POLICY AND REQUIREMENTS HANDBOOK

U.S. Department of Labor
Office of Job Corps

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CHAPTER 1:

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 qualified and committed applicants who meet the requirements for enrollment in Job Corps, and full utilization of Job Corps training opportunities. To make certain that applicants of the program are provided with professional and personalized services throughout the admissions process that maintain the applicants' rights, and follow applicable laws.

1.1 OUTREACH

PURPOSE

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

- Educating the public about the training opportunities 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 are able to qualify for admission to and successfully complete the program, and ensure universal access to all potentially qualified youth.

P3. To ensure 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.

P4. To comply with applicable legal requirements.

To qualify for enrollment in Job Corps, potential students must meet specific eligibility requirements set forth in 20 C.F.R. 670.400 and other requirements set forth in 20 C.F.R. 670.410. Except when necessary to distinguish between these factors, the PRH will collectively refer to them as eligibility or admissions requirements, or qualifications, and to students who meet them as eligible, qualified, or admissible.

REQUIREMENTS

R1. Outreach/Public Education Plan

Outreach and Admissions/Career Transition Services (OA/CTS) contractors and centers must develop and implement outreach/public education plans, as part of an overall Career Development Services System (CDSS) Plan. The plan must demonstrate collaboration and consultation between OA/CTS contractors and centers, and must comply with the outreach requirements of the Workforce Investment Act (WIA) nondiscrimination requirements at 29 CFR 37.42. The plan must be submitted to the Regional Office for review and approval, in accordance with PRH Chapter 5, Section 5.1, R3.c, Career Development Services System Plan, and must 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, including liaisons with community organizations that serve specific targeted groups referred to in c.4 below.

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 from various targeted groups referred to

in c.4 below.

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 applicants who represent the diversity of the community in which the Job Corps center is located in terms of the following characteristics:
   - Gender
   - Race and ethnicity, including status as Limited English Proficient (LEP) / English Language Learner (ELL)
   - Disability status
5. Publicize the Job Corps program and the center in media that specifically target various populations referred to in Section 1.1, R1.c.4, such as newspapers, television and radio programs, and websites with streaming audio and video. Ensure that the selected outreach tools include media in languages appropriate to the population served by the center.

d. A description of outreach methods and materials to be distributed to, and maintained at, One-Stop Centers, Youth Councils, schools, social service agencies including those that serve foster care and homeless youth, organizations, communities, youths, general public, youth programs, employers, other employment and training programs, vocational rehabilitation agencies, and other organizations or entities that serve specific targeted populations referred to in Section 1.1, R1.c.4, such as members of both sexes, individuals with disabilities, or various racial or ethnic groups. Such materials must:

1. Include center-specific information including available career technical training, certification, credentialing, and licensure opportunities.
2. Be designed to reach a diverse audience. Selected materials should be translated into languages appropriate to the population served by the center.
3. Be available in alternate formats for persons with disabilities (e.g., large print, audio tape, open captioning, Braille).
4. Include the exact language of the following tag lines, as required by 29 CFR 37.34(a): "Equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities."
5. Provide phone numbers for TTY/TDD or relay service contact for people whose disabilities prevent them from using voice telephones, where voice telephone numbers are provided for telephone contact.
6. Be distributed to schools; social service agencies, including those that serve foster care and homeless youth; youth programs; and other employment and training programs.

e. Be 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 must meet all Job Corps eligibility and other 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.

f. Provide a system to ensure timely follow-up on all referrals.

g. Have a system to document and monitor the effectiveness of outreach efforts, including efforts to collaborate with One-Stop Centers.

h. Have a LEP/ELL Readiness Plan that outlines the steps that will be taken to meet the needs of LEP/ELL applicants. This plan should comply with the U.S. Department of Labor Policy Guidance entitled "Policy Guidance to Federal Financial Assistance Recipients Regarding the Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons," 68 Federal Register 32289 (May 29, 2003) (available at http://www.dol.gov/oasam/regs/fedreg/notices/2003013125.htm).

R2. Center Information

Centers must:

a. Provide Admissions Counselors (ACs) and One-Stop Centers with current information, including a video where possible, about all aspects of center life, including the center's Career Development Services System (CDSS); the availability of career technical training, on-center certification, credentialing, and licensure opportunities; dorm life; center standards of conduct; recreation; and support services.

b. Provide ACs 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.

R3. Use of Applicant and Student Photos and Moving Images

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

b. Job Corps centers will ensure that candidates for public office will neither be permitted to film or take photographic images on center property within 60 days of an election, nor conduct any campaign activities during a center visit.

R4. Notification of Newsworthy Events

OA/CTS contractors and centers must:

a. Notify the Regional Office of newsworthy events, press, or media coverage, to include all visits by elected officials.

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

R5. Notification of Discrimination Complaints

OA/CTS contractors and centers must promptly notify the Regional Office of any administrative actions or lawsuits that are filed against the contractor or center that allege discrimination on the ground of race, color, religion, sex/gender, national origin, age, disability, political affiliation or belief, citizenship, or participation in a program or activity financially assisted under WIA Title I, including those filed by students and applicants. The notification must include:

1. Names of the parties to the action or lawsuit;

2. Forum (court or administrative agency) in which each case was filed; and

3. Relevant case numbers.

The Regional Office will convey the information to the National Office, which is responsible for promptly conveying this information to the U.S. Department of Labor Civil Rights Center (DOL-CRC), as described in 29 CFR 37.38(a).

R6. Partnerships and Linkages

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

1. Work cooperatively with schools, social service agencies including those that serve foster care and homeless youth, Centers, Youth Councils, Youth programs, other employment and training programs, state vocational rehabilitation agencies, associations, and other appropriate organizations, including organizations and other entities that serve the targeted populations referred to in Section 1.1, R1.c.4, 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 found on the Internet that are available through the One-Stop system.

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.

R7. Business and Community Liaison Staff

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

Responsibilities of the Liaison are to:

a. Establish and develop meaningful relationships and networks with local and distant employers, education partners, applicable One-Stop Centers, local Workforce Investment Boards (WIBs), 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 projects of the Job Corps center and changes to the rules, procedures, or activities of the center that may affect the community, and planning events of mutual interest to the community and the Job Corps center.

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

R8. Industry Councils

a. Establish Industry Councils

1. Each Job Corps center must establish an Industry Council. Members of the Council will be appointed by the Center Director in consultation with the staff who performs the BC 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 to which students will return, the Regional Office may approve such an arrangement.

b. Composition

1. A majority of the council must be local and distant employers who have substantial management, hiring, or policy responsibility, and represent businesses with employment opportunities that reflect the employment opportunities in the communities where students seek employment.

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

c. Responsibilities

1. The CIC will work closely with all applicable local boards to identify and recommend to the Center Director appropriate career technical training for the center, and will 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 career technical training offerings and/or curricula.

2. Center Directors must:

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

(b) Provide recommendations made by the council to the Regional Office at a minimum of once every 6 months.

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

R9. Community Relations Council

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

a. Be representative of business, civic, and educational organizations, elected officials; law enforcement agencies; and other service providers, including organizations and entities that serve targeted populations.

b. Include student and staff representatives.

c. Meet at least once per quarter to consider issues of mutual interest to the center and the community.

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

R10. Community Projects

Centers will:

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.

c. Ensure that all such projects and opportunities are accessible and available to individuals with disabilities.

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.

Q6. The pool of applicants to the Job Corps center reflects the diversity of the community in which the center is located in terms of gender, race, ethnicity, and disability status.

1.2 OUTREACH AND ADMISSIONS PROVIDER RESPONSIBILITIES IN THE ADMISSIONS PROCESS

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.

P3. To establish procedures for assignment of applicants to centers in accordance with the specifications outlined in the Outreach and Admissions (OA) contractor's Statement of Work.

P4. To ensure a regular flow of applicants for assignment to centers that meets or exceeds the contractual goals.

P5. To provide applicants with accurate information about the Job Corps program.

P6. To ensure that assigned applicants are fully prepared for successful enrollment.

P7. To comply with applicable legal requirements.

P8. To ensure that Personally Identifiable Information (PII) collected during the admissions process is securely safeguarded.

REQUIREMENTS

R1. Interacting With the Applicant

a. Admissions Counselors (AC) must communicate by telephone, e-mail, or mail with each applicant referred by the National Call Center within **3** business days of receipt of either the prospect list, constituent issues, or voice-mail message.

b. ACs must obtain, through a face-to-face interview (whenever feasible) with each applicant, pertinent data to make a determination of admissibility. Essential Admissions Requirements (EAR) are the basic requirements necessary for participation in the Job Corps program as enacted in the Workforce Investment Act (WIA), and in the federal regulations interpreting that Act. The OA staff will be responsible for determining whether an applicant meets each EAR. The EAR, as described in detail in Exhibit 1-1 of the PRH, must be applied equitably to all individuals who apply to the Job Corps program and may not be replaced, revised, or changed, except for policy changes issued by the National Office of Job Corps through the official process. The AC must recruit and screen enough applicants to generate a sufficient number of arrivals to maintain the designated Job Corps center(s) at an average on-board strength of 100 percent of the design capacity, in accordance with the delivery schedule outlined in the OA contract.

c. ACs must take appropriate steps to ensure that their communications with applicants (and/or applicants' parents, guardians, or other representatives) who have disabilities are as effective as communications with others. This obligation, which is separate from the *reasonable accommodation* obligation, is described in

detail in Appendix 606. Even before taking the actions described in that appendix, ACs need to know that if they receive a request for auxiliary aids and services (communication aids) for a person with a disability, they:

1. Must address the request immediately; and
2. Must not begin, or continue with, any part of the admissions process until some sort of communication aid has been provided ***that is acceptable to the person*** for whom the auxiliary aid and/or service is being requested.

d. A qualified applicant with a disability is entitled to request and receive reasonable accommodation at any time during the admissions process. If the applicant is requesting reasonable accommodation to participate in the admissions process, the AC:

1. Must address the applicant's accommodation needs immediately; and
2. Must not begin, or continue with, any part of the admissions process for which the applicant has requested accommodation until the accommodation has been provided. Other parts of the admissions process may go forward if they do not directly involve the applicant's participation, or if the applicant states that he or she does not need accommodations for those parts.

Requirements for providing reasonable accommodation to participate in the admissions process, including the circumstances under which the AC may ask for documentation of the need for the accommodation, are explained in Appendix 106.

Even if the applicant requests accommodation for the admissions process, the AC:

1. Must not ask whether the applicant will need accommodation to actually participate in Job Corps;
2. Must not assume that the applicant will need accommodation to participate in Job Corps;
3. Must not ask for any disability-related information except at the times, and under the circumstances, that are described elsewhere in this chapter;
4. Must not take the applicant's disability into consideration in determining whether he or she meets the eligibility requirements or other factors for enrollment in Job Corps, except as described in Section 1.2, R7.b; and
5. Must document the request for reasonable accommodations in accordance with Job Corps reasonable accommodation guidelines (See Appendix 106).

The AC will inform each applicant of his or her right to request and receive reasonable accommodation at any time during the admissions process and then review the Job Corps Reasonable Accommodation Request Form-Admissions

(see Appendix 106) with the applicant. If the applicant wants to request an accommodation to participate in the admissions process, the Job Corps Reasonable Accommodation Request Form-Admissions should be completed. The AC may assist with the completion of the form as necessary.

e. The Application Process for LEP/ELL Persons. ACs must take reasonable steps to provide meaningful access to the application process for persons who have a limited ability to read, write, speak, or understand English. These persons are referred to as English Language Learners (ELLs) or Limited English proficient (LEP). The steps that must be taken should be described in the OA contractor's LEP/ELL Readiness Plan, as described in Section 1.1 R1.h.

R2. Provision of Accurate Information About Enrollment Process and Rights

ACs must provide every applicant with accurate information about the Job Corps enrollment process, and his or her rights in that process. That information must include, at a minimum:

a. The process for admissions determination and assignment to a center of qualified applicants for enrollment;

b. The rights of students to:

1. Privacy;

2. Confidentiality of personal information, including medical and disability-related information;

3. Nondiscrimination and equal opportunity, including:

(a) Communication aids and reasonable accommodations for persons with disabilities. See Appendices 601, 602, 605, and 606.

(b) Information and services in languages other than English for LEP/ELL individuals as described in the OA contractor's LEP/ELL Readiness Plan referred to in Section 1.1, R1.h; and

(c) Religious accommodation.

c. A copy of the WIA "Equal Opportunity is the Law" notice that contains accurate information about where the applicant may file a discrimination complaint. (See Exhibit 6-11.) The notice must be:

1. Signed and dated by the applicant, and a copy placed in the applicant's file;

2. Provided in alternate formats to applicants with visual impairments and other disabilities. (See Appendix 606.) Where notice has been provided in an alternate format, a record that an alternate-format notice has been given must also be made a part of the applicant's file. This record should indicate the format in which the notice was provided;

3. Provided in appropriate languages for LEP/ELL individuals, as described in the OA contractor's LEP/ELL Readiness Plan referred to in Section 1.1, R1.h; and

4. Posted prominently, in reasonable numbers and places, in the OA Agency's facilities.

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

R3. Information on Center Life

ACs must provide applicants with accurate information about:

a. Living arrangements;

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

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

d. Center life, including community service activities, recreational activities, Student Government Association (SGA), and other center-supported activities;

e. Allotment information to applicants with dependent children and child care information, as applicable (See Exhibit 6-2).

R4. Career Development Services System

ACs must inform applicants about the Job Corps CDSS describing, at a minimum, the CDSS components, including:

a. Personalized career planning assistance;

b. Preparation for career development;

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

d. Career transition support; and

e. Program expectations and graduation requirements.

R5. Personal Career Development Assistance

ACs must assist applicants in initiating career planning by:

a. Discussing available career technical offerings, trade requirements, and waiting lists.

b. Identifying certification, accreditation, and licensure opportunities and, if applicable, associated training and experience requirements or other prerequisites.

c. Providing accurate information about (1) the requirements to achieve the expectations of each TAR such as the length of stay, and (2) the increased salary opportunities associated with certificates, credentials, and licenses.

d. Using labor-market information to advise applicants regarding the career outlook for his or her expressed career technical training interests and to assist applicants in selecting career technical training preferences.

e. 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. (See Appendix 102.)

R6. Safeguarding Personally Identifiable Information (PII)

OA agencies must ensure that PII gathered during the admissions process must protect PII at all times. ACs must adhere to the following guidelines:

- ACs must not use personally owned or public computers to download or store protected PII.
- ACs must only access and store student protected PII using the CDSS Suite of Applications.
- E-mail containing any PII is not allowed outside the jobcorps.org domain.
- Approved encryption must be used to encrypt data that is moved to a portable device like a thumb drive, CD or floppy disk.
- Any missing documents or equipment that contains Protected PII must be immediately reported to the IT POC and the Job Corps Technical Assistance Center
- When not in use, documents containing PII must be stored in locked file drawers or a secured room.
- All documents containing PII must be immediately retrieved from printers, copiers and fax machines as soon as they are printed or received, including the originals.
- Sensitive documents must be properly disposed of by shredding or placing them in a locked recycling bin, and never placed intact in a trash can or open recycling bin.
- Any kind of PII that may have been left by others, or any PII incidents that staff observe should be reported immediately

Should circumstances necessitate that PII is taken outside of the OA office, ACs must adhere to the following guidelines:

1. ACs must not take any personally identifiable information belonging to Job Corps applicants, students or graduates off-site unless explicit approval is received from the OA manager. This applies to all forms of PII, whether in paper form such as student documents and files, or electronic form such as CDs, thumb drives, portable hard-drives or laptops.
2. ACs must keep PII in his/her possession at all times during transit.

3. PII must not be left unattended in a vehicle; this includes any papers, briefcase, and any information on a CD, hard-drive or laptop.
4. PII must not be stored off-site (for example, at home) unless it can be stored securely such as in a locked filing cabinet or safe.

R7. Collection and Handling of Education-Related Information and Documents

ACs must:

a. Collect, maintain, and transmit education-related information and documents as follows:

1. Include copies of one or more of the records in the list below, if available, in the applicant's file.

   (a) An official school transcript with the school's seal affixed. If the applicant states that he or she has a GED, a copy of the GED certificate or official GED test scores.

   (b) 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 **and** obtained a diploma. An acceptable diploma is one described in Criteria E, Documentation Requirements for Education/Training/Family Needs in Exhibit 1-1.

   (c) May indicate in an applicant's records that the applicant has an HSD only after receiving a copy of one or more of the following documents:

      (1) A regular/standard HSD;

      (2) An honors diploma;

      (3) An IEP/special education diploma;

      (4) Official transcripts indicating graduation from a school that meets the guidelines set in PRH Appendix 304; and/or

      (5) A foreign diploma.

2. When filing, storing, and transmitting Individual Education Plans (IEP), Section 504 plans, IEP/special education diplomas, similar documents, or any documents indicating that a particular applicant has such documents, strictly comply with the following legal requirements related to medical and disability-related information, as explained in Appendix 607.

(a) Place these records in separate "health records" files that are kept and stored separately from all other information about the individual applicant until the records are sent to the center.

(b) Carefully limit access to these documents. For example, keep hard copies of the documents in locked files; ensure that electronic copies of the documents are password-protected. Be vigilant about who is permitted to know the password, or allowed to have access to the key or combination that opens the lock. Appendix 607 explains what categories of persons are legally authorized to have access to the documents.

(c) Transmit hard copies of the documents in sealed envelopes in accordance with Appendix 607. Make the best effort to ensure that the copies are delivered only to persons who are authorized to have access to those specific types of documents.

b. If the applicant has not provided copies of the required official records, contact the appropriate state GED Administrator (see Exhibit 1-1, Section E: Education, Training, Family Needs), or the last high school the applicant attended; **and** send the administrator or school a Records Release Authorization (Exhibit 1-5), signed by the applicant or his or her parent or guardian, requesting that the required official records be delivered to the OA office or Job Corps center.

c. Before an applicant departs for his or her center of assignment, ensure that the center has received either the official records listed above, or documentation of the official request. This documentation must include contact information for the GED Administrator or school from which the records have been requested.

R8. Essential Admissions Requirements

Use Exhibit 1-1 to determine if each applicant to Job Corps meets the Essential Admissions Requirements necessary to provide a conditional offer of enrollment. Start with item A and determine if the applicant has met that EAR. Continue in sequential order through Exhibit 1-1. ***Exhibit 1-1 was revised effective August 5, 2011, and all OA staff must ensure that the current version of Exhibit 1-1 is being used.***

a. Before beginning the EAR process, the AC must explain to *every* applicant, and his or her parent, guardian if a minor, or other representative, that two of the EAR questions (those related to age and low-income status) may result in answers disclosing that the applicant has a disability. The AC must also explain the four principles that apply to all medical and disability-related questions in Job Corps. See Section 1.2, R7.b below.

b. Asking About Disability

In general, ACs may not ask whether an applicant is an individual with a disability or about the nature and severity of a disability prior to conditional

enrollment in Job Corps. (An applicant is conditionally enrolled in Job Corps when additional documentation or information is needed to confirm that the applicant meets all the admissibility requirements.) At two points in the process of determining eligibility, however, ACs may invite an applicant to disclose whether he or she has a disability:

1. If the applicant is, or will be, over 24 years old on the date of enrollment, the maximum age limit may be waived if he or she is a person with a disability.

