per discussion of vouchering criteria contained in previous section.

Unvouchered Accounts Payable (c). In column (c), report for each applicable expense category the current total of all accruals as per the discussion of accrual reporting contained in a previous section.

Undelivered Commitments (d). In column (d), report for each applicable expense category the current total of the value of all undelivered goods and services for which the contractor has made commitments, but has not yet received the material or service. This is simply the total of all open purchase orders. These are firm commitments only and therefore do not include total blanket purchase orders, but do include orders placed for current delivery against such open or blanket purchase agreements. Do **not** record as commitments subcontracts and long-term equipment or facility leases.

It is essential that all commitments to each contract be shown accurately so that users of this report will receive reliable information on the status of contractor obligations. When a contract expires, only the commitments made before the expiration of the contract may be paid from that contract. Excess funding is removed from the contract by the Contracting Officer based on amounts reported as Total Contractor Obligations.

If payments are made by the contractor after the expiration of the contract for the cost of unrecorded commitments, the contractor must be able to document that the firm commitments were made prior to contract expiration. An auditor may recommend disallowance for costs where the commitment date is questionable.

Total Obligations (e). The sum of the previous four columns (a through d) represents the total obligations of the contractor.

Total Contract Funding (f). In column (f), report for each applicable expense category the current total contract funding as stated in the contract Summary of Funds Available clause, per the most recent contract modification that was effective prior to the end of the reported period.

Percent of Funding Obligated (g). To calculate, divide Total Contract Obligations, column (e), by Total Contract Funding, column (f), and express as a percentage.

Contract Value (h). In column (h), report for each applicable expense category, the current total contract estimated cost as stated in the contract Estimated Cost and Fixed Fee clause, per the most recent contract modification that was effective prior to the end of the reported period.

Percent of Value Obligated (i). To calculate, divide Total Obligations, column (e), by Contract Value, column (h), and express as a percentage.

Percent Contract Completed (i). This entry is made in the cell below Line 04. To calculate, divide number of days from start date of contract through report period end date by the number of days from the start date of the contract through the current completion date of the contract.

G. Voucher Data. This section is to be completed only for stand-alone O/A and/or CTS contracts. This section reports information that identifies any discrepancies between certain data on the 2110 report and data appearing on the voucher submitted by the contractor for the end of the same period being reported on the 2110. In the title box of this section F, enter the contractor's identifying number of the voucher submitted for the end of the reported period and the contractor's signature date on that voucher.

Cumulative Vouchered Under This Contract, (Line 01). On Line 01, enter the contract to date total amount that has been vouchered as of the voucher identified above.

Difference With Reimbursable Expense (Line 02). On Line 02, enter any difference between the amount entered in Line 01 in this section, and the amount entered in column (a), Line 04, of Section F.

Explanations. Any differences reported on Line 02 must be explained in the space provided. Use a continuation sheet if necessary.

H. Reconciliation of Contract Value With Expense and Plan Data. This section provides for the identification of any inconsistencies between (a) the official contract estimated cost for O/A and/or CTS expense and (b) data contained in the 2110 report. Following are instructions and definitions for entries in this Section H:

Line 01 – Cumulative Cost Thru Prior Year. For O/A expense, enter the same amount shown for O/A in Section E, column (c). For CTS expense, enter the same amount shown for CTS in Section E, column (c).

Line 02 – Annual Budget for Current Year. From page enter; enter O/A and CTS totals that are contained in column (b).

Line 03 – Implied Contract Value. Calculated as the sum of entries in preceding Lines 01 and 02. In the framework of data contained in the 2110, these are the expected cumulative O/A and CTS expenditures through the current contract completion date.

Line 04 – Contract Value per Latest Mod. This is the total current estimated costs for O/A expense and CTS expense as stated in the contract Estimated Cost clause for the full contract period as per the latest contract modification.

Line 05 – Variance (Line 03 less Line 04). This is the variance between the official contract estimated costs for O/A and CTS expense and the cumulative spending targets reflected in the 2110 report. Variances greater than $1,000 need to be reconciled either

by revising the 2181 budgets for the current contract year or by seeking a contract modification to amend to estimated cost.

I. Planned Contract Year Workload and Actual Workload to Date.

Percent of Year Completed. This is computed as days elapsed from start of current contract through the end date of the report period divided by the number of days in the contract year (normally 365), and expressed as a percentage.

O/A Goals and Performance

Contract Year Arrival Goal. Enter the contractual goal for arrivals this contract year.

Actual Arrivals to Date. Enter the number of arrivals achieved in this contract year through the end of the reporting period. Also express as a percentage of the annual goal.

CTS Workload – Planned/Actual

Contract Year Plan – New Assignees. For both graduates and former enrollees, enter the contractual workload in terms of new individuals who will be assigned to the contractor for CTS services during the contract year.

Actual New Assignees to Date. Enter the number of new graduates and former enrollees who have been assigned to the contractor for CTS services since the start of the current contract year through the end date of the reporting period. Also express as percentages of the annual assignee workloads.

2110-OA/CTS, Page 3

A. Contract Scope. Same entry as Page 1, Block A.

B. Contractor Name. Same entry as Page 1, Block B.

C. Period Ending (Date). Same entry as Page 1, Block C.

D. Contract No. Same entry as Page 1, Block D.

Variance Exceptions/Concerns.

This section will be a valuable tool for center staff in managing financial resources and for Job Corps in monitoring financial performance and serves two purposes:

1. This section serves as a vehicle for identifying and explaining causes and corrective actions for those line items that exceed allowable limits contract year to date. Any Variances Amount, reported in column (e) on page 1, exceeding the Allowable Variance Amount, reported in column (f) on page 1, must be explained and corrective action detailed.

The cause of most exceptions, and the necessary corrective action, can rarely be determined solely by the finance department of the center. The Cause and Action should usually be supplied by the appropriate program managers. Explanations should be as short as possible, but must adequately and reasonably explain the cause of the problem and action to be taken.

The explanations should be clearly stated so that they can be understood by a reviewer not aware of specific conditions at the center. If the variance is the result of more than one cause or the result of an error, the amount(s) involved should be detailed.

Explanations must not simply be repeated from month to month if the cause, or part of the cause, is changed. Actions must be reviewed to see if they are having the desired effect. If not, they should be examined to see if they are ineffective, inappropriate, or not being followed. Actions not having the desired effect will be questioned by reviewers. If no action is possible, it should be so noted. If more than one page is needed, note next to Page 3 "1 of 2" or "2 of 3" as appropriate.

2. This section serves as a vehicle for identifying and explaining causes and corrective actions to be taken for those monthly line items which report costs that appear to be unusually high or low compared to historical monthly costs. There is no set threshold to require an entry in this section, but reviewers will question unusual appearing expenses. Supplying explanations at the time the unusual appearing costs are reported will reduce the amount of effort required to respond at a later date. All monthly negative costs must be explained.

This section should be used by the center to comment on fiscal problems that the center has, or expects to have, which the contractor thinks should be brought to the attention of the Job Corps Regional Office or National Office. This section will be a valuable tool for contractor staff in managing financial resources and for Job Corps in monitoring financial performance.

Exception/Concern Category (1).

Identify each line item category for which explanation is required or comment is desired, e.g., personnel expense, facility expense, media, etc. Also enter the line number.

Variance Amount (2).

This column will only be used when explaining a variance that exceeds allowable limits. Enter the total amount of the variance, not the amount that the variance exceeds the allowable limit. If the variance is negative (expense exceeds budget), the dollar amount is bracketed.

Cause Of Exception/Concern (3).

Explain the cause of the variance exception or concern and its present and future impact on contract costs and program performance. Be as brief as possible, but adequately explain the problem. Do not refer a reader to any past reports, except the preceding month, for explanations.

Corrective Action (4).

Explain the action that has been taken or is planned to be taken to correct the problem. Be as brief as possible, but adequately explain the corrective action. Do not refer a reader to any past reports, except the preceding month, for explanations.

E. JOB CORPS O/A and CTS BUDGETS (2181-O/A, 2181-CTS)

1. Scope

This section applies to O/A and CTS cost reimbursable contracts. This also includes center operations contracts that have been funded for O/A and/or CTS activities.

2. Purpose

Section D provides instructions for the development and presentation of line-item budgets of O/A expense and for CTS expense. Line-item budgets are needed for each year that a contract is

in place, including option years. The guidelines in Section D cover the initial development of line-item budgets as well as procedures for their subsequent revision. The line-item budgets are intended to facilitate financial management and control by providing detailed breakout of both O/A and CTS costs that are summarized in the estimated cost clause of the contract.

3. Overview of Requirements

a. Formats

Forms ETA 2181-O/A and 2181-CTS are used to display the line-item budgets as approved by the Regional Office, for the current contract year and for each future year that remains in the contract, including option years. These forms are also used by contractors to propose budget revisions to the Regional Office. The 2181-O/A is used for outreach and admissions expense, and the 2181-CTS is used for career transition services expense. The two forms are structured exactly the same and the definitions and instructions are essentially the same.

b. Time Frames

Center contracts and stand-alone O/A and/or CTS contracts normally have an initial, base period of 1 or 2 years followed by a number of option year extensions that will provide for a maximum duration of 5 years. The two main patterns are as follows:

Base Year 1 = Contract Yr 1	Base Year 1 = Contract Yr 1
Base Year 2 = Contract Yr 2	Base Year 1 = Contract Yr 2
Base Year 1 = Contract Yr 3	Base Year 2 = Contract Yr 3
Base Year 2 = Contract Yr 4	Base Year 3 = Contract Yr 4
Base Year 3 = Contract Yr 5	Base Year 4 = Contract Yr 5

c. Current Year Line-Item Budgets

An approved line-item budget (2181-O/A and/or 2181-CTS) must be in place for the current contract year. Data from the approved 2181(s) covering the current year of the contract are used when preparing the Form ETA 2110-OA/CTS cost reports during that year of the contract.

It should be noted that the 2181 does not call for the display of “historical” cost data on a line-item basis. The intent is to focus attention primarily on the current year. However, it is necessary to account for prior years’ spending on a bottom-line basis within the 2181 in order to provide reconciliation of data between the 2181 and the estimated cost clause in the contract.

d. Next Year Estimates

Form 2181 is also used to maintain an updated “next year” line-item budget for the next contract year that remains in the contract. This is to ensure that an agreed-to 2181 budget is in place immediately at the start of the next contract year. Whenever the current year budget is being revised, it is further necessary: (1) to identify any adjustments that are of an ongoing nature (e.g., permanently deleting or adding slots); (2) to accurately calculate the impact of such changes on the operating budget for the next contract year; and (3) to revise the form 2181 next year line-item budget for the next contract year accordingly.

e. Estimated Cost Clause

The budgetary information on the approved form 2181 that is in place for the current year must be kept in agreement with the amounts shown for center operating costs within the estimated cost clause of the contract. If a contract modification is issued that changes (up or down) the total center operating cost, a revised set of forms 2181 (current year plus the form 2181 for the next contract year) should be prepared and approved simultaneous to the contract modification. Conversely, if the Regional Office approves a change in the 2181 that affects the cumulative amount of center operating costs, then a simultaneous contract modification to revise the estimated cost clause is also needed.

f. AAPP/FOP

The acronym AAPP/FOP stands for Annual Advance Procurement Plan/Financial Operating Plan and refers to the internal system of the DOL–Office of Job Corps for planning and controlling the allocation of budgetary resources. Regional Offices must adhere to current internal guidelines when reviewing and considering budget increases on O/A and/or CTS contracts and formally approve only those that are within AAPP/FOP levels. If a proposed current year or out-year increase is in excess of the AAPP/FOP levels that have been established for the contract, the region must request and obtain the appropriate AAPP/FOP adjustment from the National Office before the increase can be approved.

g. Underrun Rollovers.

At the end of a contract year, if a net cost underrun is reported, the Regional Office may approve the contractor's retention of the underrun amount by rolling it over and adding it to the operating budget for the next contract year. Regional Office "rollover" approval authority is limited to an amount equating to 5% of the annual operating budget for the year just ended or $100,000, whichever is less.

4. When Submittals Are Needed

a. Initial Submittals–Contract Year 1

The contractor must submit initial 2181 budgets to the Regional Office within 10 days after the effective date of the contract. The initial submittal must include a form 2181 (for O/A and/or CTS, as appropriate) for the first year and another for the second year of the contract. If these initial 2181s are in exact accord with the line-item amounts in the contractor's best and final cost proposal, the budgeted amounts in the contractor's submittal should be entered under the "REVISED" column, with no entries needed under "PRIOR" or "ADJUSTMENTS" columns. If the contractor is proposing initial budgets that reflect differences from its best and final cost proposal, then the 2181s should be prepared to display the cost proposal budgets under "PRIOR" column, the line-item changes to the cost proposal in the "ADJUSTMENTS" column, and the resulting new line-item totals in the "REVISED" column. The dollar adjustments must be explained in narrative backup.

Unless extensive follow-up or National Office authorizations are required, the Regional Office should normally approve the initial 2181 budgets within 2 weeks after receipt from the contractor. The Regional Office and the contractor should schedule this process to ensure that an approved 2181 budget is available in time for use in the first monthly

cost report. At the outside, the approved 2181 budget must be available to the contractor by the 15th day of the second calendar month of contract year 1.

b. Year End Closeout and Reconciliation

The following discussion is in the framework of closing out the first contract year. However, the same pattern of events and time frames apply at the close of each contract year except the very last year.

Soon after the end of contract year 1, the contractor must submit a set of proposed new 2181 budgets in which year 2 becomes the "current year" and year 3 (normally the first option year) becomes the "next year." The contractor's proposed new 2181 budgets are due in the Regional Office within 30 days after the start of year 2. This schedule allows 10 days development time between the due date of the final cost report for contract year 1 and the submittal of the proposed new 2181 budget to the Regional Office. Regional Offices are expected to respond to the contractor with approved 2181 budgets within 2 weeks after receipt of the proposals.

As part of this process, the proposed new 2181s must address and reconcile the variances between actual and budgeted expense that existed at the end of contract year. The types of issues that tend to arise during this process are as follows:

- If actual bottom-line spending fell below the year 1 budget, is there a reasonable basis for rolling over the unspent funds and adding them to various line items in the new 2181 budget for year 2? Or should some or all of the unspent funds from year 1 be deleted from the contract via a net reduction in the estimated cost clause?
- If actual bottom-line spending exceeded the total amount budgeted for year 1, should the new 2181 budget for year 2 be reduced to offset the overspending in year 1 and thus eliminate the need to request an increase in the contract estimated cost? Or should a net increase in the estimated cost of the contract be requested in order to avoid programmatic disruptions that could result from absorbing a year 1 overrun with cuts in year 2?
- Do the line-item variances that exist at the close of year 1 (up or down) represent one-time occurrences or do they represent changes in the underlying ongoing costs for operating the Job Corps center? If the variances indicate changes in the underlying costs, the new 2181 that is being proposed for year 2 must also reflect appropriate changes in the "next year" budget that is provided for year 3.

Unless extensive follow-up or National Office authorizations are required, the Regional Office should normally approve the reconciled year 2 budget within 2 weeks after receipt of the contractor's proposal. The Regional Office and the contractor should schedule this process to ensure that an approved 2181 budget is available in time for use in the first monthly cost report due for year 2. At the outside, the reconciled 2181 budget for year 2, along with any necessary contract modification in the estimated cost clause, must be available to the contractor by the 20th day of the second calendar month of contract year 2.

c. Option Year Extensions

When a Regional Office determines to issue an option year extension, the normal practice prior to the start of the option year is for the Regional Office to issue a contract modification that increases the estimated cost for operating expenses in the amount of the approved "next year" 2181 budget(s) on file for the "new year." The Regional Office must further ensure that any estimated cost increase is within the limits of the AAPP/FOP.

Differences between actual and approved spending that exist at the end of the prior contract year may have an impact on the budget for the new year as well as the official estimated cost of the contract. The issues and questions that must be addressed are the same as those discussed above for the reconciliation at the end of contract year 1 and may result in a contract modification to revise or "fine-tune" the estimated cost for O/A and/or CTS expense.

d. Midyear Revisions

Midyear revisions of the line-item budget are normally processed only when there is a need to change the bottom line of the current year budget. Contractors are not encouraged to propose formal revisions of 2181 budgets merely to shift amounts between line items in order to minimize apparent "variances," although such proposals will be entertained by Regional Offices if good reasons are offered. Requests for midyear revisions should be developed using the form 2181 (and appropriate backup) and should normally be limited to the following situations:

(1) When there is a pending contract modification approved and funded by the National Office for a programmatic change, such as the provision of funds for installing new staff training initiatives. In these situations, the contractor will normally be requested by the Regional Office to prepare and submit a budget revision proposal that distributes the prescribed funds to the appropriate line items.

(2) When there has been or will be an unavoidable bottom-line variance of material proportion that cannot or should not be totally resolved through changes in spending patterns during the remaining months of the current contract year and which must clearly be accommodated with an adjustment in the bottom line of the budget for the current year.

(3) In line with procedures for the treatment of fee as discussed in a later paragraph, a midyear revision to the form 2181 is required when award or incentive fees are earned and formally added to the estimated cost of the contract.

Regional Offices should respond promptly to a ontractor's request for midyear budget revisions. Unless extensive follow-up is required, the Regional Office should resolve these requests within 2 weeks after receipt of the contractor's proposal. The Regional Office must ensure, however, that any estimated cost increase is within the limits of the AAPP/FOP established by the National Office.

5. Packaging of Budget Submittals

a. For contracts that are funded for both O/A and CTS functions, two separate sets of 2181s must be maintained independently, each with its own sequential numbering series. The set for O/A expense is maintained using the 2181-O/A, and the set for CTS is maintained using the 2181-CTS.

b. **Form 2181s** are used in sets of two to display a contract's **regionally approved** line-item budget for the current year, as well as the "pre-approved" budget for the next available contract year.

c. As the contract progresses, 2181s are not needed for "prior" years.

d. The **form 2181** is also used by contractors to propose adjustments in current year and next year budgets, including contractor submittals needed for year-end reconciliations. When used for this purpose, the forms are also submitted in sets of two, one for the new "current" contract year and one for the next available contract year. Proposed line-item adjustments must be substantiated by the contractor with adequately detailed backup explanations and computations, normally provided in the form of attachments.

e. When the **form 2181** is used by contractors to propose adjustments in the existing budgets, appropriate entries must be made under all three columns (PRIOR BUDGET, ADJUSTMENTS, and REVISED), including in Lines 11 and 12. Only one "PENDING" budget may be in play at a given time. If a contractor wishes to propose additional revisions while a proposed budget is still pending approval in the Regional Office, then the earlier pending budget should be withdrawn and replaced with a new proposed **form 2181**.

f. When a contractor submits proposed 2181 budget adjustments, the Regional Office may approve them as proposed or with changes. In providing the contractor with the new approved budget, the Regional Office should mark and annotate such changes on the contractor's proposal or otherwise append to the contractor's proposal the bases and computations for the changes.

6. Maintenance of Budget Records

Contractors and Regional Offices must maintain an accurate and complete record of the form 2181 budgets that have been approved for each contract. These records should be maintained as an adjunct to the official contract file and include, in sequence, all 2181 budgets that have been approved under the contract, along with the revision proposals and backup submitted by the contractor.

7. Detailed Instructions

Detailed instructions can be found on the FMS Web site: inside JCWAN, http://fms.jcdnet.org; outside JCWAN, http://fms.jobcorps.org.

2181-O/A, 2181-CTS: DEFINITION OF DATA ELEMENTS

Form 2181-O/A and 2181-CTS budgets are prepared and approved in sets, consisting of a form 2181 for the current year and an additional form 2181 for each future year that remains in the

contract. Following are brief descriptions of the elements of information entered on the form 2181.

HEADING INFORMATION

Contract Scope. If the budget is for O/A and/or CTS expense that is funded under a center contract, enter the name of the center. If the budget is for a stand-alone O/A and/or CTS contract, identify the geographic area covered by the contract.

Contract No. Enter the number of the contract for which data are being reported.

Contractor Name. Enter the name of the contractor as it appears on the contract.

Budget Number. The initial pair of forms 2181 for the 1st and 2nd contract years are numbered "1" and all later pairs of **approved** 2181s are to be numbered sequentially as they are approved by the Regional Office. The same number is given to both the current year and next year 2181s in a given pair. For example, the pair of 2181s for budget number "1" will include a number 1 budget for the first contract year and a number 1 budget for contract year 2.

Approved or Pending. If the budget has been approved by the Regional Office, enter **Approved**. If the budget is a proposal that is still pending regional approval, enter **Pending**.

Contract Year Number. Under normal circumstances, enter 1-5, whichever applies to the contract year covered by this form 2181. If the budget covers a post-year 5 contract extension, enter "6."

Ending. Enter the ending date of the contract year identified (mm/dd/yyyy).

BUDGET INFORMATION-CURRENT CONTRACT YEAR

There are two sections, an upper section for the current year budget and a lower section for the next year budget.

Column Headings

Prior Budget. This column is used to display the last previous approved budget for the particular contract year. For example, if the form is used for proposed budget number 8, then the "PRIOR BUDGET" column will display the "REVISED BUDGET" from approved budget number 7.

Adjustments. This column is used to enter the adjustments being requested or approved, depending on the purpose of the form.

Revised Budget. This column is used to display the revised budget that results from the approved adjustments. The entries under this column are the sums of the entries made under PRIOR BUDGET and ADJUSTMENTS.

Row Headings.

Lines 01 – 09: O/A and CTS Expenses Subcategories. See earlier section of this appendix for definitions of cost categories.

Line 10: Total O/A or CTS Expense. Totals of Lines 01 through 09.

Note: Lines 11 and 12 are intended to reconcile to the Estimated Cost Clause in the contract. These lines therefore apply only to the 2181 that is prepared for the current contract year. However, if the current year is contract year 1 in a contract that has a 2-year base period, then Lines 11 and 12 should be completed in the NEXT YEAR section.

Line 11: Prior Year Cumulative.

When current year is contract year 1: Make no entry in the current year section. If the contract has a 2-year base period, then transfer down to Line 11 in the next-year section (in all columns) the amounts from Line 10 in the current year section.

When current year is other than contract year 1: In the current year section, enter the actual cost reported in O/A or CTS (whichever applies) through the completion date of the preceding contract year. This entry is generally subject to ADJUSTMENT only in connection with year-end reconciliations. In the year-end reconciliation exercise, the entry on Line 11 for PRIOR BUDGET is made by bringing in from the last approved 2181 that was in place for the preceding year the amount that is displayed for "implied contract value" (Line 12) under the REVISED BUDGET column. The entry under the ADJUSTMENTS column will be the reverse of the bottom-line variance that is reported in the final cost report for the preceding contract year. A net underrun at the end of the prior year will yield a negative entry; an overrun will yield a positive entry. The entry under REVISED BUDGET will be the actual cumulative costs reported through the close of the prior contract year.

Line 12: Implied Contract Value:

When the contract is still in year 1 of a 2-year base period. Make no entries on Line 12. Instead, drop down and complete the information in the Next Year Section.

Under all other circumstances. Under each column in the Current Year Section, enter the sum of the entries made in Lines 10 and 11.

Reconciliation to Current Estimated Cost. In spaces provided, enter the current estimated cost of the contract for O/A expense or CTS expense (whichever is appropriate) and the current contract modification number. The amount entered for "Implied Estimated Cost Change" should be REVISED BUDGET, Line 12, minus "Current Estimated Cost." If the result is not zero, then there is disagreement between the contract and the 2181. If disagreement exists, it is implied that action is needed to either develop a new 2181 or to modify the estimated cost, whichever is appropriate under the circumstances.

When current year is contract year 1: Make no entry on the CURRENT YEAR 2181 for contract year 1. Instead, make appropriate entries in the NEXT YEAR 2181 for contract year 2.

CONTRACTOR SUBMITTAL BLOCK

This block is used for signature and name of authorized contractor representative who is submitting a proposed new 2181 to the Contracting Officer.

REGIONAL OFFICE APPROVAL BLOCK

This block is used by Regional Offices to signify approval of initial budgets and subsequent proposed budgets.

APPENDIX 504

TAXATION OF JOB CORPS CONTRACTORS BY STATES OR SUBDIVISIONS THEREOF

1. Section 158(d) of the Workforce Investment Act of 1988 (WIA) 20 U.S.C. Sec. 9201 addresses state taxation of Job Corps contractors. This provision is further amplified by 20 CFR 670.945.

Taxation of Job Corps Operations Prohibited

Section 158(d) sets forth the following prohibition:

Transactions conducted by a private for-profit or nonprofit entity that is an operator or service provider for a Job Corps center shall not be considered to be generating gross receipts. Such an operator or service provider shall not be liable, directly or indirectly, to any state or subdivision of a state (nor to any person acting on behalf of such a state or subdivision) for any gross receipts taxes, business privilege taxes measure by gross receipts, or any similar taxes imposed on, or measured by, gross receipts in connection with any payments made to or by such entity for operating or providing services to a Job Corps center. Such an operator or service provider shall not be liable to any state or subdivision of a state to collect or pay any sales, excise, use or similar tax imposed on the sale to or use by such operator or service provider of any property, service, or other item in connection with the operation of or provision of services to a Job Corps center.

2. Whenever a state or subdivision thereof levies a tax against a Job Corps contractor which is prohibited by the provisions of the Act, the following actions must be undertaken:

   a. The contractor must exhaust all of its state and/or local remedies before payment is made. (This may result in the assessment of interest penalties by the state). In such cases, the payment of penalties is an allowable cost under the contract.

   b. This must be accomplished through a written appeal, based on Section 158(d) of the Workforce Investment Act.

   c. After all state and/or local remedies have been exhausted, DOL/Job Corps will provide the contractor with the funds to pay the assessed taxes “under protest.” The check or any other instrument of payment must clearly state the payment is being made under protest. (This statement is necessary to permit the Department of Justice to institute legal action in federal court to recoup the funds expended if the contractor is unsuccessful in its state appeal effort.)

   d. Any center assessed local or state tax shall submit the following information to the National Office through the Regional Office:

      (1) Title of tax assessed;

      (2) Authority under which tax is assessed;

      (3) Statement as to whether tax has been paid under protest;

      (4) The source of funds used to pay the tax; and

(5) Documentation of actions taken to recover payments made.

e. The Regional Director will advise the center contractor to pay assessed taxes under protest as soon as all state and local remedies have been exhausted in order to keep penalties to a minimum. To the extent that this action results in costs in excess of the estimated contract amount, the Regional Director will request an amendment to the Regional Financial Operating Plan.

APPENDIX 505

JOB CORPS SAFETY AND OCCUPATIONAL HEALTH PROGRAM

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I. CENTER SAFETY AND OCCUPATIONAL HEALTH RESPONSIBILITIES AND DUTIES

A. General Responsibilities

The center operator shall be responsible for safeguarding the safety and occupational health of all personnel engaged in Job Corps career development activities. This responsibility shall be inherent in all aspects of the program, whether stated explicitly or implied.

B. Job Corps National Office

The Job Corps National Office (JCNO) shall:

1. Implement Department of Labor (DOL) safety and occupational health standards, policies, procedures, and programs.

2. Develop and disseminate programs to promote safety and occupational health in Job Corps.

3. Ensure the accurate and timely reporting of accidents, occupational illnesses, injuries, and environmental hazards.

4. Provide safety and occupational health literature to Job Corps centers and related training and technical assistance, as needed.

5. Develop an annual safety and occupational health work plan in cooperation with the Office of the Assistant Secretary for Administration and Management (OASAM) and Occupational Safety and Health Administration (OSHA).

C. Job Corps Regional Offices

Job Corps Regional Offices (JCROs) shall:

1. Ensure that centers have adequate safety and occupational health programs.

2. Monitor the current status of injury and occupational illness claims by students.

3. Ensure that annual safety and occupational health reviews of centers are conducted.

4. Approve abatement plans for safety and occupational health violations.

5. Approve center safety and occupational health plans, in addition to various environmental health plans.

D. OASAM Regional Offices

OASAM Regional Offices shall:

1. Conduct annual safety and health reviews of centers in accordance with 29 CFR 1960.25, 1960.78, 1960.79, and 1960.80.

2. Provide written reports to the Job Corps Regional Director, Center Director, National Office, and DOL safety and health center within 30 days after review.

3. Conduct center evaluations, announced or unannounced, as a result of a complaint from a student or staff member or if there is reason to believe that there are serious safety and health hazards. These evaluations shall be accompanied by a written report to the Job Corps Regional Director, center, DOL safety and health center, and the Job Corps safety and health manager.

E. Center Operators

Center operators shall:

1. Ensure a training, living, and working environment that is free from recognized hazards.

2. Ensure that the Center Director is an active participant on the safety and occupational health committee.

3. Appoint a center safety officer and provide necessary training and equipment for the performance of those duties. The center safety officer shall report directly to the Center Director on matters of safety.

4. Ensure that the Center Director or designee (e.g., safety officer) has the authority to terminate any activity where a hazard exists.

5. Enforce occupational health and safety rules, regulations, and standards.

6. Report injuries and occupational illnesses to DOL staff, as required, in a timely manner.

7. Instruct students and staff in safe practices and methods of operation.

8. Conduct required occupational health and safety inspections and surveys and take prompt corrective action to deal with hazards identified.

9. Provide medical and dental services and supplies for injured and occupationally ill students.

10. Investigate accidents and complete and submit appropriate reports.

11. Encourage and evaluate student suggestions on safety and health improvements.

12. Develop and implement a safety awards and recognition program.

13. Ensure that safety and health evaluation reports provided by the regional OASAM safety and health manager are responded to within 30 days of receipt and that corrective action is taken to abate hazards noted.

14. Provide regions and centers with up-to-date information and regulations concerning environmental health issues such as PCBs, underground tanks, asbestos, and small-quantity hazardous waste.

F. Center Director

The Center Director shall:

1. Ensure that all safety and occupational health requirements are implemented.

2. Provide leadership, direction, enforcement, and accountability for the center safety program.

3. Develop a center safety and occupational health program.

G. Center Safety Officer

The center safety officer shall:

1. Assist the Center Director in preparing the center safety and occupational health plan, and implement the plan.

2. Provide orientation and training to students and staff on the center safety and health plan.

3. Promote safety campaigns on center to reduce accidents and injuries.

4. Inspect all center areas for safety and health violations.

5. Ensure that personal protective equipment (PPE) is worn in the trade programs to comply with OSHA standards.

6. Complete all required accident and injury reports in full compliance with the PRH, OASAM, and OSHA regulations.

7. Advise the Center Director of safety and health concerns.

8. Facilitate required safety and health meetings.

9. Coordinate with other safety and health staff (e.g., nurse, maintenance supervisor, vocational/education instructors, and others) to ensure a safe and healthful environment in which to live, work, and train.

II. CENTER SAFETY AND OCCUPATIONAL HEALTH ORIENTATION AND TRAINING

A. New Student Safety Introduction – CPP

(See Chapter 2, Section 2.2)

B. New Staff Training

(See Exhibit 5-4)

C. Ongoing Staff Training

1. The center shall provide required safety and occupational health training included as part of the center's annual training plan. Each plan shall include anticipated safety and occupational health training needs, including the anticipated number of staff members to be trained, where and when the training is to be performed, and the estimated cost (see Exhibit 5-4).

2. Centers operating under a federal interagency agreement shall obtain approval of safety and occupational health training plans using the method established by their agency. Contract centers shall submit their plans to the JCRO for approval each program year.

D. Training Standards and Documentation

Safety training shall be conducted in accordance with current OSHA standards 29 CFR 1910, 1926, and 1960 and DOL guidance provided by ETA Job Corps and the DOL safety and health center. Center safety officers shall have and maintain these references and regulations on hand at all times. Further, all completed training shall be properly documented.

E. Minimum Training Requirements for Center Safety Officers

The center operator shall ensure that center safety officers receive training in the courses referenced in Exhibit 5-4.

III. BASIC EQUIPMENT, REGULATIONS, AND POLICIES FOR CENTER SAFETY OFFICERS

A. Basic Safety Equipment

All center safety officers shall possess the following equipment items, at a minimum, to effectively perform their responsibilities:

1. A quality camera
2. Safety shoes
3. Safety helmet
4. Electrical circuit tester and ground fault circuit interrupter tester (GFCI)
5. Lockout/tagout kits
6. Air flow meter (Alnor Jr.)
7. Safety goggles/glasses
8. Gloves
9. Hearing protection
10. Swimming pool teat kits, where appropriate
11. Use of computer with word processing, e-mail, Internet capability, and CD-ROM
12. Flashlight

Additional equipment may be required depending on the center hazard analysis.

B. Regulations and Policies

All center safety officers shall follow and refer to the following policy and regulatory information in performing their safety and health program review activities:

1. National Fire Protection Association (NFPA) Life Safety Code Handbook
2. Current OSHA Standards (29 CFR 1910, 1926, and 1960)
3. Current OSHA Pamphlet 2014

4. Department of Labor Manual, Series (DLMS) 4, Chapter 800, DOL Safety and Health Program

5. Job Corps Policy and Requirements Handbook (PRH)

6. NFPA, National Electrical Code (NEC)

IV. SAFETY AND OCCUPATIONAL HEALTH COMMITTEE

A. Overview

Each center shall establish a safety and occupational health committee to:

1. Review reported accidents, injuries, and illnesses.

2. Consider the adequacy of action taken to prevent recurrence of such accidents, injuries, or illnesses.

3. Plan, promote, and implement DOL and Job Corps safety and occupational health programs.

B. Committee Membership

The Center Director shall actively participate on the safety and occupational health committee. In addition to the Center Director, committee membership shall include:

1. The center safety officer (secretary/facilitator)

2. Manager of residential living

3. A maintenance unit supervisor

4. A health services supervisor

5. A vocational trades supervisor

6. A recreation supervisor

7. A food service supervisor

8. A minimum of two students, selected by their peers

9. Representatives from other organizational units, as appropriate

C. Duties of Committee Members

Committee member duties shall include, but not be limited to, the following:

1. Assist in safety inspections when requested by the safety officer.

2. Observe and report infractions of safety rules and regulations.

3. Review accident reports to determine if corrective action is necessary or if harmful trends exist.

4. Review inspection reports prepared by the center safety officer identifying unsafe/unhealthful conditions, and suggest techniques/strategies for correction/abatement.

5. Review all suggestions and concerns submitted by students and staff, and make recommendations for implementation to the Center Director.

6. Assist in the development of a safety awards and recognition program.

D. Meetings

Meetings shall be held monthly and when called by the chairperson. Copies of minutes shall be maintained at the center for at least 3 years.

V. SAFETY INSPECTIONS AND OBSERVATIONS

A. Required Inspections and Observations

All safety and occupational health inspections and observations shall be:

- Conducted by appropriate center staff in accordance with 29 CFR 1960.25 and DLMS 4 Chapter 800, paragraph 825.

- The responsibility of the center safety officer, managers/supervisors, and instructors.

Observations on a daily basis, and weekly or monthly inspections are required for all centers:

- Buildings
- Facilities
- Vocational training shops
- VST projects
- Academic classrooms
- Cafeterias
- Dormitories
- Health services
- Administrative offices
- Recreation areas
- Gymnasiums
- Swimming pools
- Child development centers
- Equipment
- Vehicles used to transport students

Identified deficiencies shall be corrected promptly. Weekly and monthly inspections shall be documented; records of inspections and actions taken to correct deficiencies shall be maintained by the center safety officer.

1. Daily Observations

   a. Food service supervisors shall check food preparation and food serving areas of cafeterias.

   b. Residential advisors shall check dormitories, snack bars, and canteens and document their findings in a logbook.

   c. Vocational and academic managers/instructors shall check classrooms/shops (including VST projects), motor vehicles, and all equipment to be used by students and staff.

   d. Child development supervisors shall check the child development center, equipment and toys, and the playground.

   e. Recreation supervisors/staff shall check the gymnasium, exercise equipment, and other frequently used recreation areas.

2. Weekly Inspections

The center safety officer shall inspect:

a. All food service facilities, including cafeterias, snack bars, and canteens.

b. Gymnasiums, exercise equipment, and swimming pools during times of operation.

3. Monthly Inspections

The center safety officer shall inspect:

a. Dormitories

b. Child development center

c. Vocational shops and VST projects (see Chapter 3, Section 3.13)

d. Academic classrooms

e. Health services

f. Administrative offices, warehouses, and other buildings occupied by students and staff

4. Other

Center safety officers shall inspect all VST projects at least once before site occupancy and project completion.

B. Monitoring of Work-Based Learning Sites

Centers are responsible for ensuring that students are placed in safe and healthful working conditions at work-based learning locations. However, Job Corps' responsibility will not extend to reviewing or inspecting private employer businesses for compliance with OSHA standards because this authority rests only with OSHA.

To ensure the safety and occupational health of students at private employer work sites, appropriate career development staff and/or the center safety officer shall:

1. Visually survey the work site for potential hazards and discuss safety and health requirements with the employer.

2. Ensure that the employer signs a written agreement that specifically states that the employer will provide students with safety and health protection which shall be at least as effective as that which is required under the Occupational Safety and Health Act of 1970 (29 U.S.C.) and 29 CFR parts 1910, 1926, and 1960.

3. Monitor active work sites on a regular basis. If hazards are noted, the employer shall be requested to take corrective action. Students should be removed from work sites where hazards exist that could cause personal injury or impairment of the health of students.

C. OASAM Program Reviews

The center safety officer shall review the OASAM regional safety and health manager's annual program review report to ensure compliance with any safety and health violations cited on DL 1-2029, Notice of Unsafe or Unhealthful Conditions. A report on the corrective actions taken shall be submitted by the centers to the JCRO within 30 days of receipt of the report.

D. Safety and Occupational Health Facility Survey (Pre-Occupancy)

Before moving students into a new center, dormitory, or classroom, a safety and occupational health environmental facility survey shall be conducted by the center safety officer and regional safety and health manager, as arranged by the Job Corps Regional Director. Major deficiencies shall be corrected before occupancy. The JCNO and the DOL safety and health center shall receive copies of this survey report prior to occupancy.

VI. IMMINENT DANGER

Imminent danger exists when a condition or practice presents a danger that could reasonably be expected to cause death or serious physical harm. If such a situation exists and is observed, the student(s) and staff in danger shall be immediately removed from the area and not permitted to return until the problem is corrected. The safety officer shall immediately notify the Center Director of the hazard and recommend corrective action. The Center Director shall take appropriate action(s) to correct the hazard. If the hazard cannot be corrected promptly by the center, the Center Director shall consult with the appropriate JCRO, the JCNO, and the OASAM regional safety and health manager for advice and assistance in correcting the hazard.

VII. ABATEMENT ACTIONS/PLANS FOR OASAM SAFETY AND HEALTH VIOLATIONS

A. Abatement Procedures and Time Frames

The following procedures and time frames shall be followed by center and JCROs in responding to safety and health violations cited by OASAM safety and health managers:

1. As part of the OASAM review, the center shall receive a detailed verbal briefing regarding all hazards identified. The center shall immediately begin to address those concerns. A log of the corrected item(s) shall be maintained, indicating what action was taken, by whom, and the date of action.

2. The center, the JCRO, and JCNO safety and health analyst shall receive a formal report from the OASAM regional administrator within 30 days of an OASAM review. Violations cited shall appear on Form DL1-2029, Notice of Unsafe or Unhealthful Condition. The center shall address each violation cited, and shall provide corrective/abatement action taken, or scheduled to be taken, on the DL1-2029 form. It is expected that most of the violations cited shall be corrected within 30 days of the date of formal OASAM report. However, any item(s) requiring more than 30 days shall necessitate a formal abatement plan, which will be so indicated on the DL1-2029.

3. The center shall contact the JCRO on any item(s) that will not be completed within 30 days of the formal OASAM report. The Center Director, in close coordination with the JCRO, shall develop an abatement plan.

4. The abatement plan shall include a response to the following five items for each violation that could not be corrected within 30 days of the DL1-2029 issue date.

    a. Identity of each required abatement action by the DL1-2029 control number and item number.

    b. Explanation of the circumstances that are causing the delay in abatement (funding availability, parts, etc.).

    c. Proposed timetable for the abatement (this should result from discussions with the operator, project manager, and other involved entities).

    d. Summary of the steps being taken in the interim to protect students and employees from being injured.

    e. The name and telephone number of a center contact person who shall monitor the plan.

5. The center shall forward the abatement plan to the JCRO within 15 days of receipt of OASAM's formal report. The JCRO shall make a determination on the plan

within 15 days of receipt, and shall notify the Center Director of such determination, with a copy to the OASAM regional administrator and the JCNO safety and health analyst.

6. Status reports shall be provided to the JCRO until corrective actions are completed. Upon correction, all correspondence and plans shall be filed on center with the original notice and retained for 5 years.

7. When corrective actions require more than 90 days to complete, the center, through the JCRO, shall provide a quarterly status report to OASAM's regional safety and health manager until the corrective action is completed as stated in the abatement plan. If corrective action cannot be completed in the time frame originally stated in the abatement plan, an amended plan shall be submitted to OASAM explaining the delay, describing interim efforts to correct the violation, and establishing a new completion date.

VIII. CENTER FIRE PLAN

A. Overview

1. All centers shall develop and implement a center fire plan. Center safety and fire staff shall have comprehensive knowledge of applicable NFPA codes as adopted in 29 CFR 1910 concerning fire protection and suppression, hazardous materials handling and storage, and electrical installation in hazardous locations.

2. Center safety officers inspect fire alarm systems at least once a month. Fire drills shall be held monthly, during high staff/student activity levels and when students are in the dormitories. Accountability and timeliness of fire drills shall be documented. When there is a nonfunctional alarm system, the center shall provide a written alternative plan for notifying building occupants until the fire alarm system is operable. This plan shall be reviewed/approved by the OASAM regional safety and health manager.

B. Fire Plan Elements

The center safety officer shall ensure that at least the following elements are included in the center's fire plan:

1. Training for staff and students (see 29 CFR 1910.156.5, Appendix A).

2. Evacuation/accountability procedures, including the posting of evacuation maps, assembly areas, etc.

3. Emergency notification telephone numbers.

4. Listing of temporary shelters and contacts.

C. Training

(See 29 CFR 1910.146(g)(h)(i) and (j))

1. All centers shall provide ongoing fire prevention and fire suppression training for staff and students. Training resources include state or local fire marshals, insurance companies, universities, or the General Services Administration. Training programs shall be tailored to center location, offerings, and programs, and shall include the following elements, as appropriate:

   a. Classes of fires

   b. Proper maintenance and use of fire extinguishers

   c. Evacuation and accountability procedures, as defined by NFPA Life Safety Code

d. Proper use of warning equipment/alarm systems

e. Alternative warning systems

f. Fire warden responsibilities

g. How to conduct fire safety inspections, including, but not limited to, housekeeping practices, flammable storage, etc.

2. Documentation of fire safety training, drills, and inspections shall be maintained for review for 3 years.

D. Fire Prevention and Protection
(See Subpart L, Fire Protection in 29 CFR 1910.153-165, plus Appendix E)

1. All areas shall have fire evacuation routes posted in a prominent location and discussed with students on a monthly basis.

2. Safety meetings with students and staff shall be held on fire prevention, evacuation, and suppression. Minutes of these safety meetings and drills are to be kept on file.

3. Fire detection systems shall be checked monthly by maintenance and defects corrected immediately. If the system is inoperative, a temporary backup system shall be developed for immediate use.

4. Local fire departments shall be called to conduct semi-annual fire inspections and to evaluate fire evacuation procedures.

E. Fire/Emergency Evacuation and Risk Assessment Plan
(See 29 CFR 1910.156, Fire Brigades)

1. A center's primary responsibility during a fire or other severe risk shall be student safety and accountability. Each staff member shall ensure immediate evacuation of students in his or her area. The overall responsibility for fire evacuation procedures shall be that of the center safety officer.

2. A risk assessment plan shall be implemented during conditions involving a natural disaster (e.g., tornado, flood, earthquake) or of a criminal nature (e.g., arson, bomb threat).

3. The fire evacuation plan risk assessment plan shall specifically designate areas for people located in the following places to assemble during a drill or an actual fire or evacuation:

a. Residential

b. Child development centers, if applicable

c. Academic classes

d. Cafeteria

e. Vocational shops and classrooms

f. Recreation areas

g. Warehouse(s)

h. Center maintenance

i. Administration

F. Fire Suppression (Prioritized Sequence of Events)

1. Sound alarm.

2. Safety officer (or designee of Center Director) notify local fire department and other appropriate official(s).

3. Evacuate, rescue, render first aid, and account for all students.

4. Relocate students to a point of safety and/or sheltered area, if necessary.

5. After fire or other risk is suppressed and/or evacuation is completed, center management shall ensure that all personnel remain clear of the fire area until a proper investigation has been made and the area has been deemed safe for human occupancy by authorized official(s).

6. All news releases and media contact shall be made to and from the Center Director or his/her designee.

IX. REPORTS AND RECORD KEEPING

A. Overview

Safety and health records and reports shall be completed and maintained to:

1. Ensure documentation of compliance with required elements of the center's safety and occupational health program and to ensure compliance with OSHA and all other applicable statutes.

2. Notify appropriate officials that an injury or illness has occurred.

3. Record hazards identified and corrective actions taken, indicate trends, and provide a basis for formulating future plans.

4. Permit an evaluation of progress being made in preventing accidents.

5. Document incidents for assurance of proper medical treatment and potential processing of claims.

B. Records Retention

Unless otherwise specified in this appendix, all safety and occupational health records must be maintained for a 3-year period.

1. **OSHA 2014, Log of Federal Injuries and Occupational Illnesses:**
All centers must maintain a current log of all accidents, injuries, and illnesses incurred by students. Reporting requirements apply 24 hours a day, 7 days a week to resident students. The log must be maintained on an ongoing basis until the yearly summary log has been received. Both the ongoing and yearly summary logs must be retained for 5 years on center in accordance with OSHA Publication 2014.

2. **OSHA 2014 (Annual), Summary Report of Federal Occupational Illnesses:**
OASAM regional offices will issue an OSHA 2014 Report annually. This summary report must be retained for 5 years at each center.

   All centers will be furnished with an annual summary by November 15th of each year. This summary must be posted for at least 30 consecutive days in a conspicuous documented location. This report includes data received on the CA-1/CA-2 injury/illness reporting forms.

3. **SF-91, Operator's Report of Motor Vehicle Accident:**
The operator of any government vehicle involved in an accident will complete an SF-91 form at the scene of the accident, if possible. The center will develop procedures to ensure that copies of the SF-91, and other applicable forms, are

available in each vehicle, including privately owned vehicles, rentals, and GSA vehicles used for official business.

4. **SF-91A, Investigation Report of Motor Vehicle Accident:**
This report is used for motor vehicle accidents resulting in vehicle and/or property damage over $500, or disabling work injuries including fatalities caused by a motor vehicle accident.

5. **CA-1, Federal Employee's Notice of Traumatic Injury and Claim for Continuation of Pay/Compensation:**
The Department of Labor issues a modified CA-1 form for Job Corps use. This form shall be completed at the time of injury and a copy forwarded to the center safety officer, who in turn transmits a copy to the OASAM regional safety and health manager within 6 working days of the reported injury. The original of the CA-1 is maintained in the student's medical record. If the student is medically separated from Job Corps as a result of his or her injury, the CA-1 is forwarded to the OWCP district office along with a copy of the student's Notice of Termination, ETA 6-61.

6. **CA-2, Federal Employee's Notice of Occupational Disease and Claim for Continuation of Pay/Compensation:**
The Department of Labor issues a modified CA-2 form for Job Corps use. This form shall be completed at the time of occupational disease onset and a copy forwarded to the center safety officer, who in turn transmits a copy to the OASAM regional safety and health manager within 6 working days of the reported illness. The original of the CA-2 is maintained in the student's medical record. If the student is medically separated from Job Corps as a result of his or her occupational illness, the CA-2 is forwarded to the OWCP district office along with a copy of the student's Notice of Termination, ETA 6-61.

7. **CA-6, Official Superior's Report of Employee's Death:**
When a fatality occurs, whether by accident, suicide, homicide, alcohol/drug-related incident, physical disease, etc., centers shall report the death by CA-6 to OWCP of any student who is enrolled in Job Corps, regardless of his or her duty status. Centers are only required to report the death of a staff member if the death occurs while in duty status on or off center. The Center Director shall report student and staff deaths immediately and notify the JCNO and JCROs. A significant incident report shall be prepared within 6 hours of the event and sent to the JCRO, JCNO, and the OASAM regional safety and health manager by fax or e-mail.

8. **CA-7, Claim for Compensation Due to Traumatic Injury or Occupational Disease:**
Unlike other federal employees, Job Corps students are not eligible for continuation of pay for 45 days. However, they may submit a CA-7 after medical separation to receive compensation for injury or illness. The center should

provide the CA-7 to the injured student and offer assistance to the student in completing the form. The student is responsible for submitting the CA-7 to OWCP.

C. Definitions and Procedures for Handling Job Corps Student Injuries

1. Job Corps Injuries Designated "First Aid"

   a. First aid will be defined as any one-time treatment, and any follow-up visit for the purpose of observation, of minor scratches, cuts, burns, or splinters, which does not ordinarily require medical care. Such one-time treatment and follow-up visits are considered first aid even if they are provided by a physician or other registered professional personnel.

   b. The following procedures are generally considered first aid treatment (e.g., one-time treatment and subsequent observation of minor injuries):

      (1) Application of ANTISEPTICS during first visit to medical personnel

      (2) Treatment of FIRST DEGREE BURN(s)

      (3) Application of BANDAGE(s) during any visit to medical personnel

      (4) Use of ELASTIC BANDAGE(s) during first visit to medical personnel

      (5) Removal of FOREIGN BODIES NOT EMBEDDED IN THE EYE if only irrigation is required

      (6) Removal of FOREIGN BODIES FROM WOUND if procedure is UNCOMPLICATED and is, for example, by tweezers or other simple technique

      (7) Use of NONPRESCRIPTION MEDICATIONS and ADMINISTRATION OF SINGLE DOSE OF PRESCRIPTION MEDICATION on first visit for minor injury or discomfort

      (8) SOAKING THERAPY on initial visit to medical personnel or removal of bandages by SOAKING

      (9) Application of hot or cold COMPRESS(es) during first visit to medical personnel

(10) Application of OINTMENTS to abrasions to prevent drying or cracking

(11) Application of HEAT THERAPY during first visit to medical personnel

(12) NEGATIVE X-RAY DIAGNOSIS

(13) OBSERVATION of injury during visit to medical personnel

c. The administration of a TETANUS SHOT or BOOSTER by itself is not considered medical treatment. However, these shots are often given in conjunction with more serious injuries; consequently, injuries requiring these shots may be recordable for other reasons.

2. More Serious Injuries Not Resulting in Student's Separation–Includes Lost Time Injury

a. This category includes injuries that result in medical treatment beyond first aid and any medical issue that is serious enough to require lost time. An example of this type of injury would be one where first aid treatment will not resolve the problem and further medical treatment is necessary. This category would include those injuries serious enough to need a specialized referral.

b. Some examples of this category of injury are:

(1) Fractures

(2) Head injuries with loss of consciousness (lost time or no lost time)

(3) Positive x-ray diagnosis

(4) Lacerations with nerve or tendon damage

(5) Injuries needing sutures/Steri Strips/adhesive butterfly

(6) Foreign body embedded in the eye

(7) Jaw fractures/dental damage

(8) Treatment of infection

(9) Treatment of 2nd or 3rd degree burns

(10) Food poisoning

(11) Dislocated shoulder

(12) Any injury that results in a Medical Separation

3. Injuries Resulting in Separation from Job Corps

This category includes injuries resulting in the student's death or serious injuries that result in the student's separation from Job Corps.

4. Processing Procedures

a. An injury designated as first aid will be recorded on the OSHA 2014 log and recorded on a CA-1 or CA-2 form, which will then be completed by the center medical staff and filed in the student medical record on center. The pink copy will be annotated by hand in the upper right-hand corner as FIRST AID and sent to the OASAM regional safety and health manager to be recorded in the Safety and Health Information Management System (SHIMS) as a first aid injury.

b. A more serious injury (see 2.b.) must be recorded on the OSHA Log and on a CA-1 or CA-2 form, which will then be completed by the center medical staff and filed in the student medical record on center. The pink copy will be sent to the OASAM regional safety and health manager to be recorded in SHIMS.

c. Injuries/illnesses that result in the death of a student or a student's separation from Job Corps must be reported on the OSHA Log and on a CA-1 or CA-2 form, which will then be completed by the medical staff on center and forwarded to OWCP. The pink copy will be sent to the OASAM regional safety and health manager for entry into SHIMS. In the case of death of a student, the center contact at OWCP must be notified immediately. The OASAM regional safety and health manager must be notified within 6 hours of the event by fax or e-mail.

D. Additional Record Keeping Relating to Safety and Occupational Health Program

1. Safety and Occupational Health Inspections

a. All safety and occupational health inspections will be conducted by appropriate center staff in accordance with 29 CFR 1960.25 and 26 and DLMS 4 Chapter 800, Paragraph 825.

b. Inspections of dormitories, classrooms, food service areas, child development centers, vocational trades, vehicles, and equipment shall be documented.

2. Accident and Occupational Illness Reporting

   a. Procedures for reporting student accidents and occupational illnesses shall be:

      (1) Center health staff completes the DOL-modified CA-1/CA-2 and forwards to center safety officer

      (2) Center safety officer reviews CA-1/CA-2 report and transmits to OASAM regional safety and health manager

   b. OWCP forms shall be completed by appropriate staff on contract centers. However, only the Center Director or center administrative officer shall be authorized to sign a completed CA-1 or CA-2 form.

3. Time Limits

   Accident reporting and review by supervisors, section heads, and center safety officer shall receive special attention. CA-1/CA-2 reports shall be on file within 48 hours after an injury or occurrence of occupational illness. Any reportable occupational injury or illness shall be on file with the OASAM regional safety and health manager within 6 working days. Anyone delaying this process shall complete block 15 of the CA-1 or CA-2 form.

4. Staff Accident Reporting

   Every job-related staff injury shall be reported immediately to his or her supervisor. Authorization for medical care shall be requested from the supervisor. Centers shall not use a DOL-modified CA-1/CA-2 to report staff injuries or occupational illnesses.

5. Significant Incident Reporting

   Significant incident reports shall be filed in accordance with Section 5.5.

X. VEHICLE SAFETY

A. Overview

Each Center Director shall be responsible for:

1. Administration of the motor vehicle safety program.
2. A program for training, testing, and licensing of students.
3. A comprehensive vehicle maintenance and inspection program.
4. Promotion and incentive awards programs to encourage traffic safety.
5. Compliance with state and local motor vehicle laws.
6. An effective accident investigation and analysis system.
7. An on-center system of traffic control to include appropriate signs and lines.

B. Requirements

1. All over-the-road vehicles must be equipped with fire extinguishers, emergency warning lights, and well maintained first-aid kits.
2. In government-owned or leased vehicles, all drivers and passengers must wear seat belts in all over-the-road vehicles (except buses). When infants are being transported, restraints must meet applicable state requirements.
3. No vehicle will be loaded (with personnel or materials) beyond the vehicle's rated capacity.
4. Students will not be transported in the back bed of a pickup truck or other open bed vehicle unless such vehicle has been equipped with appropriately designed and constructed seating and safety restraints.
5. If a bus has an auxiliary gas tank that powers the air conditioner, the vehicle must have that tank properly guarded.
6. Aisles in buses and vans shall be kept free of luggage, tools, and equipment.
7. No bus transporting personnel shall have the emergency door locked or constricted.
8. All vehicles that are driven by staff and students on center must meet appropriate safety requirements.

XI. WATER AND RECREATIONAL SAFETY

A. Water Safety

(See Chapter 3, Section 3.18, R5)

B. Recreational Safety

The Center Director shall:

1. Ensure students receive adequate training prior to engaging in recreational activities such as weight lifting, basketball, arts and crafts, etc.

2. Provide supervision during recreational activities to ensure that students follow proper techniques and are fit for the activity, thereby not placing the participant's safety at above-normal risk.

3. Advise students that "horseplay" is not tolerated during recreational activities.

XII. SAFETY AWARDS AND RECOGNITION PROGRAM

The center safety officer shall establish a formal written safety awards and recognition program. Center Directors shall use awards and recognition programs to recognize students and staff who make significant contributions toward the prevention of injury or illness. Safety awards and recognition programs shall be reviewed annually by the Center Director.

APPENDIX 506

ALTERNATIVE FUEL INFORMATION

An alternative fuel vehicle (AFV) is designed and manufactured to operate in either dual-fuel, flexible-fuel, or dedicated modes on fuels other than gasoline or diesel. This does not include a conventional vehicle that is limited to operation on blended or reformulated gasoline fuels.

Alternative fuel sources most commonly used include the following:

Liquefied Petroleum Gases (LPG): Propane, propylene, normal butane, butylene, isobutane, and isobutylene produced at refineries or natural gas processing plants (includes plants that fractionate raw natural gas plant liquids).

Compressed Natural Gas (CNG): Natural gas compressed to a volume and density that is practical as a portable fuel supply. (Note: Even when compressed, natural gas is not a liquid.)

Liquefied Natural Gas (LNG): Natural gas that has been refrigerated to temperatures at which it exists in a liquid state.

M85: A fuel containing a mixture of 85 percent methanol and 15 percent gasoline.

Ethanol (otherwise known as ethyl alcohol, alcohol, or grain-spirit): A liquid used in the United States to enhance octane in gasoline and as a gasoline oxygenate (10 percent concentration). Ethanol can also be used in high concentration in vehicles optimized for its use.

E85: A fuel containing a mixture of 85 percent ethanol and 15 percent gasoline.

Biodiesel: Any liquid biofuel suitable as a diesel fuel substitute or diesel fuel additive or extender. A diesel substitute made from the conversion of oils of vegetables such as soybeans, rapeseed, or sunflowers (end-product known as methyl ester) or from animal tallow (end-product known as methyl tallowate). Biodiesel can also be made by the conversion of hydrocarbons produced by the Fisher-Tropsch process from agricultural by-products such as rice hulls.

Electricity: Energy arising from electric charge interaction. Electricity is usually provided by batteries, but can be provided by generators, fuel cells, or electrical conductors. Voltages range from 48 volts to 480 volts, both alternating current (AC) and direct current (DC).

For more information on alternative fuels and AFVs, visit the following Web sites:

http://knownet.hhs.gov/log/fleetDR/LAI/Module2/Phase1/alternat.htm

http://www.dol.gov/oasam/programs/boc/EPAct2003.htm

http://www.epa.gov/otaq/consumer/fuels/altfuels/altfuels.htm

http://www.eere.energy.gov/

http://facultystaff.vwc.edu/~gnoe/avd.htm

APPENDIX 507
REQUEST TO LEASE A GSA VEHICLE

1. Center Name: _____
2. Point of Contact (POC) Name: _____
3. Date: _____
4. POC E-mail Address: _____
5. Local GSA Representative E-mail: _____
6. Is this a Vehicle Replacement or New Vehicle? _____
7. Tag Number of the Vehicle Replaced: _____
8. Vehicle Make/Model: _____
9. Model Year: _____
10. Vehicle Type: _____
11. Lease Cost: _____
12. Period of Lease: _____
13. Purpose of the Vehicle:_____
14. Justification for all new vehicles or non-AFVs (Submit a separate sheet if necessary):

_____

_____

_____

This space is designated for authorized parties only.

Regional Office Use	National Office Use	OASAM Use*
Date Received:	Date Received:	Date Received:
Reviewed by:	Reviewed by:	Reviewed by:
☐Supported ☐Denied	☐Approved ☐Denied	☐Approved ☐Denied
Comments:	Comments:	Comments:

* *If requested vehicle is a non-AFV*

Instructions for Requesting to Lease a GSA Vehicle

Please complete the "Request to Lease a GSA Vehicle" form to request permission to lease a vehicle from the General Services Administration (GSA).

Upon completion of this form, the form must be e-mailed to the center's project manager. The Center Director must be copied on this e-mail.

1. Enter the name of the Job Corps center requesting the vehicle.
2. Enter the name of the point of contact (POC) for this request.
3. Enter the date of the request.
4. Enter the POC's e-mail address.
5. Enter the local GSA representative's e-mail address.
6. State whether the request is for a vehicle replacement or a new vehicle.
7. Enter the vehicle tag number (if this is a replacement vehicle).
8. Enter the vehicle make/model (example: Ford Taurus).
9. Enter the model year.
10. Enter the vehicle type (examples: Sedan, SUV, Bus).
11. Enter the monthly lease cost.
12. Enter the period of the lease (example: May 1, 2005 – May 1, 2008).
13. Enter the purpose for the vehicle (examples: driver's education, security).
14. Justify the need for a new vehicle or, in the instance of a non-AFV request, why an AFV will not suffice.

The POC, Center Director, Regional Director, and the local GSA representative will receive an e-mail from the project manager, stating the approval or denial of the request.

Please do not write below the dotted line. That area is for use by the authorizing parties only.