2. If the applicant would not meet the low-income requirement unless the applicant is considered a "family of one" because of disability.

The AC should explain to the applicant that under the law, he or she may be considered a "person with a disability" if:

(a) He or she has a physical or mental impairment; and

(b) The impairment affects one or more of his or her major life activities. The term "major life activities" refers to activities that are of central importance to daily life, e.g., caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, leaning, and working; and

(c) The effect of the impairment is substantial.

3. Before inviting the applicant to disclose whether he or she falls into this category, the AC must explain to the applicant that:

(a) Providing disability-related information is voluntary – in other words, the applicant is not required to disclose whether he or she has a disability; and

(b) The information will be kept confidential as required by law; and

(c) Declining to disclose whether he or she has a disability will not cause the applicant to receive unfavorable treatment (except that if the applicant decides not to disclose, there is a possibility that he or she will not be found to meet the age requirements and/or qualify as low income); and

(d) The information will be used only in accordance with the law.

The same four pieces of information, (a) through (d) above, must be provided whenever an applicant is about to be asked a question and the answer to the question is likely to lead to disclosure of a disability.

The AC should explain to the applicant that when he or she is asked whether he or she falls into the category of an *individual with a disability*, the applicant should select only one of three possible answers: y*es*, n*o*, or d*o not wish to answer*. If the applicant's response is yes, the AC:

- Must not use this information to determine the applicant's admissibility under any factors other than age or low-income status;
- Will continue with the admissions process and no other information regarding the disability will be requested or collected until and unless the applicant is notified that he or she has been determined eligible and selected for enrollment in Job Corps or unless the applicant asks for reasonable accommodation for the admissions process.

After the applicant is notified that he or she has been determined eligible and selected for enrollment in Job Corps, the AC will secure any corresponding supporting medical and/or educational documentation. The AC must not review the contents of this information, and must place all medical documents and/or all special education and/or disability documentation in a separate envelope. The envelope must be sealed and included with the applicant file that is forwarded to the center for review. (see Appendix 607). As part of the file review process, the center will then ensure that the applicant has a disability, and therefore meets the age EAR or can be considered as a family of one for the low-income EAR. If a center determines that the applicant has a disability, the center review of the applicant file will continue. If the center determines that the applicant does not have a disability, the applicant file will be forwarded to the Regional Office for final disposition.

c. If there are any EAR that the applicant does not meet, stop the application process at that point because the applicant is not qualified for admission to Job Corps. The AC must provide a written explanation of the denial to the applicant (see Appendix 104). This explanation must inform the applicant about his or her right to file an appeal with the OA agency or the Job Corps center. The explanation must also inform the individual of his or her right to file a discrimination complaint with either the recipient of the funds as defined in 29 CFR 37.4, such as the OA agency or the Job Corps contractor, or center operator, if not federally operated, or the Director of the U.S. Department of Labor Civil Rights Center (DOL-CRC) if the applicant feels he or she was discriminated against during the application process.

d. Following is a list of the EAR for Job Corps. This list provides only a brief outline of each requirement; it does not contain all of the information an AC must have in order to properly make a determination about whether a particular applicant meets each requirement. That information is found in Exhibit 1-1.

To be determined qualified for Job Corps, each applicant must:

1. Be at least 16 years of age and not more than 24 years of age on the date of enrollment (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). Therefore, this EAR will require the AC to invite an applicant older than 24 to disclose whether he or she has a disability (see Appendix 606).

2. Meet the Selective Service Registration requirement, if applicable: If the applicant is male, he must sign a consent form for automatic Selective Service Registration.

3. Be a:

   (a) United States citizen or national, including a naturalized citizen; or

   (b) Lawfully admitted permanent resident alien, refugee, asylee or parolee, or other immigrant who has been authorized by the Attorney General to work in the United States; or

   (c) Resident of a U.S. territory.

4. Qualify as "low income" as described in Exhibit 1-1. **Documentation must be collected verifying that the applicant meets the low income criterion.** This EAR will require the AC to invite an applicant who does not meet the standard "low-income" requirement to disclose whether he or she is a person with a disability who would meet the requirement under the disability waiver (see Appendix 606).

5. Be an individual who has one or more of the following barriers to education and employment:

   (a) Is a school dropout;

   (b) Requires 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;

   (c) Is basic-skills deficient: has English reading, writing, or numeracy skills at or below the 8th-grade level on a generally accepted standardized test, or a comparable score on a criterion-referenced test.

   (d) Is 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 establishment providing temporary residence for individuals intended to be institutionalized, or a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

   (e) Is considered a runaway or foster child;

(f) Is a parent: an individual who, in law, has custody, guardianship, or access rights in regard to a child and who may have corollary obligations to financially support a minor, typically by way of child support.

6. Sign, or have a parent, guardian if a minor, or other representative sign, the "Authorization for Use and Disclosure of Your Health Information."

7. Receive parental consent, if applicable. If the applicant is an *unemancipated* minor, his or her parent or legal guardian must provide consent for him/her to participate in Job Corps. Exhibit 1-1 describes how to determine whether the applicant is an *emancipated* minor.

8. Have child care, if applicable. If the applicant is a parent, he or she must certify that he or she has made suitable arrangements for child care.

9. Meet program suitability requirements. The Job Corps program must be the program that can best meet the applicant's education and training needs, as described below. Exhibit 1-1 contains a detailed explanation about how to make these determinations.

(a) If the applicant has not graduated from high school:

1 The applicant wants to earn a high school diploma or GED and participate in career technical training (the applicant must indicate a desire to obtain both academic and career technical training); and

2 After graduation from Job Corps, the applicant intends to:

- Obtain employment; or
- Enter the military; or
- Continue his or her education.

(b) If the applicant is a high school graduate:

1 The applicant wishes to obtain career technical training; and

2 After graduation from Job Corps, the applicant intends to:

- Obtain employment; or
- Enter the military; or
- Continue his or her education.

10. Meet the requirements related to group participation and understanding of rules. The criteria that the applicant must meet, and the questions that the AC must ask the applicant in order to determine whether he or she meets these requirements, are described in detail in Exhibit 1-1.

11. Meet the requirements related to interference with other students' participation. The assessment of the applicant's behavior that the AC must make in order to

determine whether he or she meets these requirements is described in detail in Exhibit 1-1.

12. Meet the requirements related to community relations. The specific requirements, and the questions the AC must ask the applicant in order to determine whether he or she meets these requirements, are described in detail in Exhibit 1-1.

13. Not have court involvement or be under agency supervision. Applicant is not on probation or parole, under a suspended sentence, or under the supervision of any agency as a result of court action or institutionalization, to the extent that he or she will be prohibited from participating in the program. The steps that the AC must take to determine whether the applicant meets these requirements are described in detail in Exhibit 1-1 and Appendix 103. Following is a brief description of the determinations the AC must make.

If the applicant is:

- on probation; or
- on parole; or
- under a suspended sentence; or
- under the supervision of any agency as a result of court action or institutionalization,

then, all of the following must be certified by the appropriate court or agency:

- The court or agency will approve of the applicant's release from its supervision; and
- The applicant's release does not violate applicable statutes and regulations; and
- The applicant has responded positively to supervision; and
- The court or agency will permit the applicant to leave the local area or state while he or she is enrolled in Job Corps.

If the applicant has court fines or court-ordered restitution in excess of $500, then one of the following requirements must be met:

- The applicant must settle the court fine or court-ordered restitution prior to enrollment; or
- The court must agree to suspend the obligation during the applicant's enrollment in Job Corps; or
- The Regional Office of Job Corps grants a waiver and permits entry.

14. Meet the requirements related to maintenance of sound discipline. The background checks that must be conducted, and the documentation the AC must review to determine whether the applicant meets these requirements, are described in detail in Exhibit 1-1.

Once the AC has completed the EAR process, if the AC makes a decision that the applicant meets the essential admissions requirements, a conditional offer of enrollment will be made and the applicant will be assigned to a center. The AC will then:

- Ask the applicant to complete the Health Information Form ETA 653.
- Inform each applicant of his or her right to request reasonable accommodation and review the Reasonable Accommodation Request Form with the applicant (see Appendix 605). If the applicant wants to request accommodation, the request form should be completed. The AC may assist with the completion of the request form as necessary.
- Secure any corresponding supporting medical and/or educational documentation. The AC must not review the contents of this information, and must place all medical documents and/or all special education and/or disability documentation in a separate envelope. That envelope must be sealed and included with the applicant file that is forwarded to the center for review (see Appendix 607).

R9. Priority Enrollment

An applicant who meets all of the EAR listed above, and who is a veteran of the Armed Forces of the United States or an eligible spouse of a veteran (as specified in Exhibit 1-6), will receive priority in enrollment at Job Corps centers. Those applicants who qualify for priority enrollment will be offered the opportunity to enroll in the program before all other applicants.

As warranted, the National Director of Job Corps may initiate an “expedited enrollment” policy for victims of natural and man-made disasters. As directed, Outreach and Admissions agencies serving affected areas should follow the procedures outlined in Exhibit 1-8.

R10. Documentation

ACs must:

a. Enter all information involving applicant admissions criteria 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 to verify, assess, and document information relating to applicant admissions criteria.

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

R11. Admissions Notification

ACs must advise all applicants of the results of the admissions determination.

a. If the applicant **is qualified** for enrollment, offer conditional enrollment to the applicant and advise the applicant that:

1. He or she will be assigned to a Job Corps center.

2. The AC will collect medical information about the applicant and transmit it to the Job Corps center, along with the applicant's file.

3. If the applicant offered enrollment has an apparent or known disability, the AC may ask whether he or she will need a reasonable accommodation to participate in Job Corps. Before the applicant responds, the AC must explain that:

(a) Providing disability-related information is voluntary – in other words, the applicant is not required to disclose whether he or she has a disability; and

(b) Choosing not to disclose a disability, or to ask for a reasonable accommodation at this point, does not preclude him or her from asking for an accommodation at any point later in the enrollment process or during his or her participation in Job Corps; and

(c) Disability-related information will be kept confidential as required by law; and

(d) Disclosing whether he or she has a disability will not cause the applicant to receive unfavorable treatment; and

(e) The information will be used only in accordance with the law.

b. To request a reasonable accommodation, the applicant offered enrollment must complete the Reasonable Accommodation Request Form (see Appendix 605). Responses to questions on the form must be provided by the applicant offered enrollment and/or his or her parent, guardian, or other representative, although the AC may help in filling out the form. The AC must place the completed form in a separate file for medical and disability-related information about the applicant. This file must be stored separately from other information about the applicant, and must be kept confidential, as explained in Appendix 607.

c. If the applicant **is not** qualified for enrollment, take the following steps:

1. Inform the applicant that he or she has been determined not to meet the specific admission requirement(s). Provide the applicant with a clear, documented, written explanation for the determination (see Appendix 104).

2. Inform the applicant of his or her rights, as follows:

(a) If the applicant believes that he or she has been denied admission as a result of discrimination on a protected basis (race, color, religion, sex/gender, national origin, age, disability, political affiliation or belief, citizenship, or participation in a program or activity financially assisted under WIA Title I), he or she may file a written complaint within 180 days, either with the recipient of

the funds as defined in 29 CRF 37.4, such as the OA agency or the Job Corps contractor, or center operator (if not federally operated) or with the director of the U.S. Department of Labor Civil Rights Center (DOL-CRC). Provide the applicant with the contact information of both the recipient and the Director of DOL-CRC. DOL-CRC's information is as follows:

Director, Civil Rights Center
U.S. Department of Labor
200 Constitution Avenue, NW
Room N-4123
Washington, DC 20210
Phone: (202) 693-6502
TTY: (202) 693-6516
CivilRightsCenter@dol.gov

If the applicant files with the recipient of the funds as defined in 29 CRF 37.4 and is dissatisfied with the result, he or she has 30 days to file a new complaint with DOL-CRC. Likewise, if the applicant fails to receive a written Notice of Final Action from the recipient within 90 days of filing a complaint, then the applicant need not wait for the recipient to issue that notice before filing with DOL-CRC. However, the applicant must file with DOL-CRC within 30 days of the 90-day deadline.

(b) If the applicant believes that he or she has been wrongfully found unqualified for reasons unrelated to discrimination, he or she may file an appeal with the OA agency or the Job Corps center within 60 days of the determination. Provide the applicant with the name and address of the OA agency and the appropriate Job Corps center with whom the appeal must be filed, and explain the time frame and deadline for appealing. A hearing must be conducted within 30 days of when the appeal was filed.

The OA agency must establish procedures for the review of appeals. The procedures must include at a minimum the following steps:

- Designate a Point of Contact at the OA corporate office
- Create an appeal review panel consisting of at least one corporate staff member and one contract staff member
- Conduct a verification call with applicant
- Review final determination with Admissions Counselor and Quality Assurance Manager
- Submit written decision to applicant and send copy to Regional Office

The OA agency or Job Corps center must issue a decision on the appeal within 60 days of when the appeal was filed. If the OA agency or Job Corps center denies the appeal within 60 days of when the appeal was filed, the applicant may appeal the denial to the Job Corps Regional Director within 60 days of the date of the denial. If the OA agency or Job Corps center does not issue a decision on the appeal within 60 days of when the appeal was filed, the applicant may file an appeal with the Job Corps Regional Director within 120 days from the date that he or she filed the original appeal.

Also notify the applicant that if the OA agency, Job Corps center, or Regional Office rejects the appeal, and the applicant believes that the agency, center, or Regional Office rejected his or her appeal for reasons of discrimination, he or she has 180 days from receipt of the determination letter to file a complaint with the DOL-CRC.

3. Refer the applicant to an appropriate One-Stop Center, or other training/ educational resource in his or her home community.

4. On a monthly basis, submit no fewer than 5 percent of files of applicants denied admission to the Regional Office for a quality review. The quality review does not take place before the applicant is notified of the denial.

5. Regardless of whether the applicant is admitted or not admitted, copies of his or her records must be kept for a period of no less than 3 years from the close of the program year in which the determination was made. If the applicant files an appeal, or a complaint alleging that the admissions process was affected by discrimination or that the Workforce Investment Act (WIA) nondiscrimination requirements were violated during the process, copies of the records must be kept for a period of no less than 3 years from the date on which the complaint or appeal was resolved.

R12. Collection and Handling of Health-Related Information and Documents

ACs must:

a. Use the ETA 653 Job Corps Health Questionnaire to collect health information about the applicant offered enrollment, along with any medically connected documentation, as described in the instructions for the ETA 653.

b. Forward the originals of the ETA 653 of the applicant offered enrollment, and all documentation that has been collected, to the center of assignment. These documents must be forwarded in envelopes or files that are sealed and kept separate from any other information about the applicant offered enrollment.

c. For applicants who are not offered enrollment, retain copies of the ETA 653, and all related documentation that has been collected, in a file that is stored separately from any other information about the applicant. The ETA 653, the related

documentation, and all other medical or disability-related information about the applicant must be kept confidential, and access to this information must be strictly limited to persons with a need to know, as described in Appendix 607.

OA agencies may retain copies of the ETA 652, Job Corps Reasonable Accommodation Request Form-Admissions (Appendix 106), applicant folder cover sheet, folder inventory, alternate contact sheet and a copy of documentation showing proof of low income eligibility. With the exception of Appendix 106, copies of these documents may be filed electronically.

R13. Collection and Handling of Other Types of Required Documents

ACs must help the applicant offered enrollment to make copies of the documents in the list below for use on center. The AC should either send these documents to the center or ensure that the applicant offered enrollment takes them with him or her when he/she departs for the center. Applicants need:

a. Social Security card or official document containing Social Security Number (e.g., state ID, school record, tax record, W-2)

b. Driver's license, if applicable and available

c. U. S. Citizenship and Immigration Services (USCIS) alien registration card, if applicable

d. Public assistance documentation, if applicable; e.g., records of Temporary Assistance for Needy Families or food stamps. If this documentation discloses that the applicant offered enrollment has a disability, and the AC plans to send the documentation to the center rather than having the applicant take it with him or her, the following requirements apply:

   1. It must be placed in a separate "health records file," and until it is sent, it must be stored separately from all other documents related to the applicant.

   2. Hard copies of the documentation must be transmitted in sealed envelopes.

   3. Access to the documentation must be strictly limited, as explained in Appendix 607.

e. Medical insurance card, if applicable

f. Immunization records. The transmission, storage, and confidentiality requirements described in Appendix 607 apply to these records.

g. Release entitled "Right to Use Photographic Likeness or Moving Images," signed by the applicant offered enrollment, or by a parent or legal guardian if applicant is a minor (see Appendix 601, Student Rights to Privacy and Disclosure of Information)

h. Form entitled, "Job Corps Informed Consent to Receive Mental Health and Wellness Treatment" signed by the applicant offered enrollment, or by a parent or legal guardian if the applicant is an unemancipated minor (see Exhibit 1-4).

R14. Assignment and Scheduling Procedures

A note about accessibility considerations: Because all Job Corps centers are required to comply with applicable accessibility requirements, it is **unlawful** to assign an applicant to a particular center, or to steer such an applicant away from a center, based solely on accessibility concerns. Even if the law does not require a specific center to comply with federal architectural accessibility guidelines, the center may be required to provide reasonable accommodations for the needs of a particular individual's disabilities if the accommodations are not an undue hardship.

If an applicant offered enrollment has disclosed a mobility-related disability, or has such a disability that is obvious (for example, if he or she uses a wheelchair), and the AC has concerns about the accessibility of the most suitable center, the AC may raise those concerns with the applicant and/or his or her parent, guardian, or other representative. In these cases, three points must be kept in mind:

- The AC should inform the applicant and/or his or her parent, guardian, or other representative that the applicant is entitled to ask for a reasonable accommodation, which may include a request for modifications to the center at issue.
- Job Corps' Reasonable Accommodation Committee (RAC) is required to consult with the applicant to identify possible accommodations and must give consideration to the applicant's choice of accommodation, but Job Corps is not required to implement an accommodation that would impose an undue hardship.
- The ultimate decision about whether the applicant will or will not accept a reasonable accommodation must be left up to the applicant and/or his or her parent, guardian, or other representative.

OA contractors must:

a. Assign applicants offered enrollment to the center closest to home 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 applicant, or the parent or guardian of an applicant requests assignment to another Job Corps center due to circumstances in the home community of the applicant that would impair prospects for his or her successful participation in the Job Corps program.

b. Give priority in assignments of open slots to applicants offered enrollment who are veterans of the Armed Forces of the United States or spouses of veterans, as specified in Exhibit 1-6.

R15. Applicant Files

OA 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 7 working days prior to each applicant's scheduled arrival at the center, or departure to the center, if using government-furnished transportation.

R16. Withdrawal of Application

If an applicant withdraws his or her application, or an applicant offered enrollment chooses not to enroll, all supporting documentation should be maintained with the central file, and returned to the OA agency. Files must be maintained for a minimum of 3 years from the end of the applicable program year. Health and disability-related documentation must be maintained in a separate file to which access is strictly limited, as described in Appendix 607.

QUALITY INDICATORS

Q1. Quality assurance systems are in place to ensure that students admitted to Job Corps meet the essential admissions requirements for participation in the program.

Q2. Applicants are assigned to centers in accordance with the specifications outlined in the OA contractor's Statement of Work.

Q3. The AC has recruited and screened enough applicants to generate a sufficient number of arrivals to maintain the Job Corps center(s) at full design capacity.

Q4. There is a regular flow of applicants for assignment to centers.

Q5. Applicants have been provided accurate information about the Job Corps program.

Q6. 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.

Q7. Applicants can accurately describe the process for filing discrimination complaints and/or appeals if they are not accepted into the program or they believe they have been subjected to discrimination during the application process.

Q8. New arrivals have a basic understanding of their rights to nondiscrimination and equal opportunity, and know where and when to file complaints of discrimination.

Q9. Applicant files are properly handled and maintained; and that PII is safeguarded at all times.

1.3 DEPARTURE PREPARATION AND ENROLLMENT READINESS

PURPOSE

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

REQUIREMENTS

R1. Pre-Departure Activity

a. ACs must:

1. Provide each assigned applicant with specific, current information about the center of assignment, including location, rules, career technical training waiting lists, and program expectations.
2. Provide the assigned applicant with a travel packet to include itinerary, e-ticket information, meal money (if applicable), emergency phone numbers, and written guidance on acceptable behavior and expectations while on travel to the center (see Chapter 6, Section 6.6, Student Transportation).
3. Send all required documents to the center and ensure that the applicant takes the documents with him or her when he or she departs for the center. See Section 1.2, R12.
4. Notify each applicant of his or her assignment date, or departure date if using government-furnished transportation, and the process for departure.
5. Verify with the applicant that there has been no change to the applicant's admission status that would alter any of his or her answers to the EAR since the completion of the original application.

R2. Departure Scheduling and Procedures

ACs must:

1. Contact the assigned applicant to provide travel information and answer any last-minute questions.
2. Whenever possible, accompany the applicant to the scheduled departure site or arrange for another responsible escort, and see that the applicant departs safely as scheduled.
3. As required in Section 1.1., R.3., request that the applicant sign a release of "Right to Use Photographic Likeness or Moving Images" and forward it to the center of assignment (see Appendix 601, Student Rights to Privacy and Disclosure of Information).

R3. Delays

a. Travel Delay

In the event that an assigned applicant asks for a delay in the assigned day for travel to the center of assignment, the AC must take the following steps.

1. Determine whether the request for the delay is valid and reasonable, e.g., due to illness or death of an immediate family member.

   If the request is related to a disability, the AC should contact the center and ask that the appropriate center staff persons determine whether the delay is a reasonable accommodation for the disability, as explained in Appendix 605.

2. If the reason is unrelated to a disability, and the AC determines that the reason is valid and reasonable, notify the center, and obtain instructions and a future date of travel. This notification must take place either before or on the assigned travel date.

b. Delayed Assignment

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

1. The AC determines that the reason for the failure to depart is valid and reasonable.

   (a) If the failure to depart is related to a disability, the AC should contact the center and ask that the appropriate staff persons determine whether the delay is a reasonable accommodation for the disability, as explained in Appendix 605.

2. The assigned applicant requests a delayed assignment date within 90 days of the original interview date. If the request is made after the 90-day period expires, all of the admissions documentation for the applicant must be re-verified.

3. The AC must verify with the assigned applicant that he or she continues to meet all the Job Corps admissions criteria as of the rescheduled date of enrollment.

c. Under no circumstances may an AC send an assigned applicant to the center on a day other than the departure date entered on the applicant's travel itinerary without obtaining center and/or Regional Office approval.

R4. No-Shows

In the event that the applicant fails to depart for the center and does not communicate with the AC 24 hours prior to the scheduled arrival time, or 24 hours prior to the scheduled departure time if using government-furnished transportation, he or she will be determined to be a no show, and the AC must:

a. Contact the assigned applicant promptly to determine the reason he or she did not arrive at the assigned center.

b. If appropriate, request a delayed assignment and reschedule the applicant in accordance with Section 1.3, R4.

c. Notify the center of assignment of any delay.

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.

1.4 CENTER RESPONSIBILITIES IN THE ADMISSIONS PROCESS

PURPOSE

P1. To establish procedures for applicant file review by centers.

P2. To establish procedures for the review of applicant health information.

P3. To ensure that all assigned students are contacted by the center prior to arrival.

P4. To establish procedures for assignment of applicants to centers in accordance with Regional Office procedures.

REQUIREMENTS

R1. Overall Legal Requirements

a. A center is not permitted to revisit an AC's determination that an applicant meets the EAR and is qualified for Job Corps, except in the following limited circumstances.

1. The information in the applicant's file, such as on the Health Questionnaire (ETA 653) or the accompanying documentation that is medically related to the information on the questionnaire, indicates that the applicant has a disability, mental health, or medical condition that likely poses a significant risk of substantial harm to the health or safety of the individual or others.

2. The center receives ***new information*** that:

(a) Was ***not reasonably available*** to the AC at the time the applicant's qualifications were established; and

(b) Indicates that the applicant offered enrollment may not meet one of the EAR.

b. Apart from the circumstances described in a.1 and a.2 above, the center may only review the ETA 653 and corresponding documentation to determine the health needs of the applicant, ***even if the center disagrees*** with the AC's determination of the applicant's qualifications.

Only the categories of persons identified in Appendix 607 may be permitted to review, or have access to the applicant's medical, health, or disability-related information.

R2. Applicant File Review Process

a. Responsibilities of Records Staff

When the center has received the applicant's file, the records staff should forward the sealed medical, health, or disability-related information ***unopened*** to the appropriate staff (see Appendix 607).

b. Responsibilities of Center File Review Team

The appropriate center staff will conduct a review of each applicant's file. The center file review team must include the HWM and the disability coordinator (if a student with a disability) and may include the Center Mental Health Consultant (CMHC), physician, Trainee Employee Assistance Program Specialist, and/or the dentist.

1. The center file review team may not revisit the admissions determination unless new information has been provided from a credible source that may disclose that the applicant is not actually qualified under one or more of the EAR. The center will only be able to revisit the relevant EAR if new information is presented that the AC could not have reasonably known at the time that the applicant's qualifications were established.

2. Each center is required to have a written procedure describing the center's process for reviewing applicant files. This procedure should describe in detail how an applicant file is processed, from the time it arrives on center from the OA contractor, until the applicant is accepted into the program and assigned a start date, or recommended for denial and a final disposition is made by the Regional Office.

c. Center Procedure

While each center file review procedure may have unique aspects, all center procedures must address the following requirements.

1. All applicant files should come from the OA contractor to the center records department where the applicant file review process begins. The records department is the gatekeeper of all applicant files. The records department should document the location of every applicant file, how long the file has been on center, who the file was sent to, and how long the file has been with a particular department or staff person. For those files sent to the Regional Office for review, the records department should document the date the file was sent, to whom it was sent, and the final disposition of the record.
2. The file must be processed within 30 calendar days from receipt by center.
3. The procedure must require that all files be forwarded to the HWM or his or her designee for a health documentation review and initial direct threat review, as described below.
4. The procedure will require, in cases where an applicant requests reasonable accommodation or information/documentation in the applicant file indicates accommodation may be necessary, that the applicant is engaged in an interactive process to determine reasonable accommodation needs (see Appendix 605) prior to assigning the applicant a start date.
5. If the applicant withdraws his or her application or chooses not to enroll, all supporting documentation, including all medical, health, and disability-

related documentation, must be returned to the AC. Medical, health, and disability-related documentation must be returned to the AC by being placed in a sealed envelope by a person who is authorized to have access to that information, and included with the rest of the information about the applicant (see Appendix 607).

6. Centers can only recommend denial of enrollment because of direct threat, new information demonstrating that the applicant does not meet one of the EAR, or if the center cannot meet the health-care needs of the applicant. All files that are recommended for denial by the center must be forwarded to the Regional Office for final disposition. Centers must follow the appropriate regional procedure for preparing and submitting files recommended for denial.

7. If a center's recommendation that an application be denied is overturned by the region and the applicant's file is returned to the center for his or her enrollment, that applicant must be scheduled for arrival based on the date when the application arrived on center, not the date when it was returned from the region.

R3. Review of Health Information

a. The Health and Wellness Manager will conduct an initial review of the health documentation in the individual applicant's folder, including ETA Form 653 and the medically related supporting documentation that has been submitted with it, to:

1. Explain the healthcare needs of the applicant.
2. Determine whether Job Corps can meet the health care needs of the applicant.
3. Determine if the applicant presents a direct threat to self or others.
4. Obtain consent for required routine medical assessments and/or consent to receive basic healthcare services.

b. Direct Threat Assessment

In the case of an applicant, a direct threat assessment may be conducted:

1. Whenever Job Corps believes that a known or apparent disability or medical condition poses a direct threat to the health or safety of the individual or others. This typically will occur *after* the applicant has received conditional assignment to a Job Corps center and has completed the ETA 653 Health Questionnaire.

2. If the specific information that has been received about that particular applicant indicates that he or she may have a medical condition or disability that:

(a) Poses a significant risk of substantial harm to the health or safety of the individual or others; *and*

(b) Cannot be eliminated or reduced by reasonable accommodation or modification.

If the specific information in the folder appears to meet the standards described above, the health and wellness manager will forward the applicant's information to the licensed health provider employed by the center for a detailed direct threat assessment.

For specific guidance on conducting a direct threat assessment, see Appendix 609.

R4. Determination of Ineligibility or Failure to Meet Other Essential Admissions Requirements After Enrollment

If, after an individual is enrolled in Job Corps, new information is received that is credible and reliable and that indicates that the individual does not meet the admissions criteria for the program, appropriate members of the file review team will review the new information and determine, based solely on that information, whether or not the individual remains qualified for the program. If the team determines that the individual has become unqualified and recommends that the individual be removed, the file and supporting documentation must be sent to the Regional Office for review prior to removing the individual. The individual should remain on center until he or she is officially separated, unless he or she poses a risk to himself/herself or others as determined under the direct threat guidance described in Appendix 609, or would interfere with the delivery of services to other students. See Section 1.5, R1 for information about the Regional Office's role in the process.

R5. Pre-Departure Center Contact

Centers will contact assigned students prior to scheduled arrival to welcome them, and provide information about the center, reiterating behavioral standards.

R6. Arrival Scheduling

Centers must:

a. Accurately project arrival needs and issue arrival requests to the ACs in accordance with Regional Office procedure;

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

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

d. Where reasonable accommodations will be provided, ensure that the accommodations are in place before arrival. However, failure to provide timely accommodations will not excuse undue delay in an applicant's arrival, and may be the basis for a discrimination complaint.

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

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

QUALITY INDICATORS:

Q1. Center revisits admissions determination only in cases where an initial review by the health and wellness manager indicates possible direct threat, or where credible, reliable new information is presented that indicates that the applicant does not meet the essential admissions requirements.

Q2. Center has a written procedure describing the center's process for reviewing applicant files.

Q3. Applicant files are processed within 30 days.

Q4. Students report that they were contacted by the center prior to scheduled arrival.

Q5. Arrival needs of the center are met in accordance with Regional Office GAP which identifies a target for the maximum percentage of students at each center who come from the state or region nearest the center, and the regions surrounding the center, in accordance with 20 C.F.R. 670.450.

6. Centers are maintained at enrollment capacity.

1.5 REGIONAL OFFICE ROLE IN THE ADMISSIONS PROCESS

PURPOSE

P1. To conduct an automatic quality review of applicant files in cases where the applicant has been denied admission by an admissions counselor to review recommendations for denial by the Job Corps centers; to decide appeals from denials issued by the OA agency or the Job Corps center; to decide appeals which have not been timely decided by the OA agency or Job Corps center; to make a final determination on whether the applicant meets the essential admissions requirements.

REQUIREMENTS

R1. Regional Office Procedures for Review of Applicant Files

- The appropriate Regional Office automatically reviews:
- Determination of applicant ineligibility by performing a quality review
- Recommendation for denial of enrollment by center file review team
- Appeals filed by applicants who have been determined to not meet the EAR by the OA agency or Job Corps center, or where appeals have not been timely decided by the OA agency or Job Corps center.

Regional Offices must establish procedures to review the files of these applicants. The procedures must ensure that different personnel are responsible for the automatic review process and appeals process.

With respect to deciding an appeal, the Regional Office must issue a clear, documented, written decision regarding review of a determination of ineligibility within 60 days of the date on which the appeal is filed.

If the Regional Office overturns the AC or center's determination, and finds the applicant to be qualified under the specific EAR the AC or center used as a basis for rejecting the applicant, the Regional Office will provide the AC (and center if applicable) with a copy of its written decision and will direct the AC or center to complete the admissions and enrollment process for that applicant. If the applicant then meets all of the remaining admissions criteria, as applicable, then a conditional offer of enrollment will be made, and the admissions process will continue.

If the applicant believes that he or she has been denied admission for enrollment as a result of discrimination on a protected basis (race, color, religion, sex/gender, national origin, age, disability, political affiliation or belief, citizenship, or participation in a program or activity financially assisted under WIA Title I), he or she may file a written complaint within 180 days of the decision, with either the recipient of the funds, as defined in 29 CFR 37.4, such as the OA agency or the Job Corps contractor, or center operator (if not federally operated), or the U.S. Department of Labor Civil Rights Center (DOL-CRC). Provide the applicant with the contact information of both the recipient and the Director of DOL-CRC. DOL-CRC's information is as follows:

Director, Civil Rights Center

U.S. Department of Labor
200 Constitution Avenue, NW
Room N-4123
Washington, DC 20210
(202) 693-6502 (voice)
TTY: (202) 693-6516
CivilRightsCenter@dol.gov

For electronic versions of DOL-CRC's complaint form in English or Spanish (PDF or HTML format), please go to DOL-CRC's website at: http://www.dol.gov/oasam/programs/crc/

R2. Regional Office Procedures for Review of Centers' Recommendations for Denial

The Regional Office will designate a Regional Application Review Coordinator who will be responsible for processing applications that have been denied by centers. Section 1.4 of this chapter. All applications must be reviewed in a timely manner.

Applicant folders will be logged in at the Regional Office and forwarded to the designated administrative file review coordinator who will then ensure that the file is reviewed by the appropriate regional health specialist e.g., nurse, physician, mental health provider, dentist, or disability coordinator, for a clinical review and enrollment recommendation. Behavior and readmittance reviews will be forwarded to an assigned Regional Office staff member, and he or she will make a recommendation to the Regional Director for final disposition. The Regional Director will issue a clear, documented, written decision to the applicant regarding review of a determination of ineligibility. The Regional Office will notify both the AC and the center of the final determination.

R3. Regional Office Procedures for Assignment of Applicants Determined Qualified Pursuant to its Quality Control Review

Regional Offices must establish procedures for assignment of qualified applicants to centers, including waivers for applicants assigned to centers other than closest to home (see Section 1.2, R15).

QUALITY INDICATORS

Q1. Students admitted to Job Corps meet the EAR and are qualified to participate in the program.

Q2. Applicant appeals and admission counselors' or (centers') recommendations for denial are reviewed, and written decisions completed and issued, by the Regional Office within 60 days.

1.6 READMISSION

PURPOSE

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

REQUIREMENTS

R1. Readmission Criteria

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

a. Meet all EAR (see Exhibit 1-1).

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 admissions 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, will total no more than 24 months, unless the period is extended as part of a reasonable accommodation of a disability.

d. Have been out of Job Corps a minimum of 1 year. This may be waived at the discretion of the Regional Director.

e. Have not previously received mandatory separations for Level I disciplinary reasons (refer to Exhibit 3-1, Infraction Levels and Appropriate Center Actions) except for applicants previously separated for Level I drug use (i.e., positive drug test prior to the 45th day after entry, 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 will be separated immediately and not allowed to reapply to Job Corps.

R2. Application Procedures for Readmission

ACs must:

a. Help the applicant for readmission complete all required application forms.

b. Verify the applicant's entry and separation dates, previous center of assignment, reason for separation, and center recommendation regarding readmission. Centers may recommend that the applicant be readmitted to Job Corps, but may recommend that he or she not be readmitted to the previous center he or she attended, in cases where rejoining the original center would decrease the applicant's likelihood to succeed in the program.

c. Provide justification for readmission that clearly demonstrates a motivational change as well as behavioral improvement by the applicant who previously received an unfavorable center recommendation or a disciplinary discharge. The applicant must provide the AC with documentation of how he or she has made positive improvements since leaving the program, e.g., letter attesting to

participation in volunteer activities, certificate of completion of vocational/educational classes. Documentation may be included in the applicant folder.

R3. Readmission Denials

ACs must:

a. Refer readmission applicants determined not to meet the essential admissions, to an appropriate One-Stop Center, or other training/educational resource in his or her home community.

b. Keep clear documentation on file about the steps that were taken to inform, counsel, and refer the readmission applicant who was determined not to meet the EAR.

QUALITY INDICATOR

Q1. OA agencies have established procedures for identifying and evaluating applicants for readmission.

Q2. Students selected for readmission meet the applicable criteria and are successful in the program.

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION A. AGE

The applicant must be at least 16 years of age and not more than 24 years of age on the date of enrollment (i.e., date of arrival at the center, or date of departure for a center if using government-furnished transportation). The upper-age limit shall be waived for individuals with disclosed disabilities who meet all other eligibility requirements. The minimum age requirement of 16 remains the same regardless of disability status.

Documentation Requirements	Assessment/Verification Requirements
A copy of each document used in the assessment/verification to demonstrate eligibility under this criterion must be retained in the applicant's file. Acceptable identifying information, including applicant's name and date of birth, consists of: • Birth certificate, with place of birth and document registration number; or • Driver's license/state identification card; or • U.S. passport with date of issuance and document registration number; or • Department of Homeland Security (DHS) documents: date of issuance, Alien Registration Number, country of citizenship, and expiration date (as appropriate); or • Official eligibility form from other government agencies with agency issuing form, title of form and form identification, date completed, and purpose of form.	The Admissions Counselor (AC) 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 • Driver's license/state identification card • U.S. passport • Department of Homeland Security (DHS) documents Document I-551, I-9, or I-94; or other official forms or documents from other government agencies that identify the applicant's name and date of birth, such as school records, welfare documents, military records, and employment records.

GUIDANCE

Disability: Follow process described in Section 1.2 R7 of PRH Chapter 1.

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION B. SELECTIVE SERVICE REGISTRATION

A male applicant age 18 and older must comply with Section 3 of the Military Selective Service Act (50 USC App. 451) by registering with the Selective Service.