APPENDIX 508 — GSA ANNUAL FLEET REQUIREMENTS SPREADSHEET

Center Name: _____

Local GSA Representative's E-mail Address: _____

Note: *If this is not an alternative fuel vehicle (AFV), submit a narrative as to why this vehicle is needed. All non-AFV's will require National Office and Office of the Assistant Secretary for Administration and Management approval.*

Make/ Model	Vehicle Type	Purpose	Replacement Tag (if applicable)	Justification for a New Vehicle	Regional Office Support (Yes/ No)	Regional Office Comments	National Office Approval (Yes/No)	National Office Comments	OASAM Approval (Yes/No)	OASAM Comments

POLICY AND REQUIREMENTS HANDBOOK

CHAPTER 6:

ADMINISTRATIVE SUPPORT

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6.0 OBJECTIVES

To ensure that students receive the support services and benefits necessary for successful participation in the Job Corps program.

To establish uniform systems to account for and document the participation and achievement of program participants.

6.1 STUDENT ATTENDANCE, LEAVE, AND ABSENCES

PURPOSE

P1. To establish a uniform system to account for and document the whereabouts and participation of students during their Job Corps enrollment.

P2. To establish criteria and systems to grant leave to students during their Job Corps enrollment.

P3. To establish a uniform system to report and respond to unauthorized student absences.

REQUIREMENTS

R1. Student Attendance

Centers shall:

a. Establish and implement a system that tracks and documents the whereabouts of each student to include the following elements:

1. Conduct a morning attendance check no later than 1 hour after a student's scheduled training day start time to establish present for duty status for all students. Documentation shall be authenticated by the signature of a staff member on the morning attendance check form.

2. Maintain attendance records for all scheduled career development activities including both on- and off-center academic and career technical training (CTT) classes, group activities, and off-center trips.

3. Develop a procedure to document student arrivals and departures from the campus. Departure records shall indicate student destination, and estimated and actual time of return.

4. Conduct, at a minimum, two bed checks each night for residential students.

5. Develop a process for new enrollees, transfer students, nonresidential students, and students returning from off-center status, to sign in immediately upon their arrival on center.

b. Report each student's duty status in the Center Information System (CIS) using the guidelines shown in Exhibit 6-1, Duty/Pay/Leave Status Chart, and the procedures stated in the CIS documentation.

c. Document each pay/leave status change and the reason for such change in CIS.

d. Maintain documentation of duty status for a minimum of 3 years.

e. Establish and implement a system to encourage and promote regular attendance and identify and remediate chronic absences, missed appointments, and tardiness.

f. Monitor and document student attendance at off-center training activities, including work-based learning, off-center training (OCT), advanced career training (ACT), and other center-sponsored events.

R2. Authorized Absences

Centers shall:

a. Designate, in writing, staff members who are authorized to approve student leave and passes.

b. Grant breaks and leave to students based on the criteria shown in Exhibit 6-1.

Note: Leave shall not be granted as a means of artificially postponing the student's separation.

c. Approve leave or overnight passes for minor students only with the written consent of the minor's parent or legal guardian. Pass consents must include, at a minimum, information specified on the Job Corps Parental Consent Form (see the forms.jobcorps.org Web site).

d. Document all leave requested by students on a CIS leave request form. Each automated leave request form shall include justification, as appropriate, for the type of leave requested.

e. Authorize overnight passes with the following restrictions:

1. Only for periods that do not conflict with scheduled classes.

2. For minors, only to destinations authorized by written parental consent.

~~f.~~ Report and maintain electronic copies of leave requests in CIS according to procedures shown in the CIS documentation and retain any supporting hard copy verification documentation in the student's personnel file. Verification obtained from phone calls will be documented on the CIS leave form and will include: name of contact person, title, phone number, date of contact, and name and address of the facility.

R3. Unauthorized Absences

Centers shall:

~~a.~~ Identify and report as AWOL any student who fails to return to or report within 3 hours after the student's scheduled training day start time. Report the AWOL within 3 hours of the student's scheduled training day start time.

~~b.~~ If a student who was identified and reported as AWOL contacts the center with a credible and verifiable explanation, the student's status may be changed to the appropriate leave category, effective the date of contact and receipt of documentation to support the status change.

c. If a student who was identified and reported as AWOL returns to or reports to the center more than 3 hours after the student's scheduled training day start time with no credible or verifiable explanation, the student remains in AWOL status for that day. The student may, however, participate in regularly scheduled activities for that day. Document in CIS case notes the student's scheduled training day start time and actual report time, and include a printout of the case notes in the student's personnel folder.

d. Develop and implement procedures to locate and contact the student. Document retrieval efforts in CIS case notes and include a printout of the case notes in the student's personnel folder.

e. For minor students, contact the parents/guardian within 18 hours to inform them of the absence.

f. Assist the student in arranging return transportation, at the student's request and expense.

g. Notify probation or parole officers, if applicable.

QUALITY INDICATORS

Q1. Students can articulate the importance of regular attendance and understand the consequences of absences.

Q2. Staff actions encourage, support, and enforce center attendance rules.

Q3. The center's responsibility to safeguard minor students is achieved through granting leaves and passes in accordance with the limitations established by their parents/guardians.

6.2 STUDENT ALLOWANCES AND ALLOTMENTS

PURPOSE

P1. To provide students with an allowance to defray the cost of incidental personal expenses while enrolled.

P2. To establish a uniform system for issuing student allowances and transition payments earned through participation and achievement.

P3. To provide a means for Job Corps students to defray the costs of dependent care during enrollment.

REQUIREMENTS

R1. Allowances

Centers shall:

a. Issue pay allowances to students in accordance with the procedures specified in Exhibit 6-2.

b. Ensure the physical security and financial accountability of payroll funds pending disbursement to students.

c. Notify all students upon enrollment that they shall receive allowances as follows:

1. Paid biweekly, in cash, for all days in paid status in amounts specified in Exhibit 6-2.

2. For re-enrolled students, paid at base allowance levels as if they were newly enrolled (including students with prior fraudulent enrollments).

3. For reinstated and re-established students, paid at their previous base allowance levels.

4. Increases in base allowance levels paid automatically as specified in Exhibit 6-2.

5. Arrival pay in amounts as specified in Exhibit 6-2.

d. Advise students that arrival pay, basic living allowance, transition payment, and other benefits are taxable and subject to withholding.

e. Ensure that an income tax withholding form (W-4 form) is completed for each new enrollee as required by the tax code.

f. Ensure that wage and tax statements (W-2 forms) received by the center from the Job Corps Data Center (JCDC) are immediately distributed to all enrolled students or forwarded directly to separated students.

R2. Transition Payments

a. Outreach and Admissions (OA) contractors shall notify all applicants upon enrollment, and centers shall notify all students upon arrival that they may become eligible, at the time of graduation, to receive a transition payment as designated in Exhibit 6-2, to assist financially in the transition into the workforce.

b. At the time of separation, students shall be notified that they must provide forwarding information to ensure proper delivery of the transition payments.

c. Students shall be notified that failure to cash a received transition payment check or failure to report non-receipt of a check within 12 months of the date of separation will result in forfeiture of the payment.

d. Students who re-enroll and subsequently graduate from the program are entitled to receive transition payment according to the requirements stated in Exhibit 6-2 and are also entitled to the transportation benefits as shown in Exhibit 6-3.

e. Centers shall disburse partial transition payments to graduated students at time of departure as shown in Exhibit 6-2.

f. Students separated with reinstatement rights are entitled to receive their transition payments at the time of separation or may have these monies held in their accounts pending final separation.

R3. Advances and General Indebtedness

a. Centers may issue personal advances to students to help satisfy pressing financial obligation(s), such as court fine, bail bond, clothing, or other personal needs. Such advances shall not exceed $250 at any given time. A personal advance may be issued only upon determination by the Center Director or designee that: practical alternatives are not available to the student; failure to satisfy the financial obligation would unduly interfere with the student's successful enrollment in Job Corps; and there is a reasonable expectation that the student will be able to repay the advance. The Job Corps Data Center will promptly reimburse a center for its disbursement of allowable personal advances to students.

b. Centers shall ensure that the following instances of student indebtedness to Job Corps are promptly and accurately recorded in CIS and also documented and maintained in the student's personnel records. Items of student indebtedness that must be recorded in CIS include:

1. Personal advance.

2. The cost of government-furnished travel needed by the student to return to the center from AWOL.

3. The cost of government-furnished travel based upon misrepresentation by the student.

4. Student's share of dependent's allotment.

~~c.~~ Students shall repay their indebtedness to Job Corps. Repayment of indebtedness recorded in CIS shall be initiated through automatic payroll deductions from basic living allowances. In no case shall indebtedness deductions from basic living allowances exceed 50% of the basic living allowance. For students separating from the program prior to full reimbursement of indebtedness, the outstanding balance shall be collected automatically from any transition payment monies available at the time of separation.

d. Centers shall recover Other Student Indebtedness as specified below and in R3.c. above.

1. Reimbursement for lost or damaged government property, with total indebtedness against a student not to exceed $500. Student reimbursement for property loss or damage shall not exceed 50% per pay period as a deduction against student's basic living allowance. Center operators shall apply such student reimbursements as offsets to be credited to the contract or interagency agreement and used to repair and replace damaged property or for other allowable costs. Any balance remaining due from the student at time of separation may be deducted from any transition payment due to the student. Thereafter, any remaining balance due shall be treated as uncollectible.

2. Center-imposed disciplinary fines may be collected from the student after the student receives his or her biweekly living allowance, not to exceed $5 per pay period. Such fines shall be paid to the student benefit fund. Disciplinary fines may not be collected from any source other than a student's biweekly living allowance.

R4. Allotments

Centers shall initiate allotments for those students who desire to make a support payment for dependents in accordance with Exhibit 6-2 and the following criteria:

a. An allotment may be initiated by a student who has a child(ren) who draws substantial support from the student. The student must provide proof of dependency.

b. Allotment amounts shall be matched by the government at 5 times the amount of the allotment.

c. Allotments shall be paid according to procedures specified in Exhibit 6-2.

d. Students shall be advised that the basic living allowance and transition payment will be reduced by the amount of their designated allotment(s).

QUALITY INDICATORS

Q1. Students can explain the allowance system and the relationship of their achievements to the transition payment they may receive at separation.

Q2. Students understand what they must achieve to be eligible to receive a transition payment.

Q3. Students are aware of the requirements to avoid forfeiture of a transition payment.

6.3 STUDENT RECORDS MANAGEMENT

PURPOSE

P1. To ensure accurate documentation of the services provided, skills acquired, and benefits provided to students.

P2. To establish uniform systems for the maintenance and disposition of student records.

P3. To ensure that a student's right to privacy is safeguarded.

REQUIREMENTS

R1. Records System

Centers shall develop and maintain a uniform records system to accurately document and regularly update the following types of information, services, and accomplishments for each student during enrollment as specified in the designated chapter:

Administrative Records (enrollment data, allowances and allotments, leaves and absences)	Chapter 6
Career Preparation and Development Records	Chapter 2 Chapter 3
Health History and Services	Chapter 6
Personal and Social Development Records	Chapter 3
Career Transition Information	Chapter 4

R2. Student Personnel File

Centers shall maintain for each student throughout enrollment a personnel file, which shall include the following documents:

a. Folder Inventory Form

b. Student Job Corps Data Sheet (ETA 6-52)[1] and required enrollment forms

c. Record of Issue/Spent Clothing Allowance

d. Designation of Beneficiary (SF 1152)

e. Zero Tolerance for Violence and Drugs Certification

f. All hard copy verification documentation supporting pay and leave status, including parental pass consent for minors. Leave requests shall be maintained electronically in CIS.

g. Informed Consent to Receive Mental Health and Wellness Treatment

[1] Form generated through OASIS (Outreach and Admissions Student Input System). For forms requiring signature, a signed copy shall be maintained in the student personnel file.

h. Equal Opportunity Notice (Exhibit 6-11)

R3. Separation

At the time of a student's separation from Job Corps, centers shall:

a. Combine all records listed below pertaining to that student into a single record and store it in a central location on center. Records of separated students shall contain documents as specified below:

1. All records indicated in R2 above
2. Final Student Profile (ETA 6-40)
3. Health Record (SF 93)
4. Copy of official General Educational Development (GED) certificate or if not available, passing scores, or high school diploma (HSD) earned while in Job Corps
5. Notice of separation from CIS
6. Original Training Achievement Record (TAR)
7. Tests of Adult Basic Education (TABE) – Answer Sheets (when the TABE is not administered online) or the Student Testing System (STS) Testing Tickets
8. Documentation supporting disciplinary separation

b. Provide a copy of the student's Job Corps consent for release of information as part of ETA Form 652 to the career transition contractor within 5 working days of separation. Information from confidential files shall not be released to career transition contractors.

c. Maintain the permanent student record on center for at least 3 years, at which time they will be retired to the Federal Records Center, as directed by the Regional Office.

R4. Student Death

In the event of a student's death, centers shall forward the entire record to the National Office of Job Corps within 10 days. The record shall include the sealed health record, death certificate, relevant counseling notes and records, and autopsy and chemical analysis report if received.

R5. Confidentiality of Student Records

Centers and Outreach and Admissions/Career Transition Services (OA/CTS) contractors shall safeguard and ensure the confidentiality of student personal information contained in records as well as verbal and written communications, in accordance with federal, state, and local law, and as specified in Appendix 601 (Student Rights to Privacy and Disclosure of Information).

R6. Access to Student Records

Centers and OA/CTS contractors shall provide students and parents/guardians of minors with access to their records on request. Access to medical records can be denied in accordance with the Notice (Exhibit 6-10) and Authorization (Chapter 1, Exhibit 1-3).

R7. Release of Information

Centers and OA/CTS providers shall respond to requests from former students or third parties for information concerning their enrollments, upon receipt of a written, signed release of information, and in accordance with provisions of Appendix 601. This shall apply as long as the center has custody of the record.

R8. Freedom of Information Act Requirements

Centers and OA/CTS contractors shall respond to requests for disclosure of personal information about students in accordance with the Freedom of Information Act as specified in Appendix 601.

R9. Subpoenas for Student Records

Centers and OA/CTS contractors shall forward all subpoenas to produce a student record or to testify regarding a student record to the Regional Office.

QUALITY INDICATORS

Q1. Students and staff understand and respect confidentiality of student information.

Q2. Requests for information are responded to in a timely and professional manner.

Q3. Student records accurately identify and document student progress and achievement.

6.4 STUDENT ENROLLMENTS, TRANSFERS, AND SEPARATIONS

PURPOSE

P1. To establish a uniform system that enables centers to enroll new students and account for the transfer of students from one Job Corps center to another.

P2. To establish criteria for the transfer of students between centers.

P3. To establish a standard system that clearly defines the types of separation codes to be used for record keeping and data processing at the end of a student's enrollment in the program.

REQUIREMENTS

R1. Enrollments

Centers shall:

a. Accept for enrollment all assigned new or transfer students who arrive at the designated arrival point or who report to the center. Students who depart for the assigned center on government-furnished transportation and do not reach the center are not considered arrivals.

b. Upon arrival, enroll the student by creating a student record in CIS in accordance with procedures in the CIS documentation. The enrollment date is the scheduled date of departure, provided that the student followed his or her travel itinerary. If the student intentionally changed the itinerary, the date of enrollment shall be the date of arrival on center.

R2. Transfers

Centers shall:

a. By mutual agreement with another center and with notification of the Regional Office, arrange for the transfer of a student, including travel arrangements, if the student meets one or more of the following conditions:

1. Is interested in and qualified for a training program not available at the current center.
2. A change in environment or associations for the student will enhance the chances for graduation.
3. Appeal of a disciplinary discharge is upheld and the Regional Director requests a transfer.
4. Has medical needs that cannot be met at the current center and facilities and services are available at another center.

b. The transferring center remains accountable for the student until the day he or she arrives at the receiving center.

R3. Enrollment Extensions

Centers shall:

a. Grant extensions of up to 1 additional calendar year of enrollment (not to exceed 3 calendar years total) to students enrolled in designated advanced programs (advanced career training or advanced training).

b. Request Regional Office approval to extend a student's 2-year enrollment limit for up to 6 months for the student to qualify for graduation. Maintain documentation of approval in the student's personnel folder.

R4. Separations

a. Centers shall establish an orderly system to process students separating from the Job Corps program which includes at a minimum:

1. Updating all student accomplishments in CIS, including attainment of General Educational Development (GED) and/or vocational completion.

2. Documentation of the reasons for the student's separation approved by the Center Director or designee, with the documentation filed in the student's personnel folder.

3. Arrangements for transportation for the student to the appropriate destination.

4. Notification of the parents/guardians of minor students regarding the student's separation status, date, and scheduled time of arrival home. Such notification must be documented.

5. A system to provide separating students with originals of any earned credentials, documentation of accomplishments, and contact information for career transition specialists and support staff at the student's destination.

6. Assignment of the student to a career transition services provider in the locale to which the student will return.

7. Written notification to the student of name, location, and phone number of career transition services providers.

8. Notification and transmission of student separation data to the Job Corps Data Center within 2 working days of the student's separation, in accordance with procedures in the CIS documentation.

9. Verification and update of student address and alternate contacts.

b. Each student's separation status and eligibility for career transition services shall be determined automatically by CIS based upon data entered regarding the student's accomplishments while enrolled, and in accordance with criteria shown in Chapter 4, Section 4.2, Eligibility for Services.

c. Centers shall enter separation codes for students in accordance with the following definitions and separation codes listed in the CIS documentation:

1. Orderly separation – Student has separated as scheduled and none of the following codes apply.

2. Maximum benefits separation – Formal determination has been reached through the student performance evaluation process that the student has achieved as much benefit from the Job Corps program as his or her abilities will allow.

3. Resignation separation – Student freely decides to quit Job Corps. Resignations must be accepted at any time a student requests unless he or she is pursuing it as a means of avoiding a disciplinary discharge. Students in AWOL status may not resign unless they return to center, or the student's duty status is changed from AWOL to another leave status in accordance with criteria enumerated in Exhibit 6-1.

4. Disciplinary separation – Student has committed a behavioral infraction or has an accumulation of behavioral infractions of such gravity that it disqualifies him or her from further enrollment in Job Corps.

5. Medical separation – Student is no longer able to participate in Job Corps due to medical, dental, or mental health reasons; documentation of the student's medical condition must be provided. If at the time of medical separation, the student is determined to be eligible for reinstatement once the medical condition is resolved, the student is then separated as a Medical Separation With Reinstatement rights (MSWR), and may be reinstated within 180 days.

6. Withdrawal of parental consent separation – The legally responsible parent/guardian withdraws permission/consent for enrollment of a minor student. The center must verify and document that the requesting parent has legal responsibility for the student.

7. Death separation – Student dies while enrolled in Job Corps.

8. Fraudulent enrollment separation – A determination has been reached, with the approval of the Regional Director or designee, that the student was ineligible for enrollment or that he or she became enrolled as the result of a significant screening error.

9. Absent Without Leave (AWOL) separation – A student is in AWOL status in excess of 6 consecutive training days, or 12 non-consecutive training days in a 6-month period. The effective date of separation is at 3 hours after the student's scheduled training day start time on the 7th or 13th day of absence, as applicable. The summer and winter breaks are considered paid non-training days. For students in AWOL status at the onset of the break, the count of AWOL days will be suspended and will resume on the first training day following the break. Note: If a student in AWOL status for 6 consecutive training days or 12 non-consecutive training days in a 6-month period, reports on the 7th or 13th day (as applicable) within 3 hours of their scheduled training day start time, the student will not be separated as AWOL.

10. Administrative Separation With Reinstatement (ASWR) – For temporary or anticipated long-term center closure when designated by the Regional

or National Office, and for students who are called to active military duty and must temporarily suspend their participation in Job Corps.

11. Withdraw HIPAA consent – If the student or parent/legal guardian of a minor student revokes the HIPAA consent.

R5. Re-enrollments

Centers shall effect reinstatements or re-establishments of students according to the following:

a. Reinstatement shall be used to expedite the return to active participation of a student who was separated for medical reasons with reinstatement rights (MSWR) or administrative separation with reinstatement rights (ASWR). Reinstatement is a resumption of the previous enrollment, not a new enrollment. Reinstatement is effective the date the student physically reports back to the center. To qualify for reinstatement under MSWR, the student must:

1. Return within 180 days from separation date.
2. Provide documentation showing resolution of the medical condition and ability to participate in the program.

To qualify for reinstatement under ASWR, the student must:

1. Return within 12 months from separation date.
2. Provide appropriate military documentation, if the separation reason was a call to active military duty.

b. Re-establishment shall be used, with approval from the Regional Office, to return to active participation a student who:

1. Received disciplinary discharges that were overturned by the Regional Office.
2. Was separated due to arrest for a felony or misdemeanor charge and was later exonerated.
3. Was separated because of clerical error.

Re-establishment is a resumption of the previous enrollment, not a new enrollment. Re-establishment is effective the date the student physically reports back to the center and must be documented in the student's personnel file. For re-established students who were separated because of clerical errors, the student will be retroactively placed on paid leave under the Not Present for Duty – Separation in Error leave type as indicated in Exhibit 6-1. For re-established students who were separated because of disciplinary charges or due to an arrest, the student will be retroactively placed in a Not Present for Duty – Disciplinary Overturn leave type, in either paid or unpaid status, as determined by the Regional Office.

QUALITY INDICATOR

Q1. Student separation transactions are processed in a timely and accurate manner.

6.5 STUDENT CLOTHING

PURPOSE

P1. To ensure that students are adequately clothed to participate in the Job Corps program.

P2. To assist students in building a wardrobe that will be suitable for their chosen career fields.

REQUIREMENTS

R1. Student Clothing

Centers shall:

a. Issue, at no cost to the student, uniforms, specialized and safety equipment, and clothing necessary for a student to participate in career technical training. Such clothing and equipment shall meet safety and health requirements and industry standards so that the student is able to function comfortably and effectively in all weather conditions.

b. Issue, but retain as government property, such clothing and safety equipment that is determined to be serviceable and that can be sanitized.

c. Issue, for retention by the student, safety shoes and other items that cannot be sanitized.

R2. Cash Clothing Allowance

Centers shall establish a system to provide clothing allowances for students in the amounts indicated and according to the time schedule shown below:

Time Period	Amount
Between 30 and 90 days	$100
Between 90 and 270 days	$100 additional
Between 270 and 365 days	$117 additional
TOTAL FOR YEAR 1	$317
Between 14 and 18 months	$103 additional
TOTAL FOR YEAR 2	$103
Between 26 and 30 months	$103 additional
TOTAL FOR YEAR 3	$103

The first cash clothing allowance for students shall be used by centers, rather than provided directly to students, to purchase or supply to students the uniform(s) required for student participation in academic and career technical training. Subsequent cash

clothing allowances for students, after the initial one, shall be given to the students in the form of cash or coupons for shopping off center for appropriate clothing.

a. Students transferred to advanced programs before the end of the first year of enrollment shall receive the balance of the first year cash clothing allowance prior to transfer. Students transferred after the start of the second year of enrollment shall receive the balance of the second year cash clothing allowance prior to transfer.

b. For students reinstated less than 1 year after the prior separation, the amount of clothing allowance previously provided shall be subtracted from the maximum allowance authorized during the current enrollment. Students reinstated after 1 year shall be considered new enrollees for clothing allowance purposes.

R3. Emergency Clothing

Centers shall provide for emergency clothing needs and deduct the amount provided from the student's clothing allowance.

R4. Dress Code/Clothing Selection

Centers shall develop a Student Dress Code that reflects center policy regarding appropriate dress as well as the Job Corps Student Dress Standards. Outreach and Admissions staff must include each center's specific dress code and use of uniforms as part of their presentation to applicants on Job Corps policies and requirements. The dress code should be published in each center's Student Handbook and include the following minimum expectations for general student, academic classroom, career technical classroom, and off-center dress:

a. General Student Dress Standards:

1. Pants must be appropriate in size and worn at the waist at all times.

2. Clothing depicting violent or nude scenes, and clothing bearing profanity, references to drugs and alcohol, or otherwise provocative or inappropriate slogans, will not be permitted at any time.

b. Academic Classroom Dress Standards:

1. To allow students the opportunity to use the clothing in real work situations, the academic uniform should be without a center logo, a Job Corps logo, or any type of printing.

2. Shoes are to be neat, clean, laced and tied, and free of graffiti or markings.

c. Career Technical Skills Classroom Dress Standards:

1. If career technical skills uniforms are issued, they should always be worn during career technical class hours.

2. Uniforms will be neat and clean, without tears or holes, and free from markings.

3. Pants will be belted, properly fastened, and worn at the waist.

4. Clothing must be appropriate in size and worn at the proper body position. No undergarments of any kind may be visible.

5. Shoes will be issued with regard to safety issues. Where safety shoes are not required, the choice of shoes will be a standard that would appear in the workplace for that particular vocation. All footwear will be clean, polished, tied, and free of graffiti or markings.

6. For business vocations (e.g., business clerical, accounting technician, medical records assistant, computer repair, retail sales), either the academic outfit or career technical uniform (if issued) may be worn. Acceptable vocational (business) attire includes: business dresses (knee length), dress pants (worn at the waist), business shirts, pant suits, or skirts (knee length). Shoes are to be clean, polished and tied, and free of graffiti or markings.

d. Off-Center Activities Dress Standards:

1. Students are expected to represent themselves as models and representatives of the center, the Job Corps program, and the Department of Labor. All elements of the dress standards will apply (see those described in R4.a–c above).

Centers shall provide guidance to students regarding appropriate types of clothing for the workplace in their chosen fields, and centers shall ensure that purchases made by students with their cash clothing allowance are for interview- and work-appropriate clothing.

R5. Documentation

Centers shall maintain records and receipts in each student's personnel file for each clothing purchase. Such records shall include a signed receipt for all clothing allowances issued to the student. Form ETA 6-105 may be used for this purpose. The purchased amount shall be entered into the student's record in CIS.

R6. Inventory

Centers shall:

a. Conduct and record an inventory of clothing and other personal effects when a student enters the residential program, and update the inventory after each clothing issue or purchase.

b. Inventory and secure a student's clothing and personal effects when the student is absent from the center without permission for more than 24 hours.

R7. Welcome Kit

Upon arrival, centers shall provide each residential student with the following personal items at no cost to the student:

a. Towels and wash cloths

b. Laundry bag

c. Toiletries

QUALITY INDICATORS

Q1. Students are able to describe appropriate attire for their career fields.

Q2. Student clothing purchases are appropriate for career and leisure time needs.

Q3. Center record-keeping systems appropriately account for disbursement, receipt, and proper expenditure of clothing allowance funds.

Q4. Student clothing inventories accurately reflect student belongings.

6.6 STUDENT TRANSPORTATION

PURPOSE

P1. To establish a system to provide students with economical and expedient transportation while enrolled in the program.

REQUIREMENTS

R1. Government-Furnished Transportation

Centers shall provide Job Corps students with government-furnished transportation in accordance with procedures issued by the Regional Office, under the conditions and circumstances shown in Exhibit 6-3 (Student Transportation).

R2. Travel Costs

Centers shall develop a system to provide economical transportation to students while enrolled which includes the following features:

a. Use of federal credit cards or other means as prescribed by the Regional Office to assure students arrive at their scheduled destinations using the safest, most economical mode of travel.

b. Provide the student with $5.00 for each meal period that is missed due to travel.

R3. Unused Ticket Recovery

Centers shall develop a system to promptly identify and report any unused, lost, or stolen travel tickets in accordance with Regional Office direction. Such tickets shall be returned to the issuing agency for credit to the government-travel account. When tickets are not returned or used, the center shall document the amount of the ticket that is to be deducted from the student's allowance.

R4. Local Transportation

Centers shall:

a. Provide transportation to and from the center daily for nonresidential students.

b. Provide transportation to and from the center's designated arrival point for students using government-paid transportation.

c. Provide transportation for students to and from off-center training, work-based learning, and off-center activities.

R5. Staff Travel

Centers shall ensure that staff travel expenses for escorts and other purposes are paid from center operating funds.

R6. Transportation for Dependent Children

Centers shall provide government-paid transportation to and from home to children who participate in Job Corps Residential Parent/Child programs. Such transportation shall be authorized to the same extent as it is allowed for their parents.

R7. Student Vehicles

Centers shall not permit residential students to keep personal vehicles at Job Corps centers.

QUALITY INDICATORS

Q1. Unused student travel tickets are recovered and credited to the government account.

Q2. Travel arrangements do not require students to travel in unsafe situations.

6.7 FOOD SERVICE

PURPOSE

P1. To ensure that students receive well-balanced, nutritious meals, which enable them to remain healthy throughout their participation in the program.

REQUIREMENTS

R1. Meal Service

Centers shall provide food services to students, to include:

a. Three meals per day, except on holidays and weekends, when two meals are acceptable. No more than 14 hours shall elapse between meal services.

b. Snacks available to students on weekends and holidays.

c. Meals that meet daily nutritional guidelines and include at a minimum:

1. Choice of two entrees at lunch and supper of protein foods.
2. Five servings of vegetables and/or fruits daily.
3. Four servings of grain products.
4. Four servings of milk.
5. Two vitamin C foods and sources of iron daily, and one vitamin A food every other day.

d. A minimum of a 28-day cycle cafeteria menu.

e. Meals and food items that meet the dietary needs and desires of a diverse population, including ethnic, vegetarian, low-fat alternatives, etc.

f. Meal service to accommodate students with special needs.

g. Meal service consistent with schedules for work-based learning, off-center activities, late arrivals, etc.

R2. Dining Environment

Centers shall:

a. Operate a dining room and serving and meal preparation areas that are clean, attractive, and comply with state/local (whichever is stricter) food handling and sanitation standards for the food service industry.

b. Post the most recent environmental health inspection report at the serving line entrance.

R3. Food Service Staff Health

Centers shall ensure that kitchen and dining hall staff comply with state or local food handling requirements, per Chapter 5, Section 5.13, R4.

R4. Food Service Management and Control

Centers shall develop procedures for ordering, purchasing, receiving, storing, inventorying, and issuing food products that ensure:

a. Prevention of fraud and abuse.

b. Protection of food and food preparation equipment and areas from contaminants, insects, and rodents.

c. Safe and sanitary handling and storage of food.

R5. Student Input

Centers shall develop procedures to obtain student input into the planning and evaluation of the content and quality of the meals and service provided.

R6. Staff/Visitor Meals

Centers shall provide staff and visitors access to meal service during regularly scheduled serving periods. All non-students shall be charged (unless prior Regional Office approval is granted) a price, which covers cost of food and its preparation.

QUALITY INDICATORS

Q1. The dining hall is clean and well maintained and provides a pleasant dining atmosphere.

Q2. Students have input into meal planning.