Documentation Requirements	Assessment/Verification Requirements
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.	The AC 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.

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION C. LEGAL U.S. RESIDENT

The applicant must be a (1) United States citizen or national, including naturalized citizen; or (2) 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 (3) resident of a U.S. territory. Applicants must remain in legal status throughout the length of his/her stay in Job Corps as well as during the period allotted for the receipt of graduate services.

Documentation Requirements	Assessment/Verification Requirements
A valid Social Security card is required from all applicants; a copy must be placed in the file. If applicant has lost his or her Social Security card, a copy of another official document that lists the Social Security number (e.g., driver's license, state ID, school record, tax record, W-2) must be placed in the admissions file. Applicants should be encouraged to obtain a replacement Social Security card. 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.	1. **Non-Citizens:** The AC must review and verify all source document information used to demonstrate eligibility. Acceptable source documents include: • Employment Authorization Card: I-551 or I-151 (green card); or • Employment Eligibility Verification: I-9 • Unexpired foreign passport containing employment authorization document I-94. 2. **Citizens:** • Birth certificate • U.S. passport

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION D. LOW INCOME

To qualify as low income, one or more of these conditions must exist:

Public Assistance: Receives, or is a member of a family (see Appendix 101 for definition of "family") living in a single residence that receives cash public assistance payments under a federal, state, or local income-based public assistance program;

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") for the 6-month period prior to application, 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 Department of Health and Human Services (DHHS); or (2) 70 percent of the Lower Living Standard Income Level (LLSIL);

Food Stamps: Is a member of a household that receives or within the 6-month period prior to application was eligible to receive food stamps;

Foster Child: A child for whom state or local government payments are made, or a ward of the state or court; or

Homeless: An individual who lacks a fixed, regular, adequate nighttime residence; any adult or youth who has a primary nighttime residence that is a publicly or privately operated shelter for temporary accommodation, an establishment providing temporary residence for individuals intended to be institutionalized, or a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Person with a Disability: An individual with a disability that presents barriers to obtaining employment and ***whose own income meets the Public Assistance or Earned Income criteria,*** regardless of whether the individual is a member of a family whose income does not meet those criteria.

ESSENTIAL ADMISSIONS REQUIREMENTS

Criterion D. Low Income (continued)

Documentation Requirements	Assessment/Verification Requirements
A copy of each document used in the assessment/ verification process to demonstrate eligibility, must be retained in the applicant's file. **Documentation must be obtained from every applicant.**	The AC must review and verify all source document information used to demonstrate eligibility under the following criteria: **Person with a Disability:** Follow process described in Section 1.2, R7 of PRH Chapter 1. **A person with a disability must meet the low-income eligibility criteria.** *Information pertaining to an applicant's disability must be placed in a separate file, which must be:* • *stored separately from all other information about the applicant; and* • *accessible and available only to authorized persons (e.g., hard copies must be stored in a locked cabinet or room; electronic copies must be password-protected. In either case, access to the key or knowledge of the combination or password must be strictly limited.) See Appendix 607.* **Homeless:** Review documented phone contact with support provider or complete Statement of Support form describing how the applicant is being supported in the absence of any significant income. The Statement of Support form can be found in Exhibit 1-7. The AC must review and verify all source document information used to demonstrate eligibility under this criterion. Acceptable source documents include: • Documentation of receipt of any type of public assistance currently, or eligibility to receive food stamps within the last 6 months prior to application for Job Corps; • Paycheck stubs fromr 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; • Letters of employment verification; • Documentation of excludable income. **Public Assistance:** The AC must review and verify all source document information used to demonstrate eligibility. Acceptable source documents include a letter

ESSENTIAL ADMISSIONS REQUIREMENTS

	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. **Earned Income:** Income verification statements from, or documented phone calls with employers; paycheck stubs, tax returns, or W-2s; unemployment insurance quarterly wage records; documentation of excludable income, such as letters of receipt of unemployment insurance or Supplemental Security Income, 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, the AC 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 guidelines (http://www.doleta.gov/llsil/), the AC must use the "Family of One" column. Applicants must be required to complete a Statement of Support form categorized under Homeless when (1) the applicant has zero or minimal income, (2) the claimed income appears unrealistic relative to family size, or (3) no income documentation is available. **Foster Child:** The AC must review and verify all source document information used to demonstrate eligibility. Acceptable source documents include 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.

GUIDANCE

Definitions of family and family income are outlined in Appendix 101.

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION E. EDUCATION/TRAINING/ FAMILY NEEDS

The applicant must be one or more of the following:

A school dropout: The individual is a school dropout prior to high school graduation.

Requires additional education: The individual requires 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.

Basic skills deficient: The individual has English reading, writing, or numeracy skills at or below the 8th grade level on a generally accepted standardized test, or a comparable score on a criterion-referenced test.

Foster Child: A child for whom state or local government payments are made, or a ward of the state or court.

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 establishment providing temporary residence for individuals intended to be institutionalized, or a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Parent: Father or mother or as otherwise defined by statute, such as through adoption or same sex relationships, or an individual who, in law, has custody, guardianship, or access rights in regard to a child and who may have corollary obligations to financially support a minor, typically by way of child support.

Documentation Requirements	Assessment/Verification Requirements
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: ETA 652 indicates no high school diploma or GED. A copy of request(s) for official records (Records Release Authorization) 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; or • Acceptable high school diploma or official transcripts indicating graduation date; or • Acceptable foreign diploma.	The AC 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. **ETA 652 indicates no high school diploma or GED:** 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. **In Need of Additional Education, Training, or Counseling:** If ETA 652 indicates the applicant has a HSD or GED, **t**he AC must assess the applicant's need for additional education, career technical training, or career counseling. Examples of the types of circumstances that would make the applicant eligible

ESSENTIAL ADMISSIONS REQUIREMENTS

Criterion E. Education/Training/Family Needs (continued)

All information related to the applicant's medical and/or disability information (including copies of IEPs, assessments, special education diplomas, etc.) must be stored in a separate sealed envelope within the applicant's file.

One of the following must be retained in the applicant's admission file:

- School records or Request for Records form
- Standardized test results
- Documented efforts to obtain one or more of the above

Homeless: Copy of a letter from caseworker or support provider or, if unavailable, documented attempts to obtain such information accompanied by statement from AC assessing the applicant's residential status.

Runaway or Foster Child: Copy of a letter from caseworker or support provider or, if unavailable, documented attempts to obtain such information accompanied by statement from AC assessing the applicant's residential status.

Parent: 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.

include lack of employability skills, including inability to retain jobs, and lack of prior work experience.

The AC must obtain a copy of:

- The GED certificate or official GED test scores. 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 http://www.acenet.edu; or
- An HSD or official transcripts indicating graduation from a school that meets the guidelines set in PRH Appendix 304; or
- A foreign diploma. For information on acceptable foreign diplomas, refer to: NAFSA: Association of International Educators (A Guide to Educational Systems Around the World by Shelley Feagles) at http://www.nafsa.org, or the National Collegiate Athletic Association (NCAA Guide to International Academic Standards for Athletics Eligibility) http://www.ncaapublications.com/Uploads/PDF/2008_International_Standards0c81b59d-7bfc-4c90-b963-f1f8ce8e1833.pdf.

If school records are unavailable, the AC must document attempts to obtain educational history.

Applicant is basic skills deficient: One of the following is necessary to assess basic skills deficiency: (1) school records; (2) standardized test results; (3) criterion-referenced test scores; or (4) documented efforts to obtain school records or standardized test results.

Homeless: 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.

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.

Parent: ETA 652 indicates one or more dependent children.

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION F. AUTHORIZATION FOR USE AND DISCLOSURE OF HEALTH INFORMATION

All applicants or parent/legal guardian sign the "Authorization for Use and Disclosure of Your Health Information."

Documentation Requirements	Assessment/Verification Requirements
A signed "Authorization for Use and Disclosure of Your Health Information" must be received at the receiving center prior to the applicant's arrival.	All applicants or their parent/legal guardian if an unemancipated minor must sign the "Authorization for Use and Disclosure of Your Health Information."

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION 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) must 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 less than 18 years of age and married.

Documentation Requirements	Assessment/Verification Requirements
A copy of each document used in the assessment/ verification process to demonstrate eligibility under this criterion.	The AC must review and verify all source document information used to demonstrate eligibility for all applicants less than 18 years of age under this criterion. Acceptable documents are: • Parent/guardian signature on appropriate Job Corps forms, such as the ETA 652, 653, and other appropriate forms; or • Emancipation papers for all applicants claiming to be emancipated; or • Marriage license for married applicants under 18 years of age. 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, they may not consent to the applicant's enrollment in Job Corps until guardianship has been obtained. 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 not out of objection to the applicant participating in the program but because of disinterest in being involved, the applicant must be emancipated by a court in order to be eligible for the program.

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION H. 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.

Documentation Requirements	Assessment/Verification Requirements
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 682.	The AC 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.

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION I. PROGRAM SUITABILITY

The applicant's educational and training needs can best be met through the Job Corps program.

Documentation Requirements	Assessment/Verification Requirements
There are no documentation requirements for this EAR.	The AC should decide whether the applicant meets this EAR based on the EAR Criteria below.

EAR Criteria	Guidance
1a. If the applicant has not graduated from high school: • The applicant wants to earn a high school diploma or GED and participate in career technical training (the applicant must indicate a desire to obtain both academic and career technical training); and • After graduation from Job Corps, the applicant intends to: a. Obtain employment; or b. Enter the military; or c. Continue his or her education. 1b. If the applicant is a high school graduate: • The applicant wishes to obtain career technical training; and • After graduation from Job Corps, the applicant intends to: a. Obtain employment; or b. Enter the military; or c. Continue his or her education.	**Employment/Placement Concerns** **If the applicant states that he or she does not intend to:** a. Obtain employment; or b. Enter the military; or c. Continue his or her education **because** he or she is afraid of losing certain existing benefits (e.g., Social Security Disability), then the AC should encourage the applicant to work with his or her case managers to determine the impact participation in Job Corps and eventually employment will have on benefits. Applicants with disabilities receiving Social Security Administration (SSA) benefits can also be referred to their local SSA Work Incentives Planning and Assistance (WIPA) programs. WIPAs provide SSA beneficiaries with disabilities (including transition-to-work aged youth) access to benefits planning and assistance services. Some One-Stop centers have Disability Navigators who are also able to provide assistance with benefits counseling.
2. The applicant is able to complete/answer basic Job Corps application questions (e.g., birth date, address, phone number, last school attended, last grade completed) with or without reasonable accommodation.	**Answer Basic Information:** The applicant should be able to answer questions about basic personal information, independently or with communication assistance/reasonable accommodation, as appropriate. For instance, an applicant's parent, guardian, or other representative may help explain what an applicant with a disability that impairs his or her speech is saying in response to a question. However, the parent, guardian, or other representative should not supply the content of the answers to the questions on the applicant's behalf.

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION J. GROUP PARTICIPATION AND UNDERSTANDING OF RULES

It can be reasonably expected that the applicant can participate successfully in group situations and activities. The applicant has been informed about, and does appear to understand the center's rules and the consequences of failing to follow those rules.

Documentation Requirements	Assessment/Verification Requirements
At the end of the process, the applicant will sign the Applicant Commitment Statement (Form 652), and it must be included in the applicant's file and noted on the Folder Inventory.	Based on the EAR criteria below, the AC must assess the likelihood that the applicant can successfully participate in group situations and activities. Examples of behavior and verbal statements that would make the applicant qualified for admission under this criterion include, but are not limited to: • The applicant appears to acknowledge authority. • The applicant expresses or demonstrates willingness to follow directions. • The applicant appears willing to live in a multi-cultural environment. • The applicant appears willing to function as part of a group. The AC must assess an applicant's understanding of center rules and the consequences for not following those rules. Examples of behavior and verbal statements that would make the applicant qualified for admission include, but are not limited to: • Applicant either states that he or she is willing to follow the rules of the Job Corps program and/or to accept instruction and direction, or does not make statements that he or she is not willing to do so. • Applicant demonstrates compliance with the outreach and admission process by following rules and meeting timelines.

EAR Criteria	Guidance
• The applicant appears to acknowledge authority. • The applicant expresses or demonstrates willingness to follow directions.	**Acknowledgement of Authority/Following Directions:** Applicant does not make statements such as, "No one tells me what to do," or express strong objection to the rules. Applicant either states that he or she is willing to follow the rules of the Job Corps program and/or to accept instruction and direction, or does not make statements that he or she is not willing to do so.

ESSENTIAL ADMISSIONS REQUIREMENTS

	Ask the applicant: Do you understand that if you are accepted into Job Corps, you will be expected to comply with the rules and regulations of Job Corps? For example, if you live on center, you will have to follow a curfew, your center may have rules about cell phone use, you may not be permitted to smoke on center, and you may be required to wear a uniform. Ask the applicant: Knowing this about Job Corps, are you willing to go forward with your application?
• The applicant appears willing to live in a multi-cultural environment.	**Multicultural Environment:** Applicant either expresses willingness or does not express active hostility to or dislike of living in a multicultural environment. Provide the applicant with an example of a multi-cultural environment. For example, ask the applicant: Do you understand that if you are admitted to Job Corps that you will be living and working with members of various races, ethnic groups, political or religious affiliations or beliefs, sexual orientations, gender identities, and people with disabilities? Ask the applicant: Knowing this about Job Corps, are you willing to go forward with your application?
• The applicant appears willing to function as a part of a group.	**Team Player:** Ask the applicant: Do you understand that in order to succeed in Job Corps, you will need to function as part of a group? For example, you will share a dormitory room, you will be responsible for cleaning your living area, and you will need to rely on staff and other students to complete tasks and assignments. Ask the applicant: Knowing this about Job Corps, are you willing to go forward with your application?

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION K. INTERFERENCE WITH OTHER STUDENTS' PARTICIPATION

It can be reasonably expected that the applicant is unlikely to engage in actions that would potentially prevent other students from receiving the benefit of the Job Corps program.

Documentation Requirements	Assessment/Verification Requirements
A signed Applicant Commitment Statement (Form 652) must be included in the applicant's file and noted on the Folder Inventory.	The AC should decide whether the applicant meets this EAR based on the EAR criteria listed below.

EAR Criteria	Guidance
The applicant does not display disruptive and/or threatening behavior during the application process.	For example, during the application process: • Was the applicant involved in any altercation resulting in medical treatment? • Did the applicant assault or threaten assault with the intent to do bodily harm with or without the use of a weapon? • Did the applicant possess a gun or an illegal weapon during the application process? • Did the applicant display inappropriate sexual behavior including unwelcome: o Sexual advances; or o Requests for sexual favors; or o Other verbal statements of a sexual nature; or o Physical contact of a sexual nature? Did the applicant destroy/steal or attempt to destroy/steal property?

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION L. COMMUNITY RELATIONS

It can be reasonably expected that the applicant is not likely to engage in actions that would impede satisfactory relationships between the Job Corps center to which the individual might be assigned and its surrounding communities.

Documentation Requirements	Assessment/Verification Requirements
No documentation required.	The AC should decide whether the applicant meets this EAR based on the EAR Criteria below.

EAR Criteria	Guidance
1. The applicant expresses a willingness to participate in community services. 2. The applicant expresses a willingness to behave in a manner that reflects positively on Job Corps.	Tell the applicant the following: Every center calls on its students to participate in community service activities at least twice per year. For example, students might: (1) help build, clean up, or repair local community facilities; (2) provide companionship and/or services to people in the community; and/or (3) participate in environmental clean up. Also, students frequently participate in job shadowing in which they follow a worker around on the job and learn about what he or she does. Are you willing to participate in these kinds of activities? Do you understand that while you participate in these activities, you are representing the Job Corps program and must behave in a manner that reflects positively on Job Corps?

ESSENTIAL ADMISSIONS REQUIREMENTS

3. The applicant acknowledges that gang paraphernalia, symbols, gestures, handshakes, and colors or dress are not allowed in the Job Corps program and agrees that he or she will not participate in and/or display gang paraphernalia or symbols while enrolled in Job Corps.	Tell the applicant the following: Gang paraphernalia, symbols, gestures, handshakes, and colors or dress are not allowed in the Job Corps program. Ask: • Do you agree that you will not participate in any gang activity while you are in the Job Corps program? • Do you agree that you will not display or use gang paraphernalia, symbols, gestures, handshakes, colors, dress, and/or any other gang-related activities or items while you are in the Job Corps program? If the AC observes the use or display of any gang paraphernalia, symbols, gestures, handshakes, and colors or dress, say to the applicant: "I see that you have (describe gang-related behavior, symbol, activity). Do you agree that if you are admitted to Job Corps, you will not (use/wear/display) (list behavior or symbols, etc.)?" If the AC observes that the applicant is displaying a gang symbol in the form of permanent body art, including but not limited to tattoos or scars, say to the applicant: "Do you agree that if you are admitted to Job Corps, you will keep (the symbol) covered to the best of your ability throughout your participation in the program?"

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION M. COURT INVOLVEMENT AND/OR AGENCY SUPERVISION

The applicant who is on probation, parole, under a suspended sentence, or under the supervision of any agency as a result of court action or institutionalization may be considered eligible only if the court or appropriate agency certifies in writing its approval of the applicant's release from supervision, that the release does not violate applicable laws and regulations, that the applicant has responded positively to supervision, and that the agency will permit the applicant to leave the local area or state while enrolled in Job Corps. If the applicant has court fines or court ordered restitution in excess of $500, he or she must meet one of the criteria below.

Documentation Requirements	Assessment/Verification Requirements
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 its own letterhead or stationery. 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. All attempts to solicit information from courts/agencies/ institutions must be documented. Checks that turn up no current 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. Required documentation includes: • A signed Applicant Commitment Statement (Form 652), which must be included in the applicant's file and noted on the Folder Inventory. • Form ETA 655 or other court or agency document confirming a background check. 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.	No individual shall be denied a position in Job Corps solely on the basis of individual contact with the criminal justice system. **Background Check:** 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, the AC must obtain sufficient information from the applicable courts, institutions, and agencies in those jurisdictions, so as to determine whether the applicant has any current court or agency involvement.

ESSENTIAL ADMISSIONS REQUIREMENTS

EAR Criteria	Guidance
A. Is the applicant facing pending criminal court action?	If yes, the applicant is ineligible until the court makes a final adjudication of the matter.
B. Is the applicant: • On probation; or • On parole; or • Under a suspended sentence; or • Under the supervision of any agency as a result of court action or institutionalization?	If so, will the court or appropriate agency certify in writing: • The approval of the applicant's release from its supervision? • That the applicant's release does not violate applicable laws and regulations? • That the applicant has responded positively to supervision? and • That it will permit the applicant to leave the local area or state while enrolled in Job Corps?
C. Does the applicant have court fines or court-ordered restitution in excess of $500?	If yes, one of the three criteria below must be met: • The applicant settles the court fine or court-ordered restitution; or • The court agrees to suspend the obligation during the applicant's enrollment in Job Corps; or • The Regional Office permits entry.