Q3. Students are satisfied with the center food service.

6.8 STUDENT CIVIL RIGHTS, INCLUDING RELIGIOUS RIGHTS, AND LEGAL SERVICES

PURPOSE

P1. To ensure the protection of students' civil rights, including religious rights, and promote an environment free from discrimination and harassment.

P2. To provide students with access to legal assistance.

P3. To provide students with the opportunity to exercise their religious rights.

REQUIREMENTS

R1. Student Rights

a. Centers and Outreach and Admissions/Career Transition Services (OA/CTS) contractors shall inform all applicants and students of their rights and protections regarding civil rights, including disability accommodations (see R2 below), sexual harassment (see R3 below), religious rights (see R4 below), and nondiscrimination (see Appendix 602). At a minimum, centers and contractors must provide applicants and students with the equal opportunity notice set forth in 29 CFR 37.30 (see Exhibit 6-11). The notice must be included in each student's file, and provided in alternate formats upon request to applicants and students with visual impairments. Where an alternate-format notice has been provided, a record that such a notice has been given must also be made a part of the student's file.

b. Staff Training

Job Corps centers must ensure that all Job Corps center staff are fully apprised of, and annually trained in, requirements regarding civil rights, including religious rights. See Chapter 5, Exhibit 5-4.

R2. Disability Accommodations

a. Accommodations for Applicants and Students With Disabilities

All applicants and students with disabilities must be provided the opportunity to request and receive reasonable accommodation in accordance with Section 188 of the Workforce Investment Act of 1998, Section 504 of the Rehabilitation Act of 1973, and their implementing regulations.

b. Definition of Disability

For accommodation purposes, a disability is defined as a physical or mental impairment that substantially limits one or more of a person's major life activities.[2] Appendix 605 contains information explaining this definition, and related requirements, in detail. Whether a particular person has an impairment

[2] Applicants and students who have a record of a disability, or who are regarded as having a disability, are protected from discrimination by federal disability nondiscrimination laws. However, the laws do not entitle these people to the positive actions, such as reasonable accommodations, that must be provided to applicants and students with actual, current disabilities.

that satisfies this definition, and whether a specific accommodation is appropriate for a particular person, must be determined on a case-by-case basis by someone with appropriate expertise in the field.

R3. Sexual Harassment Training

Centers shall provide students regular proactive education on sexual harassment, appropriate behavior, appropriate staff/student boundaries, and consequences.

R4. Religious Activities / Treatment of Religious Organizations

Job Corps places a high value on the right of students in the Job Corps to exercise their religious freedom. As detailed in R4.a–h below, Job Corps centers are required to allow students to engage in religious activities on center.

In implementing this requirement, Job Corps centers must not discriminate among students on the basis of religion, religious belief, or lack thereof. Therefore, Job Corps centers must remain neutral in their treatment of various religions; must not require or, based on religion, prohibit participation by any student in religious activities; and must neither encourage students in, nor discourage students from, belief in religion generally, or in any particular religion.

a. Respect for Religious Rights

Job Corps centers must ensure that each student has the right to worship, or not worship, as he or she chooses.

b. Religious Activities Permitted on Center

1. Job Corps centers must permit students to express their views related to religion and to exercise their right to religious freedom. Job Corps centers must permit residents to engage in voluntary religious activities, including holding religious services, on center. Reasonable time, place, and manner restrictions may be imposed, however.

2. Job Corps centers must inform students about their rights to engage in religious activities on center. To the extent applicable, centers must also develop, and inform students about, procedures for scheduling (and monitoring, where appropriate) religious activities to ensure equitable allocation of space and other center resources. In preparing the calendar of recreational events and activities required by Chapter 3, Section 3.18 (Recreational and Leisure Time Activities), R1.a, centers must include those on-center religious services that are open to all students and/or supervised by Job Corps staff.

c. Religious Accommodations

1. Centers must develop, and inform students how to access, procedures for requesting religious accommodations (for example, special diet or exemption from center activities or rules for religious reasons).

2. If a center denies a request for a religious accommodation, the center must:

(a) Explain to the student the reason for the denial, and any appeal rights and procedures; and

(b) Create and keep a record describing the request, indicating that the request was denied and explaining the reason for the denial.

d. Transportation to Local Religious Facilities

Job Corps centers may provide students with transportation to and from local religious facilities. The decision whether to provide transportation to a particular facility must not be based on religion. However, Job Corps centers may impose reasonable time, place, and manner restrictions. For example, a Job Corps center may decide that it will provide transportation only to facilities that are located within a particular distance from the center. If Job Corps centers choose to provide transportation to religious facilities, these centers must develop, and inform students about, procedures for requesting such transportation. Note: Providing such transportation does not relieve Job Corps centers of the obligation in R4.b above to permit students to engage in voluntary religious activities on center.

e. No Discrimination on the Basis of Religion

In providing Job Corps services, Job Corps centers must not discriminate against or favor a current or prospective student on the basis of religion or religious belief or lack thereof. This requirement does not preclude Job Corps centers from accommodating religion or religious belief (e.g., permitting exemptions from certain Job Corps center rules for students based on religious reasons) nor does it require Job Corps centers to give similar treatment or exemptions to students who desire "accommodations" for reasons unrelated to religion or disability (see R2 above for information about accommodating students with disabilities). Job Corps centers are permitted to supervise on-center religious activities as appropriate to maintain good order and discipline, so long as Job Corps centers do not rely upon the religious (or nonreligious) nature of an activity, or student gathering, in choosing which activities or gatherings to supervise.

f. Prohibited Activities

The following activities are always prohibited on center, regardless of any religious motivation.

1. Acts of violence
2. Animal sacrifice
3. Performance of curses, hexes, or other rituals or actions intended to harm others
4. Public nudity
5. Acts of self-mutilation or infliction of bodily harm
6. Use or display of weapons
7. Exclusion by race, ethnicity, color, or national origin

8. Sexual acts

9. Use, possession, or sale of controlled substances as defined under the Controlled Substances Act; being under the influence of, using, or possessing any narcotic drugs, hallucinogens, marijuana, barbiturates, or amphetamines; operating a motor vehicle while under the influence of alcoholic beverages; and being under the influence of or using alcoholic beverages

10. Possession of unauthorized goods, as defined in the Job Corps regulations at 20 CFR 670.120, which include:

    (a) Firearms and ammunition

    (b) Explosives and incendiaries

    (c) Knives with blades longer than 2 inches

    (d) Homemade weapons

    (e) All other weapons and instruments used primarily to inflict personal injury

    (f) Stolen property

    (g) Drugs, including alcohol, marijuana, depressants, stimulants, hallucinogens, tranquilizers, and drug paraphernalia except for drugs and/or paraphernalia that are prescribed for medical reasons

    (h) Any other goods prohibited by a center operator in a student handbook

11. Coercion or harassment of anyone based on religion or lack thereof

g. When Federal Support May Be Used to Support Inherently Religious Activity

Except as described in this PRH, Job Corps centers must not use direct federal support for inherently religious activities such as worship, religious instruction, or proselytization.

At Job Corps facilities where there is such a degree of government control over the program environment that religious exercise would be significantly burdened absent affirmative steps by Job Corps operators (such as at isolated Job Corps facilities), program officials may take affirmative steps to ensure that program beneficiaries are able to exercise their religious freedom, including the use of direct federal support to provide access to religious services and activities where necessary to ensure the opportunity for exercise of religious rights. Indirect federal support – e.g., support received due to the exercise of genuine and independent choice by a Job Corps student – is not subject to these restrictions on providing Department of Labor (DOL) support to inherently religious activities.

Note: Center supervision of students engaged in religious activities and gatherings, to the extent such supervision occurs in a manner consistent with center supervision of students engaged in nonreligious activities and gatherings, does not constitute federal “support” for religious activities.

h. Religious Organizations Must Be Treated on a Basis Equal to That of Other Organizations

Religious organizations are eligible on the same basis as any other organization to participate in Job Corps programs or activities. Job Corps centers must not discriminate against or favor an organization on the basis of the organization's religious character or affiliation or lack thereof. Religious organizations that participate in Job Corps programs must be permitted to maintain their religious identity. Religious organizations are permitted to use their facilities to provide services to Job Corps without removing or altering religious art, icons, scriptures, or other religious symbols from those facilities.

R5. Applicant/Student Complaints

Job Corps centers must develop and implement systems to respond to complaints of discriminatory treatment of students or applicants, or violation of civil or religious rights (including religious rights), which include the following features:

a. A designated, trained equal opportunity officer who will:

1. Assist students and applicants in filing complaints with the center or with the DOL Civil Rights Center (CRC).
2. Attempt to informally resolve complaints filed with the Job Corps center.
3. Document all complaints filed with the Job Corps center (including keeping a complaint log) and all actions taken in connection with complaints.
4. Provide center-wide training and publicity.
5. Ensure that student complainants are not subjected to retaliation or other adverse treatment.
6. Provide written notice of students' right to file complaints, and written guidance to assist students in filing complaints.
7. Advise students of appeal rights and procedures.
8. Serve as the center's liaison with CRC.
9. Monitor and investigate the Job Corps center's activities to make sure the center is complying with its nondiscrimination and equal opportunity obligations.
10. Report directly to the appropriate official about equal opportunity matters.
11. Undergo training to maintain competency.

b. Complaint resolution procedures as specified in Appendix 602 (Civil Rights and Nondiscrimination).

R6. Access to Legal Services

Job Corps centers must provide students with information about the availability of legal assistance within the community at no cost to Job Corps, for those charged with a felony or misdemeanor.

R7. Student Legal Obligations

Job Corps centers must assist students in resolving minor legal obligations and civil fines or court-ordered restitution.

R8. Student Tort Claims

Job Corps centers must:

a. Advise students of their status as federal employees for purposes of the Federal Tort Claims Act, 28 CFR Part 15 and 20 CFR 670.905.

b. Assist students in submitting claims to the Regional Office for damage, loss, or destruction of personal property, when the property is under the control and custody of the center, in accordance with the Federal Tort Claims Act, 28 CFR Part 15, in accordance with procedures described in Appendix 602.

QUALITY INDICATORS

Q1. The environment is free of harassment, intimidation, and discrimination.

Q2. Students understand their rights and can describe the process for making a complaint of discrimination or harassment.

Q3. Students understand and are satisfied with their ability to exercise their rights to religious freedom on and off center.

6.9 STUDENT SUPPORT SERVICES

PURPOSE

P1. To provide students with the opportunity to exercise their voting rights.

P2. To ensure that students receive basic support services necessary for a comfortable enrollment.

REQUIREMENTS

R1. Voting Rights

Centers shall develop and implement procedures to assist students to vote locally or by absentee ballot.

R2. Use of Students During Emergencies

Job Corps centers shall, as necessary, provide emergency assistance if requested by public officials when there is a threat of or an actual natural disaster.

All students used during these situations must be volunteers and be at least 18 years old or have parental consent to participate.

a. Except during community-wide relief activities, no student shall participate in emergency relief on private property or where the actions would result in private profit.

b. No student shall participate in emergency relief connected with labor shortages, strikes, riots, or civil disturbances.

R3. Forest Fire Suppression Activities

Centers shall allow students to participate in forest fire suppression and camp crews when the student:

a. Has completed a fire control training program.

b. Is at least 18 years old and in good physical and mental condition; however, minors may participate on camp crews with non-suppression duties in accordance with agency policies.

c. Is paid by the benefiting organization at the same rate and provided with the same rotational schedule as other firefighters.

d. Works in mopping-up no more than 5 days after the fire is controlled.

e. Works no longer than a total of 3 weeks, without Regional Office approval.

f. Is counted as present for duty.

R4. Laundry Services

Centers shall provide adequate laundry facilities and supplies to residential students at no cost to the student, and training to students in the proper use of laundry equipment.

R5. Mail Services

Centers shall establish a secure, confidential, and prompt system for the receipt and distribution of mail and packages through the U.S. Postal Service and commercial delivery services.

R6. Telephone Services

Centers shall arrange for a sufficient number of pay telephones for student use. The establishment of toll-free numbers is not contract reimbursable and can not be paid for with Job Corps funding.

R7. Linen and Bedding

Centers shall provide adequate linen and bedding for all residential students.

QUALITY INDICATORS

Q1. Students are satisfied with their opportunities to vote.

Q2. Students feel that support services are adequate for a comfortable stay in Job Corps.

6.10 STUDENT HEALTH SERVICES

PURPOSE

P1. To assist students in attaining and maintaining optimal health by providing basic on-center health services to include promotion, prevention, assessment, intervention, treatment, and follow-up.

P2. To educate students on how to maintain a healthy lifestyle, which will contribute to their ability to retain employment.

REQUIREMENTS

R1. Health and Wellness Program

Centers shall provide basic[2] medical services to students. The Health and Wellness program shall include the following components:

a. A cursory health evaluation,[3] including cursory oral examination and a medical history (SF 93), within 48 hours of arrival on center. Such evaluation shall be conducted by a qualified health professional designated by the center physician.

b. A complete entrance physical examination[4] (SF 88) and a review of the medical history within 14 days. The cursory evaluation, with the exception of the required entrance laboratory testing, may be omitted if the physical examination is conducted within 72 hours of a student's arrival on center. The physical examination must be provided by the center physician or other qualified[5] health professional(s) designated by the center physician.

1. If a student refuses any part of the entrance physical examination not subject to waiver (Section 6.12, R7, Waiver of Medical Care), it may be deferred until after counseling, but no longer than an additional 48 hours beyond the scheduled physical exam. If the student continues to refuse, he or she shall receive a disciplinary separation.

2. When indicated, the center shall furnish one pair of glasses that meet American National Standards Institute (ANSI) standards.

3. Contact lenses shall be provided if clinically indicated. Students who lose or damage glasses provided by Job Corps shall replace them at their own expense.

4. Students identified as having chronic health problems during the cursory or entrance physical shall be monitored as directed by the center physician or other appropriate center health care provider.

[2] For a description of basic services, refer to Exhibit 6-4 (Job Corps Basic Health Care Responsibilities).
[3] Reinstated and transfer students are exempt from the cursory health evaluation/physical examinations.
[4] Near and distant vision screening, color vision screening, and hearing screening shall be part of the initial physical examination.
[5] As determined by the center physician who authorizes the activity by personal authorization in a written standing order.

c. Laboratory tests within the time frames shown below:

Entrance Laboratory Testing Requirements	Required Time Frame
HIV Antibody Test	Within 48 hours after arrival (see waiver condition, Section 6.12, R7)
Syphilis Serology	Optional[6]
Hemoglobin or Hematocrit	Within 48 hours after arrival
Sickle Cell Screening **(must be offered to all at-risk students)**	Within 48 hours after arrival
Urinalysis (dipstick) for Glucose/Protein	Within 48 hours after arrival
Drug Screen (urine)	Within 48 hours after arrival

Entrance Laboratory Testing Requirements—Males Only	Required Time Frame
Urinalysis (dipstick) for leukocyte esterase (gonorrhea screen)	Within 48 hours after arrival
Chlamydia Testing (urine)	Within 48 hours after arrival
Gonorrhea Testing if leukocyte esterase screen is positive (urine)	Within 48 hours after arrival

Entrance Laboratory Testing Requirements—Females Only	Required Time Frame
Pregnancy Test (urine)	Within 48 hours after arrival
Pap Smear (if pelvic exam is waived, Pap smear is not required)	Documentation of Pap smear results obtained within 6 months prior to arrival on center is acceptable, but Chlamydia and gonorrhea testing are still required
Chlamydia Testing (endocervical or urine) Gonorrhea Testing (endocervical or urine)	At time of pelvic exam (see waiver condition, Section 6.12, R7)

[6] Center physician may choose to continue screening for syphilis on entry if there is a significant prevalence in the center population.

d. Immunizations

Centers shall immunize students for the following as directed by the National Office of Job Corps. If indicated, the following immunizations shall begin within 14 days after a student's arrival and shall be documented on the Job Corps Immunization Record (see the Job Corps Forms Handbook on the Job Corps Community Web Site). Students who arrive with documented current immunizations are exempt from this requirement.

1. Tetanus and diphtheria toxoid (Td)
2. Inactivated polio vaccine (IPV) for students under age 18 years
3. Measles, mumps, and rubella vaccine
4. Hepatitis B vaccine series

   At a minimum, hepatitis B vaccine shall be provided to health personnel and health occupations training students. Vaccination consent/declination must be documented in the staff member's personnel file or student health record. Vaccination of health occupations training students must begin 6 weeks prior to on-site clinical work experience.

Refer to TAG B: Immunizations and Communicable Disease Control, for optional immunizations that may be recommended but not required by the center physician, based upon availability.

e. A tuberculosis skin test (Mantoux) is required of all new students who do not have documented proof of a previous negative Mantoux test taken within the last 12 months. Annual tuberculin testing should be done for students in health occupations and for students at increased risk of infection. In addition, students in health occupations shall receive a Mantoux prior to clinical work experience in accordance with state or local health department requirements.

Results of tuberculin skin testing should be interpreted without regard to a prior history of BCG vaccination.

Refer to Treatment Guidelines in TAG M: Health Care Guidelines, for management of students with a positive Mantoux test.

f. A daily walk-in clinic outside of the training hours for students to receive routine health care.

g. An appointment system for follow-up during the training day.

h. An off-center specialist referral system.

i. A 24-hour emergency care system, to include on-center CPR and first aid and written arrangements for off-center medical, dental, mental health, and inpatient care.

j. Explain and have the student sign, on the first visit to health services, the Notice describing how medical information about students may be used and disclosed, and how students can get access to this information. See Exhibit 6-10.

R2. Oral Health and Wellness Program

Centers shall provide basic dental services, to include the following:

a. Cursory oral examination within 48 hours after arrival on center unless it is included as part of an entrance physical examination within 72 hours. Serious dental conditions must be referred to the center dentist immediately.

b. A mandatory oral examination, to include four bite-wing x-rays, shall be completed and recorded on the SF 603 and SF 603A by the center dentist between the 45th and the 75th day.

c. Restorative and prophylactic treatment shall be prioritized. Dental care beyond the mandatory oral examination is voluntary.

d. Job Corps shall not pay for student orthodontics. Students arriving on center with orthodontic appliances must provide documented evidence that a treatment plan is in place for continued care and evidence that cost of continued treatment and transportation related to treatment is the responsibility of the student, parent, or legal guardian.

R3. Mental Health Program

Centers shall provide basic mental health services, as described below:

a. The general emphasis of the mental health program must be on prevention, early detection, identification of mental health problems, short-term counseling for manageable conditions, and crisis intervention (such as for rape, death, or other serious loss, or emotional reaction to HIV test).

b. A written referral/ feedback system shall be established.

c. In the event of a mental health emergency, the mental health consultant or the center physician shall conduct a mental health evaluation as soon as possible, and when necessary, refer the student for psychiatric care. If the physician or mental health consultant is not available, the student shall be referred immediately to the emergency room of the nearest medical facility. If there is a life-threatening situation, 911 or the emergency response team should be called.

d. Students who are a danger to self or others must be supervised continuously until the disposition of their case is resolved.

e. Students stabilized on psychotropic medication shall be accommodated if judged not to be a danger to themselves or others by the center mental health consultant and center physician (with advice of a consulting psychiatrist, if appropriate) and approved by the Center Director.

f. Information exchange shall occur through regular case conferences with the mental health consultant and other appropriate staff based on individual student needs.

QUALITY INDICATORS

Q1. Students are aware of the center's health care delivery system and understand how to seek on-center health care.

Q2. Students demonstrate a clear understanding of their individual health condition and treatment prescribed.

Q3. Students' health status will be maintained or improved while they are at Job Corps.

6.11 RELATED HEALTH PROGRAMS

PURPOSE

P1. To provide prevention and intervention services and short-term treatment that will enhance student participation in the program and employability.

P2. To promote healthful choices that will have a positive impact on student physical and emotional well-being.

P3. To provide students with information and skills that will allow them to make appropriate choices regarding their health care needs, and to demonstrate acceptable workplace behavior that will enhance their opportunity for employment.

REQUIREMENTS

R1. Trainee Employee Assistance Program (TEAP)

Centers shall:

a. Provide a TEAP program, which at a minimum shall include the following programmatic components:

1. Assessment
2. Intervention
3. Counseling
4. Relapse Prevention
5. Prevention and Education

b. Prohibit student possession and use of illegal drugs and unauthorized prescription drugs on and off center. In addition, the possession and use of alcohol is prohibited on center (refer to Chapter 5, Section 5.4, Personal Safety and Security, for sanctions relating to the possession, sale, or use of alcohol/drugs).

c. Students in the following categories shall be tested for drug and/or alcohol use:

1. New and readmitted students shall be tested for **drug use only** within 48 hours of arrival on center.

2. Students who are suspected[7] of using **alcohol or drugs** at any point after arrival on center (including 45-day probationary period); this testing shall take place as soon as possible after staff suspects use.

   Students who test positive on entry, or students who were initially negative but later tested positive on suspicion, or students who self refer. These students will be permitted the option of a medical separation with reinstatement (MSWR), allowing the student to return to Job Corps to complete his or her training within 6 months if he or she provides:

   (a) Proof of treatment and aftercare from a qualified provider.

[7] Reasonable suspicion includes (1) direct observation of alcohol or drug use or behavioral signs or symptoms suggestive of alcohol or drug use, or (2) reliable information that a student recently used alcohol or drugs.

(b) A negative drug screen result, which must be mailed to Job Corps directly from the testing site and be received within 10 days prior to the student's reinstatement to Job Corps.

3. An MSWR for drug dependency can only be given if the following conditions are met:

(a) TEAP specialist and Center Director agree that the student has a drug problem.

(b) TEAP specialist has a documented assessment of the student's drug problem by the TEAP specialist and the center mental health consultant.

(c) MSWRs can only be granted **prior** to any 45-day probationary/ intervention test. MSWRs cannot be granted in lieu of ZT separation when a positive 45-day probation/intervention test is reported.

Note: (1) Reinstated students shall not be subject to entry drug testing upon return to the center.

(2) Transfer students shall not be subject to drug testing upon arrival at receiving center.

Both reinstated and transfer students shall be subject to testing for drugs and alcohol upon suspicion of use only.

d. Students testing positive for **drug use**:

1. **New students and readmitted students not previously separated for drug use (ZT separation code 05.2a)** testing positive on entry shall be provided counseling and a second drug test, the results of which are received prior to the end of the 45-day probationary period.

To remain in the program, students testing positive on entry must have a negative drug test result within the 45-day probationary period.

If a probationary period takes place during a center vacation period (e.g., summer break, winter break), the probationary period is suspended and resumes the day the student is scheduled to return to the center (e.g., if a student is on day #30 of his or her probationary period at the time of the center vacation, the day count will be suspended at 30 days, and resume as day #31 the day he or she is due back on center). If a student does not report to the center on the day he or she is expected to return, the probationary period still resumes and the student is labeled AWOL.

Students AWOL on the day of their scheduled probationary test will be tested on the day the student returns to the center. If this drug test is positive and the results are not received before the end of the 45-day probationary period, the student will be separated under the ZT policy and the separation **will be counted** in the center's statistics. Students AWOL during the probationary period who never return to the center cannot be

separated under code 05.2a (a positive drug test is required for a 05.2a ZT separation); instead, the student shall be separated as AWOL.

2. Readmitted students previously separated for drug use (ZT separation code 05.2a) testing positive on entry or any time during their second enrollment at Job Corps, must be separated immediately without a 45-day probationary or intervention period. Such students shall not be allowed to reapply to Job Corps.

3. **Students who tested negative on entry,[8] but test positive on suspicion of drug use** any time after entry shall be given a 45-day suspicion intervention period, which shall begin on the day of collection of the specimen. To remain in the program, such students must have a negative drug test result within the 45-day suspicion intervention period. Students testing positive within the 45-day period shall be separated in accordance with the ZT policy specified in Chapter 3. During the 45-day suspicion intervention period, students in the driver's education program and student drivers who fall under DOT regulations are not permitted to drive. A second positive suspicion-of-drug-use test at any time thereafter will result in immediate separation in accordance with the ZT policy.

4. **Students testing positive for drug use based on a physician order**, to include testing conducted by an off-center medical facility, shall follow the same procedures outlined in step 3 above for positive suspicion tests (i.e., if this is the student's first positive drug test in Job Corps including the initial drug test, this positive test will result in a 45-day intervention period; if the student has previously tested positive at any time and later tests positive for a test that was administered by a physician's order, the student shall be separated in accordance with the ZT policy specified in Chapter 3).

5. **Student drivers testing positive for drug use** under 49 CFR Part 391 (DOT Federal Highway Administration) shall follow the same procedures outlined in step 3 above for positive suspicion tests (i.e., if the student has never tested positive, this positive test will result in a 45-day intervention period; if the student has previously tested positive at any time and later tests positive for a test that was administered by DOT, the student shall be separated in accordance with the ZT policy specified in Chapter 3). In addition, during the 45-day suspicion intervention period, student drivers who fall under DOT regulations are not permitted to drive.

e. Students testing positive for alcohol use on suspicion shall be referred to the TEAP specialist for assistance and the center's student conduct system for disciplinary action.

[8] Students who tested positive on entry, but tested negative at the end of the initial 45-day probationary period, are not eligible for the suspicion intervention services and will be separated under the ZT policy for a positive suspicion test.

f. Students with positive drug test results shall be informed of such results by the center physician or designee within 24 hours of receipt of positive result, or as soon as possible, given staff and student availability. Minor student's parent/guardian shall be notified of positive test results as required by applicable state laws for the state in which the center is located.

g. If a student questions the validity of a confirmed positive drug test, he or she shall be referred to the center physician or designee for counseling. This counseling session must be documented in the student's health record and include a recommendation for appropriate center action and follow-up.

h. If a student, present on center, refuses to provide a specimen or has an unexcused absence from his or her follow-up appointment for drug testing, he or she shall be referred to the center's behavior management system for appropriate disciplinary action. Students who state they are unable to produce a specimen shall be referred to the center physician or designee for follow-up.

i. Any student separating from Job Corps who has a drug or alcohol problem shall be provided with a referral for support services in his or her home community.

j. Biochemical testing is never permissible on a random basis, with the exception of designated licensed student drivers who are subject to 49 CFR Part 391 DOT Federal Highway Administration. In addition, biochemical testing requested by work experience sites, union trades, or potential employers may only be performed by the requesting entity.

k. Drug testing and follow-up shall be under the supervision of the health staff and documented in the health record.

l. The nationally contracted laboratory shall be used for all required drug testing. On-center urine drug testing is prohibited.

m. All centers shall maintain strict adherence to the chain of custody principles for all urine specimens collected.

n. Centers shall use devices that measure only the presence or absence of alcohol in the breath or saliva (e.g., breathalyzers or alcohol test strips/tubes/swabs). Alcohol testing shall only be administered by a staff member trained in the use of testing devices. All testing shall be documented and the results submitted to health services for inclusion in the student's health record.

o. Biochemical test results shall be shared only with center personnel who have a need to know for purposes of discipline, counseling, administration, and delivery of services.

p. All students shall be provided alcohol and drug counseling, follow-up, and prevention services. Such services shall be documented in the student's health record.

q. The Center Director must ensure that all center staff and subcontracted health providers are fully apprised of their responsibilities under the Privacy Act, Privacy Rule (HIPAA) (see Appendix 601, Student Rights to Privacy and

Disclosure of Information), and that students are individually assured of the confidentiality of the test results.

R2. Health Aspects of Sports

a. All students participating in organized contact or rigorous sports (e.g., football, basketball, boxing, and running) shall be medically cleared by a health professional prior to participating. Physical examinations performed by center health personnel within 1 year of the organized sports activity can fulfill this requirement, at the discretion of the center physician. After 1 year, a current physical examination is required.

b. A staff member trained in CPR/first aid, with specific authorization in the center's standing orders, must be present at all organized contact or rigorous sports activities, including practice sessions and sports events.

c. At a minimum, staff certified in CPR/first aid must be present at all student boxing events and contact football games.

d. In case of possible emergency, adequate transportation must be on the scene of all center-sponsored organized sports.

R3. Tobacco Use Prevention Program (TUPP)

Implement a program to prevent the onset of tobacco use and to promote tobacco-free environments and individuals. To support this program, a TUPP coordinator shall be appointed (he or she need not be a health services staff member). At a minimum this program shall include:

a. Educational materials and activities that support delay and/or cessation of tobacco use.

b. A smoke-free, tobacco-free environment that prohibits the use of all tobacco products in center buildings and center-operated vehicles.

c. Designated outdoor smoking areas located away from the building entrance.

d. Prohibition of the sale of tobacco products on center.

e. Adherence to federal and state laws regarding the use of tobacco products by minors.

R4. Family Planning Program

a. A family planning program shall be provided to all students on a voluntary basis. At a minimum, this program shall include counseling, health promotion activities, and medical services. The Center Director shall appoint a staff member to implement and monitor this program.

b. If a student is determined to be more than 12 weeks pregnant on arrival, she shall receive a medical separation with reinstatement rights. (See Section 6.4, Student Enrollments, Transfers, and Separations.)

c. If a student is less than 12 weeks pregnant on arrival or becomes pregnant after enrollment, center staff shall determine whether (1) she is sufficiently motivated

to continue her training, and (2) her particular needs can be met by resources available at the center and/or in the community.

d. Pregnancy program services at a minimum shall include information on the options of continuing or terminating the pregnancy.

1. If a student wishes to terminate her pregnancy, the center shall identify available community health/social resources and the student shall be given leave without pay/allowances for the medical procedure. The center shall not pay for direct or indirect services or expenses (i.e., transportation or staff escort), unless the Center Director and center physician consider the procedure necessary to safeguard the life of the student or in the case of rape. Under such circumstances the center shall pay for services and place the student on leave with pay and allowances.

2. If the student chooses to continue her pregnancy while enrolled in Job Corps, the center shall:

(a) Provide or arrange for prenatal care until separation, to include a comprehensive gestational record.

(b) As required by applicable state laws in which the center is located, notify the student's parent/guardian of her pregnancy.

(c) Provide a medical separation with reinstatement at the end of the student's 28th week of pregnancy. Longer retention is permitted at the discretion of the Center Director, based on the recommendation of the center physician.

R5. HIV/AIDS

Centers shall adhere to the Job Corps HIV/AIDS policy contained in Appendix 603 (HIV Infection/AIDS Policy).