ESSENTIAL ADMISSIONS REQUIREMENTS

CRITERION N. MAINTENANCE OF SOUND DISCIPLINE

It can be reasonably expected that the applicant's behavior is compatible with the maintenance of sound discipline.

Documentation Requirements	Assessment/Verification Requirements
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 its own letterhead or stationery. 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. All attempts to solicit information from courts/agencies/ institutions must be documented. Checks that turn up no current 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. Required documentation includes: • A signed Applicant Commitment Statement (Form 652), which must be included in the applicant's file and noted on the Folder Inventory. • ETA Form 655 or other court or agency document confirming a background check. 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.	No individual shall be denied a position in Job Corps solely on the basis of individual contact with the criminal justice system. **Background Check:** 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, the AC must obtain sufficient information from the applicable courts, institutions, and agencies in those jurisdictions, so as to determine whether the applicant has any current court or agency involvement. **Lack of Information:** 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. **Fraudulent Enrollment:** Where courts refuse to disclose juvenile history and applicant denies any court involvement, the AC should emphasize that concealing a criminal history is grounds for immediate discharge from Job Corps for fraudulent enrollment.

ESSENTIAL ADMISSIONS REQUIREMENTS

Criterion N. Maintenance of Sound Discipline (continued)

EAR Criteria	Guidance

• The applicant acknowledges that violence, bullying, and harassment are not tolerated in Job Corps.
 	
• The applicant acknowledges that Job Corps is an alcohol- and drug-free environment and that in order to be admitted to Job Corps, he or she must commit to being alcohol and drug free.
 	
• The applicant acknowledges that he or she will be tested for illegal use of drugs upon arrival to the center.
 	
• The applicant acknowledges that if he or she tests positive for illegal use of drugs on entry, he or she will be enrolled in a program to help him or her become drug free, and that he or she will be given a specified period of time to become drug free.
 	
• The applicant acknowledges that he or she is prohibited from illegally using, selling, or illegally possessing drugs while on center or under center supervision.
 	
• The applicant acknowledges that he or she will have to leave the Job Corps program if convicted of illegal drug use, possession, or sale off center.
 	
• The applicant acknowledges that possession of unauthorized goods is not tolerated in Job Corps.
 	
• The applicant acknowledges that all illegal and disruptive activity is prohibited in Job Corps.
 	
• The applicant acknowledges that he or she must abide by Job Corps rules and policies to stay in the program.
	1. The AC will complete a criminal history review as described in Appendix 103, using addresses from where the student has lived over the last 3 years.
	
	2. The AC will ask the applicant the following series of questions:
	
	• Do you understand that violence, bullying, and harassment are not tolerated in Job Corps?
	
	• Do you understand that Job Corps is an alcohol- and drug-free environment and that in order to be admitted to Job Corps, you must commit to being alcohol and drug free? Do you understand that when you arrive on center, you will be tested for illegal use of drugs?
	
	• Do you understand that if you test positive for illegal use of drugs on entry, the following steps will be taken:
	  o You will be enrolled in a program to help you to become drug free, and
	  o You will be given a specified period of time to become drug free?
	
	• Do you understand that you are prohibited from illegally using, selling, or illegally possessing drugs while you are on center or under center supervision?
	
	• Do you understand that if you are convicted of illegal drug use, possession, or sale off center, you will have to leave the Job Corps program?
	
	• Do you understand that you will be required to leave the Job Corps program if you use alcohol while on center or under center supervision? In that case, do you understand that the following steps will be taken:
	
	• You will be enrolled in a program to help you become alcohol free.
	
	• You will be given a specified period of time to become alcohol free?
	
	• Do you understand that you will be required to leave the Job Corps program if you possess unauthorized goods while on center or under center supervision?

ESSENTIAL ADMISSIONS REQUIREMENTS

	• Do you understand that you will be required to leave the Job Corps program if you engage in illegal or disruptive activity while on center or under center supervision? • Do you understand that you must abide by Job Corps rules and policies to stay in the program? 3. Did the applicant sign the Applicant Commitment Statement (i.e., Form 652)?

EXHIBIT 1-2

DOCUMENT REQUIREMENTS FOR ASSESSMENT OF APPLICANT HEALTH NEEDS

A. Admissions Counselors (ACs) must collect the following information:

- Authorization for Use and Disclosure of Your Health Information (Exhibit 1-5)
- ACs should encourage all applicants to provide the following information for use by center staff in assessing the applicant's health needs:
  1. ETA Form 653, Job Corps Health Questionnaire
  2. Physician/institution report describing injuries, illnesses, and conditions noted on the ETA Form 653, 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 in a sealed envelope.

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, career technical, 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 career technical 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 career technical training, we may share that request and the minimum health information necessary to support that request with members of the academic and career technical staff for the purpose of fulfilling your request. To the extent that present health restrictions in the academic or career technical programs or your requests for accommodation or modification could affect your overall career technical 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 career technical 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 of High School Diploma		Copy of GED Certificate	
Individual Education Plan, Psycho-educational Evaluations, Eligibility and Triennial Evaluation Reports, and IEP Progress Notes		Criminal Background Check	
504 Plan and Eligibility Evaluation Reports		Medical/Mental Health/Dental Records	

Mail To:

(OA Agency/Center Name) _____

(Number, Street) _____

(City, State, Zip Code) _____

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

Signature: _____ **Date:** _____

Printed Name: _____ **Title:** _____

STUDENT INFORMATION

Name:

_____

Last First Middle

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

Date of Birth (MM/DD/YY): _____ **Mother's Maiden Name:**_____

INFORMATION RELEASE AUTHORIZATION

My signature below authorizes the release of the requested information. This authorization remains in effect for a period of 1 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 (AC) 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
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 or 504:	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 an unemancipated 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.	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.
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.	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.

Job Corps Application
Statement of Support

Applicant Name: _____

Interview Date: _____

To Whom It May Concern:

I do not have any earned income. I am being supported by (supporter's name) _____ who provides me with room and board. I am/I am not claimed as a dependent by this person for tax purposes. (Supporter's name) _____ is not charging me for room and board.

Applicant signature: _____ Date: _____

Supporter's signature: _____ Date: _____

Supporter's address: _____

Supporter's phone number(s): _____

Admissions Counselor's signature: _____ Date: _____

Office of Job Corps
Expedited Applicant Enrollment for
Natural and Man-Made Disaster Victims

Enrollment Procedures

The enrollment process can be time consuming, as applicants are assessed on a variety of eligibility criteria. Due to the urgency of any natural or man-made disaster situation, Job Corps will expedite the enrollment process as described below. Currently, it may take weeks or months to admit a new young person into Job Corps – this expedited process will strive for immediate admissions in a temporary, streamlined, process.

Please note that this process does not exempt applicants from any eligibility criteria, but instead allows for temporary self-certification for those applicants who may have difficulty accessing the required documentation. As such, an expedited process may lead to the enrollment of some students who would be excluded in a formal enrollment process. Per Job Corps' Policy and Requirements Handbook (PRH), any student who is found to be ineligible at the time of screening or was enrolled due to a screening error, may be subsequently separated from the program.

Eligibility Standards

As a natural or man-made disaster can leave so many without homes or access to public education, the evacuee population at large already meets many of Job Corps' eligibility requirements. Since many evacuees may be without a source of income indefinitely, the Job Corps program will inform all potential applicants that, as a result of admission into the Job Corps program, they will be individually ineligible for unemployment insurance, food stamps, and possibly other forms of government aid.

Low-Income Eligibility

The program anticipates that many potential applicants will be housed in temporary residences, which will make them eligible under the "homeless" provision of the low-income criterion. For these applicants, no additional income information is required, and they will be coded as "homeless" in Job Corps' system. Applicants will be flagged as expedited enrollment students in the Outreach and Admissions Student Input System (OASIS).

For an applicant with a permanent residence, he or she will be permitted to **self-certify** as receiving public assistance, his or her status as a foster child, or his or her family's income. These applicants will be informed of the low-income threshold for their geographic area and be required to provide documentation after enrollment, when such documents become available.

Citizenship and Residency

Minimally, the Job Corps policy mandates a Social Security card (or other ID with SSN) as verification of citizenship or legal residency status. For those applicants who do not have their Social Security card, Job Corps will allow them to self-certify their SSN on ETA 652.

For those applicants who neither have their Social Security card nor know their SSN, Job Corps will work with the applicants to request this information from the Social Security Administration, and assign each student a unique, temporary, identification number.

Parental Consent, Child Care for Dependents, and Selective Service

Assure that parents and legal guardians give consent for unemancipated minors. For individuals with a disability, who are otherwise eligible, the maximum age limit may be waived, per current PRH standards.

Assure that applicants have made appropriate arrangements for child care.

Inform male applicants, who are 18 years of age or older, that completing the ETA 652 will automatically register them for Selective Service.

Criminal and Behavioral History

Where possible, Job Corps will screen applicants for behavioral problems and criminal history that would exclude them from participation in the Job Corps program. As usual, Job Corps will be observing behavior throughout the application process to determine whether any unsafe or troubling behavior is displayed, but formal screening of behavioral and criminal history will be streamlined as much as possible.

In the affected areas, state courts should still be available for records checks. State courts will have records of felony and sexual offenses. The only unavailable records may be municipal courts and county courts, which could have pending cases and minor offenses.

Health and Wellness

Limited medical information may be available on these applicants from their health care providers. Admissions Counselors (ACs) will explain the need for the applicant to answer medical and mental health questions honestly, to prevent the possibility of the enrollee being medically separated if the center is unable to provide for the enrollee's mental health or medical needs. If the enrollee has a history of recent medical or mental health issues, this enrollee may not be a candidate for expedited enrollment. The AC will contact the receiving center directly to discuss the enrollee's medical health issues to determine if the applicant can be admitted to the center.

Personal Career Development Plan

Currently, applicants who are determined to be eligible for the program participate in a goal-setting and career-planning session with an AC. The information collected in this effort is documented in the Personal Career Development Plan. To expedite the enrollment process, this requirement is temporarily suspended, and will take place once the applicant is enrolled and has arrived on center.

Referrals

In the event an applicant is denied enrollment, Job Corps will provide the contact information for the local One-Stop career center and other education and training programs. Job Corps will not simply deny an applicant without having other alternatives readily available.

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 may include one or more of the following categories: (1) a husband, wife, and dependent children; (2) a parent, grandparent, 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 shall be considered an "individual" if he or she:

   a. Lives alone; or

   b. Lives with unrelated individuals; or

   c. Lives in a single residence where no family member claims him or her as a dependent.

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

B. **Head of household** means an individual in one family setting who provides actual support and maintenance to one or more individuals who are related to him or her through adoption, blood, or marriage.

C. **Family income** means all income actually received from all sources by all members of the family for the six-month period prior to application. **Family size** is the maximum number of family members during the six-month period prior to application. When computing family income, income of a spouse and other family members is counted for the portion of the six-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 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 that 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

INFORMATION FOR PERSONAL CAREER DEVELOPMENT PLAN

Admissions Counselors must use this form ***only*** to collect information for the applicant's Personal Career Development Plan, and to help Job Corps provide services to the applicant if he or she enrolls in Job Corps. The information collected must not be used to determine whether the applicant meets the eligibility and other admissions criterion.

Responses should be recorded in the Outreach and Admissions Student Input System (OASIS).

A. APPLICANT HISTORY

1. Explain reason for pursuing further training.

B. 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, career technical training, and personal plans subsequent to Job Corps enrollment?)*

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

NEEDS

1. Discuss recommended length of stay to receive the maximum benefit from the program. Record and summarize applicant's responses to discussion of planned duration of training.

2. Does applicant have an interest in a specific career technical training area? Yes/No If yes, please explain.

   List choices, if no. Summarize results of career technical training choices discussion.

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

4. Discuss career technical training choices, and correlation with labor market information. Summarize discussion of need and willingness to relocate for advanced training and quality placement.

Appendix 103

Admissions Counselor Guide for Evaluating Court Involvement/Agency Supervision and the Maintenance of Sound Discipline

This guide provides Admissions Counselors (ACs) with strategies to use when assessing whether an applicant meets one or both of the following Essential Admissions Requirements (EAR):

1) Court Involvement and/or Agency Supervision (section M of Exhibit 1-1);
2) Maintenance of Sound Discipline (section N of Exhibit 1-1)

All applicants must be evaluated on an *individual* basis, and on his/her *current* ability to participate in Job Corps. A determination that an applicant does not meet one of these two EAR should not be based *solely* on *past* behaviors or offenses.

The guidelines in this appendix are not a substitute for an AC's judgment. To determine whether the applicant meets EAR M and N, the AC is responsible for evaluating the documentation about the applicant, and the AC's own observations of the applicant's responses to the questions in the relevant sections of Exhibit 1-1, in light of the other factors described in this appendix.

I. Tools for Evaluating EAR M and N

As with all other EAR, the AC must evaluate the applicant's qualifications under these two criteria before asking the applicant to complete the Health Questionnaire (ETA 653).

The AC will use any of the tools or resources below to evaluate these EAR:

- Documentation from a criminal background check (see below)
- Any documentation detailing behavior from institutions, agencies, or schools
- Criminal or behavioral history provided to the AC by the applicant
- Behavior during the application process

Applicants may have a history of behaviors that did not result in criminal conviction, but that cause an AC to have concerns regarding whether his or her current behavior is consistent with the maintenance of sound discipline. ACs should evaluate all aspects of the applicant's history when determining qualifications for Job Corps, regardless of whether the behaviors led to criminal conviction.

II. Performing a Background Check

In addition to offenses admitted to by the applicant, the AC will perform a background check that will be used to assess both EAR.

From the applicant, the AC must obtain the addresses where the applicant has lived in the last 3 years ***and*** any arrest records during that time. Using these two pieces of data, ACs must obtain sufficient information from the applicable courts, institutions, and agencies in those jurisdictions:

- So as to determine whether the applicant has any current court or agency involvement (section M, Exhibit 1-1); and,
- So as to make a reasonable judgment regarding whether the applicant's behavior is compatible with the Maintenance of Sound Discipline (section N, Exhibit 1-1).

III. Assessing Court Involvement and/or Agency Supervision (section M, Exhibit 1-1)

This criterion assesses any ***current*** involvement with courts and agencies that may affect the applicant's ability to participate in the Job Corps program.

In addition to the tools or resources listed in Section I above, which apply to both EAR M and N, the following tools or resources apply solely to the assessment of EAR M:

- Any documentation of court fines;
- Any documentation of parole, probation, suspended sentence, or court or agency supervision.

A. Parole, Probation, Suspended Sentence, and Court or Agency Supervision

Applicants to Job Corps who are on parole, probation, suspended sentence, or under court or agency supervision are not considered for enrollment unless the court or agency is willing to certify all of the following in writing:

- The court or agency will release the applicant from supervision; and
- Such a release does not violate applicable statutes or regulations; and
- The applicant has responded positively to supervision; and
- The court or agency will permit the applicant to leave the local area or state while enrolled in Job Corps.

B. Court Fines/Restitution

ACs should determine the eligibility of applicants with court fines of $500 or less by considering the level of restitution required and the applicant's commitment to fulfilling court imposed obligations while enrolled in Job Corps.

ACs should also consider the applicant's restitution efforts up to the point of application when determining whether he/she satisfies EAR M. Applicants should have made a responsible effort such as establishing a payment plan to pay court-imposed fines for at least two months before applying to Job Corps.

ACs should forward cases in which applicants are responsible for court fines, in excess of $500, but are otherwise qualified for enrollment, to the Regional Office for review and approval before the applicant receives a conditional offer of enrollment.

IV. Assessing the Maintenance of Sound Discipline

This EAR, found in section N of Exhibit 1-1, has several factors for consideration, one of which is a review of criminal history. This review will be conducted using the same background check as the previous section.

Applicants cannot be denied enrollment in Job Corps solely based on contact with the criminal justice system. There is not a specific list of criminal offenses that automatically determines that an applicant is unsuitable for enrollment in Job Corps, nor is there a specific criminal offense or number of convictions that automatically disqualifies an applicant from Job Corps.

In order to evaluate the qualifications of applicants with a history of criminal convictions or other verified serious behavior, ACs must keep in mind the need for applicants to function within a system of structured training and discipline. Applicant criminal history review is meant to determine whether the applicant will exhibit behavior that is incompatible with the maintenance of sound discipline in the Job Corps program. Applicant criminal history review should include the following:

- ***The relevance of each conviction or verified serious behavior to the requirements of Job Corps***. Considerations must include:
  - ✓ Does the applicant's criminal and/or verified institutional record indicate that he or she has demonstrated inappropriate or disruptive behaviors in school or other structured environments that are similar to the Job Corps environment, such as group homes or foster-care placements, that would interfere with the maintenance of sound discipline if the applicant were to engage in the same behaviors in Job Corps?
  - ✓ Does the criminal and/or institutional record indicate that the applicant has a history of theft or of running away?
- ***The nature of the crime(s) committed.*** Considerations must include:
  - ✓ Has the applicant been convicted of assault or physical aggression toward other persons?
  - ✓ Has the applicant been convicted of poisoning or attempted poisoning of others, or crimes that involve kidnapping, robbery, or extortion?
  - ✓ Has the applicant been convicted for sexual assault or child pornography?
  - ✓ Has the applicant been convicted of possessing a weapon or using one in a crime?
  - ✓ Has the applicant been convicted of stalking, or of any other behaviors that involve threats or harm to individuals?
  - ✓ Has the applicant been convicted of arson-related property crimes?
  - ✓ Has the applicant been convicted of any felony crimes?

- ***The facts surrounding each offense.*** Considerations must include:
  - ✓ Does the record of a particular conviction indicate that there were aggravating factors, such as the applicant's making threats against the victim, or engaging in multiple instances of aggressive behaviors?
  - ✓ Was the offense a first offense?
  - ✓ Was the applicant a "ring leader" for the crime of which he or she was convicted, or was the applicant following the lead of another person in committing the offense?
  - ✓ Did the crime of which the applicant was convicted involve significant planning, or did it appear to be an unplanned response to an opportunity?
- ***The number and recency of convictions.*** Considerations must include:
  - ✓ Does the applicant's criminal record contain only one conviction, or are there multiple convictions?
  - ✓ If there are multiple convictions, did they increase in seriousness as the applicant became older (i.e., did they begin with small property crimes at age 15 and end with robbery at age 19)?
  - ✓ Are there a larger number of convictions during an earlier time period, and then fewer or none more recently, indicating the applicant has made an effort to reform?
  - ✓ When (meaning how long ago) did the crime of which the applicant was convicted take place?
  - ✓ When was the applicant convicted?
  - ✓ When did the applicant complete his or her court- or institution-imposed sanctions, if applicable?

- ***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 reasonably successful in school or employment prior to the conviction? After his or her release?
  - ✓ If there is a long history of failure to complete academic programs or maintain employment, what appears to be the cause or causes of this failure?
  - ✓ Is the applicant now employed or in school? Does he or she appear to be reasonably successful?