R6. Sexual Assault Prevention and Response

Centers shall:

a. Establish a program for sexual assault prevention, counseling, treatment, and follow-up care.

b. Develop a team response to sexual assault and involve center staff and outside resources.

c. Report sexual assaults:

1. To law enforcement authorities as required by state and local law

2. As significant incidents (see Chapter 5, Section 5.5, Management and Reporting of Significant Incidents).

R7. Disability Program

Centers shall implement a disability program to provide individualized and coordinated services to all students with disabilities. At a minimum this program shall include:

a. A disability coordinator to oversee the program.

b. Written policies and procedures related to:

– Center review of applicant folders

– Reasonable accommodation

– Formation of an interdisciplinary team

c. A method to accurately collect and submit all required disability data.

d. A written plan to develop and maintain partnerships with outside agencies and programs that will assist the center in serving students with disabilities.

e. A written self-assessment describing the current programmatic and architectural accessibility of the center with priorities and next steps.

QUALITY INDICATORS

Q1. Students can describe appropriate lifestyle choices.

Q2. Students take personal responsibility for maintaining good health.

Q3. Students are able to identify and access appropriate health-related programs to meet individual needs.

6.12 HEALTH ADMINISTRATION

PURPOSE

P1. To ensure that quality health services are delivered in a professionally caring and cost-effective manner.

REQUIREMENTS

R1. Staffing

Centers shall:

a. Ensure that health services staffing is in compliance with the staffing levels presented in Exhibit 6-5 (Center Health Services Staffing Requirements) and the minimum staff qualifications identified in Chapter 5, Exhibit 5-3 (Minimum Staff Qualifications).

b. Employ center physicians, dentists, and mental health professionals (on both contract and conservation centers) subject to the prior approval of the Regional Office, in consultation with the regional health consultants.

c. Ensure that a health professional cannot serve as a consultant to, or an employee of, two or more Job Corps-related entities concurrently, when one entity has review and/or oversight responsibilities over the other(s). (Entities include Job Corps centers, health support contractors, and center operators.)

R2. Authorizations (Consent for Treatment)

Centers shall ensure that proper authorizations are obtained prior to delivery of health services to students.

a. The signed consent form (ETA-653) serves as authorization for basic routine health care and shall be placed in the student health record by the time a student arrives on center. Additionally, each student shall have a signed Informed Consent to Receive Mental Health and Wellness Treatment form in the student health record by the time the student arrives on center.

b. Each time a student requires services other than those covered under the blanket consent signed on admission, written consent shall be obtained from the student or parent/legal guardian.

c. In emergency situations, the Center Director may make an exception to the requirement for consent when a student who has reached the age of maturity cannot give consent or a parent/guardian of a student under the age of maturity cannot be contacted. This shall be documented in the student's health record.

R3. Basic Health Services Provided by Job Corps Centers

a. Center operators are responsible for providing and paying for <u>basic</u> health care as detailed in Exhibit 6-4 (Job Corps Basic Health Care Responsibilities).

b. Job Corps shall not pay for any health-related costs incurred by a student while on leave or pass unless previously authorized by the Center Director upon recommendation of a center health professional.

R4. Health and Medical Costs Exceeding Basic Health Services Provided by Job Corps Centers

a. Centers should assist students in seeking third-party health insurance coverage that will be available should the student have medical needs or costs beyond the basic health services provided by the center.

b. If a student is determined to have a pre-existing or acquired health condition that significantly interferes with or precludes further training in Job Corps, or if a student is determined to have a health problem that is complicated to manage or for which necessary treatment will be unusually costly, the center must follow medical separation procedures (Section 6.12, R11, and Section 6.4, R4(c)(5)) and determine whether referral to the Office of Workers' Compensation Program (OWCP) is required (Section 6.12, R8).

R5. Professional Standards of Care

All center health staff and providers shall follow accepted professional standards of care and are subject to prevailing state laws, including but not limited to:

a. Maintaining a copy of current provider's license and DEA registration in center health facility.

b. Documenting all prescribed medications and treatment in student health record.

c. Documenting all laboratory procedures ordered and recording the results in student health record.

d. Following current standards of care when providing health services and treating illnesses and injuries.

R6. Controlled Substances

Centers shall comply with all state and federal regulations regarding controlled medications and shall:

a. Purchase, store, and administer all controlled substances in accordance with the regulation at 21 CFR Part 1300. Each center must maintain a controlled medication log and have a Drug Enforcement Administration (DEA) registration. The center can obtain its own registration or use the center physician's DEA registration number when ordering controlled substances.

b. Limit the use of controlled medications and stock only a small supply of those medications that will be prescribed by the center physician, center dentist, or psychiatrist. Documentation must be maintained showing that controlled medications in stock were prescribed by one of these individuals.

c. Not stock Class II medications on center except when prescribed for a specific student. In such a case, the center shall order enough medication for a month's treatment for the student.

d. Store all Class II, Class III,and Class IV medications under a double-lock system in a secured area of the health and wellness center. Only health and wellness staff

who are authorized under their state license to dispense or administer controlled medications shall have access to the controlled medications.

e. Ensure that two staff (one must be staff authorized under their state license to dispense or administer controlled medications) receive and sign for medications received, noting the name(s) of the medications, dosage, amount, and date on a controlled medication log.

f. Maintain a log of all Class II, Class III, and Class IV medications. When dispensing these medications by order of the health care practitioner, the date, time, medication, and dosage shall be noted on the log and the nurse dispensing the medication must sign his or her full name. The log shall be maintained in the locked area designated for controlled medications.

g. Inventory and reconcile controlled medications at least once a week. Two authorized staff members shall note the results on the controlled medications log. Any miscounts or missing medications identified during the inventory shall be immediately reported to the Regional Office by the Center Director.

h. Properly dispose of controlled medications that need to be destroyed because of expiration dates, contamination, or wastage, and document such actions on the controlled medications log. The log must be signed by two staff members (one of whom must be a health and wellness staff member).

R7. Waiver of Medical Care

a. If a student refuses the pelvic exam, the center may defer it until after specialized counseling. If the student continues to refuse the **pelvic exam** 2 weeks after such counseling, a disciplinary separation may be necessary. The center physician may waive the pelvic examination if in his or her opinion there is sufficient justification. Such a waiver shall be clearly documented by the center physician in the student's health record and include an explanation as to why the decision was made.

b. If a student refuses to submit to **HIV testing**, the center may defer it until after specialized counseling regarding HIV infection and AIDS. Such counseling should include the benefits of early diagnosis and the efficacy of available treatments. If 2 weeks after such counseling the student continues to refuse the HIV test, a disciplinary separation may be necessary. The center physician may waive the HIV test if in his or her opinion there is sufficient justification. Such a waiver shall be clearly documented by the center physician in the student's health record and include an explanation as to why the decision was made.

c. The center physician may grant waivers of immunization requirements for valid **medical and/or religious reasons**. Such a waiver shall be clearly documented by the center physician in the student's health record and include an explanation as to why the decision was made.

R8. FECA/OWCP

a. Students are considered federal employees for purposes of the Office of Workers Compensation Program (OWCP). OWCP benefits do not begin to accrue until the day following a student's separation from the program.

b. The center shall complete the appropriate OWCP form(s) whenever a student is injured, develops an occupationally related illness, or dies while in the performance of duty. The center shall immediately comply with the procedures set out in the Employment Standards Administration regulations at 20 CFR Chapter 1. The CA form portion of the SHIMS form and a copy of the ETA Form 6-61 (Notice of Student Separation) shall be filed with the OWCP district office only when the injury or illness results in separation. When separation does not occur, such forms shall be maintained in the student's health record.

c. If the student dies while in Job Corps, the center shall:

1. Inform the next of kin of any possible FECA benefits if death occurred during the performance of duty. If the student did not die during the performance of duty, the government shall pay only for expenses involved in the preparation and transportation of the remains to a mortuary in the area selected by the next of kin, within the United States and its possessions.

2. Arrange for burial at a site close to the center and at a cost not to exceed the amount authorized in Section 8134(a) of the Federal Employees' Compensation Act in the event that the next of kin refuses to accept the remains.

3. Provide the National Office of Job Corps with documentation authorizing OWCP eligibility. If next of kin is eligible for benefits, further review by the National Office shall determine if any additional gratuity payments, not to exceed $10,000 in accordance with Section 651 of Public Law 104-208 (The Omnibus Consolidated Appropriations Act), shall be awarded.

R9. Health Care Guidelines

a. All health care guidelines shall be approved and signed annually by the center physician, center mental health consultant, or center dentist, as appropriate.

b. Current signed and dated health care guidelines shall be kept in the health and wellness center.

c. Annually, each center shall submit a memorandum to the Regional Office indicating which health care guidelines have been modified. Copies of any individual health staff authorizations and health care guidelines that have changed shall be sent to the Regional Office for approval. (Refer to Chapter 5, Exhibit 5-2, Plan and Report Submission Requirements, for reporting deadlines.)

R10. Student Introduction to Health Services

Centers shall provide an overview of health services to new students by a member of the health services staff during the Career Preparation Period. This shall include an explanation of procedures/tests that are performed as part of the medical and dental exam, information on HIV and other sexually transmitted diseases, safe sex practices, family

planning services, TEAP services, mental health services, the importance of good health to obtain/maintain employment, and the Notice describing how medical information about students may be used, disclosed, and how students can get access to this information.

R11. Medical Separations

Centers shall ensure that:

a. Medical separations are initiated by health services.

b. Students are medically separated when they are determined to have a pre-existing or acquired health condition that significantly interferes with or precludes further training in Job Corps, or the health problem is complicated to manage, or the necessary treatment will be unusually costly.

c. Health and social service referrals for separated students are provided.

R12. Death

In the event of a student's death, the center shall follow Significant Incident Report (SIR) reporting requirements (see Chapter 5, Section 5.5) and send the entire student personnel record (including sealed health record) to the National Office of Job Corps by signature-required mail or delivery within 10 days. The sealed health record shall include OWCP forms and written notification of death, plus the death certificate and autopsy and toxicology reports if available.

R13. Communicable Disease

The center shall:

a. Report cases of disease to state and local health departments in accordance with state and local laws. (See Chapter 5, Management.)

b. Manage all cases of communicable disease and use protective measures as recommended by the Centers for Disease Control and Prevention (CDC).

R14. Equipment and Supplies

The center shall:

a. Provide necessary equipment and supplies for routine and emergency delivery of basic medical, dental, and mental health services. All such equipment shall comply with federal and state requirements.

b. Purchase major dental equipment according to the updated dental equipment list published periodically by the National Office.

c. Maintain records on the dispensing, inventory, and disposal of medical and dental supplies and pharmaceuticals.

d. Purchase from government supply service centers (GSA, HHS, VA), whenever possible.

R15. Continuous Quality lmprovement

Center health staff shall seek feedback from students, employ mechanisms to document quality of care provided, and document quality improvement activities.

R16. Monthly Meetings With Center Director

The Center Director shall meet monthly with the center physician and center mental health consultant to discuss clinical and organizational issues.

R17. Reporting

Centers shall ensure that the following reports are submitted (see Chapter 5, Exhibit 5-2):

a. Health Services Program Description

b. Health Services Time Distribution

c. Health Services Utilization Report

d. Alcohol Testing Report

QUALITY INDICATORS

Q1. Students utilize available health services appropriately.

Q2. Students are satisfied with the quality and delivery of health services.

6.13 CHILD CARE ARRANGEMENTS

PURPOSE

P1. To provide assistance to Job Corps applicants in arranging suitable child care for their dependant children so that they may enroll in the Job Corps program.

P2. To provide students with access to child care services for their children.

REQUIREMENTS

R1. Establishment of Child Care Arrangements

a. Prior to enrollment, Job Corps admissions counselors shall assist parenting applicants with identifying and establishing suitable arrangements for the care of dependent children.

b. During enrollment, centers shall assist parenting students in maintaining suitable child care arrangements for dependent children.

R2. Identification of Local Child Care Resources

a. Centers shall promote the development and implementation of local linkages for child care for students to the maximum extent feasible.

b. Centers located in areas where local child care programs cannot meet student needs, and which have space and non-Job Corps funding sources for child care, may request approval to establish on-center child development programs, in accordance with requirements in Appendix 604 (Job Corps Child Development Programs).

QUALITY INDICATOR

Q1. Parenting Job Corps students maintain suitable child care arrangements for the duration of their enrollment period.

DUTY/PAY/LEAVE STATUS CHART

PAY STATUS	DUTY STATUS	CIS Leave Type	CIS Leave Reason	USES	CRITERIA/LIMITATIONS
Paid	Present for Duty	Present for Duty On Center	N/A	For students involved in normal training and other on-center activities.	
Paid	Present for Duty Off Center	Present for Duty Off Center	Nonresident OCT/ACT	For nonresident students enrolled in off-center ACT/OCT programs.	• Centers must have documented daily accountability for student attendance at the ACT/OCT site; this documentation should be submitted, at a minimum, once per week to the center.
Paid	Present for Duty Off Center	Present for Duty Off Center	Home-Based WBL	For students involved in authorized activities off center for home-based work-based learning (WBL).	• Home-based WBL assignment is limited to a maximum of 6 work weeks (30 training days) per student enrollment. The Regional Office, at its discretion, may grant a waiver to extend the 6-week limit if there is reasonable expectation of full-time employment, not to exceed 6 additional weeks (30 additional training days). See PRH 3.8 for details. • At the end of the home-based WBL assignment, the student may return to the center, or may be separated as an ordinary separation without returning. When a student does not return to the center, the center is required to arrange an appointment for the student with the student's CTS counselor.
			CTST/WBL/OCT	For students involved in off-center training that requires overnight stays (CTST, WBL, OCT).	• The CTST projects must be approved on a center's CTST plan. • Other WBL and OCT must have approval by the region through the CDSS plan or authorization letter. • Covers such programs as American Barge Lines, Advanced Paving, Advanced Cement, Habitat, and similar programs.
			Career-Related Activities	For students involved in authorized activities off center for job interviews, job search, apprenticeship registration, college application processing, or armed forces processing.	• Maximum length of time for out-of-town job search and interviews, apprenticeship registration, college registration, or armed forces processing shall not exceed 10 training days during enrollment. • The Regional Office, at its discretion, may grant a waiver to extend the 10 training day limit if there is reasonable expectation of full-time employment. Regional Office extensions are limited to 5 training days during a student's enrollment. • Students must have at least two prearranged and

PAY STATUS	DUTY STATUS	CIS Leave Type	CIS Leave Reason	USES	CRITERIA/LIMITATIONS
					verifiable job interviews (one of which may be the CTS, One Stop, Employment office) set up for this period. • Student must have an appointment to visit the Career Transition Services (CTS) office in their home area if one exists; if not, telephone contact with the appropriate CTS office should be scheduled. • At the end of the job search period, if the student has not been successful in job search activity, that student will be separated effective on the 11th day (or the 16th day if a Regional Office waiver has been granted), with a referral to the appropriate CTS office. The center has the option of returning the student to the center for additional training or employability assistance prior to the 11th day (or 16th day).
Paid	Present for Duty Off Center	Present for Duty Off Center	Firefighting, Emergency Service	For students involved in authorized activities off center firefighting and/or national emergencies.	• Maximum length of time shall not exceed 8 weeks (56 calendar days) per year of enrollment. • Verification must be documented on the leave form in CIS.
Paid	Present for Duty Off Center	Present for Duty Off Center	Center Miscellaneous	For students involved in authorized training activities off center for recruiting drives, escort duty, competitions, awards, conferences, events.	• Maximum length of time shall not exceed 10 training days during enrollment. • Verification must be documented on the leave form in CIS.
Paid	Present for Duty En Route	En Route	En Route	For students in authorized travel status using most direct route home or to receiving center for: • New Arrivals. • Separations. • Transfers.	• New enrollees with inbound travel overnight or longer. • Separating students with travel overnight or longer. • Transferring students during travel by most direct route. • En route status not authorized if student takes unauthorized side trip or layover.
Paid	Present for Duty On Pass	On Pass	Visit family/friend National Guard Duty	For authorized overnight pass including National Guard weekend duty.	• Must not conflict with scheduled classes. • Destination must be documented. • For minors, only to destinations authorized by parental consent.
Paid	Not Present for Duty	Winter Break Summer Break	Visit family/friend	Students are entitled to a scheduled winter break set by the National Office of Job Corps. This break will be scheduled to include 10 non-training days as well as two federal winter holidays and three weekends. Students are entitled to a scheduled summer break set by the National Office of Job Corps.	• Destination is home of record, or alternate destination with transportation costs no higher than to home of record. • For minors, only to destinations authorized by parental consent. • Students are entitled to go on winter and summer breaks regardless of length of enrollment.

PAY STATUS	DUTY STATUS	CIS Leave Type	CIS Leave Reason	USES	CRITERIA/LIMITATIONS
				This break will be scheduled to include 10 non-training days as well as the Fourth of July and three weekends.	• Students may elect not to go on break, but may decide to remain at the center instead. Centers must have an appropriate level of structured activities for students who remain at the center during break periods. • Some students will not be able to go on the scheduled break because of conflicts with their off-center training or program activity schedules. In these cases, the students shall be permitted to go on an alternate break consisting of 10 consecutive non-training days. The alternate 2-week summer break period must begin no sooner than June 1 and end no later than August 31. The alternate winter break period must begin no sooner than the Saturday prior to Martin Luther King, Jr. Day. • Regional Offices may authorize individual break schedules for specific students. Documentation of approval must be maintained in the students' permanent record.
Paid	Not Present for Duty – Administra-tive Leave With Pay	Administrative Leave With Pay	Center closure for emergency	For authorized absences due to: • Center closure for emergency conditions. • Securing medical/dental treatment as concurred by center health staff. • Subpoenaed court appearance • Temporarily housed off center as a precaution against harm or injury to self. • Life-threatening illness or injury to immediate family (mother, father, spouse, grandmother/father, child, sister, brother, guardian, sole living blood relative, someone acting in lieu of parents). • Serious illness or injury to student's child.	• Shall not exceed 5 training days within any consecutive 6-month period. • Must be verified by attending physician, hospital authority, government authority, or court official. • Verification obtained from phone calls is allowed as long as the following information is obtained and documented on the CIS leave form: name of contact person, title, phone number, date of contact, and name and address of the facility. • Regions can authorize an additional 5 training days for students who have extenuating circumstances. Documentation and regional approval must be maintained in the student's permanent record. • Regions can extend the number of training days under this leave in the case of emergency center closure.
			Securing medical treatment		
			Subpoenaed court appearance		
			Temporarily housed off center		
			Life-threatening illness/injury		
			Illness or injury of child		

PAY STATUS	DUTY STATUS	CIS Leave Type	CIS Leave Reason	USES	CRITERIA/LIMITATIONS
Paid	Not Present for Duty – Bereavement Leave	Bereavement Leave	Bereavement	Death in immediate family (mother, father, spouse, grandmother/father, child, sister, brother, guardian, someone acting in lieu of parents).	• Not to exceed 10 training days per the prior 12-month window of time. • Must be verified by attending physician/hospital, funeral director, American Red Cross. • Verification obtained from phone calls is allowed as long as the following information is obtained and documented on the CIS leave form: name of contact person, title, phone number, date of contact, and name and address of the facility. • Verification must be obtained within 1 working day after leave request. • Must be authorized by CD or designee.
Paid	Not Present for Duty – Active Duty Military	Active Duty Military	Active Duty Military	Short-term active duty in National Guard.	• Not to exceed 8 weeks (56 calendar days) during enrollment. • Must be verified with Military Personnel.
Paid	Not Present for Duty – Personal Leave	Personal Leave With Pay	Personal Leave With Pay	For students to use at their discretion. Only allowed with concurrence of the center.	• 5 training days available upon enrollment for personal leave use. • After 6 months of enrollment, 1 training day is accrued every subsequent 30 calendar days of enrollment. • The personal leave day must be requested by the student, and the CIS leave form submitted, no later than 1 hour after a student's scheduled training day start time on the leave date. • No special documentation required, other than the CIS leave form.
Unpaid	Not Present for Duty - AWOL	Absent Without Leave (AWOL)	N/A	For students who fail to return or report to center within 3 hours of the student's scheduled training day start time.	• AWOL absence in excess of 6 consecutive training days (not including weekends, holidays, SBRK, WBRK, or other center non-training days) will result in separation from the program 3 hours after student's scheduled training day start time on the 7th training day, with the separation date being the 7th training day. • Unauthorized absences in excess of 12 training days (not including weekends, holidays, SBRK, WBRK, or other non-training days) per the prior 6-month window of time will result in separation from the program 3 hours after student's scheduled training day start time on the 13th training day, with the separation date being the 13th training day. • If the student contacts the center with a credible and

PAY STATUS	DUTY STATUS	CIS Leave Type	CIS Leave Reason	USES	CRITERIA/LIMITATIONS
					verifiable explanation, the student's status may be changed to the appropriate leave category, effective the date of the contact and receipt of documentation to support the status change. The required verification is the same as outlined for Bereavement, Paid Administrative Leave, etc.
Unpaid	Not Present for Duty – Administra-tive Leave Without Pay	Administrative Leave Without Pay	Unsubpoenaed court appearances	For authorized absences due to: • Unsubpoenaed court appearances. • Pending results of disciplinary fact finding when deemed necessary to remove student from center. • Elective medical/dental treatment. • Appearance for probation/parole. • Cultural or religious observances/practices.	• 5 training days allowed during a consecutive 6-month window. • Verification from court, medical provider, or a CSO incident report must be documented and submitted in CIS prior to leave being granted. • Verification obtained from phone calls is allowed as long as the following information is obtained and documented on the CIS leave form: name of contact person, title, phone number, date of contact, and name and address of the facility. • Regions can authorize an additional 5 UPAL days for students who have extenuating circumstances such as subsistence fishing/hunting or religious accommodations. Documentation of the need for student's presence at home and Regional Office approval is required and shall be maintained in the permanent record.
			Pending review board		
			Elective medical treatment		
			Appearance Probation/Parole		
			Cultural/Religious Practices		
Unpaid	Not Present for Duty – Personal Leave Without Pay	Personal Leave Without Pay	Personal Leave Without Pay	For nonresidential students who are custodial parents that have to remain at home to care for their dependent children during sickness or interruption in day care services.	• Maximum length of time shall not exceed 5 training days during enrollment. • Student must provide legal documentation proving custodial parent responsibilities prior to use of this leave status. • Unpaid personal leave day must be requested by the student, and CIS leave form submitted no later than the end of the same training day. • No special documentation required. • Can only be used after paid personal days are exhausted.
Paid	Not Present for Duty – Separation in Error	Separation in Error	Separation in Error	For students who are separated due to clerical error and must be re-established.	• No maximum number of days. • This leave category may be used at the discretion of the Regional Office.

PAY STATUS	DUTY STATUS	CIS Leave Type	CIS Leave Reason	USES	CRITERIA/LIMITATIONS
					• Center must submit justification to Regional Office for approval.
Paid	Not Present for Duty – Disciplinary Separation Overturn	Disciplinary Overturn With Pay	Disciplinary Overturn With Pay	For re-establishment after disciplinary discharges are overturned by the Regional Office. For re-establishment after student found not guilty of felony or misdemeanor charge.	• No maximum number of days. • Center must submit justification to Regional Office for approval. • Regional Office to approve use of this status.
Unpaid	Not Present for Duty – Disciplinary Separation Overturn	Disciplinary Overturn Without Pay	Disciplinary Overturn Without Pay	For re-establishment after disciplinary discharges are overturned by the Regional Office. For re-establishment after student found not guilty of felony or misdemeanor charge.	• No maximum number of days. • Center must submit justification to Regional Office for approval. • Regional Office to approve use of this status.

STUDENT ALLOWANCE AND ALLOTMENT SYSTEM (SAAS)

	ELIGIBILITY	MINIMUM PAID DAYS	AMOUNT	PAY OUT	CRITERIA	PAID BY	DEDUCTIONS
Basic Living Allowance	Program Enrollment	1 – 56 57 – 112 113 – 182 183+	$25 per pay period $30 per pay period $40 per pay period $50 per pay period	Biweekly in cash	AWOL, unpaid personal, and administrative leave days are not paid	Center	Collected by JCDC as payroll deductions: – payroll taxes – indebtedness Collected by the center: – student fines – property loss/damage reimbursements
Allotments	Student with child(ren)	Student Share $5 N/A $10 N/A $15 57	Matched at 5 times the student share by Job Corps	By check to designated allottees	Proof of dependency required	JCDC	Student share collected automatically by JCDC as payroll deduction.
Arrival Pay	Newly Enrolled Re-Enrolled	N/A	$25 (one-time payment)	Upon arrival in cash	N/A	Center	Payroll Taxes* (*applied retroactively to first regular bi-weekly allowance check by JCDC)
Transition Payment	Graduate with GED or high school diploma completion only (attained while at Job Corps)	N/A	$250	90% at time of departure from center - JCDC check for balance 50% at time of departure from center - JCDC check for balance	Hired at time of departure from center (with valid telephone verification) Not hired at time of departure from center	Center and JCDC	Payroll taxes Advances Student allotment share General indebtedness Other indebtedness

	ELIGIBILITY	MINIMUM PAID DAYS	AMOUNT	PAY OUT	CRITERIA	PAID BY	DEDUCTIONS
Transition Payment	Graduate with CTT completion only (no GED or high school diploma attained)	N/A	$750	90% at time of departure from center - JCDC check for balance 50% at time of departure from center - JCDC check for balance	Hired at time of departure from center (with valid telephone verification) Not hired at time of departure from center	Center and JCDC	Payroll taxes Advances Student Allotment Share General Indebtedness* Other Indebtedness * (*up to $500)
Transition Payment	Graduate with combination GED or high school diploma* and Job Corps CTT completer (*does not require completion at Job Corps)	N/A	$1200	90% at time of departure from center - JCDC check for balance 50% at time of departure from center - JCDC check for balance	Hired at time of departure from center (with valid telephone verification) Not hired at time of departure from center	Center and JCDC	Payroll taxes Advances Student Allotment Share General Indebtedness* Other Indebtedness * (*up to $500)
Survey Completion Payments	Graduate	N/A	$10 $15 $20	N/A	Following completion of: 90 – 120 day contact survey 6 month survey 12 month survey	JCDC	

STUDENT TRANSPORTATION

PURPOSE OF TRAVEL	AUTHORIZED DESTINATION	LIMITATIONS	GOVERNMENT PAID TRAVEL?	TAXABLE?
Enrollment	Home to center of assignment		Yes	No
Readmission	Home to center of assignment	Arranged and purchased by center	Yes	No
Separation	Center to home of record, or center to location of placement		Yes	Yes
Transfer	Between sending and receiving centers		Yes	No
Bereavement Leave	Center to home and return	Death of immediate family must be verified and meet bereavement leave requirements	Yes	Yes
Winter/Summer Breaks	Center to home and return, or to destination other than home, if authorized by parent/guardian for minor students.	Costs for travel to destination other than home shall not exceed cost to home destination	Yes	Yes
Administrative Leave With Pay	Center to home and return	Leave must be verified and meet administrative leave requirements	Yes	Yes
Personal Leave		If combined with summer and winter break, the costs for travel for dates outside the program-specified Break days will be charged to	No	No

PURPOSE OF TRAVEL	AUTHORIZED DESTINATION	LIMITATIONS	GOVERNMENT PAID TRAVEL?	TAXABLE?
		student.		
PDOF	Center to PDOF site	No more than two times during enrollment unless waived by the Regional Office	Yes	No
Administrative Leave Without Pay	Center to home and return	At Center Director's discretion, may be arranged and purchased by center and charged to student when there is reasonable expectation that costs can be recovered during the student's enrollment	No	No
Relocation (Center or National Training Contractor [NTC] Initiated)	1. Center or NTC program to place of employment 2. Center to educational institution or training agency that has accepted student for admission 3. Center to site of interview with apprenticeship sponsor	1. With firm job commitment 2. Student has been accepted for admission 3. Student meets standards of sponsor and has reasonable assurance of acceptance into program	Yes	Yes

PURPOSE OF TRAVEL	AUTHORIZED DESTINATION	LIMITATIONS	GOVERNMENT PAID TRAVEL?	TAXABLE?
		(Payment for travel to other than home location is not allowable for students with less than 90 days in Job Corps)		
Relocation (Student Requested)	Center to community other than student's home of record	Center has reasonable assurance that a bona fide job offer exists and that employer will hire student subject to interview	Yes	Yes
Absent Without Leave (AWOL)	Return to center	At student request, may be arranged and purchased by center and charged to student	No	No
Student Death (shipment of remains)	Center to place of enrollment or other point in the U.S. or possessions as agreed to by Center Director and next-of-kin		Yes	No

JOB CORPS BASIC HEALTH CARE RESPONSIBILITIES

A. Medical

1. Assessment and possible diagnosis of illness and injury in an ambulatory facility

- Cursory medical evaluation by a physician or nurse; must be completed within 48 hours after entry of student
- Entrance medical examination by the physician or designee within 14 days after entry
- Routine laboratory work that can be done on center, e.g., hemoglobin or hematocrit, urine sugar and albumin, pregnancy
- Immunizations as indicated
- Tuberculin skin test (Mantoux)
- Vision and hearing screening
- Daily walk-in clinic and appointment system for above and for episodic illness or injury assessment by center physician and/or nurse
- Inpatient unit (during office hours) for minor conditions, such as upper respiratory infections, or flu symptoms

2. Treatment, as highlighted below, will be provided when necessary. Third-party payor information will be given to providers when off-center care is required.

- Primary emergency care for illness and injury, including first aid and CPR, and secondary care within capabilities, e.g., injection of epinephrine, and immediate transfer to hospital emergency room for specialized diagnosis and treatment, if needed
- Treatment of urgent and other conditions not needing specialized care, within capabilities of center physician and nurse, such as contusions and abrasions
- Referral to off-center physicians for detailed specialized assessment regarding on-center management of asthma, uncomplicated diabetes, normal pregnancy, etc.
- When students need prescriptions not provided in the basic formulary, local pharmacies will be given insurance information whenever possible

If a student sustains an on-the-job injury that requires extensive or specialized treatment, he or she will be medically terminated with a referral to OWCP.

B. Dental

1. Assessment and diagnosis, to include:

- Cursory inspection within 48 hours by a nurse, dental hygienist, or dental assistant for conditions needing immediate care

- Mandatory oral exam by center dentist within 45-75 days

2. Treatment, as follows:
   - Nonmandatory treatment by general dentist for primary procedures
   - Nonmandatory prophylaxis by the dentist or hygienist
   - Referral to off-center specialists for emergency or specialized care

C. Mental Health

1. Individual assessment by center mental health consultant (e.g., psychologist) for behavior requiring emergency off-center care, or capable of being managed on center
2. Short-term counseling for manageable conditions, such as some adjustment disorders
3. Immediate referral for off-center emergency care
4. Training and staff development on subjects such as avoiding physical confrontations
5. Testing/counseling for alcohol and other drugs of abuse
6. Monitoring of students stabilized on psychotropic medications

CENTER HEALTH SERVICES STAFFING REQUIREMENTS[1]

Centers will provide at least the minimum acceptable hours and types of health services coverage delineated below.