- ***The applicant's other efforts at rehabilitation.*** Considerations must include:
  - ✓ Is the applicant active in finding ways to rehabilitate himself or herself, such as counseling, drug and alcohol treatment, or involvement in sports, cultural activities, or community service?
  - ✓ Does the applicant acknowledge personal responsibility for his or her crimes or verified serious behaviors?

V. Special Considerations

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 qualifications to enroll in Job Corps. Admissions determinations for applicants with a history of drug involvement and/or drug addiction are processed in one of several ways depending on applicant characteristics:

- Applicants who are currently using drugs illegally are reviewed by the AC to determine qualification under EAR N.

- Applicants who are not currently using drugs illegally, and who have an addiction to alcohol or drugs that substantially limits one or more of their major life activities (such as those who have been admitted to a rehabilitation program for alcohol or drug addiction), are considered to be persons with disabilities, and are protected by disability nondiscrimination law from discrimination on the basis of their *status as an alcoholic or drug addict*.

- The files of applicants who are not currently using drugs illegally, but who:
  - Have a history of such use; *and*
  - Have not completed a supervised drug treatment program; *and*
  - Have not been otherwise rehabilitated successfully (such as through a self-help program); *and*
  - Have a physician's or other medical professional's referral for treatment should be forwarded to the Job Corps center of assignment for a clinical care review. The center may recommend that the applicant be required to complete treatment prior to enrollment in Job Corps. If the applicant successfully completes treatment, she/he will be protected under federal disability nondiscrimination law, and his/her history of drug use must not be used to determine that she/he does not satisfy EAR N.

Appendix 104
Denial Letter Template for Admissions Counselors

Dear Applicant:

Thank you for your interest in Job Corps. It has been determined that Job Corps is not a program that best meets your needs at this time. As I explained to you, Job Corps has specific admissions requirements. Your application has been denied because (insert explanation from box below).

Reason	Explanation
EAR A	**You did not meet the age requirement which states that applicants must be at least 16 years of age, and not more than 24 on the date of enrollment.**
EAR B	**You refused to sign a copy of the consent form containing authorization for Selective Service Registration.**
EAR C	**You did not meet the legal U.S. residency requirement which states that an applicant must be (1) a legal U.S. resident; or (2) 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 (3) resident of a U.S. territory.**
EAR D	**You did not meet the low income eligibility criterion.**
EAR E	**You did not meet the education/training/family-needs requirement which states that an applicant must be one or more of the following: a school dropout prior to high school graduation; basic-skills deficient; homeless, runaway or foster child; a parent; an individual who requires additional education, vocational training or intensive counseling and related assistance in order to participate successfully in regular schoolwork or to secure, and hold meaningful employment.**
EAR F	**You or your parent/legal guardian did not sign the "Authorization for Use and Disclosure of Your Health Information" form.**
EAR G	**Your parent/legal guardian did not consent to your participation in Job Corps.**
EAR H	**You did not demonstrate that you had made suitable arrangements for child care.**
EAR I Program Suitability requirement	**Your educational and training needs cannot be best met through the Job Corps program.**
EAR J	**You did not demonstrate that you are reasonably expected to**

	participate successfully in group situations.
EAR K	**You did not demonstrate that you are unlikely to engage in actions that would potentially prevent other students from receiving the benefit of the Job Corps program.**
EAR L community relations requirement	**You did not demonstrate that it is unlikely that your behavior will impede satisfactory relationships between the Job Corps center you would be assigned to and its surrounding communities.**
EAR M	**You are under probation, parole, under a suspended sentence, or under the supervision of an agency that will not release you from its supervision in order to participate in the program.**
EAR N	**You did not demonstrate that your behavior is compatible with the maintenance of sound discipline on a Job Corps center.**
Insufficient documentation requirement	**You did not provide the required documentation within 60 days from the date of your interview with your Admissions Counselor.**

If you wish to contest your admissions denial, you must send your request by mail to the following, within 60 days of the date of the determination:

Name and Address of Outreach and Admissions Agency

If your denial is not overturned or a decision is not issued within 60 days, you may file an appeal, by mail, with

Regional Director
Office of Job Corps
U.S. Department of Labor
Address
City, State, Zip code
Telephone number (voice)
Telephone number (TTY)

You have 60 days from the date of the denial to file your appeal with the Regional Director. Alternatively, if the decision from the Outreach and Admissions Agency or the Job Corps center was not issued within 60 days of your filing your complaint, you must file your request for review with the Regional Director within 120 days of the date that you filed your complaint with the Outreach and Admissions agency.

Also, if you believe that your application has been denied because of discrimination on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, citizenship, participation in any WIA Title I-financially assisted program or activity, or because

legal requirements related to nondiscrimination were violated during the application process, you may file a discrimination complaint with either the designated Regional Office or the U.S. Department of Labor's Civil Rights Center (DOL-CRC). Your complaint must be filed in writing, within 180 days of the date on this letter.

DOL-CRC's information is as follows:

Director, Civil Rights Center
U.S. Department of Labor
200 Constitution Avenue, NW
Room N-4123
Washington, D.C. 20210
(202) 693-6502 (voice)
(202) 693-6515 (TTY)
CivilRightsCenter@dol.gov

For electronic versions of DOL-CRC's complaint form in English or Spanish (PDF or HTML format), please go to DOL-CRC's Web page at:
http://www.dol.gov/oasam/programs/crc/EO.htm

Although your application to attend Job Corps has been denied, you have taken a very positive step in seeking education and training. We encourage you to contact the agency below. This agency provides education, training or other services in your area.

Contact Name
Address
City, State, Zip code
Telephone number (Voice)
Telephone number (TTY)

Please contact me for any clarification regarding your application or for additional referrals in your area.

Sincerely,

Admissions Counselor

Appendix 105
Job Corps Applicant Eligibility Folder Inventory

Admissions Counselors must use the following layout when creating an applicant folder. Only the documents listed on this form should be included, as applicable. Please see Exhibit 1-1 for more information on the types of required documentation. The Applicant Eligibility Folder Cover Sheet must be stapled to the front of the folder and the inside left flap.

Name of Applicant:_____ **Student ID#:**_____
English Language Learner Yes ☐ **No** ☐ If yes, specify language_____
Veteran (see Exhibit 1-6) **Yes** ☐ **No** ☐

Left Side	Right Side
Folder Inventory	
ETA 652 **EAR** **Age/ Legal Resident Documentation** ☐ Social Security card (required) or another official document that lists the SSN if applicant has lost his/her Social Security card **one or more of the following:** ☐ Birth certificate ☐ U.S. passport ☐ Driver's license/state identification card ☐ Alien Registration Receipt Card: I-688A or I-688B ☐ Temporary Residence Card, I-688; or Employment Authorization Card: I-551 or I-151 (green card) ☐ Unexpired foreign passport containing employment authorization document I-94 ☐ Other official forms or documents from other government agencies that identify the applicant's name and date of birth, such as school records, welfare documents and employment records. ☐ Military Records (DD 214)	**Child Care (if applicable)** ☐ Child care certificate (ETA 682) If applicant is applying to a residential parent dorm or applying for a child care allotment then the following documents should be included: ☐ Child's birth certificate ☐ Child's Social Security card ☐ Child's immunization records ☐ Child's medical or physical records ☐ Single Parent Program Contract
Parental Consent for Minors ☐ ETA 652 (documents proving that signer is the parent of the minor may be included) ☐ Emancipation papers ☐ Marriage license	**Behavioral Adjustment History & Court Involvement and/or Agency Supervision** ☐ ETA 655 Court Documentation ☐ ETA 655A Institutional Statement ☐ Criminal background results ☐ Supplemental documentation relating to

	behavioral history ☐ Written statement from the court or appropriate agency certifying the approval of the applicant's release from its supervision, that the applicant's release does not violate applicable laws and regulations ☐ Written statement from the court or appropriate agency that the applicant has responded positively to supervision, and that it will permit the applicant to leave the local area or state while enrolled in Job Corps ☐ Receipt of paid fines or court-ordered restitution ☐ Confirmation of completion of community service hours ☐ Paperwork showing dismissal of criminal charges
Selective Service Registration ☐ ETA 652	**Readmission** ☐ OASIS Readmission Report
Low Income **One or More of the Following:** ☐ At least one month's worth of paycheck stubs from each employer, for each working adult member of the family, during the last 6 months, which indicate the employer's name and date of the check ☐ Income verification statements from, or documented phone calls with, employers ☐ Excludable income: Letter of receipt of Supplemental Security Income or letter of receipt of unemployment insurance ☐ Tax returns or W-2s ☐ 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 ☐ A letter from, or documented phone contact with, caseworker or public agency personnel attesting that the applicant is in foster care or is a ward of the court or state ☐ A letter from, or documented phone contact with, a homeless shelter or support provider attesting that the applicant is homeless ☐ Statement of support, signed by applicant, AC, and support provider if possible	**Required Non-Eligibility Forms** ☐ Rights to Use Photographic Likeness or Moving Images Release Form (Exhibit 6-13) ☐ Equal Opportunity Notice (Exhibit 6-11) ☐ Parental Consent Form

Requires Additional Education and Training ETA 652, and one or more of the following:	**Non-Required Non-Eligibility Forms**
☐ The GED certificate or Official GED Test Scores ☐ Foreign diploma ☐ School transcript request documentation ☐ A copy of a HSD or official transcript of completion ☐ Documented efforts by AC to obtain school records or standardized test results	☐ Career Interest Assessment Tools, e.g., O*NET Interest Profiler ☐ PCDP ☐ State-specific parental consent form for Drivers' Learner Permit ☐ State-specific parental consent form for GED test

Confidential Envelope

☐ Records Release Authorization Form (Exhibit 1-5)

Health and Disability History Envelope

☐ ETA 653
☐ Authorization for Use and Disclosure of Your Health Information Form (HIPPA)
☐ Job Corps Informed Consent to Receive Mental Health and Wellness Treatment
☐ Medical records
☐ Individualized Education Program (IEP)
☐ Reasonable Accommodation Request form
☐ Psycho-educational reports
☐ Other cognitive and achievement testing results
☐ Any other protected medical/disability-related information (i.e., summaries from current and/or recent medical providers or treatment facilities, including mental health and substance abuse)
☐ Immunization records
☐ Chronic Care Management Plans provider form(s)
☐ Orthodontic treatment form (if applicable)
☐ Dental records (if applicable)
☐ Supplemental documentation relating to health and wellness (examples)
☐ Copy of health insurance card (front and back)

Admissions Counselor

_____
Signature Date

Admissions Contractor Quality Check

_____
Signature Date

Center Quality Check

_____
Signature Date

Appendix 106

JOB CORPS REASONABLE ACCOMMODATION REQUEST FORM-ADMISSIONS

Note: Only applicants who are requesting reasonable accommodation to participate in the admissions process should complete this form. Admissions Counselors (AC) should only follow the process outlined in this appendix when an applicant needs accommodation to participate in the admissions process.

Applicants who are requesting accommodation to participate in the Job Corps program should complete the Job Corps Reasonable Accommodation Form in Appendix 605. ACs should follow the process described in Section 1.2, R7 (d) 14 and Section 1.2 R10 (b) when an applicant is requesting accommodation to participate in the Job Corps program.

BACKGROUND

What are reasonable accommodations? Reasonable accommodations are any changes to the environment, or in the way things are customarily done, that give a person with a disability an opportunity to participate in the application process that is equal to the opportunity given to similarly situated people without disabilities. Although many people with disabilities can (and do) apply for the Job Corps program without any reasonable accommodations, barriers do exist that keep other potential applicants from applying, and that could be overcome with some form of accommodation. Reasonable accommodation may involve providing an appropriate service or product; modifying or adjusting a job, work/academic environment, policy, program, or procedure; or any other action that removes those barriers for the person with a disability.

For additional background information on reasonable accommodation, please see Appendix 605.

POLICY

A qualified applicant with a disability is entitled to request and receive reasonable accommodation at any time during the admissions process. If an applicant with a disability is requesting accommodation to participate in the admissions process, the Outreach and Admissions (OA) contractor must engage the applicant in an interactive process to determine the limitations resulting from their disability, and the potential accommodations that would allow them to participate in the admissions process.

Keep in mind that the applicant is the best source of information about his or her disability, and what assistance is needed to participate in the admissions process. No accommodation should be implemented without the applicant's consent.

PROCESS

Requests

A reasonable accommodation request can be communicated in any form (e.g., oral, written, sign language); however, the request must be documented on the Job Corps Reasonable Accommodation Request Form-Admissions (included in this appendix). This is a Job Corps required form; it must be used as is, and is the only form that can be used to document the reasonable accommodation process. The AC will go through the form with the applicant, and may assist with its completion, as necessary.

If the applicant is requesting reasonable accommodation to participate in the admissions process, the AC:

- Must address the applicant's accommodation needs immediately; and
- Must not begin, or continue with any part of the admissions process for which the applicant has requested accommodation until the accommodation has been provided. Other parts of the admissions process may go forward if they do not directly involve the applicant's participation, or if the applicant states that he or she does not need accommodations for those parts.

See Appendix 605 for the policy on providing accommodations to an applicant who requests them to participate in the Job Corps program.

Documentation

Under federal disability nondiscrimination law, OA staff 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 OA staff with sufficient information to substantiate that she or he has an actual, current disability, and needs the reasonable accommodation requested.

When the disability and/or the need for accommodation is not obvious, OA staff may ask the applicant for reasonable documentation about his or her disability and functional limitations. The OA staff 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 OA staff may require only the documentation that is needed to establish that a person has an actual, current disability, and that the disability necessitates a reasonable accommodation. Thus, the OA staff, 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.

OA staff 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.

The OA staff 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 OA staff's initial request, the admissions staff should explain why the documentation is insufficient and allow the person an opportunity to provide the missing information in a timely manner.

See the Reasonable Accommodation section of the Job Corps Disability website for examples of possible types of documentation for specific disabilities.

Applicant Without Documentation

If an applicant's disability or need for reasonable accommodation is not obvious, and she or he refuses to provide the reasonable documentation requested by OA staff, then she or he is not entitled to reasonable accommodation. If an applicant suspects that she or he may have a disability that has not been diagnosed, and is unable to pay for an evaluation, the AC should provide appropriate referral information.

See the reasonable accommodation section of the Job Corps Disability website for assessment resources.

Reviewing a Request

OA staff will review the request. If the applicant requests an accommodation the OA contractor cannot provide, or is unsure how to provide, the contractor should request assistance from the Regional Office.

There are many gray areas in the interpretation of what constitutes a reasonable accommodation, therefore, Job Corps has no specific list of accommodations that will or will not be provided. Each request for accommodation should be evaluated individually and a determination made regarding whether it is reasonable. When evaluating a request for reasonable accommodation, the following factors should be considered:

- Effect of the request on overall financial resources of the OA contractor, the region, and the program;
- Does the OA contractor have the funds to provide the accommodation?
- Can the Regional or National Office provide funding or identify other resources that may provide funding?
- What effect would funding a particular accommodation have on the total amount of resources available to the OA contractor, region, and/or program?
    - Availability of outside funding: Can other agencies/organizations provide or contribute to the cost of providing the accommodation?
    - Effectiveness of the accommodation: Will it allow the individual applicant to participate in the admissions process?

- Benefits of the accommodation: Could the requested accommodation benefit other persons with disabilities?
- Effect of the accommodation: Will the requested accommodation affect the daily operation of the OA contractor, or affect the ability of staff to do their job?
- Is there a more appropriate accommodation at another admissions office?

Undue Hardship and Fundamental Alteration

If granting a requested accommodation would pose an undue hardship or fundamental alteration to the program, Job Corps is not obligated to provide it. Undue hardship means that providing the accommodation would be unduly costly or extensive when considered in light of the factors mentioned above. Fundamental alteration means that providing the accommodation would alter the nature or operation of the program based on the factors mentioned above.

In cases where the OA contractor determines that providing the accommodation would be an undue hardship or fundamental alteration, the OA contractor must take any other action that would not result in such a hardship or alteration, but would allow the applicant to participate in the admissions process.

An applicant cannot be prohibited from participating in the admissions process based solely on the need to provide reasonable accommodation.

Denying a Request

No accommodation can be denied at the OA staff level. If the OA contractor believes that providing the accommodation would be an undue hardship or a fundamental alteration to the nature or operation of the program, and no alternate accommodation can be agreed upon, the decision must be forwarded to the Regional Director for a final decision.

Before sending a recommendation for denial to the region, the OA staff should review the following statements to determine if the reasonable accommodation process was completed.

- The OA staff met with the applicant and his or her parents/guardians/advocates to determine his or her reasonable accommodation needs.
- The interactive process was well documented.
- Specific accommodations were considered.
- If appropriate, the OA staff contacted the Job Accommodation Network (JAN), and documented the date, name of the JAN staff person who assisted, and JAN's recommendations for accommodation.
- The reason for the recommendation for denial is clearly documented, and is because providing the accommodation would be an undue hardship or a fundamental alteration to the nature or operation of the program.
- The OA staff offered another solution that would permit the applicant to participate in the program to the greatest extent possible. The applicant's decision to decline this offer is documented.

- If the recommendation for denial is based on undue hardship due to cost, the Regional and National Offices were contacted to determine if assistance could be provided.
- The review of the request was completed within a reasonable amount of time (e.g., a dated log tracks the accommodation process, and there was continuous progress toward a resolution unless extenuating circumstances are indicated on file).

If all steps were taken, the OA staff should submit all documentation/notes/forms related to the request to the region for a final decision. The Regional Director will then make a determination after consultation with regional health consultants, other appropriate staff, and the National Office (e.g., national health staff) as to whether there is an obligation to grant the accommodation request. If the Regional Director determines that the accommodation should be granted, the accommodation will be provided. If the Regional Director determines that there is no obligation to grant the accommodation, the Regional Office will provide the applicant with a written statement that includes the reason for the denial, and why no other accommodation is possible.

Record Keeping

Documentation relating to the reasonable accommodation request should be located in a separate envelope maintained with the applicant's file. When preparing the file to submit to the center of assignment for review, the envelope of disability documentation/information must be sealed and included with the rest of the file.

CONFIDENTIALITY

Information regarding the applicant's disability and prior accommodation will be discussed during the reasonable accommodation process. To maintain confidentiality, documentation is made available on a need-to-know basis only, and participants in the process should not discuss information about the request outside of the process. Those responsible for implementing the accommodation will be informed of the accommodation, and the reasons for it, only to the extent necessary to ensure effective implementation of the accommodation.

FUNDING

Often, an individual with a disability can be accommodated with little or no financial expenditure. For example, the individual may already have the accommodation they require, or they can be accommodated using existing Outreach and Admissions resources. Sometimes the accommodation merely requires a change in a policy, program, or procedure (e.g., oral provision of application information). Outreach and Admissions contractors are responsible for any costs associated with providing reasonable accommodation during the admissions process. If the Outreach and Admissions contractor cannot fund the request, the Regional Office should be contacted.