Specific position requirements and required staffing patterns are described below. The Center Director must recruit and hire health professionals who are certified, licensed, or accredited. Further, employment of full- or part-time physicians, dentists, and mental health professionals is subject to the prior approval of the Regional Office in consultation with regional health consultants.

The chart at the end of this exhibit shows staffing requirements by center size (in capacity increments of 100).

1. Physician: 4 hours/100 students/week is the minimum required level of physician coverage for centers with a capacity of 2,000 or fewer students. Centers with a capacity greater than 2,000 students are not required to have more than 80 hours of physician coverage.

   Up to 2 hours/100 students/week of required physician hours can be assumed by a physician assistant/nurse practitioner to provide routine medical services within the licensee's scope of practice. Centers cannot use nurse practitioners/physician assistants for services that are required by Chapter 6 to be provided solely by a physician (e.g., medical evaluation of HIV positive students). Primary physician hours must be provided in accordance with Table 1.

Table 1

Center Capacity	On/Off Center Coverage
< 200	At least 50 percent of physician hours must be provided on center
200-299	At least 60 percent of physician hours must be provided on center
300-399	At least 75 percent of physician hours must be provided on center
400+	All physician hours must be provided on center, exclusive of care provided off center by or through a specialty clinic

2. Nursing Staff: Minimum required nursing coverage (i.e., registered nurse, nurse practitioner, and licensed practical nurse) is 35 hours/100 students/week. Required hours are inclusive of coverage for all shifts (day, evening, night, and weekend/holiday); centers should stagger shift hours based on center needs. Required hours do not include relief coverage for annual, holiday, and sick leave because the number of such days varies by center operator.

[1]Minimum qualifications for health positions are contained in Chapter 6.

Centers with a capacity of fewer than 200 slots must fill the nurse position with a registered nurse. Centers with 200 or more slots must have the minimum of a registered nurse in the head/lead nurse position. New hires for this position must meet the above requirements by January 1, 1999.

3. Dentist: 4 hours/100 students/week is the minimum required level of dentist coverage for centers with a capacity of 1,300 or fewer students. Centers with a capacity greater than 1,300 students are not required to have more than 80 hours of dentist coverage. Hours can be increased up to 6 hours/100 students/week in centers that do not utilize the service of a dental hygienist.

   Centers with a capacity of fewer than 400 slots may provide dental services at an off-site dental facility/clinic. Centers with a capacity of 400 or more slots must provide dental services on center.

4. Dental Assistant: 6 hours/100 students/week is the minimum required level of dental assistant coverage when dental services are provided on center. Centers with a capacity greater than 1,300 students are not required to have more than 80 hours of dental assistant coverage.

   In addition to assisting the dentist, the assistant may provide dental health education, perform clerical work, and/or provide authorized emergency dental care under standing orders. The dental assistant can be employed by the dentist or the center.

5. Dental Hygienist: 4 hours/100 students/week is the minimum required level of dental hygienist coverage when dental services are provided on center. Centers with a capacity greater than 2,000 students are not required to have more than 40 hours of dental hygienist coverage. The dental hygienist can be an independent subcontractor, an employee of the dentist, or an employee of the center. (Refer to item 3, Dentist.)

6. Mental Health Professional: 3 hours/100 students/week is the minimum required level of mental health coverage by a qualified professional. Of the minimum required coverage, 1 hour must be used for staff training, development, and consultation; 1 hour must be used to provide clinical services to students; and 1 hour must be used to support the center's TEAP program. Except for emergencies or consults by a psychiatrist, all clinical services must be provided on center.

7. Optometrist: The center must have a (sub)contract with a licensed optometrist (or ophthalmologist) to provide services.

8. Reproductive Health Coordinator: The center must designate a staff member to coordinate reproductive health services. The individual who coordinates this activity does not have to be a member of the health services staff. The hours required for this collateral assignment will vary by the needs of the student population. Although no minimum hours are required, the center must provide reproductive health services as required in Section 6.11, R4, Family Planning Program.

9. Trainee Employee Assistance Program (TEAP) Specialist: A minimum of one full-time (40 hours/week), qualified TEAP specialist is required for centers with a capacity of fewer than 500 slots. Centers with a capacity of:

- Between 500 and 999 slots must provide 60 hours/week of qualified TEAP coverage.
- Between 1,000 and 1,999 slots must provide 80 hours/week of qualified TEAP coverage.
- Above 2,000 slots must provide 120 hours/week of qualified TEAP coverage.

10. Tobacco Use Prevention Coordinator: The center must designate a staff member to coordinate tobacco use prevention program activities. The individual who coordinates this activity does not have to be a member of the health services staff. The hours required for this collateral assignment will vary by the needs of the student population. Although no minimum hours are required, the center must provide tobacco use prevention/cessation services as required in Section 6.11, R3, Tobacco Use Prevention Program.

11. Health Services Administrator: In addition to nursing coverage (item 2 above), a full-time health services administrator is required for centers with a 700+ student capacity. This individual does not have to be a nurse.

12. Laboratory Personnel: Centers that are certified under the Clinical Laboratory Improvement Act (CLIA) will require qualified laboratory personnel to perform procedures subject to CLIA classification. No minimum requirement is established for this category of staff; however, centers choosing to perform tests under CLIA must adhere to all pertinent staffing requirements.

    Note: Nursing staff are responsible for performing routine laboratory screening not subject to CLIA (e.g., dipstick urinalysis, hemoglobin). The number of hours allocated for such activities are included under general nursing hours, as stated in item 2 above.

13. Clerical Staff: 8 hours/100 students/week is the minimum required level of clerical support staff coverage. Centers with a capacity greater than 1,500 students are not required to have more than 120 hours of clerical support.

MINIMUM STAFFING REQUIREMENTS BY CENTER SIZE

POSITION	HOURS/100 STUDENTS/ WEEK	CENTER SIZE										
		200	300	400	500	600	700	800	900	1,000	1,100	1,200
Physician	4	8	12	16	20	24	28	32	36	40	44	48
Nursing Staff	35	70	105	140	175	210	245	280	315	350	385	420
Dentist	4	8	12	16	20	24	28	32	36	40	44	48
Dental Assistant	6	12	18	24	30	36	42	48	54	60	66	72
Dental Hygienist	4	8	12	16	20	24	28	32	36	40	44	48
Mental Health Professional	3	6	9	12	15	18	21	24	27	30	33	36
Optometrist	Subcontract with licensed optometrist required											
Reproductive Health Coordinator	Hours dependent on center need											
TEAP Specialist		40	40	40	40	60	60	60	60	60	60	80
Tobacco Use Prevention Coordinator	Hours dependent on center need											
Health Services Administrator		0	0	0	0	0	40	40	40	40	40	40
Laboratory Personnel	Hours dependent on center need											
Clerical Support	8	16	24	32	40	48	56	64	72	80	88	96
Total Hours		138	207	276	365	434	543	612	681	750	819	888
Total FTE		3.7	5.2	6.9	9.1	11	13.6	15.3	17	18.8	20.5	22.2

MINIMUM STAFFING REQUIREMENTS BY CENTER SIZE

POSITION	HOURS/100 STUDENTS/ WEEK	CENTER SIZE										
		1,300	1,400	1,500	1,600	1,700	1,800	1,900	2,000	2,100	2,200	2,300
Physician	4	52	56	60	64	68	72	76	80	80	80	80
Nursing Staff	35	455	490	525	560	595	630	665	700	735	770	805
Dentist	4	52	56	60	64	68	72	76	80	80	80	80
Dental Assistant	6	80	80	80	80	80	80	80	80	80	80	80
Dental Hygienist	4	52	56	60	64	68	72	76	80	80	80	80
Mental Health Professional	3	39	42	45	48	51	54	57	60	63	66	69
Optometrist	Subcontract with licensed optometrist required											
Reproductive Health Coordinator	Hours dependent on center need											
TEAP Specialist		80	80	80	80	80	80	80	120	120	120	120
Tobacco Use Prevention Coordinator	Hours dependent on center need											
Health Services Administrator		40	40	40	40	40	40	40	40	40	40	40
Laboratory Personnel	Hours dependent on center need											
Clerical Support	8	104	112	120	120	120	120	120	120	120	120	120
Total Hours		961	1.018	1,055	1,084	1,133	1,182	1,231	1,320	1,365	1,410	1,455
Total FTE		24	25.5	26.4	27.1	28.3	29.6	30.8	33	34.1	35.3	36.4

PROPOSAL OUTLINE FOR ON-SITE CHILD DEVELOPMENT CENTERS AND RESIDENTIAL PARENT/CHILD PROGRAMS

1. The following items shall be included in proposals to operate on-site child development centers and residential parent/child programs.
2. Proposals shall be submitted to the Regional Office, and if approved, forwarded to the National Director, Job Corps, for approval.

CHILD DEVELOPMENT CENTERS	RESIDENTIAL PARENT/CHILD PROGRAMS
a. **Statement of Need**: An estimate of the number of students who need child care, and an explanation of why existing community resources are not adequate to meet students' needs b. **Program Description**: Program design, including proposed ages and numbers of children to be served; proposed number of staff; and activities, services, and overall design of the child development program to be offered c. **Facility Description**: Proposed facility to be used (or location and space for new construction), space layout, and square footage, including outdoor play areas d. **Facility Condition**: Condition and cost estimate for facility rehabilitation or rough cost estimate for new construction e. **Funding**: The source, type, and projected amount of state, local, and/or other funding or resource availability to support the program f. **Cost Proposal**: In ETA 2110 format, including an estimated breakdown of non-Job Corps funding sources g. **Availability of Non-Job Corps Support**: Evidence such as a tentative letter of commitment, draft interagency agreement, etc.	Items a – g for child development centers h. **Living Accommodations**: Description of proposed living arrangements and facilities i. **Staffing**: Proposed residential staffing j. **Support Services**: A description of how meals and health care will be provided for children k. **Costs**: The additional costs associated with the residential parent/child program must also be included, as well as non-Job Corps resources to cover costs of food and health care for the children

USE OF JOB CORPS FUNDS FOR CHILD DEVELOPMENT CENTERS AND PARENT/CHILD PROGRAMS

1. Job Corps funds for on-center programs shall be used to cover one-time costs for items such as:
   a. Equipment
   b. Facility design
   c. Facility construction/rehab
   d. Start-up operating costs
2. Job Corps funds may be used to support operational child development centers and parent/child programs to cover costs such as:
   a. Maintenance
   b. Utilities
3. Non-Job Corps funds shall be used to support the ongoing operating costs of child development programs and the additional operating costs associated with housing children in residential parent/child programs. Such resources may include:
   a. Head Start
   b. Student child care grants made available under state child care and development block grant programs
   c. Alternative high schools
   d. Student allotments
   e. School lunch programs/child nutrition programs
   f. Food stamps (for students in residential parent/child programs)
   g. Foundations
   h. Child welfare organizations
   i. YWCA/YMCA and other community groups
   j. Public programs for child immunizations, vision and hearing screening
   k. Medicaid (for health care for children)

CHILD DEVELOPMENT CENTER
MINIMUM STAFF QUALIFICATIONS

POSITION	PRIMARY DUTIES	MINIMUM QUALIFICATIONS
Child Development Center Director	Provides direction, management, and supervision for the child development center	Bachelor's degree in early childhood or related field Minimum 2 years experience supervising CDC classroom activity **OR** AA degree in related field Minimum 3 years experience supervising CDC classroom activity
CDC Lead Teacher	Implements developmentally appropriate program of activities based on age group	Bachelor's degree in early childhood or related field Minimum 1 year experience **OR** AA degree in related field Minimum 2 years experience
CDC Assistant Teacher/ Caregiver	Assists lead teacher in all aspects of care and development of children assigned	CDA credential, high school diploma, or equivalent **OR** Minimum 1 year experience working with young children
CDC Teachers/Child Care Aide	Assists teacher/primary caregiver in care of children	High school diploma or equivalent

FACILITY REQUIREMENTS FOR CHILD DEVELOPMENT CENTERS AND RESIDENTIAL PARENT/CHILD PROGRAMS

Child Development Center Facilities

To ensure that child development centers provide safe, clean, and well-maintained facilities which are adequately furnished and equipped to meet the needs of students and their children, the following standards are established.

Child development centers shall offer the following facilities:

1. Infant care area and crib space (if infants are enrolled).
2. Diaper changing area positioned to allow staff to maintain visual contact with the entire group at all times.
3. Activity rooms: space appropriate for each age group. Not less than 35 net square feet of usable floor space per child shall be provided in activity rooms used for care. Usable floor space does not include permanently fixed storage, hallways, kitchen, dining room, bathrooms, diaper changing areas, or administrative or support spaces.
4. Lavatory/toilet areas, with pediatric size fixtures, and handwashing facilities in infant areas and in diaper changing areas.
5. An isolation room for children who become ill (if a separate room is not available, a sick child may be kept in an office or other supervised space away from areas used by other children).
6. A kitchen (size and equipment should be determined by the size of the program and plans for meal preparation).
7. Laundry facilities.
8. Office space for administrative staff.
9. Space for storing:
    a. Food items
    b. Medications
    c. Consumable supplies
    d. Program materials
    e. Cribs/cots
    f. Toys/games
    g. Children’s and staff’s belongings
10. Fenced-in outdoor play areas adjacent to the CDC that meet state licensing requirements and include:
    a. Safe and suitable play surfaces

b. Playground equipment appropriate for size, age, and developmental levels of children

c. Outdoor storage areas for large toys

Residential Parent/Child Program Facilities

To ensure that residential parent/child programs provide safe, clean, and well-maintained facilities which support family development and are adequately furnished and equipped to meet the needs of students and their children, the following standards are established.

Residential parent/child programs shall provide facilities that include the following:

1. Adequate sleeping and bathroom areas for each parent and his or her child(ren)
2. Indoor play areas for children where they can be observed by parents
3. Quiet lounge areas for parents and children
4. Laundry facilities
5. Kitchen facilities (at a minimum dormitories must have mini-kitchens, with refrigerator and microwave and sink, for use by parents in preparation of snacks and meals for children, storage of medicine, infants' milks and food)
6. Storage areas for cribs, toys, juvenile beds, etc.

Maintenance and Care of Facilities

Operators of child development centers and residential parent/child programs shall ensure that:

1. Facilities are clean, orderly, and well maintained.
2. Equipment is properly installed and maintained.
3. Routine and preventive maintenance is provided to ensure that all facilities and equipment are operable.

THIS NOTICE DESCRIBES HOW MEDICAL INFORMATION ABOUT YOU MAY BE USED AND DISCLOSED, AND HOW YOU CAN GET ACCESS TO THIS INFORMATION

Please Review Carefully

This Notice Is Required by the Health Insurance Portability and Accountability Act of 1996

We, the _____ Health Center, are required by law to maintain the privacy of your protected health information and to provide you, the Job Corps student, with notice of our legal obligations and privacy practices with respect to your protected health information. We are required to abide by the terms of this Notice (or any Revised Notice currently in effect). We have the right to change the terms of the Notice and to make those changes effective for all protected health information that we maintain. If we make changes to the Notice, we will issue you a Revised Notice at your assigned Job Corps location. This Notice is effective as of April 14, 2003. We may use and disclose medical information about you under certain circumstances listed below. In each case, we will share only the minimum information necessary.

Treatment, Payment, and Health Care Operations

Treatment. We may share the contents of your medical files, including date of visits, symptoms presented, diagnosis, medications prescribed, treatment given or recommended, and referrals to other health providers with other health center staff members so that we may effectively treat you and follow up on your care. In addition to sharing this information with health center nurses, doctors, dentists, mental health professionals, Trainee Employee Assistance Program (TEAP) specialists, or other health providers, we may share this information with health center clerks, receptionists, or other persons responsible for filing and entering data within the health center, and organizing patient flow and/or contacting you to set appointments or inform you of prescription availability or other medical information. We may share your prescription and other medical information with pharmacists or other providers of medicines or devices, and with center drivers who pick up medications at pharmacies or other stores, for the purpose of obtaining prescriptions, other medications, and devices for you. We may share information with medical laboratories necessary in identifying specimens for the purpose of testing. Center health care providers also may share your health information with specialists or other off-center health care providers for purposes of consultation or referral.

Payment and Health Care Operations. We may share the contents of your medical files, including referral and other information about care you received off center, with Medicaid and/or private insurance companies for the purposes of facilitating your access to health services not provided or paid for by Job Corps. We also may share information about illness or injuries you may incur in the performance of your duties with workers' compensation coordinators, for the purpose of determining your eligibility for benefits, the payment to you of benefits, and the provision of care to you under those benefits.

Other Uses and Disclosures for Which Consent, Authorization, or Opportunity to Agree or Object Is Not Required

In addition to the above uses and disclosures of your medical information, federal law permits us to disclose medical information about you under the following circumstances:

- we may use or share any information required by law;
- we may share information about infection, disease, or other conditions with public health department authorized to receive such health information, as well as information about failure to follow prescribed treatments for these cases of infection or disease, to assist them in preventing or controlling health conditions and tracking vital events;
- we may contact you to provide appointment reminders or information about treatment alternatives or other health-related benefits and services;
- we may share information for certain public health activities, including for purposes related to the quality, safety, or effectiveness of products regulated by the Food and Drug Administration;
- we may share information with government authorities about individuals we believe may be victims of abuse, neglect, or domestic violence;
- we may share information for health oversight activities, including audits, licensing, and inspections of the health center, and determinations of our compliance with the medical privacy rules by the U.S. Department of Health and Human Services;
- we may share information in certain court proceedings;
- we may share information for law enforcement purposes;
- we may share information with a coroner, medical examiner, or funeral director to enable those people to perform their jobs with respect to people who have died;
- we may share information with organ donor organizations as necessary to allow authorized organ, eye, or tissue donations from people who have died;
- we may share information for certain approved limited research purposes;
- we may share information to avert a serious threat to health or safety;
- we may share information for workers' compensation purposes;
- we may share information for certain specialized government functions, including certain military or national security uses.

Other uses and disclosures will be made only with your written authorization. Job Corps requires you to authorize certain other uses and disclosures of your protected health information as a condition of enrollment in Job Corps. Those uses and disclosures are outlined in a written Authorization form that you have signed already, or that we will ask you to sign. You may revoke your authorization for these uses and disclosures, in writing, at any time, unless we have relied on the Authorization. Please note, however, that federal law permits Job Corps to condition enrollment in its programs on receiving a valid authorization from you of certain uses

and disclosures of your protected health information. Although the health center must honor any withdrawal of authorization you make, and cannot condition treatment on your authorization, such a withdrawal may affect your continued enrollment in Job Corps. Also, you may be asked to sign other voluntary authorizations. You may revoke a voluntary authorization, in writing, at any time, unless we have relied on that authorization.

Your Rights

The right to request restrictions. You have the right to request restrictions on certain uses and disclosures we make of your protected health information for treatment, payment, or health care operations, and may request restrictions on disclosures to family members or friends relevant to your care. However, in most instances the health center is not required to agree to your request. Generally, your health information will not be disclosed to family members or friends if you object to such disclosure, but in an emergency or other circumstance in which we cannot obtain your agreement, we may disclose limited information if it appears necessary for your care, consistent with state law. In addition, in case of a disaster, your health information may be shared with the Red Cross or other public or private entities assisting in disaster relief efforts for the purpose of notifying your family members or other loved ones of your location, general condition, or death. Furthermore, if you are a minor, we may be required to share health information about you with your parent or guardian, although some types of information you may be able to restrict us from sharing with your parent or guardian. (We will follow state laws in those instances.)

The right to receive your health information confidentially. You have the right to receive your health information privately. For example, if you are expecting a letter containing information from your doctor to arrive at your mailbox, and you share a mailbox with others and do not wish for others to discover the letter, you may request that the letter be delivered to you in another way or at another location, or you may arrange to pick up the letter.

The right to inspect and copy your health information. You have the right to look at and get a copy of your health information for as long as we maintain those records. However, under the law, we may deny you access to certain types of information, including psychotherapy notes kept by mental health professionals, information compiled in anticipation of a civil, criminal, or administrative action, certain information related to clinical or research studies, and classified information. Denials of this nature are final. In addition, we may deny you access to your health information if a health care provider believes that providing the information is likely to endanger the life or physical safety of you or someone else, or, if your information refers to someone else, the access requested is likely to cause substantial harm to that person. Also, if your personal representative requests access to your health information, we may deny that person access if a health care provider believes the access is likely to cause substantial harm to you or another person. You may have denials of this nature reviewed by another health provider who was not involved in the initial denial decision, and we will abide by the decision of that reviewer.

The right to amend your health information. You have the right to have us amend (correct or clarify) your health information that we keep in our records, for as long as we maintain those records. In most circumstances, however, if you ask us to change, add, or delete certain information that we did not create, or that is not a part of your record, or that you are not permitted to access, we do not have to make the amendment. Furthermore, we do not have to

make any changes you request that would cause your record to be anything other than accurate and complete.

The right to be informed of disclosures we make of your health information. You have the right to know what health information we have given to others about you for the 6 years prior to the date of your request. Certain exceptions apply. For instance, we do not have to tell you of instances in which we have disclosed information for purposes of treatment, payment, or health care operations, or information that we gave directly to you or your representative, or certain directory information and information given to persons involved in your care, or information disclosed for national security purposes, or to law enforcement or corrections officials, or disclosures we made before we were required to comply with these notice standards.

The right to receive a paper copy of this Notice. You have the right to request and receive a paper copy of this notice.

The right to complain about our use of your health information pursuant to the Health Insurance Portability and Accountability Act of 1996. You may complain to us and to the Secretary for the U.S. Department of Health and Human Services if you believe your privacy rights pursuant to the Health Insurance Portability and Accountability Act of 1996 have been violated. To file a complaint with us or to request further information regarding your rights to privacy in your health information, please contact

_____

(designated health center privacy official: name, title, phone number)

In addition, you may file a complaint with the Secretary for Health and Human Services within 180 days of the date you learn of our objectionable action or omission. You must put your complaint in writing, you must name us specifically (including the name of your Job Corps center), and you must describe what we have done to which you object.

Where to File Complaints Concerning Health Information Privacy

If your Job Corps center is located in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, or Vermont:

Office for Civil Rights
U.S. Department of Health and Human Services
Government Center, J.F. Kennedy Federal Building, Room 1875
Boston, MA 02203
Voice phone (617) 565-1340
FAX (617) 565-3809
TDD (617) 565-1343

If your Job Corps center is located in New Jersey, New York, Puerto Rico, or Virgin Islands:

Office for Civil Rights,
U.S. Department of Health and Human Services
Jacob Javits Federal Building, 26 Federal Plaza, Suite 3312
New York, NY 10278
Voice phone (212) 264-3313

FAX (212) 264-3039
TDD (212) 264-2355

If your Job Corps center is located in Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, or West Virginia:

Office for Civil Rights
U.S. Department of Health and Human Services
150 S. Independence Mall West, Suite 372
Public Ledger Building
Philadelphia, PA 19106-9111
Main Line (215) 861-4441
Hotline (800) 368-1019
FAX (215) 861-4431
TDD (215) 861-4440

If your Job Corps center is located in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, or Tennessee:

Office for Civil Rights
U.S. Department of Health and Human Services
Atlanta Federal Center, Suite 3B70
61 Forsyth Street, SW
Atlanta, GA 30303-8909
Voice phone (404) 562-7886
FAX (404) 562-7881
TDD (404) 331-2867

If your Job Corps center is located in Illinois, Indiana, Michigan, Minnesota, Ohio, or Wisconsin:

Office for Civil Rights
U.S. Department of Health and Human Services
233 N. Michigan Ave., Suite 240
Chicago, IL 60601
Voice phone (312) 886-2359
FAX (312) 886-1807
TDD (312) 353-5693

If your Job Corps center is located in Arkansas, Louisiana, New Mexico, Oklahoma, or Texas:

Office for Civil Rights
U.S. Department of Health and Human Services
1301 Young Street, Suite 1169
Dallas, TX 75202
Voice phone (214) 767-4056
FAX (214) 767-0432
TDD (214) 767-8940

If your Job Corps center is located in Iowa, Kansas, Missouri, or Nebraska:

Office for Civil Rights

U.S. Department of Health and Human Services
601 East 12th Street, Room 248
Kansas City, MO 64106
Voice phone (816) 426-7278
FAX (816) 426-3686
TDD (816) 426-7065

If your Job Corps center is located in Colorado, Montana, North Dakota, South Dakota, Utah, or Wyoming:

Office for Civil Rights
U.S. Department of Health and Human Services
1961 Stout Street, Room 1185 FOB
Denver, CO 80294-3538
Voice phone (303) 844-2024
FAX (303) 844-2025
TDD (303) 844-3439

If your Job Corps center is located in American Samoa, Arizona, California, Guam, Hawaii, or Nevada:

Office for Civil Rights
U.S. Department of Health and Human Services
50 United Nations Plaza, Room 322
San Francisco, CA 94102
Voice phone (415) 437-8310
FAX (415) 437-8329
TDD (415) 437-8311

If your Job Corps center is located in Alaska, Idaho, Oregon, or Washington:

Office for Civil Rights
U.S. Department of Health and Human Services
2201 Sixth Avenue, Suite 900
Seattle, WA 98121-1831
Voice phone (206) 615-2287
FAX (206) 615-2297
TDD (206) 615-2296

If you would like to file a complaint by e-mail, send it to: OCRComplaint@hhs.gov.

For more information, please contact Lester Coffer, Office for Civil Rights, Department of Health and Human Services, Mail Stop Room 506F, Hubert H. Humphrey Building, 200 Independence Avenue, SW, Washington, DC 20201. Telephone number: (202) 205-8725.

The right to complain about our use of your health information pursuant to the Rehabilitation Act of 1973. You may complain to the Director of the Civil Rights Center, U.S. Department of Labor, if you believe your rights pursuant to the Rehabilitation Act of 1973 have been violated. To file a complaint or to request further information regarding your rights to privacy in your health information, please contact:

Ms. Annabelle Lockhart, Director

Civil Rights Center
U.S. Department of Labor
200 Constitution Avenue, NW, Room N-4123
Washington, DC 20210
Voice phone: (202) 693-5602
TTY: (202) 693-6515

We are here to help you succeed and we will not take any negative action against you for making a complaint, whether you complain to us, to the Secretary for Health and Human Services, to the U.S. Department of Labor, or all three.

ACKNOWLEDGMENT OF RECEIPT OF NOTICE

I, _____, have received a copy of this Notice. I have read this Notice and I understand that it explains how my health information may be used and shared with others, and what my rights are with respect to my health information.

_____ _____

DATE SIGNATURE

EQUAL OPPORTUNITY IS THE LAW

It is against the law for this recipient of federal financial assistance to discriminate on the following bases:

- Against any individual in the United States, on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief; and
- Against any beneficiary of programs financially assisted under Title I of the Workforce Investment Act (WIA) of 1998, on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his or her participation in any WIA Title I - financially assisted program or activity.

The recipient must not discriminate in any of the following areas:

- Deciding who will be admitted, or have access, to any WIA Title I – financially assisted program or activity;
- Providing opportunities in, or treating any person with regard to, such a program or activity; or
- Making employment decisions in the administration of, or in connection with, such a program or activity.

WHAT TO DO IF YOU BELIEVE YOU HAVE EXPERIENCED DISCRIMINATION

If you think you have been subjected to discrimination under a WIA Title I – financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either:

- *[Insert name, phone number, e-mail address, and mailing address for center's Equal Opportunity Officer],* the recipient's Equal Opportunity Officer; or
- The Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue, NW, Room N-4123, Washington, DC 20210.

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the CRC (see address above).

If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient to issue that Notice before filing a complaint with CRC. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient).

If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with the CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

Student Signature Date

Please place a copy of the signed form in student's file.

APPENDIX 601

STUDENT RIGHTS TO PRIVACY AND DISCLOSURE OF INFORMATION

Each applicant or student is entitled to privacy in accordance with federal, state, and local law, and in accordance with the following policies.

1. Privacy of Person and Possessions

The Job Corps Center Director must ensure that each student's area, including any storage for belongings, remains private. Neither students nor their belongings may be searched or examined except under circumstances described in Chapter 5, Section 5.4, Personal Safety and Security. If evidence that may be used in a criminal prosecution is discovered, the student involved is to be advised of his or her right to remain silent and to an attorney.

2. Confidential Personal Information

a. Information collected as part of the admissions process must be protected in accordance with the terms of the Privacy Act. Each applicant shall be informed of the following and acknowledge by signing the Job Corps Consent Record:

(1) The statutory authority for the request

(2) Why the information is needed

(3) Whether it is voluntary or mandatory to give the information

(4) The effects of not providing information

(5) The uses which may be made of the information

b. Personal information contained in center records, as well as verbal and written communication between students and staff, must be held in confidence.

c. Student information may be released to other staff on a need-to-know basis when it is judged to be in the interest of the student, but the student must be informed of the possibility.

d. Staff must advise students in advance about the types of information that must be shared with the Center Director or other center personnel when it affects the welfare of the center as whole or requires action to protect the welfare of an individual enrollee.

e. Confidential student information may not be copied or kept by anyone except as provided by the Disclosure of Information (Section 5 below) procedures.

f. Department of Labor representatives may review counseling, health, and other confidential records for administrative purposes.

g. Job Corps students or staff shall not participate in, nor be the subject of, any study or research project unless it has been approved through the Regional Office and by the National Director of Job Corps. Such participation, if approved, must only

be on a voluntary basis, and the researcher must guarantee to protect the anonymity of all staff and students involved in any presentation of the results.

3. Access to Student Records

a. Students, and parents or guardians of minor students, shall be granted access to their records upon request. Access to medical records can be denied in accordance with the Notice (Exhibit 6-10) and Authorization (Chapter 1, Exhibit 1-3).

b. If a student or parent of a minor student objects to any information in the record, he or she may request a meeting with the Center Director to request that such information be removed or modified. If the request is denied, the record must be documented with the reasons. The student and or parent/guardian may also include a written objection to the content. All such statements shall become part of the student's personnel record.

c. If a student or parent of a minor student objects to any information in the medical record, he or she has the right to amend their protected information. Amendments will be made in accordance with the Notice and Authorization.

d. When the center has custody of the record, designated center staff shall respond to requests from former students or third parties, for information concerning their enrollments, only upon receipt of a written signed release of information, and in accordance with the provisions of this appendix, the Notice, and the Authorization.

4. Use of Student Photos

a. OA/CTS contractors and centers shall ensure that photos of Job Corps students are taken, used for printed materials, or posted on the Internet only when the student, or legal guardian in the case of minors, has:

(1) Been informed about the possible uses of such pictures for promotional purposes, for an unlimited time; and

(2) Has signed a Right to Use Photographic Likeness release (as shown in the Job Corps Forms Handbook).

b. In all cases where a photographer, newspaper, or other entity has been hired to take pictures, the contract for services shall either:

(1) Include language that states "All Copyright and/or Intellectual Property Rights are the property of the Department of Labor"; or

(2) A "Notice of Copyright" must be signed by the photographer before the photograph may be used (as shown in the Job Corps Forms Handbook).

5. Disclosure of Information

All requests for personal information about students must be treated as requests under the Freedom of Information Act and the Privacy Act of 1974, and handled pursuant to 29 CFR Parts 70 and 70a and 45 CFR Parts 160 and 164.

a. No student records of information of any kind about a student may be released to outside agencies or persons without the student's signed consent, or parent/guardian consent for minor students, with the following exceptions:

(1) Upon written request, parents or guardians of minors and probation or parole officers may be given information regarding a student's general medical condition and/or achievement in the program.

(2) To avert a serious threat to health or safety, protected health information can be released. Medical information may be provided to local health authorities in the case of student death to assist with their investigation.

(3) A student's name, address, age, former residence, dates of entry and/or separation, forwarding address and other possibilities for locating a student or his or her family may be released to state or federal law enforcement agencies or other government investigators.

(4) CTS providers shall be provided a summary of each student's academic and vocational achievement and other such information necessary to assist in the placement of a student. Placement agencies must obtain a written release of information from each student prior to sharing information with prospective employers, schools, and training institutions.

(5) Where a job opportunity with a prospective employer is covered by a federal government security clearance requirement necessitating that the employer receives information on the student's arrests, convictions, and/or probation or parole status, the placement agency shall release such confidential information only after obtaining a signed consent from the student or parent/guardian.

(6) All subpoenas to produce student records or to testify regarding a student record shall be forwarded to the Regional Office for consultation with the Regional Solicitor.

APPENDIX 602

CIVIL RIGHTS AND NONDISCRIMINATION

Job Corps shall provide equal opportunity for all employees and students without regard to race, religion, color, national origin, gender, disability, or political affiliation or belief. Sexual harassment is prohibited. Discrimination is prohibited in all contracts, grants, and programs funded by the Department of Labor.

Responsibilities:

1. Students must be treated equally with no segregation or discrimination of any kind with respect to training, working assignments, eating arrangements, or any other center activities. Segregated housing on the basis of gender is allowed as outlined in 45 CFR 86.32.
2. Staff shall not be discriminated against in employment practices on the basis of race, color, national origin, gender, age, disability, religion, or political affiliation or belief.
3. The Directorate of Civil Rights (DCR) for the Department of Labor (DOL) shall be responsible for enforcing equal opportunity in all DOL-funded programs, including the provision of Job Corps services. DCR shall conduct periodic reviews of contract centers to ensure compliance with civil rights laws and regulations.
4. The DOL Office of Federal Contract Compliance (OFCCP) shall be responsible for ensuring contractor compliance with the mandates of Executive Order 11246, and enforcing nondiscrimination and equal opportunity for Job Corps contractor staff.
5. For agency-operated Civilian Conservation Centers, the Equal Opportunity Officers of the agency shall be responsible for enforcement of equal opportunity and nondiscrimination for staff only.

CENTER EQUAL OPPORTUNITY PROGRAMS

Each center shall ensure the protection of the civil rights of staff and students, and shall promote an atmosphere free from discrimination and harassment.

Each center shall:

1. Appoint in writing a center equal opportunity (EO) officer, who shall:
    a. Advise the Center Director on all civil rights matters.
    b. Monitor the operation of complaint/grievance procedures.
    c. Maintain logs and records of complaints/grievances.
    d. Inform complainants of the disposition of complaints and appeal rights.
    e. Assist students in completion of DCR Complaint Information Forms.
    f. Coordinate the center EO committee.
2. Establish a three-to-five-member EO committee to conduct impartial hearings on civil rights issues or disability complaints.

3. Advise students and staff on how to conduct themselves if they feel they are subjected to acts of discrimination, hostility, or unfair treatment within the community. Assist in resolving the matter as follows:
   a. Center Directors may use remedies and conciliation services available under state law. The Regional Office shall be notified in this event.
   b. Establishments that appear to discriminate may be placed "off limits" if an administrative or legal proceeding is in progress.
   c. Inform all staff members and students that steps to resolve differences with the community or community group are in process, or will be resolved by a specific date.

AFFIRMATIVE ACTION PLANS

Each center shall submit an Affirmative Action Plan to the Regional Office within 90 days of contract award, and update it annually on the contract anniversary date. The plan shall include methods to:

1. Communicate center policies and programs to foster full understanding, acceptance, and support within the community and among students and staff.
2. Foster participation in community activities that work toward improved and equal opportunities for minority groups.
3. Encourage staff racial and gender balances that reflect that of the student population.
4. Obtain, develop, and utilize the skills of minority group and female staff to the maximum extent possible.
5. Ensure assimilation of minority group members and females throughout various center organizational and responsibility levels.
6. Identify and analyze civil rights problem areas.
7. Correct and follow up on problem situations and, if necessary, ensure that appropriate steps are taken to discourage recurrences.
8. Provide prompt, fair, and impartial consideration of discrimination complaints.

COMPLAINT PROCEDURES

Equal Opportunity Complaints

1. All EO complaints alleging discrimination or sexual harassment must be filed not later than 180 days of the alleged discriminatory or adverse action.
2. The center's EO officer must provide assistance to complainants, either students or staff, in the preparation of formal complaint statements.
3. Each formal complaint statement shall contain the following:
   a. Name, home address, telephone number, work address, work unit, and work title of the complainant
   b. Basis for the allegation, i.e., race, gender, national origin, etc.

c. Nature of the complaint, i.e., detailed description of the circumstances

d. Any supporting facts, documentation, or witnesses

4. Complainants shall not be subjected to any adverse treatment, retaliation, punishment, or other administrative action based upon their submission of such complaints.

5. Efforts should be made to resolve EO complaints informally and at the lowest level possible.

Disability/Discrimination Complaints

1. All complaints filed under Section 504, Non-Discrimination Under Federal Grants and Programs, of the 1973 Rehabilitation Act as amended in 1992, must be filed not later than 180 days from the date of the alleged discrimination.

2. The following three steps shall be used in handling such complaints:

STEP	ACTION	TIME FRAME
STEP ONE	Student's counselor or staff's immediate supervisor attempts to resolve issues. If unresolved, refer to Step Two.	5 working days
STEP TWO	Center EO officer attempts to resolve issues. If unresolved, refer to Step Three.	10 working days
STEP THREE	Impartial hearing before center EO committee	Held within 30 days of filing of complaint
	Committee issues recommendation to Center Director	Within 50 days of filing of complaint
	Center Director issues final written decision	Within 60 days of filing of complaint
	Complainant may appeal decision to the Directorate of Civil Rights	Within 30 days of the decision

3. All complaints shall be completely documented by the center. Documentation shall include:

a. Names of persons involved

b. Nature of the complaint

c. Actions taken

4. When complaints are successfully resolved or final decisions are rendered, a complete report of each such case shall be forwarded to the Regional Director.

5. Complainants wishing to appeal decisions to the DCR shall be given the address and telephone number of that office by the Center Director or EO officer.
6. Documentation shall be kept confidential and shared only with those DOL officials who may need to review the information in the conduct of their official duties.
7. Documentation shall be retained in the center's active files for 3 calendar years, unless otherwise directed.

FORMAL COMPLAINT/GRIEVANCES
WHERE TO FILE

COMPLAINT		TYPE OF COMPLAINT/GRIEVANCE	COGNIZANT AGENCY
STUDENT		PRIVACY RULE	OFFICE OF CIVIL RIGHTS (OCR), Secretary, U.S. Department of Health and Human Services, ATTN: Office for Civil Rights, Hubert H. Humphrey Building, 200 Independence Avenue, SW, Washington, DC 20201
		DISCRIMINATION: Race, color, national origin, religion, gender, age, citizenship, or political affiliation or belief	DIRECTORATE OF CIVIL RIGHTS
		DISABILITY	INDIVIDUAL CENTER (in accordance with center procedures)
STAFF	CONTRACTOR STAFF	DISCRIMINATION: Race, color, national origin, gender, or religion	DIRECTORATE OF CIVIL RIGHTS OR OFFICE OF FEDERAL CONTRACT COMPLIANCE OR EQUAL OPPORTUNITY COMMISSION
		DISCRIMINATION: Age or political affiliation	DIRECTORATE OF CIVIL RIGHTS
		DISABILITY	INDIVIDUAL CENTER (in accordance with center procedures) OR OFFICE OF FEDERAL CONTRACT COMPLIANCE

COMPLAINT		TYPE OF COMPLAINT/GRIEVANCE	COGNIZANT AGENCY
	AGENCY STAFF	DISCRIMINATION: Race, color, national origin, gender, age, religion, or disability status	OPERATING AGENCY (in accordance with agency procedures)

Tort Claims

1. Job Corps students are federal employees for purposes of the Federal Tort Claims Act.
2. Center operations funds are not to be used for award of tort claims.
3. Centers shall assist students in filing claims with the Regional Office for damage, loss, or destruction of personal property, when the property is under the control and custody of the center, using the following procedures:

   a. Only the owner of the property, injured person, or duly authorized agent or legal representative may submit claims. (If filed by agent or legal representative, claim must show the title or capacity of the person presenting it and evidence of his/her authority to file the claim.)

   b. Claims must be submitted using Standard Form No. 95. All claims submitted shall include the following:

      (1) Appropriate receipts, estimates, or other documentation supporting the amount claimed.

      (2) A report of investigation including a statement showing exactly which duties, if any, the student was performing at the time of the incident.

      (3) An attachment containing the student's financial institution account number and bank routing number or a request for waiver of payment via electronic funds transfer. (Note: If for whatever reason Job Corps is unable to secure financial information or a waiver, the student must be paid by check.)

      The following is a suggested format for collecting financial institution information and language for the waiver request.

      ABA Routing No. _ _ _ _ _ _ _ _ _ (9 characters)

      Acct. No. _ _ _ _ _ _ _ _ _ _

      "I request a waiver from the requirement to receive payment by electronic funds transfer (EFT) for the following reason(s)." Check appropriate line(s):

      ( ) I have physical disability that precludes my use of EFT.

      ( ) There is geographic barrier to my use of EFT.

      ( ) Use of EFT would impose a financial hardship.

Signature of Claimant _____

c. Claims shall be submitted to the Center Director, who will forward them along with a recommendation to the Regional Office of Job Corps.

4. The Job Corps may pay claims to students for lost, damaged, or stolen property up to maximum of $300 when such loss is not due to the negligence of the student. The student shall always be compensated for losses when they are the result of a natural disaster or when the student's property is in the protective custody of the Job Corps, which shall always be the case when the student is absent without leave (AWOL).

5. The Regional Office shall promptly notify the student and the center of its determination on each case.

APPENDIX 603
HIV INFECTION/AIDS POLICY

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HIV INFECTION/AIDS POLICY

1.0 Policy Statement

This policy enables Job Corps centers to make appropriate decisions regarding the health care and counseling of HIV positive students, consistent with Job Corps regulations. In addition, the policy permits Job Corps to guard against behavior that enhances the risk of HIV transmission on center. Through this policy, Job Corps meets its statutory and regulatory duties to ensure that all students benefit, to the fullest extent possible, from program services; and that they are behaviorally qualified to meet the program's conduct, discipline, work, and training standards (reference: Workforce Investment Act, 29 U.S. 2885).

The goals of this policy are to assure that HIV positive students (1) receive preventive health services appropriate for the student's particular needs, (2) are medically and psychologically fit to engage in job training, and (3) present no significant risk of contagion to other students at Job Corps centers.

1.1 Informing Applicants of Job Corps HIV Screening Policy

As part of the cursory medical examination, the center physician or designee (e.g., center nurse) shall inform students that they will be required to be screened for HIV antibodies. The center physician or designee shall also describe the Job Corps HIV/AIDS policy and ensure that the student understands that if found HIV positive, retention in the program will depend on the individual's cooperation in, and the outcome of, a medical and mental health evaluation. In addition, the center physician or designee shall provide each student with an HIV Testing Information Sheet (Exhibit 1).

Prior to drawing blood for the HIV test, the center physician or designee must:

- Confirm that the student (or parent/guardian, if student is minor) has signed the consent statement on the ETA 6-53, Health Questionnaire.
- Counsel the student on the test and its implications, and document in the health record that the student has received pre-test counseling regarding the HIV test, and signed the HIV Testing Information Sheet.

a. Students Refusing Testing

If a student refuses to submit to HIV testing, it may be deferred until after specialized counseling regarding HIV infection and AIDS. Such counseling should include the benefits of early diagnosis and the efficacy of available prophylactic treatments. If after 2 weeks of counseling, the student continues to refuse the HIV test, an administrative termination may be necessary. The center physician may waive the HIV test if in his or her opinion there is sufficient justification. Such a waiver must be clearly documented by the center physician in the student's health record and include an explanation as to why the decision was made.

b. HIV Testing Waiver

HIV testing may only be waived if the student is otherwise medically qualified for the Job Corps training program, and agrees to avoid any behaviors that present the potential for HIV transmission to other students. (See also PRH Section 6.10.)

1.2 HIV Testing Categories

a. All entering students shall be tested for HIV as part of the cursory medical examination within 48 hours after arrival on center.

b. Students may also be offered testing at a later time on a voluntary basis at the discretion of the center physician.

c. When ordered by the center physician, a student who has previously tested negative for HIV shall be retested as follows:

- Upon reasonable suspicion of exposure to HIV
- Based upon signs and/or symptoms of a possible AIDS-related condition
- When diagnosed with a newly contracted sexually transmitted disease
- When discovered to be pregnant

d. A student who has an indeterminate test result shall be retested at 3-month intervals until a conclusive test result (i.e., negative or positive) is obtained. If a conclusive result is not obtained within 6 months, no further testing is required.

e. Transfer students or students who are interested shall not be retested except under conditions as stated in Section 1.2, items a through d above.

1.3 Specimen Processing

All centers are required to send specimens for HIV testing to the nationally contracted laboratory. Centers shall follow the written protocols provided by the lab. The lab shall provide all necessary supplies and equipment. Centers shall keep a log of specimens sent to the laboratory. The log shall be kept under lock when not in use.

Centers shall not be reimbursed for HIV tests performed at other than the nationally contracted lab.

1.4 Informing and Counseling Students Regarding HIV Test Results

a. HIV Negative Students

All students with a negative HIV test shall be individually informed of their test results within 14 calendar days after receipt of test results. They shall be informed by the center physician or designee regarding the meaning of the test result and counseled about taking measures to prevent becoming infected with or transmitting HIV. Post-test informing and counseling activities must be documented in the student's health record.

b. Students With Indeterminate Test Results

All students with an indeterminate HIV test shall be informed privately by the center physician or designee within 5 working days after receipt of the written indeterminate result. They shall be counseled individually regarding the meaning of the test results and advised to practice precautions as if they were HIV positive until conclusive test results are obtained (or 6 months), at which time the counseling may be modified depending on the test's outcome. Post-test informing and counseling activities must be documented in the student's health record.

c. HIV Positive Students

Students with a positive HIV test result shall be informed privately by the physician or designee, preferably within 24 hours, but not later than 5 working days, after receipt of the written positive result. The center mental health consultant **must** be in attendance to assist in informing and counseling.

Such students shall be counseled to either abstain from sexual activity or inform prospective sex partners of their infection; to take precautions to reduce the risk of sexual transmissions of HIV; to refrain from donating blood; and to refrain from using or sharing drug injection paraphernalia. They shall also be informed about the significance of the test, the risk of developing AIDS, and the necessity for medical follow-up. In addition, HIV positive pregnant students must receive specialized counseling and careful medical attention.

Crisis intervention and treatment must be made available to address mental health problems that students may encounter upon being informed that they are HIV positive. The center mental health consultant shall provide intervention or the center shall obtain expert assistance at center expense, if necessary.

The center physician or designee must record detailed information regarding post-test informing and counseling in the student's health record and sign documentation.

d. Students Off Center

If a student is not on center (e.g., AWOL, on administrative leave) when his or her test positive or indeterminate result is received by the center, the Center Director or designee must make every attempt to contact the student.

All actions taken to contact students not on center must be documented in the student's health record. Such entries must be specific as to date, person contacted, result, etc. All entries must be signed and dated.

e. Contact Notification

HIV positive students must be instructed in how to notify their sexual contacts and intravenous drug contacts (if they have any on or off center) that they may have been exposed to HIV and to refer them for counseling and testing.

If the student is unwilling to notify his or her **on-center** contacts, the center physician or designee shall request the student to give written consent for center health services staff to notify them.

Where required to by state law (i.e., state in which center is located), the center shall report the student's HIV infection to the state and/or local health department.

1.5 Confidentiality of Test Results

a. Disclosure to Center Staff

HIV test results shall be shared only with center personnel who have a need to know for purposes of counseling, administration, and delivery of health services. These persons may include the Center Director, physician, health services

manager or equivalent, center mental health consultant, dentist, and other health services staff (as determined by the health services manager).

The Center Director must ensure that all center staff and subcontracted health providers are fully apprised of their responsibilities under the Privacy Act and Privacy Rule.

b. Disclosure by HIV Positive Students

HIV positive students must be provided with in-depth counseling emphasizing the need for confidentiality and discretion in sharing test results; however, such students must not be restricted from discussing their status with other staff or students if they so desire.

1.6 Release of Information and Medical Records (Refer to Appendix 601)

1.7 Medical and Mental Health Evaluation, Treatment, and Follow-up of HIV Positive Students

Job Corps center health professionals shall conduct a thorough medical and mental health evaluation of all HIV positive students to determine whether their retention in Job Corps is appropriate. The goals of this evaluation are to (1) determine whether, based on the center's medical and mental health expertise and resources, it can provide adequate health care for the HIV positive student's particular needs, (2) determine whether the HIV positive student presents a significant risk of HIV contagion to other students through irresponsible sexual behavior or intravenous drug use, and (3) if necessary, arrange for medical and mental health treatment and follow-up off center or by transfer to another center.

This evaluation shall be conducted within 21 calendar days after the test results are received on center.

- Medical Evaluation – The center physician shall assess the student's medical status, including the student's immune system functioning and the impact of HIV infection upon other body systems.
- Mental Health Evaluation – The center mental health consultant shall assess the HIV positive student's overall psychosocial status, including the student's maturity, propensity toward antisocial behavior, and motivation to function appropriately within Job Corps.

A case management team[1] shall reassess the student's medical and mental health status at least quarterly.

1.8 Retention and Termination of HIV Positive Students

Based on the medical and mental health evaluation, the case management team shall present to the Center Director the team's recommendation regarding student retention/termination. Based on team findings and recommendations, the Center Director

[1] Case management team members shall include the health services manager or equivalent, physician, and center mental health consultant.

shall make the decision to retain or terminate the student. The center must thoroughly document the retention/termination decision in the student's health record.

Within 10 calendar days of the decision to retain or terminate, the Center Director shall submit a confidential memo to the National Director, Job Corps. A copy of the memo shall be placed in the student's health record. Information regarding HIV positive students shall **NOT** be reported by e-mail or FAX. The required format for the confidential memo is shown in Exhibit 2.

a. Pre-termination Options

Prior to terminating the student, the center can (1) temporarily maintain the student on center, or (2) place the student on administrative leave with pay and allowances. If the second option is chosen, the center shall provide the student with appropriate counseling and referrals to medical care nearest his or her home.

b. Medical and Vocational Referral

The center shall provide all terminated HIV positive students with medical referrals and information about other vocational training, as appropriate.

c. Appeal Process

The Center Director shall notify the student (and, where appropriate, the parent/legal guardian) of the termination decision in writing. The notification shall also state the following:

- Within 30 calendar days from receipt of notification, the student (or legal guardian) may request in writing that the Regional Director, Job Corps, review the decision and reinstate him or her in the program.
- The Regional Director shall make a decision solely on review of the record and shall notify the student of the decision regarding his or her appeal within 15 working days of the receipt of the appeal and the record.

d. 45-Day Follow-up

The Center Director shall ensure follow-up of all HIV positive students for 45 days following their termination, regardless of the type of termination. The Center Director shall advise the appropriate admissions counselor that the center shall perform all follow-up. Follow-up activities must be documented in the health record and the record must be maintained in the health unit during the 45-day follow-up period. A report on follow-up activities shall be sent to the National Director, Job Corps, by confidential memo 45 days after the termination date.

e. Student Records

The complete, original health record of HIV positive students shall be sent to the National Director, Job Corps, within 60 days following termination, regardless of the type of termination. The record shall be reviewed and returned to the center for disposition.

1.9 Transfer for Treatment

A student may be transferred to a center that is better able to provide treatment (either on or off center), provided the student wishes such transfer. The Center Director and center physician of the sending and receiving centers must agree before transfer is effected.

1.10 Readmission of Terminated HIV Positive Students

A student who is terminated under this policy may send a request directly to the Regional Office for readmission on the basis of a change in his or her medical or mental health status. Readmission proceedings for terminated HIV positive students shall not go through the local outreach/admissions agency. If the request is approved by the Regional Office, the individual shall be reassessed in accordance with the policy stated in Section 1.7 above.

EXHIBIT 1 - HIV Testing Information Sheet

Human immunodeficiency virus (HIV) is the virus that causes acquired immunodeficiency syndrome (AIDS). This virus can only be transmitted to others through sexual contact, the introduction of infected blood into the bloodstream (e.g., by the sharing of syringes or needles), or from an infected mother to her infant, either during the birth process or by breast-feeding. A person who is infected with HIV is likely to come down with AIDS. However, AIDS usually does not develop until many years after a person has been infected, and persons with HIV may look and feel completely healthy.

Tests are available to determine the presence of antibodies to HIV. Antibodies are substances made by the body to fight infection. The presence of antibodies (a positive antibody test) indicates that a person is infected with HIV, and is capable of infecting others with the virus. However, it takes time for the body to make antibodies after the virus gets into the body. For this reason, the antibody test for a person who has recently been infected with HIV may show that a person is "negative" (does not have antibody) or "indeterminate" (neither positive nor negative) even though that person actually carries the virus in his or her body. A test taken at a later time, when the body has had more time to make antibodies, would show that the person is positive.

If your HIV antibody test results are known, it helps your doctor decide how best to treat you for some illnesses. If you have the virus, you can receive treatment to help prevent or delay the illnesses that occur with AIDS. It may also help you to make personal decisions if you know that you have HIV and could give it to someone else. If your blood test is positive, Job Corps will conduct medical and psychosocial evaluations in order to provide appropriate medical care and counseling, as well as to determine whether it is appropriate for you to remain in Job Corps.

If your blood test is positive and the test results become known by others, they might think you have AIDS or that you might infect them. This may not be true, but you might be discriminated against by friends, family, employers, landlords, insurance companies, or others. Therefore, you should be extremely careful in disclosing your test results.

HIV test results and other related medical records may only be released to Job Corps staff with a need for that information for purposes of counseling, administration and delivery of health services, and to the local and/or state health department, when required by law.

Acknowledgment of receipt of information:

Student Signature: _____ Date: _____

EXHIBIT 2 (page 1 of 2) - Confidential Memo (Retention/Termination)

CENTER: _____ DATE: __/__/__

TO: National Director, Job Corps

FROM: _____ (Center Director)

SUBJECT: **RETENTION/TERMINATION OF HIV POSITIVE STUDENT** (to be completed within 10 days of the decision to retain/terminate the student)

1. Laboratory Code Number: _____ 2. Age: ___ 3. Sex: _____
4. Home ZIP Code: _____ 5. Date Blood Collected: __/__/__
6. Status: __Resident __Nonresident
7. Race:
   - White (non-Hispanic) _____
   - Black (non-Hispanic) _____
   - Hispanic _____
   - American Indian/Alaska Native _____
   - Asian or Pacific Islander _____
8. Reason Tested:
   - Routine (Entry) _____
   - Prior Indeterminate _____
   - STD _____
   - Pregnancy _____
   - Other Medical Indication _____
9. Date Written Report Received from Lab: __/__/__
10. Counseling Given: Yes __ No __ By _____
11. Transmission Category(ies):
    - Homosexual/Bisexual _____
    - Blood Transfusion _____
    - IV Drug User(IVDU) _____
    - Heterosexual _____
    - Undetermined _____
12. Date of Decision to Retain/Terminate (circle one): __/__/__

EXHIBIT 2 (page 2 of 2) - Confidential Memo (Retention/Termination)

13. If terminated, did student receive medical referral and vocation information?

    Yes __ No __

14. Did student receive initial medical and mental health evaluations?

    No __ Yes __ If yes, indicate dates:

    Medical Evaluation __/__/__

    Mental Health Evaluation __/__/__

15. Medical Evaluation Findings:

    T-Cell (CD4) Count (specify): _____

    Check one:

    _____ Asymptomatic, no treatment prescribed

    _____ Asymptomatic (e.g., low T-cell count), referred off center for treatment (describe): _____

    _____

    _____ Asymptomatic (e.g., low T-cell count), treatment provided on center (describe): _____

    _____

    _____ Symptomatic, referred off center for treatment (describe):

    _____

    _____

    _____ Symptomatic, treatment provided on center (describe):

    _____

    _____

16. If student is receiving prophylactic treatment, identity funding source:

    _____ Center Funds _____ Medicaid

    _____ Third-Party Funds _____ Third-Party Insurance

    _____ Other (identify): _____

17. Comments: _____

    _____

    _____

CASE MANAGER: _____ Phone: _____

EXHIBIT 3 - Confidential Memo (45-Day Follow-up)

CENTER: _____ DATE: ____/____/_____

TO: National Director, Job Corps

FROM: _____ (Center Director)

SUBJECT: **45-DAY FOLLOW-UP ON TERMINATED HIV POSITIVE STUDENT**

(This follow-up should be conducted 45 days after student termination.)

1. Laboratory Code Number: _____
2. Were you successful in reaching the student? Yes __ No __
3. If unsuccessful, were you able to speak with someone else regarding the student?

   Yes __ No __

   If yes, to whom did you speak (indicate relationship to student)? _____
4. What is the student's status? (Check and comment below on all that apply.)

   _____ Employed

   _____ Enrolled in vocational training

   _____ Enrolled in college

   _____ Receiving medical care for HIV/AIDS

   _____ Does not respond to inquiries from center

   _____ Unable to locate

   _____ Other (Specify): _____
5. Comments: _____

   _____

   _____

   _____

CASE MANAGER: _____ Phone: _____

APPENDIX 604

JOB CORPS CHILD DEVELOPMENT PROGRAMS

SELECTION AND FUNDING OF JOB CORPS CHILD DEVELOPMENT PROGRAMS

Selection

a. Job Corps centers shall submit proposals for on-site child development programs and/or residential parent/child programs to the National Office for approval, through the Regional Office.

b. Proposals shall include:

1. Statement of need, including documentation demonstrating that existing local resources are not adequate to meet the needs of the center's student population.

2. All information specified in Exhibit 6-6 (Proposal Outline for On-Site Child Development Centers and Residential Parent/Child Programs).

c. The National Director, Job Corps, shall request a design and/or facility review as appropriate, and shall approve the establishment of all on-center child development and/or residential parent/child programs.

Funding Sources

a. Job Corps appropriated funds shall be used only for costs specified in Exhibit 6-7 (Use of Job Corps Funds for Child Development Centers and Parent/Child Programs).

b. Non-Job Corps funds shall be used to support the ongoing operating costs of child development programs and the additional operating costs associated with housing children in residential parent/child programs. Non-Job Corps funding resources are specified in Exhibit 6-7.

c. In exceptional circumstances, where a shortfall in non-Job Corps revenue obtained from outside sources for support of ongoing costs of child development centers (CDCs) and/or residential parent/child programs (RPCs) occurs, the Job Corps center may submit a request through the Regional Office to the National Office for funding. The request must clearly explain why any shortfall exists and what steps the center has taken to address the problem.

d. Centers shall identify resources and develop linkages for financial and nonfinancial support for on-center programs.

ADMINISTRATION OF ON-CENTER CHILD DEVELOPMENT PROGRAMS

Method of Operation

Center operators shall operate approved on-site child development programs:

a. Directly with center-employed staff.

b. Through subcontracts with licensed child care providers.

c. Through agreements with other programs such as Head Start.

Licensing

Center operators shall design and operate a development program for children that meets state licensing guidelines. Every effort shall be made by the center to obtain licensing by the state.

Design of Program

Center operators shall operate the program in accordance with written standard operating procedures (SOPs) that include the following:

a. Designation of ages of children to be served. In no case, however, may children younger than 6 weeks nor children of mandatory public school age be enrolled in on-center CDC programs.

b. Registration and enrollment procedures for children, including provision of any required documents by parents such as children's birth certificates and immunization records, or documentation to meet other minimum health standards established by the state licensing agency and/or by the CDC operator.

c. Designated hours of operation.

d. Daily schedule of activities.

e. Procedures for release of children. Unless a prior written agreement is on file with the CDC, only custodial parents or designated individual(s) may remove a child or children from the CDC. A signed consent form, giving the name of the parent's designee(s), shall be kept on file to verify identification of the designees.

f. Emergency procedures. Authorization for emergency treatment from the parent shall be on file for each child in the event the condition of a child is such that waiting for parental authority may jeopardize the life or risk permanent disability of the child.

g. Record-keeping procedures, including a process for maintaining records on each child on a current basis, to include the emergency treatment authorization, notation of any allergies or health problems, immunization records, developmental progress, and emergency contact information.

h. System to provide copies of emergency and alternate contact information obtained from parents, and designation of individuals who can remove children from the premises, to staff in CDC and, as appropriate, in residential parent/child dormitories.

i. Procedures to ensure proper storage and administration of medication to children shall be handled in accordance with state guidelines for child care centers.

j. A written child guidance/behavior modification policy, which prohibits corporal punishment or any humiliating or frightening punishment such as spanking, hitting, slapping, pinching, shaking, or any other form of physical or verbal abuse.

k. Procedures for transportation of children in accordance with state laws. Children in RPCs shall be entitled to government-paid transportation to and from home to the same extent it is allowed for their parent(s).

l. Procedures to ensure the CDC is maintained at full capacity. If all slots are not filled by children of students, dependent children of center staff may use the center for payment of a fee established by the center operator and approved by the Regional Office. Where on-center programs are operated by Head Start, eligible children from the neighboring community may fill remaining slots.

m. Procedures to ensure routine maintenance and cleanliness of CDC facilities.

n. Procedures to ensure proper handling and storage of food in accordance with state and local health department requirements.