For more detailed information, tools/forms, tips, and resources to support the reasonable accommodation process, see the Reasonable Accommodation section of the Job Corps Disability website.

JOB CORPS **REASONABLE ACCOMMODATION REQUEST FORM-ADMISSIONS**

If you are a person with a disability, you may request accommodations (changes in the way things are done, or other types of help) to assist you in participating in and completing the application and admissions process for the Job Corps program. If you ever,

- Had an IEP or 504 plan in school;
- Had special education support;
- Had extra supports or pullout classes in school;
- Were given extra time to complete assignments or tests in school;
- Were allowed extra time to get to and from class;
- Received any adjustments to the scheduled school day for appointments or because of side effects of medication;
- Got help in a resource room in high school;
- Were/are a client of Vocational Rehabilitation or a related program;
- Receive Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI);

you **may** be qualified to receive reasonable accommodation.

If you are worried about talking about your disability, it is important to understand that Job Corps upholds strict policies on confidentiality, which means this information will only be shared with those who need to know. The main reason for you telling us about your disability is so you can get the support you need to participate effectively in the Job Corps admissions process.

Depending on your disability and the type of accommodation you are asking for, we may ask you to provide documentation about your disability and how it affects you so we can determine your need for reasonable accommodation. Your AC can assist you with the accommodation process.

If you indicate in section A below that either you would like accommodations or think you may need accommodations, the AC will discuss your request with you, and assist you in the completion of the process, if needed.

Your request will be reviewed and you will be notified of the decision. If we cannot provide you with an accommodation you have asked for because it is unreasonable, we will explain why, and we will offer you at least one alternative accommodation.

Your Admissions Counselor will guide you through completion of this form.

SECTION A – APPLICANT

Name:	
Address:	
Contact Information (include all phone numbers and e-mail addresses):	

☐ I would like to request accommodations to participate in the Job Corps admissions process. **Please list the accommodations requested:**

- .
-
-

☐ I think that I may need an accommodation, but I am not sure what accommodations I will need.

Applicant/Student Signature **Date**

Parent/Guardian Signature **Date**

SECTION B – ADMISSIONS COUNSELOR

I have met with the applicant to discuss his or her accommodation needs. At this time the applicant

☐ Has been approved to receive the following accommodations to participate in the admissions process.

-
-
-

☐ Does not wish to receive any accommodations. The applicant has been informed that he or she may request reasonable accommodation at any time.

☐ And the AC cannot agree on requested and/or offered accommodations, and alternative accommodations have been offered and rejected. All documentation related to the

accommodation plan is being sent to the Regional Office for review. This documentation includes information on the accommodation requested, alternate offered, and reason for applicant rejection of alternate accommodation.

_____

Admissions Counselor Signature **Date**

SECTION C – APPLICANT

I have met with the AC to discuss my accommodation needs. At this time

☐ We have agreed to accommodation.

☐ I do not wish to receive accommodations. I understand that I may request reasonable accommodation at any time.

☐ We cannot agree to accommodations and I do not accept the alternative accommodations offered. I understand all documentation related to my accommodation plan is being sent to the Regional Office for review.

_____

Applicant/Student Signature **Date**

_____

Parent/Guardian Signature **Date**

The original of the document should be stored with the rest of the applicant's file.

Appendix 107

Applicant File Review Process Guidance

Purpose

To provide additional information and guidance on the center file review process outlined in PRH Chapter 1, Section 1.4.

Background

Congressional and administrative mandates require Job Corps to enroll and serve applicants who meet the admissions requirements imposed by Congress (as interpreted by USDOL in the Job Corps regulations), regardless of a particular applicant's disabilities, and to provide reasonable accommodations for applicants and students with disabilities. This guidance will assist the center's applicant file review team in understanding

- The team's roles and responsibilities in the applicant file review process;
- The components of the applicant file review process; and
- The documentation requirements associated with the applicant file review process.

Policy

Centers can only recommend denial of enrollment because of direct threat, new information demonstrating that the applicant does not meet one of the Essential Admission Requirements (EAR), or if the center cannot meet the health-care needs of the applicant. All files that are recommended for denial by the center must be forwarded to the Regional Office for final disposition. Centers must follow the appropriate regional procedure for preparing and submitting files recommended for denial. Center responsibilities in the applicant file review process are described in detail in PRH Chapter 1, Section 1.4.

<u>Standard Operating Procedure (SOP)</u>

Each center is required to have a written procedure describing the center's process for reviewing applicant files. This policy should describe in detail how an applicant file is processed from the time it arrives on center until the applicant is accepted into the program and assigned a start date, or recommended for denial and a final disposition made by the Regional Office.

All center policies must address the following requirements:

- Location where files are sent and logged in upon arrival to the center;
- Responsibilities and roles of applicant file review team members;
- Time frame the center establishes to complete the file review process;
- Method of tracking the movement of the file;

- All files must be forwarded to the Health and Wellness Manager (HWM) for a direct threat and health-care needs review; and
- Storage and maintenance of the applicant file information (see PRH Appendix 607).

See the "Process" section of this appendix for detailed information on the requirements listed above.

Timelines for Review

The applicant file review process must be completed within 30 days of the receipt of the file on center. Taking excessive amounts of time to review a file for a person with a disability may be construed as discriminatory when compared to the amount of time it takes to review a file of an individual without a disability.

Storage and Transmission of Disability Information

When filing, storing, and transmitting Individualized Education Programs (IEP), Section 504 plans, IEP/special education diplomas, similar documents, or any documents indicating that a particular applicant has such documents, strictly comply with the following legal requirements related to medical and disability-related information, as explained in PRH Appendix 607.

- Place these records in separate "health records file" that, until they are sent to the center, are kept and stored separately from all other information about the applicant.
    - Carefully limit access to these documents. For example, keep hard copies of the documents in locked files; ensure that electronic copies of the documents are password-protected. Be vigilant about who is permitted to know the password, or to have access to the key or combination that opens the lock. PRH Appendix 607 explains what categories of persons are legally authorized to have access to the documents.
- Transmit hard copies of the documents in sealed envelopes in accordance with PRH Appendix 607. Make the best effort to ensure that the copies are delivered only to persons who are authorized to have access to those specific types of documents.

Disability Determination for Age and Income

In general, Admissions Counselors (AC) may not ask whether an applicant is an individual with a disability or about the nature and severity of a disability prior to conditional enrollment in Job Corps. (An applicant is conditionally enrolled in Job Corps when additional documentation or information is needed to confirm that the applicant meets all the admissions requirements.) At two points in the process of determining eligibility, however, ACs may invite an applicant to disclose whether he or she has a disability:

1. If the applicant is, or will be, over 24 years old on the date of enrollment, the maximum age limit may be waived if he or she is a person with a disability.
2. If the applicant would not meet the low-income requirement unless the applicant is considered a "family of one" because of disability.

The AC will not determine whether or not an applicant is a person with a disability. Appropriate center staff will do this since the AC does not review health and medical information. The AC will gather the documentation and place it in a sealed envelope with the applicant file that is then forwarded to the center for review.

- The center reviews the documentation of disability. If the documentation supports that the applicant is a person with a disability, the file review process continues.
- If the center determines that the applicant is not a person with a disability, then the center packages up the file and a summary of its findings, and submits to the Regional Office for review. The Regional Office makes one of two determinations:
    - The Regional Office concurs that the documentation and/or supporting information submitted by the center does not support that the applicant is a person with a disability, and then the applicant will be notified that she or he is not eligible for the program.
    - If the Regional Office does not concur with the center's findings, the center will be directed to resume the applicant file review process.

Application Outcomes

Once application has been made to the Job Corps program, it must result in one of the final dispositions listed below:

- Enrollment;
- Applicant withdrawal; or
- Recommendation for denial - A center file review team may determine that the Job Corps program is not suitable for an applicant if:
    - She or he poses a direct threat to self or others;
    - The center cannot meet basic health care needs; or
    - The file review team receives new information that indicates that the applicant may no longer be eligible.

Withdrawals of Application

<u>Processing a withdrawal – applicant request</u>

Document the applicant's request for withdrawal of his or her application and return the file to Outreach and Admissions if a recommendation of enrollment or denial has not yet been made.

<u>Processing a withdrawal – center is unable to reach applicant</u>

The routing of the applicant's file is dependent upon what part of the process the application is in when the staff is unable to reach the applicant.

- If the center has requested additional documentation about an applicant and it does not receive that information, the center must make a decision on the information that is available to it.

- If the center is unable to reach the applicant to conduct clinically related interviews, then the center would document the attempts to contact and the file would be returned to Outreach and Admissions.

- If the application has entered the regional review process, then the region will process the withdrawal, administratively or follow-up (whichever it chooses).

- If a file has been returned to a center for completion of the file review process, then it must be returned to the Regional Office, regardless of inability to contact the applicant.

The center must document its good faith effort in making these contacts, via letters, phone, via AC, etc. The applicant should be afforded a reasonable amount of time to respond to such requests.

Direct Threat

Job Corps requires that applicants not have conditions, disabilities, or behaviors that pose a direct threat to the health or safety of themselves, other students, or staff; and behaviors that cannot be eliminated by reasonable accommodations or modifications. In the case of an applicant, a direct threat assessment typically will occur:

- After the applicant has received conditional assignment to a Job Corps center and has completed the 6-53 Health Questionnaire; and

- If an initial review of the specific information that has been received about that applicant (including the 6-53, the medically related information that has been collected by the AC, and the results of the background check) indicates that he/she may have a medical condition or disability that poses a significant risk of substantial harm to the health or safety of the individual or others.

If the specific information in the folder appears to meet the standards described above, the HWM will forward the applicant's information to the appropriately qualified licensed health provider employed by the center for a detailed direct threat assessment.

<u>Reasonable Accommodation in the Direct Threat Process</u>

If the applicant's condition rises to the level of disability, then the center needs to engage the applicant in the interactive reasonable accommodation process (see PRH Appendix 605). The applicant must be a participant in this discussion. The goal is to determine whether or not reasonable accommodation will sufficiently reduce or eliminate the barriers to enrollment.

The centers are encouraged to collaborate with the AC in situations where center staff is having difficulty contacting the applicant

The Form for Individualized Assessment of Direct Threat found in PRH Appendix 609 must be used to complete the direct threat assessment. PRH Appendix 609 also contains detailed information and guidance for conducting a direct-threat assessment.

Health-Care Needs

If the center staff believes that the health-care needs of an applicant is beyond what the Job Corps health and wellness program can provide as defined as basic health care in PRH Exhibit 6-4, then it would complete the Form for Individualized Health-Care Needs Assessment in PRH Appendix 610. A component of the process will be to determine whether or not reasonable accommodation would sufficiently reduce or eliminate the barriers to providing the necessary health-care needs. If so, the center would enroll the applicant. If not, the center will forward the Form for Individualized Health-Care Needs Assessment in PRH Appendix 610 and any supporting documentation along with the applicant file to the Regional Office as a recommendation of denial.

Reasonable Accommodation in the Health-Care Needs assessment process

If the applicant's condition rises to the level of disability and documentation of the disability has been provided, then the center needs to engage the applicant in the interactive reasonable accommodation process (see PRH Appendix 605). The applicant must be a participant in this discussion. The goal is to determine whether or not reasonable accommodation will sufficiently reduce or eliminate the barriers to enrollment.

The assessment form found in PRH Appendix 610 must be used to complete the health care needs assessment. PRH Appendix 610 also contains detailed information and guidance for conducting a health-care needs assessment.

New Information

Neither the center file review team nor its individual members may revisit the determination that an applicant is qualified for admission unless:

- There is new information presented that the AC could not have reasonably known at the time the applicant's qualification for admission was established, and
- This new information indicates that the applicant offered enrollment may not meet one of an EAR.

Revisiting Qualification for Admission

The center will only be able to revisit the relevant EARs if new information is presented that the AC could not have reasonably known at the time that the applicant's qualifications were established.

For example, an applicant may have committed a felony crime after the file was sent to the center and the center learned of this when the applicant told the HWM that he couldn't make a visit to the center on a particular day because he had to be in court. This information prompted the HWM to question the applicant further and he disclosed he was being charged with a felony crime. If the applicant doesn't meet the initial admission criteria for court involvement after the

adjudication of his charges, then the center submits the file to the Regional Office as a recommendation for denial based upon review of new information.

Center Applicant File Review Process

Applicant file review is the process by which the center reviews health, medical and disability-related information, and other information about the applicant that was not reasonably available to the AC, to ensure that the applicant meets the essential admissions requirements under applicable statutes, regulations, Executive Orders, and policies.

File review can be a complex process at times and in those and all situations, it is essential that we use and document an appropriate, uniform process. An effective file review process requires cooperation between ACs, records staff, wellness staff, and possibly other staff.

Step 1

Applicant file(s) arrive on center.

All applicant files come from Outreach and Admissions, and should be immediately forwarded to the center's Records Department. Upon receipt of the file, the records staff must record the arrival of the record in a tracking log, and maintain the movement of the record until a final disposition of the application has been reached.

The records log should contain:

- The date the file arrived on center;
- To whom each file was sent;
- How long a file has been with a particular department or staff member;
- How long the file has been on center;
- Notes/explanation of any delays in the process; and
- The start date.

For those files sent to the Regional Office for review, the records log should contain:

- The date the file was sent;
- To whom each file was sent; and
- The final disposition of the application.

Step 2

The Records department forwards the sealed medical, health, or disability-related information unopened to the HWM.

Step 3

The HWM completes a review of the 6-53.

The information on ETA Form 6-53 and the medically related documentation is reviewed to:

- Determine the health care needs of the applicant;
- Determine whether Job Corps can meet the health-care needs of the applicant;
- Determine if the applicant presents a direct threat to self or others; and
- Obtain consent for required routine medical assessments and/or consent to receive basic health-care services. The HWM opens the sealed information and conducts a health-documentation review and initial direct threat review of the applicant's file.

Step 4

If the center does not have a file review team meet collectively to review applicant files, then the HWM involves other staff based upon their need to know.

The HWM determines who else may need to review the protected information based upon his or her determination of "need to know." This is essentially your File Review Team (FRT).

- Academic manger would review IEPs, 504 plans, educational reports including special-education assessment.
- Center Mental Health Consultant (CMHC) reviews mental-health related information.
- Center physician reviews medical information.
- Center dentist reviews dental information.
- TEAP Specialist reviews substance-related information.

Step 5

The appropriate members of the file review team determine if a health-care needs or a direct-threat assessment is necessary or if there is a need to revisit the eligibility factors. If there is no health-care needs or direct threat assessment necessary, skip to step 11.

Step 6

Convene the Reasonable Accommodation Committee (RAC) if completing a direct threat assessment or a health-care needs assessment and the applicant's impairment rises to the level of disability in order to identify accommodations that may reduce the barriers to enrollment to a level that allows for the applicant to be enrolled in the program.

In these scenarios, the RAC would only be comprised of those staff members with a need to know and would likely consist of the center clinician, the Health and Wellness Manager/Disability Coordinator, and must include the applicant. See "Direct Threat and Health-Care Needs" sections of this document. Document the participants in the meeting, list the

accommodations agreed upon, if that is the case, and indicate how the applicant was engaged in the interactive process.

Step 7

The RAC then provides the FRT with its list of accommodation recommendations.

Step 8

Once the accommodations have been identified, the qualified licensed professional who conducted the original assessment must re-review the factors.

- Direct Threat
  - Consider if accommodations and/or modifications would remove the barriers to enrollment by sufficiently reducing the threat to below a level of direct threat or eliminating the direct threat.
- Health Care Needs
  - Consider if accommodations and/or modifications would remove the barriers to enrollment and make condition manageable at Job Corps as defined by basic health services in PRH Exhibit 6-4.

If the RAC (inclusive of the license professional) cannot identify any appropriate accommodations to eliminate or reduce the level of threat, then the RAC must document the process that was taken to identify the accommodations (i.e., called Job Accommodation Network, reviewed individual's previous IEPs, etc.). Every effort should be made to identify appropriate accommodations, however, and RAC's are encouraged to use identified resources (e.g., Job Accommodation Network) to assist them, as appropriate.

Step 9

If the individual is a person with a disability and accommodations or modifications that could either eliminate the risk or reduce it to an acceptable level have been listed by the center's reasonable accommodation team, the Center Director is responsible for making a determination as to whether such accommodations or modifications would be "reasonable." Guidance on how to make this determination is available in the "Evaluating a Request and Denying a Request" sections of PRH Appendix 605.

Unreasonableness may only be due to:

- The accommodation(s) being unduly costly; or
- The accommodation resulting in a fundamental alteration to the program.

If the Center Director does believe that an accommodations or accommodations requested are reasonable, then the "Accommodation Recommendation for Denial and Justification Analysis/Documentation Form" must be completed. The team may assist the Center Director as needed in gathering the necessary data to make this determination.

Step 10

The center FRT must determine its recommendation of the application. The FRT, whether it meets collectively or individually, must make a recommendation as to the disposition of the file (i.e., accept, deny, etc.).

Any applicant file recommended for denial at the center level is packaged up with supporting information and forwarded to the Regional Office for a final disposition. The Center Recommendation of Denial Form should be placed in a separate envelope entitled "Regional Review." All other documents containing protected information must be placed within the sealed medical and/or disability documentation envelope.

Step 11

If an applicant requests reasonable accommodation or information/documentation in the applicant file indicates accommodation may be necessary, the center must engage the applicant in an interactive process to determine reasonable accommodation needs prior to assigning the applicant a start date.

A flowchart depicting this process is available at the end of this Appendix. See PRH Appendix 605 for detailed information about reasonable accommodation process requirements.

Reasonable Accommodation Process

When completing the direct-threat or health-care needs assessments

If the applicant's condition rises to the level of disability and documentation of the disability has been provided, then the center needs to engage the applicant in the interactive reasonable accommodation process. In other words, the applicant must be a participant in this discussion. The goal is to determine whether or not reasonable accommodation will sufficiently reduce or eliminate the barriers to enrollment.

See PRH Appendix 609 for detailed information on the direct-threat assessment and PRH Appendix 610 for detailed information on health-care needs assessments.

When enrolling

Whenever the center intends to enroll an applicant, he or she must be engaged in an interactive process to determine reasonable accommodation needs prior to assigning the applicant a start date in cases where an applicant requests reasonable accommodation or information/ documentation in the applicant file indicates accommodation may be necessary.

See PRH Appendix 605 for detailed information about reasonable accommodation process requirements.

Consistency in Documentation

If a center physician, CMHC, or other health staff disagrees with an opinion provided by an outside clinician or related professional regarding Job Corps' ability to provide basic health care needs of the applicant, the current condition of the applicant, or the applicant's ability to manage relatively independently, the center physician and/or the CMHC (as appropriate) should contact

the outside professional to attempt to resolve the difference in opinion as well or be able to sufficiently document the reasons for it.