Safety and Health Requirements

Child development centers shall ensure that:

a. CDC buildings and furnishings conform to NFPA 101 and state licensing requirements. In cases where these differ, the more stringent shall apply.

b. Prior to occupancy, the facility must be inspected by the state licensing agency, local fire department or other authorized agency, the Job Corps center's safety supervisor, and the DOL safety and health officer.

c. Portable fire extinguishers, which meet state guidelines, are available in the CDC.

d. An annual fire prevention inspection by the fire department or cognizant agency and the CDC director or designated representative shall be conducted, and any discrepancies shall be promptly corrected.

e. All CDC staff shall be trained in proper evacuation procedures. Evacuation procedures shall be conspicuously posted. Emergency evacuation drills shall be conducted in accordance with state and local regulations.

f. Crib rooms in CDCs must have at least one exterior exit with an inclined ramp for emergency evacuation of wheeled cribs.

g. A daily attendance record shall be maintained by the CDC staff and kept readily available for conducting "head counts" of evacuees outside the building in the event of a fire or other emergency.

h. Smoking is not permitted in CDC or in childrens' outdoor play areas.

i. The CDC is maintained in sanitary condition in order to reduce the spread of disease.

j. Door and cabinet hardware in child activity spaces and children's bathrooms must be operable from either side.

k. Exit-door hardware in toddler activity spaces must be located above the reach of children.

l. Only non-toxic, lead-free paint may be used in CDCs.

m. Storage space containing cleaning and other chemicals shall be securely locked. Such materials shall not be located in or directly off rooms occupied by the children. Flammable, poisonous, and highly caustic materials, such as drain cleaner, shall not be stored on the premises.

n. Pest control operations must be approved and inspected by the Job Corps center safety officer.

o. A daily inspection of the CDC and outdoor play areas shall be conducted by center management personnel to identify and eliminate safety hazards.

p. First aid kits shall be conveniently located, but out of reach of children, in all CDCs and include materials for emergency cleansing and protection of wounds, bandages, dressings, rubber gloves, thermometer, and tweezers.

q. Emergency instructions and telephone numbers of medical, ambulance, fire, and police services must be conspicuously placed near all facility telephones.

Insurance

Center operators shall obtain liability insurance covering personal liability and accident coverage for the facility, staff and volunteers, and children and parents while on the premises, unless state requirements are different.

Quality Assurance

Center operators shall conduct an annual review of each child development center and residential parent/child program.

CHILD DEVELOPMENT CENTER PROGRAM STAFFING

Staff Coverage

Child development center operators shall:

a. Staff the CDC at a level that maintains staff-to-child ratios and group sizes as appropriate for the ages of the children enrolled, and in accordance with minimum requirements of the cognizant state licensing agency.

b. Ensure that the ratio of staff to children is sufficient at all times to maintain constant supervision and to ensure quick evacuation in the event of fire or other emergency.

c. Count only staff involved in providing direct care for children in ratios.

d. Ensure that at least two adults are in the CDC at all times.

e. Ensure the presence of one staff member who is in physical or visual supervision of occupied crib rooms at all times.

f. Assign at least one full-time caregiver to each age/developmental group.

Staff Qualifications

Child development center operators shall:

a. Hire only qualified staff in accordance with Exhibit 6-8 (Child Development Center Minimum Staff Qualifications) as shown at the end of this section.

b. Ensure that all CDC staff are at least 18 years of age.

c. Conduct an extensive background check prior to employment to ensure staff do not have a history of, conviction of, admission to, or evidence of acts of child abuse, molestation, or neglect. In states that have set up systems for background checks on persons applying for positions working with children, the background check shall include fingerprinting. All references must be checked prior to employment.

d. Ensure staff are in good physical and mental health and have received all required physical examinations and immunizations in accordance with state licensing standards.

Use of Volunteers

Child development center operators shall ensure that health requirements and background checks for, and policies regarding use of, volunteers meet state guidelines.

Staff Training

Child development center operators shall ensure that staff receive training as follows:

a. All new staff shall participate in a new-staff orientation prior to actually caring for children, which shall include:

   1. CDC regulations and standard operating procedures.

2. Health practices, including personal hygiene and sanitation principles and infectious disease control.
3. Child nutrition/feeding
4. Safety
5. Fire protection
6. Emergency procedures
7. Identification of and responsibility for reporting of child abuse

b. Each caregiver shall participate in specialized training related to child development and receive periodic updates, covering at a minimum, the requirements of the state licensing agency and the following topics:

1. First aid
2. Infant and child CPR
3. Child growth and development
4. Age-appropriate programming and activities
5. Design and use of space for children
6. Working with parents
7. Child guidance and behavior modification techniques
8. Child abuse and/or neglect detection, prevention, and reporting

PROGRAM AND DEVELOPMENTAL CARE

Activities

Child development center operators shall provide:

a. A balance of active and quiet activities.

b. Developmentally appropriate activities for each age group that promote the intellectual, social, emotional, cultural, and physical development of the children.

c. Copies or posting of activity schedules in an area where parents can review them.

d. Opportunities for outdoor play.

e. A routine for napping, and appropriate bedding and cots.

Facilities and Environment

Child development center operators shall provide:

a. Facilities and equipment as specified in Exhibit 6-9 (Facility Requirements for Child Development Centers and Residential Parent/Child Programs).

b. An environment that is conducive to learning, with child-sized furnishings, materials, and supplies.

c. Equipment and toys to meet age and developmental levels of children.

d. Individual storage areas for personal belongings of children.

Meals

Child development center operators shall provide:

a. Nutritional meals and snacks, which at a minimum meet state requirements.

b. Meal scheduling so that there shall be no more than 3 hours nor less than 2 hours between regular meals and snacks.

c. Copies or posting of menus in an area where parents can review them.

d. Information on children's food allergies, maintained on a current basis; formula and juices prepared by the parent at home labeled with the child's name and refrigerated until use; food brought by parents labeled as to content, date of opening, and the name of the child for whom it is intended.

Child Guidance/Behavior Modification

Child development center operators shall provide a behavior modification system that:

a. Focuses on learning appropriate behaviors.

b. Prohibits corporal punishment or any humiliating or frightening punishment such as spanking, hitting, slapping, pinching, shaking, or any other form of physical or verbal abuse.

PARENT INVOLVEMENT

Child development center operators shall develop a system to ensure sharing of information with parents on an ongoing basis that includes the following:

Parent Handbook

A brochure or parent handbook with hours of operation, philosophy of the program, description of the developmental program, emergency procedures, and daily schedule of activities.

Interaction With Caregivers

Opportunities for each parent to talk to the child's caregiver, to be informed of child's activities, to observe the program, and to review the schedule of planned activities.

Parent Meetings

A parent meeting or conference at least quarterly for CDC staff to update parents on child's progress.

Parent Notifications

Procedures for immediate notification of a child's parent(s) in the event of illness, accident, or injury of their child and to ensure that at no time will a child who is ill or injured be left unattended. Job Corps center health staff shall not be contacted regarding illness or injury of children except in emergency situations.

Children's Meals

Copies of menus or posting of menus in an area where parents can review them. Parents shall be requested to provide the CDC any information on food that the child has allergic reactions to; this information must be maintained on a current basis in child's file.

ADMINISTRATION OF RESIDENTIAL PARENT/CHILD PROGRAMS

Standard Operating Procedures

Job Corps centers shall operate residential parent/child programs in accordance with written standard operating procedures (SOPs) that describe the following:

a. Emergency procedures, including treatment authorization and contact information that is accessible to RPC staff.

b. Provision of meals for children and for storage of food and feeding children in residences.

c. Supervision to ensure children are not left alone in residences, including policies regarding babysitting or other care for children during evening hours.

d. Procedures to accommodate children who are ill. This may require that parents be allowed to remain in the dormitory during class hours to care for children too ill to be left in the child development center.

Medical Care for Children

Job Corps centers shall:

a. Arrange for children's medical care to be provided off center. Medical care for children must be covered by the parent's health insurance plan, Medicaid, or other well-baby care or entitlement program. Centers must make local arrangements for emergency care for children.

b. Use Job Corps center health services only in case of emergency illness or injury. Make alternative arrangements for care as quickly as possible.

Safety and Health Requirements

Job Corps centers with residential parent/child programs shall ensure that:

a. All doors in residences are operable from both sides so that children will not get locked in.

b. All cleaning supplies are kept in locked areas that are inaccessible to children.

c. Laundry supplies are kept in a locked cabinet or stored out of the reach of children.

d. Only non-toxic, lead-free paint may be used in the dormitory housing parents and children.

e. Portable fire extinguishers that meet state guidelines must be available for use in parent/child living areas.

f. Food items and cleaning supplies must never be stored in the same areas.

g. Fire-retardant bedspreads and draperies must be used in parent/child living areas.

h. Pest-control operations must be approved and inspected by the center safety officer.

RESIDENTIAL PARENT/CHILD PROGRAM STAFFING

Staff Coverage

a. Develop a staffing plan for the residential parent/child program that takes into account the configuration of the housing facilities and the unique needs and problems of parents/children in a residential setting.

b. Ensure that staff coverage is sufficient to maintain the safety and security of the students and their children.

Staff Qualifications

a. Hire only counselors and residential advisors who meet at least the minimum qualification requirements established in Chapter 5, Exhibit 5-3 (Minimum Staff Qualifications).

b. Ensure that staff assigned to the residential parent/child dormitory do not accept responsibility for care or supervision of students' children.

c. Conduct a background check prior to employment to ensure staff assigned to the RPC do not have a history of, conviction of, admission to, or evidence of acts of child abuse, molestation, or neglect. In states that have set up systems for background checks on persons applying for positions working with children, the background check shall include fingerprinting. All references must be checked prior to employment.

Staff Training

a. Provide staff training in accordance with Chapter 5, Exhibit 5-4 (Required Staff Training).

b. Ensure all staff assigned to the RPC program have successfully completed a beginning first aid course and CPR, including infant/child CPR.

c. Ensure all RPC dormitory staff receive training on identification of child abuse and responsibility and procedures for reporting instances of child abuse.

APPENDIX 605

DEFINITIONS AND DOCUMENTATION REQUIREMENTS RELATED TO REASONABLE ACCOMMODATIONS FOR APPLICANTS AND STUDENTS WITH DISABILITIES

Who is entitled to reasonable accommodations? Under federal law, only a person with an *actual, current disability* is entitled to reasonable accommodations for that disability.[1] The regulations implementing Section 188 of the Workforce Investment Act of 1998 (WIA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) define such a disability as "a physical or mental impairment that substantially limits one or more of [a person's] major life activities." Whether a particular person has an impairment that satisfies this definition, and whether a specific accommodation is appropriate for a particular person, must be determined on a case-by-case basis by someone with appropriate expertise in the field.

What is a physical impairment? The regulations define a **physical impairment** as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

- Neurological
- Special sense organs
- Cardiovascular
- Digestive
- Hemic and Lymphatic
- Endocrine
- Musculoskeletal
- Respiratory (including speech organs)
- Reproductive
- Genitourinary
- Skin

This list is all-inclusive.

What is a mental impairment? The regulations define a **mental impairment** as "any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities." By contrast with the list in the definition of physical impairment, this list is not all-inclusive; rather, it is intended only to provide examples of possible mental impairments.

Examples of physical or mental impairments. The regulations also list as examples the following contagious and noncontagious diseases and conditions:

- Orthopedic
- Visual
- Speech
- Hearing
- Heart disease
- Mental retardation
- Specific learning disabilities
- Epilepsy
- Muscular dystrophy
- Multiple sclerosis
- Cancer
- Diabetes
- Emotional illness
- Tuberculosis

[1] People who have a record of a disability, or who are regarded as having a disability, are protected from discrimination by federal disability nondiscrimination laws. However, these people are not entitled to the positive actions, such as reasonable accommodations, that must be provided to people with actual, current disabilities.

- HIV disease (symptomatic or asymptomatic)
- Cerebral palsy
- Drug addiction and alcoholism

The following conditions, situations, or orientations are not considered **physical or mental impairments:**

- Homosexuality and bisexuality
- Normal pregnancy
- Environmental, cultural, and economic disadvantages (e.g., a prison record or a lack of education)
- Limited English proficiency/English as a second language

In addition, federal disability nondiscrimination laws do not protect people with the following conditions, even if the conditions would otherwise satisfy the definition of "disability":

- Transvestitism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments, or other sexual behavior disorders
- Compulsive gambling, kleptomania, or pyromania
- Psychoactive substance use disorders resulting from current illegal use of drugs[2]

What are major life activities? According to the U.S. Supreme Court, a major life activity is an activity that is "of central importance to daily life." There is no exhaustive list of major life activities; the activities affected by physical or mental impairments differ from person to person. However, the regulations implementing federal disability nondiscrimination laws provide some examples of major life activities. These examples include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, and learning.[3] Courts and federal agencies have also recognized other functions such as concentrating, interacting with others, sleeping, and reproducing as major life activities.

What is a substantial limitation? Not all limitations caused by a physical or mental impairment are "substantial" enough to constitute a disability. Some impairments may be disabling for particular persons but not for others, depending on the stage of the illness or disorder, the presence of other impairments that combine to substantially limit the person's major life activities, or any number of other factors.

In general, a substantial limitation is one that either:

- *Prevents* the person from performing a major life activity that the average person can perform, or

[2] Later in this appendix, you will find an explanation of how federal disability nondiscrimination laws relating to drug addiction and alcoholism interact with Job Corps' zero tolerance policy. See discussion below of alcoholism and drug addiction.

[3] The regulations implementing federal disability nondiscrimination laws also list "working" as a major life activity; however, the Supreme Court has cast doubt on whether this classification is correct. Therefore, the effect of an impairment on a person's general ability to "work" should not be considered in determining whether he or she has a disability. The qualified person making the determination may, however, consider whether an impairment affects his or her ability to perform specific manual tasks, such as brushing teeth.

- *Significantly restricts* the person in performing such an activity (as compared to the average person)

What is a significant restriction? There are no hard-and-fast rules. In general, however, the qualified person making the determination should look at whether, and if so how much, the impairment restricts:

- *Conditions under which* the person can perform the activity
- *Manner (way)* in which she or he can perform the activity
- *Duration (length of time)* for which she or he can perform the activity

What are mitigating measures? In determining whether an impairment substantially limits a person's major life activities, the effects of any mitigating measures must be taken into consideration. Mitigating measures may include medication; devices such as crutches, prostheses, hearing aids, or glasses; or anything else that *mitigates* (lessens) the effect that a particular impairment has on a person's ability to perform major life activities. For example, in deciding whether a person's visual impairments substantially limit his or her major life activity of seeing, the consideration must include how well his or her vision can be corrected with eyeglasses or contact lenses.

It is important to keep in mind that in determining the impact of a mitigating measure on a particular person, both the *positive* and *negative* effects that the measure may have on the person's ability to function must be considered. For example, certain medications have negative side effects that, either alone or combined with the effects of an impairment, may constitute a substantial limitation on the major life activities of the person taking the medications.

How do federal disability nondiscrimination laws relating to drug addiction and alcoholism interact with Job Corps's Zero Tolerance Policy and alcohol-related policies? The definition of "individual with a disability" under federal law explicitly excludes persons who are *currently* engaging in the illegal use of drugs. This exclusion means that even though a particular person's drug addiction constitutes a disability, it is not against the law to take adverse action against that person—to separate him or her from Job Corps, or otherwise give him or her less favorable treatment than others—because of that drug addiction.

It is important to note that only people who are *currently* using drugs illegally are excluded from protection under the relevant federal laws. The following categories of persons *are* considered individuals with disabilities under those laws, and are therefore protected from discrimination on the basis of *the drug addiction itself*:

- Persons with a drug addiction diagnosis who have successfully completed a supervised drug rehabilitation program (an in-patient, out-patient, or employee assistance program), and who are no longer using drugs illegally
- Persons with a drug addiction diagnosis who have been rehabilitated successfully in some other way (e.g., recognized self-help programs such as Narcotics Anonymous) and who are no longer using drugs illegally
- Persons who have a drug addiction diagnosis, are currently participating in a supervised rehabilitation program, and who are no longer using drugs illegally

A center **may** request documentation that an applicant/student:

- has a drug addiction diagnosis;
- has completed/is participating in a rehabilitation program or been rehabilitated successfully in some other way; and
- is not currently using,

only if an applicant/student is requesting to be considered a person with a drug addiction disability (most likely so he/she can request reasonable accommodation).

An applicant who has a diagnosis of drug addiction but is not requesting disability/accommodation protections cannot be required to provide documentation that he or she is not currently using drugs. An applicant who indicates current/past casual drug use cannot be required to provide documentation that he or she is not currently using drugs.

A person who casually used drugs illegally in the past but did not become addicted is not an individual with a disability, and therefore is not protected from discrimination. Only addiction qualifies as a physical or mental impairment that is substantially limiting under federal disability nondiscrimination law.

Alcoholics[4]—even those who are currently using alcohol—*are* protected by federal disability nondiscrimination laws from adverse actions taken because of *the alcoholism itself*. However, students are subject to the center's disciplinary policies and measures regarding the use and abuse of alcohol, as well as to the Job Corps' Zero Tolerance Policy regarding the use of drugs.

It is important to understand the difference between taking adverse action against someone because of his or her *alcoholism itself*, and taking adverse action against him or her because of the *behavior that the alcoholism causes*. Taking adverse action *because of someone's behavior* (rather than because of his or her status as an alcoholic) is not considered discrimination.

For example, suppose a student who is an alcoholic is discovered drinking alcohol on center—an action that is prohibited under the center's disciplinary policy. In this case, it is not discriminatory for the center to take action to discipline the student: the center is taking this action not because the center staff knows the student is an alcoholic, but because the student has violated the standards of conduct—in other words, because of the student's *behavior*. The policy is not intended to punish students for *being* alcoholics; it prohibits and punishes the *actual use of* alcohol—in other words, the *behavior*. For these reasons, the policy does not violate federal disability nondiscrimination law.

Documentation of a Disability When a Student or Applicant Requests Accommodation

When the disability and/or the need for accommodation is not obvious, the center may ask the student or applicant for reasonable documentation about his or her disability and functional limitations. The center is entitled to know that the person actually has a covered disability for which she or he needs a reasonable accommodation.

Reasonable documentation means that the center may require only the documentation that is needed to establish that a person has an actual, current disability, and that the disability

[4] "Alcoholism" and "alcoholic" are medical terms used to refer to, respectively, the condition of being addicted to alcohol, and a person who has that condition. As with illegal use of drugs, a person's use of alcohol does not constitute a disability unless it is an addiction that substantially limits one or more of the person's major life activities.

necessitates a reasonable accommodation. Thus, a center, in response to a request for reasonable accommodation, cannot ask for documentation that is unrelated to determining the existence of a disability and the necessity for an accommodation.

A center may require that the documentation about the disability and the functional limitations come from an appropriate health care or rehabilitation professional. The appropriate professional in any particular situation will depend on the disability and the type of functional limitation it imposes. Appropriate professionals include doctors (including psychiatrists), psychologists, nurses, physical therapists, occupational therapists, speech therapists, vocational rehabilitation specialists, and licensed mental health professionals.

In requesting documentation, centers should specify what types of information they are seeking regarding the disability, its functional limitations, and the need for reasonable accommodation. For example, the person (or his/her parent or other representative) can be asked to sign a limited release allowing the center to submit a list of specific questions to the health care or vocational professional. The center must maintain the confidentiality of all medical information collected during this process, regardless of where the information comes from. If a person provides insufficient documentation of a disability in response to the center's initial request, the center should explain why the documentation is insufficient and allow the person an opportunity to provide the missing information in a timely manner.

As an alternative to requesting documentation, a center may simply discuss with the student or applicant (or his/her parent or representative) the nature of the person's disability and functional limitations. The center should make it clear the information is being requesting to verify the existence of a disability and the need for a reasonable accommodation.

Under federal disability nondiscrimination law, a center cannot ask for documentation when: (1) both the disability and the need for reasonable accommodation are obvious, or (2) the person has already provided the center with sufficient information to substantiate that she or he has an actual, current disability and needs the reasonable accommodation requested.

If a student's or applicant's disability or need for reasonable accommodation is not obvious, and she or he refuses to provide the reasonable documentation requested by the center, then she or he is not entitled to reasonable accommodation.

On the other hand, failure by the center to initiate or participate in an interactive process with the individual after receiving information indicating the possible need for reasonable accommodation (see the Job Corps Disability Web site [www.jobcorpsdisability.com] or Program Instruction 00-08 for information about the Job Corps reasonable accommodation process) could result in liability for failure to provide a reasonable accommodation.

Examples of Possible Types of Documentation for Specific Disabilities

Learning Disability

Assessment (intellectual assessment, level of achievement) by a qualified professional with a summary of results, a statement of diagnosis, a list of functional limitations, and recommendations for accommodation.

Traumatic Brain Injury

Neuropsychological assessment by a qualified neuropsychologist, with a statement of diagnosis, a list of functional limitations, and recommendations for accommodation.

Psychological Disability

Evaluation or treatment summary by licensed psychologist or psychiatrist with a diagnosis, a list of functional limitations, and accommodation recommendations.

Blindness or Visual Impairment

Medical certification of vision loss by ophthalmologist or other qualified physician or medical professional, and a list of functional limitations.

Deafness or Hard of Hearing

Audiogram by certified audiologist or other qualified professional, and a list of functional limitations.

Commonly Used Terms and Acronyms

A

AAPP	Annual Advanced Procurement Plan
AAPP/FOP	Annual Advanced Procurement Plan/Financial Operating Plan
AC	Admissions Counselor
ACAT	Admissions Counselor's Assessment Tool
ACBM	Asbestos-Containing Building Material
ACM	Asbestos Containing Materials
ACT	Advanced Career Training
ADA	Americans with Disabilities Act
AFL-CIO	American Federation of Labor and Congress of Industrial Organizations
AFV	Alternative Fuel Vehicle
AHERA	Asbestos Hazard Emergency Response Act
AIDS	Acquired Immunodeficiency Syndrome
AIMS	Apprenticeship Information Management System
ALMIS	America's Labor Market Information System
ALOS	Average Length of Stay
ANSI	American National Standards Institute
AP	Admissions Process; Advanced Placement
ASP	Office of the Assistant Secretary for Policy
AT	Advanced Training
ATELS	Apprenticeship, Training, Employer, and Labor Services
AWBA	Average Weekly Benefit Amount
AWOL	Absence Without Leave
AWP	Average Wage at Placement

B

BCL	Business and Community Liaison
BLS	Bureau of Labor Statistics
BOR	Bureau of Reclamation
BRP	Behavior Review Panel

C

CA	Compensation Act
CBD	Commerce Business Daily
CCC	Civilian Conservation Center
CD	Center Director
CDC	Child Development Center; Centers for Disease Control and Prevention
CDD	Center Director's Designee
CDL	Commercial Driver's License
CDP	Career Development Period; Career Development Plan
CDSS	Career Development Services System
CFR	Code of Federal Regulations

CIP	Classification of Industrial Programs
CIS	Center Information System
CLIA	Clinical Laboratory Improvement Act
CMHC	Center Mental Health Consultant
CNG	Compressed Natural Gas
COP	Center Operating Plans
COTR	Contracting Officer's Technical Representative
CPAF	Cost Plus Award Fee
CPFF	Cost Plus Fixed Fee
CPI	Consumer Price Index
CPP	Career Preparation Period
CPR	Cardiopulmonary Resuscitation
CRA	Construction-Rehab-Acquisition
CRC	Civil Rights Center; Community Relations Council
CSE	Community Service Employment
CSO	Center Standards Office
CT	Career Transition
CTP	Career Transition Period
CTS	Career Transition System; Career Transition Services
CTST	Career Technical Skills Training
CTT	Career Technical Training
CY	Calendar Year
CYTD	Contract Year to Date

D

DCR	Directorate of Civil Rights
DEA	Drug Enforcement Agency
DHHS	Department of Health and Human Services
DLMS	Department of Labor Manual Series
DOB	Date of Birth
DOE	Date of Enrollment
DOEd	Department of Education
DOL	Department of Labor
DOT	Department of Transportation

E

EEO	Equal Employment Opportunity
EEOC	Equal Employment Opportunity Commission
EFT	Electronic Funds Transfer
ELL	English Language Learner
EO	Equal Opportunity
EPA	Environmental Protection Agency
EPCRTKA	Emergency Planning and Community Right-to Know Act
ES	Employment Service

ESA	Employment Standards Administration
ESC	Engineering Support Contractor
ESL	English as a Second Language
EPMS	Electronic Property Management System
ESP	Evaluation of Student Progress
ETA	Employment and Training Administration

F

FAR	Federal Acquisition Regulations
FBI	Federal Bureau of Investigation
FECA	Federal Employees' Compensation Act
FERSA	Federal Employment Retirement Security Act
FFB	Fact Finding Board
FFMIA	Federal Financial Management Improvement Act
FISMA	Federal Information Security Management Act
FITP	Federal Internship Training Program
FLSA	Fair Labor Standards Act
FMFIA	Federal Managers Financial Integrity Act
FMLA	Family Medical Leave Act
FMS	Financial Management System
FMT	Federal Management Team
FOIA	Freedom of Information Act
FPR	Final Proposal Revision
FS	Forest Service
FTE	Full-Time Equivalent
FTS	Federal telephone system
FWS	Fish and Wildlife Service
FY	Fiscal Year

G

GAO	Government Accountability Office
GAR	Government Authorized Representative
GED	General Educational Development
GFCI	Ground Fault Circuit Interrupter
GFE	Government Furnished Equipment
GFP	Government Furnished Property
GPLD	Government Property Lost or Damaged
GPRA	Government Performance and Results Act
GSA	General Services Administration

H

HBI	Home Builders Institute
HEPA Filter	High Efficiency Particulate Air Filter

HIPAA	Health Insurance Portability and Accountability Act
HIV	Human Immunodeficiency Virus
HSD	High School Diploma

I

IC	Industry Council
IDEA	Individuals with Disabilities Education Improvement Act of 2004
IDT	Interdisciplinary Team
IEP	Individual(ized) Education Plan
IG	Inspector General
ILAB	Bureau of International Labor Affairs
IMI	International Masonry Institute
INS	Immigration and Naturalization Service
IT	Information Technology
IUOE	International Union of Operating Engineers
IUPAT	International Union of Painters and Allied Trades
IVDU	Intravenous Drug User

J

JATF	Joint Apprenticeship Trust Fund
JCCDRC	Job Corps Career Development Resource Center
JCDC	Job Corps Data Center
JCNO	Job Corps National Office
JCRO	Job Corps Regional Offices
JTM	Job Training Match

L

LAN	Local Area Network
LLSIL	Lower Living Standard Income Level
LMI	Labor Market Information
LNG	Liquefied Natural Gas
LPG	Liquefied Petroleum Gas

M

MAC	Morning Attendance Check
M&IE	Meals and Incidental Expenses
MIS	Management Information System
MMR	Measles, Mumps, Rubella
MOU	Memorandum of Understanding
MPR	Minimum Productivity Rule
MSDS	Materials Safety Data Sheets
MSWR	Medical Separation With Reinstatement Rights

N

NEC	National Electrical Code

NEP	National Employer Partnership
NFPA	National Fire Protection Association
NIOSH	National Institute for Occupational Safety and Health
NLRA	National Labor Relations Act
NPS	National Park Service
NSSB	National Skill Standards Board
NTC	National Training Contractor

O

OA	Outreach and Admissions
OA/CTS	Outreach/Admissions and Career Transition Services
OASAM	Office of the Assistant Secretary for Administration and Management
OASI	Old Age and Survivors Insurance
OASIS	Outreach and Admissions Student Input System
OBS	On-Board Strength
OCD	Office of Cost Determination
OCT	Off-Center Training
OFCCP	Office of Federal Contract Compliance Programs
OIG	Office of the Inspector General
OJT	On-the-Job Training
O&M	Operation and Maintenance
OMB	Office of Management and Budget
OMS	Outcome Measurement System
O*NET	Occupational Information Network
OSHA	Occupational Safety and Health Administration
OWCP	Office of Workers' Compensation Program

P

PAG	Program Assessment Guide
PALV	Paid Administrative Leave
PCBs	Polychlorinated Biphenyls
PCDP	Personal Career Development Plan
PIPs	Program Improvement Plans
PM	Project Manager
PO	Purchase Order
POC	Point of Contact
PPE	Personal Protective Equipment
PRH	Policy and Requirements Handbook
PRL	Property Requirements List
PY	Program Year

Q

QI	Quality Indicators

QMS	Quality Measurement System
QR	Quality Rating
QRS	Quality Rating System

R

RA	Residential Advisor
RAB	Regional Appeals Board
RB	Review Board
RD	Regional Director
RFP	Request for Proposal
RO	Regional Office
RPC	Residential Parent/Child Programs

S

SAAS	Student Allowance and Allotment System
SAG	Student Activity Guide
SAMHSA	Substance Abuse and Mental Health Services Administration
SESAs	State Employment Security Agencies
SF	Standard Form
SGA	Student Government Association
SHIMS	Safety and Health Information Management System
SIR	Significant Incident Report
SOP	Standard Operating Procedure
SPAMIS	Student Pay Allotment Management Information System
SPD	Single Parent Dorm
SPER	Student Performance Evaluation Record
SRS	Student Records Section
SSN	Social Security Number
SSS	Selective Service System; Student Satisfaction Survey
SST	Social Skills Training
STD	Sexually Transmitted Disease
STS	Student Testing System
STW	School-to-Work
SWA	Student Welfare Association
SY	Student Year

T

TABE	Tests of Adult Basic Education
TAG	Technical Assistance Guide
TAR	Training Achievement Record
TCU	Transportation-Communication International Union
TEAP	Trainee Employee Assistance Program
TIN	Temporary Identification Number

TMS	Testing Management System
TUPP	Tobacco Use Prevention Program

U

UAW/LETC	United Auto Workers/Labor, Employment and Training Corporation
UBC	United Brotherhood of Carpenters
UPAL	Unpaid Administrative Leave
USDA	United States Department of Agriculture

V

VAC	Vocational Advisory Committee
VES	Vocational Evaluation System
VESL	Vocational English as a Second Language
VRIS	Vocational Reporting and Improvement System
VST	Vocational Skills Training
VTRC	Vocational Training Report Card

W

WAN	Wide Area Network
WBL	Work-Based Learning
WEP	Work Experience Program
WIA	Workforce Investment Act
WIB	Workforce Investment Board
WICS	Women in Community Service
WOTC	Work Opportunities Tax Credit
WSSR	Weekly Student Strength Report

Z

ZT	Zero Tolerance

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