Who Secures Documentation

Outreach and Admissions

The OA counselor should obtain the needed information if the:

- Applicant has checked an affirmative answer on the 6-53 for some type of medical, mental health or learning impairment;
- Applicant has requested accommodations to participate in the program; or
- Applicant has indicated that he or she may need accommodations to participate in the program.

Center

The center should obtain the needed information if the center staff discover additional medical information that is needed to complete the direct threat or health care needs assessment or to be able to assist the individual on center should he or she be enrolled.

Who Pays?

If a center wants additional tests or evaluations from the applicant and this information is necessary to make an enrollment decision, the center may request the applicant obtain these if they have insurance and/or access to a facility that can provide the testing or evaluations at a rate the applicant can afford. The center will need to work with the applicant and OA counselor to identify specific resources. If applicant cannot afford to obtain additional tests or evaluations, or has not provided the additional health information requested within a reasonable amount of time, the center must make its best recommendation based on the information available.

Regional Review

Preparing documentation for regional review

If an applicant is being recommended for denial of enrollment, the applicant's file and supporting documentation must be packaged up and sent to the Regional Office for review. If the recommendation of denial is due to an assertion of direct threat or that the center cannot meet the health care needs of the applicant, include the following information:

1. Reason for recommendation for denial;
2. Members of file review team by name and title;
3. Members of the RAC by name and title (whenever it applies);
4. Indicate how the applicant participated in this discussion (i.e., by phone, in person, video-conference, etc.);

5. List of accommodations considered and agreed upon;
6. File review team's summary including their consideration of the RAC's recommendations and whether those accommodations sufficiently mitigate or eliminate the barriers to enrollment and any final summarizing statements;
7. If for direct threat, form for direct-threat assessment from PRH Appendix 609; and
8. If for health-care needs, form from PRH Appendix 610.

If the recommendation of denial is due to new information, submit the following documentation along with the applicant file to the Regional Office for review:

1. Statement about what information triggered the re-review (i.e. statement made during health interview, discharge summary, etc.);
2. Identification of the specific EAR from Exhibit 1-1 that is being revisited;
3. The questions from Exhibit 1-1 that were asked and each response to those questions.

Once the file reaches the Regional Office, it will be logged and forwarded for an administrative file review.

Administrative File Review

A regional disability support staff conducts an administrative review of applicant files submitted for the following reasons:

- Center has recommended denial because the applicant is believed to pose a direct threat,
- Center has recommended denial because the health-care needs of the applicant exceed those provided by the Job Corps program; and
- Center has recommended denial because the appropriate center staff did not find the applicant to be a person with a disability (for applicants whose age exceeds those required for Job Corps enrollment and/or the applicant met the income eligibility requirement as a family of one).

The administrative file review of these files is completed to ensure that all required procedures have been completed and all required documentation is included with the request. If the file review process is incomplete or the documentation is insufficient, the file will be returned to the center with instructions as to what part(s) of the process must be completed and/or what documentation is needed. The corrected documentation and file should be returned to the Regional Disability Coordinator within 10 business days of receipt of the file.

The Regional Office will conduct the administrative review of applicant files recommended for denial based on new information.

Clinical Review

Once the administrative review is complete, the Regional Disability Support staff forwards the file to the appropriate regional health specialists for a clinical review. The health specialist documents his or her support or disagreement with the center's recommendation, and the file is submitted to the Regional Director for a final determination.

Regional Director Decision

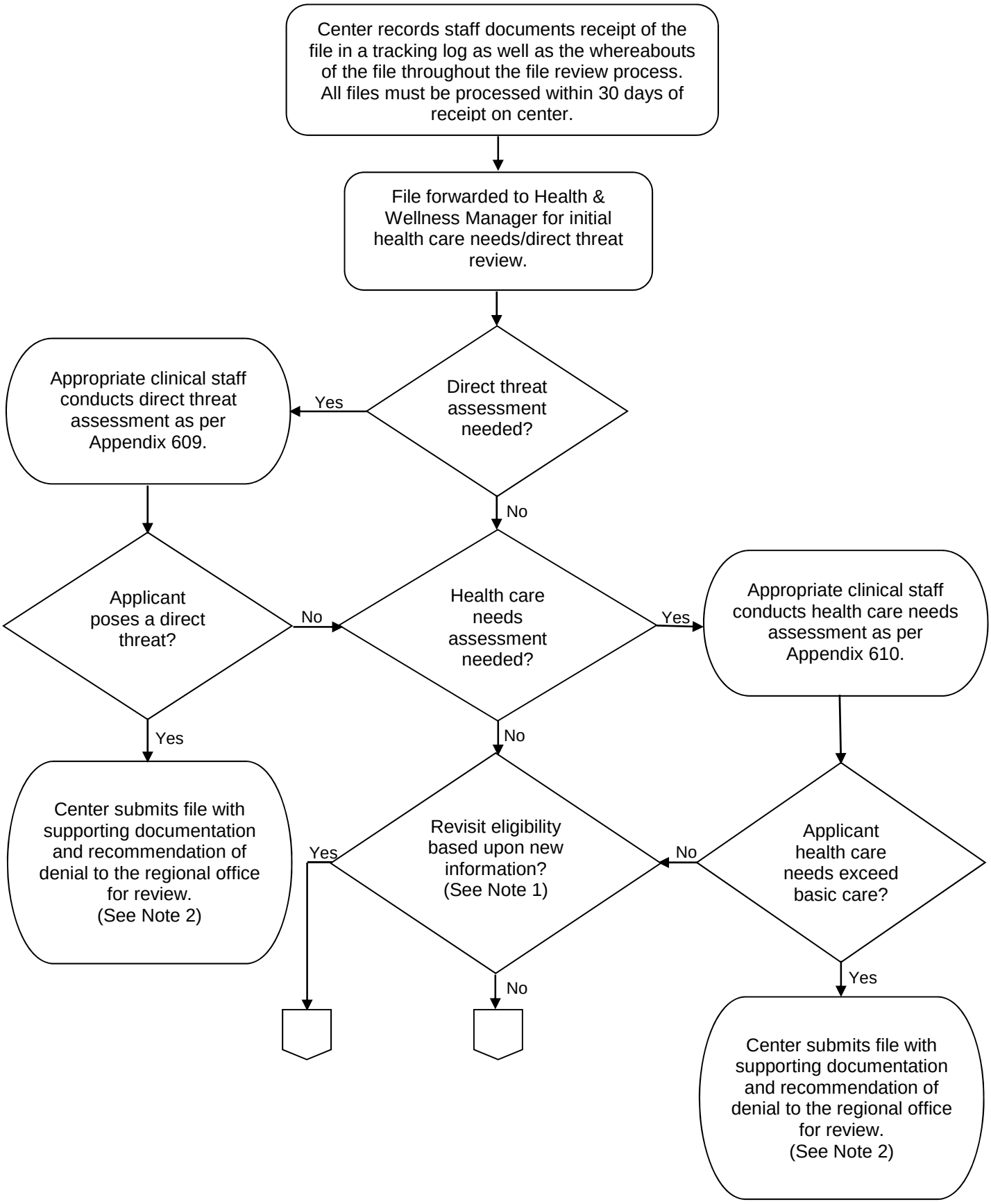
The Regional Director may either uphold the file review team's recommendation of denial, or may overturn it.

If the Regional Office supports the center's recommendation for denial, a clear, documented, written decision regarding the recommendation of denial must be completed and issued by the Regional Office within 60 days of the date on which the file was received.

If a denial recommendation is rejected by the Regional Office and the applicant's file returned to the center for enrollment, that applicant must be scheduled for arrival based on the date on which the application first arrived on center, not the date on which it was returned from the region.

If center staff is unsure about how to support or work with the applicant with a disability whose recommendation for denial was overturned at the Regional Office, then it is encouraged to contact the appropriate regional disability coordinator for assistance.

CENTER APPLICANT FILE REVIEW PROCESS



CENTER ROLES IN APPLICATION FILE REVIEW PROCESS

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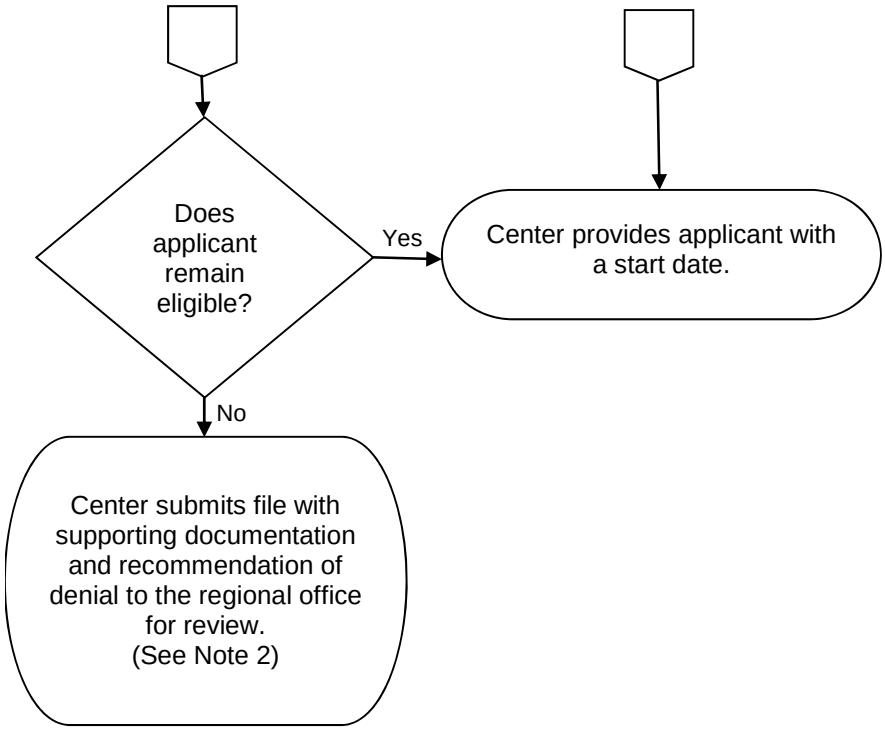


NOTES

1. The center file review team may not revisit the eligibility determination unless there is new information that was presented or available that the AC could not have reasonably known at the time eligibility was established.

2. For files requiring regional review, see flowchart in Appendix 108, Regional File Review Process.

Appendix 108

Regional Applicant File Review Procedures

Purpose: To establish procedures for applicant file review by centers and Regional Offices.

Applicant File Review

All applicant files received in the Regional Office will be received and logged in for tracking and monitoring purposes.

Regional Review

The appropriate Regional Office automatically reviews:

- Determination of applicant ineligibility by performing a quality review;
- Recommendation for denial of enrollment by center file review team; and
- Appeals filed by applicants who have been determined by the OA or Job Corps center not to have met the EAR, or where appeals were not timely decided by the OA agency or Job Corps center.

Determination of applicant ineligibility by performing a quality review

Regional Offices will establish procedures for the review of these files in accordance with all stated PRH requirements.

Recommendation for denial of enrollment by the center file review team

There are three reasons at the center level for a denial recommendation of an applicant.

1. Health-care needs (Appendix 610)
2. Direct threat (Appendix 609)
3. New information

<u>Documentation for applicant file review</u>

Applicant files submitted to the Regional Office as a recommendation of denial for reasons 1 and 2 above should include the following information:

- Completed Applicant File Review – Center Recommendation of Denial form;
- If for direct threat, the direct threat assessment form from Appendix 609;

- If for health-care needs, the Health-care Needs Assessment Form (Appendix 610); and
- Supporting documentation.

Applicant files submitted to the Regional Office as a recommendation of denial for reason number 3 above should include the following information:

- Completed Applicant File Review – Center Recommendation of Denial form; and
- Supporting documentation.

Age/Income Eligibility – Disability Review

If an applicant who meets the age or income eligibility requirements for enrollment because he or she is a person with a disability, then the center staff will review the applicant's supporting documentation to verify that the individual is actually a person with a disability. If the center staff determines that the applicant is not an individual with a disability, they will forward the file and supporting documentation to the Regional Office for review. Applicant files submitted to the Regional Office for a disability review related to age or income should include the following information:

- Completed Applicant File Review – Center Recommendation of Denial form; and
- Supporting documentation.

Withdrawal of Application

If the center has requested additional documentation about an applicant and it does not receive that information, the center must make a decision on the information that is available to it.

If the center is unable to reach the applicant to conduct clinically related interviews, then the center would document the attempts to contact and the file would be returned to Outreach and Admissions.

If the application has entered the regional review process, then the region will process the withdrawal, administratively or follow-up with the center on attempts to contact the applicant. If a file has been returned to a center for completion of the file review process, then it must be returned to the Regional Office, regardless of inability to contact the applicant.

Transmission of Applicant File and Supporting Documentation

The Applicant File Review-Center Recommendation of Denial form should be placed in a separate sealed envelope marked "regional review." All other medical and disability-related information is placed in another separate sealed enveloped marked "medical records." This

ensures that all protected information is secured prior to transmission but allows the Regional Office to access the form needed for processing the recommendation.

Regional Review

Once the file reaches the Regional Office, it will be logged and forwarded for an administrative file review.

Administrative File Review

A regional disability support staff conducts an administrative review of applicant files submitted for the following reasons:

- Center has recommended denial because the applicant is believed to pose a direct threat;
- Center has recommended denial because the health-care needs of the applicant exceed those provided by the Job Corps program;
- Center has recommended denial because the clinical staff did not find the applicant to be a person with a disability (for applicants whose age exceeds those required for Job Corps enrollment and/or the applicant met the income eligibility requirement as a family of one).

The administrative file review is completed to ensure that all required procedures have been completed and all required documentation is included with the request. If the file review process is incomplete or the documentation is insufficient, the file will be returned to the center with instructions as to what part(s) of the process must be completed and/or what documentation is needed. The corrected documentation and file should be returned to the regional disability support staff within 10 business days of receipt of the file.

An administrative file review is not conducted on files submitted to the Regional Office as a recommendation of denial for new information with the exception of the disability review related to age and income status. (See Age/Income Eligibility – Disability Review) Regional Offices will establish procedures for the review of files submitted for recommendation of denial based upon new information in accordance with all stated PRH requirements.

Clinical Review

Once the administrative review is complete, the regional disability support staff person forwards the file to the appropriate regional health specialists for a clinical review (i.e., mental health, medical, dental, TEAP). The regional health specialist documents his or her support or disagreement with the center's recommendation, and the file is submitted to the Regional Director for a final determination.

Regional Director's Decision

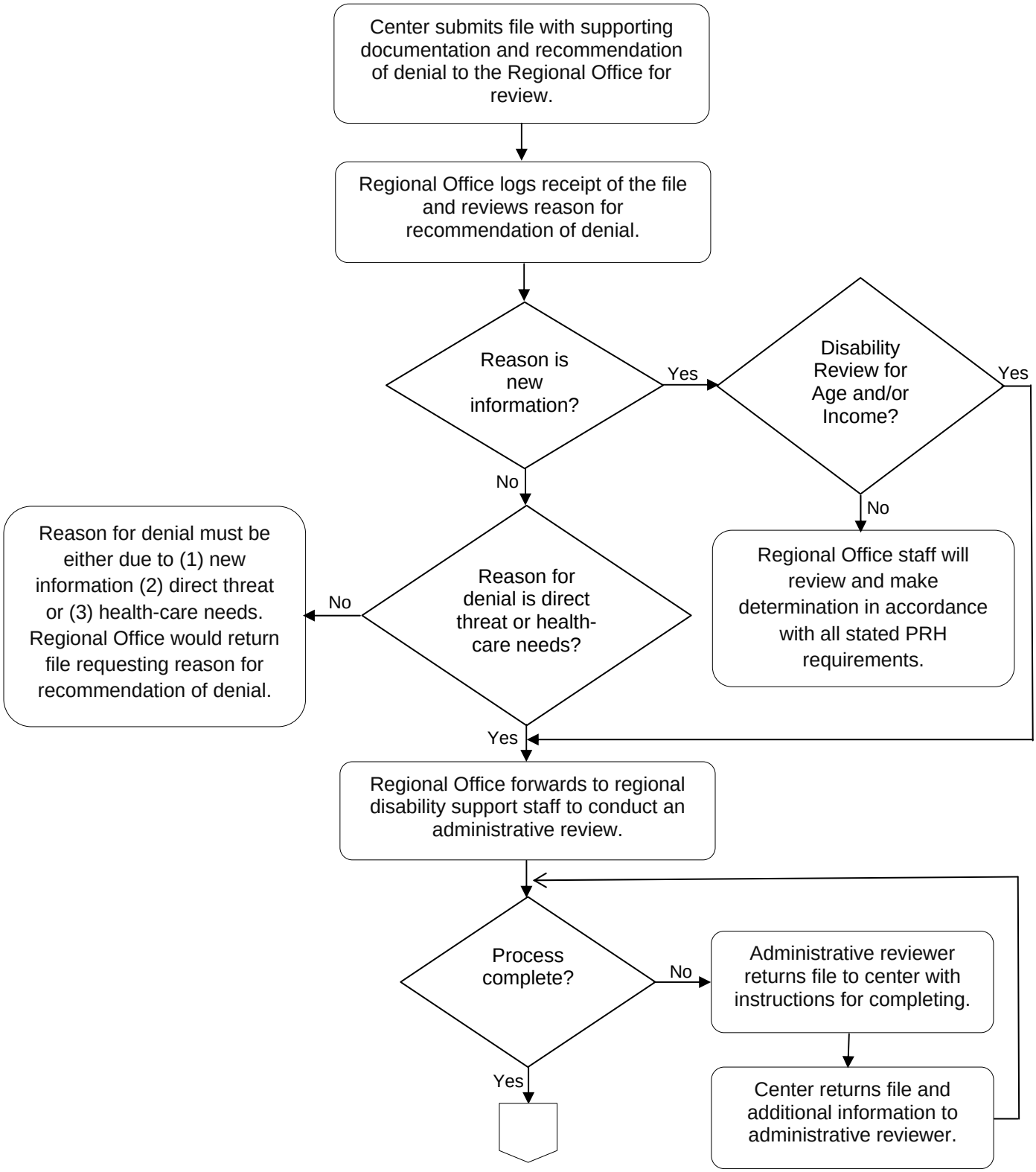
The Regional Director (or designee) makes final decisions on any applicant recommendations of denial. The Regional Director may either uphold the file review team's recommendation of denial or he or she may overturn it.

If the Regional Office supports the center's recommendation for denial, a clear, documented, written decision regarding the recommendation of denial must be completed and issued by the Regional Office within 60 days of the date on which the file was received.

If a Regional Office rejects a denial recommendation, and the applicant's file is returned to the center for the applicant's enrollment, that applicant must be scheduled for arrival based on the date on which the application first arrived on center, not the date that it was returned from the region.

If center staff is unsure about how to support or work with the applicant with a disability whose recommendation for denial was overturned at the Regional Office, then they are encouraged to contact the appropriate Regional Disability Coordinator for assistance.

REGIONAL FILE REVIEW PROCESS



REGIONAL FILE REVIEW PROCESS

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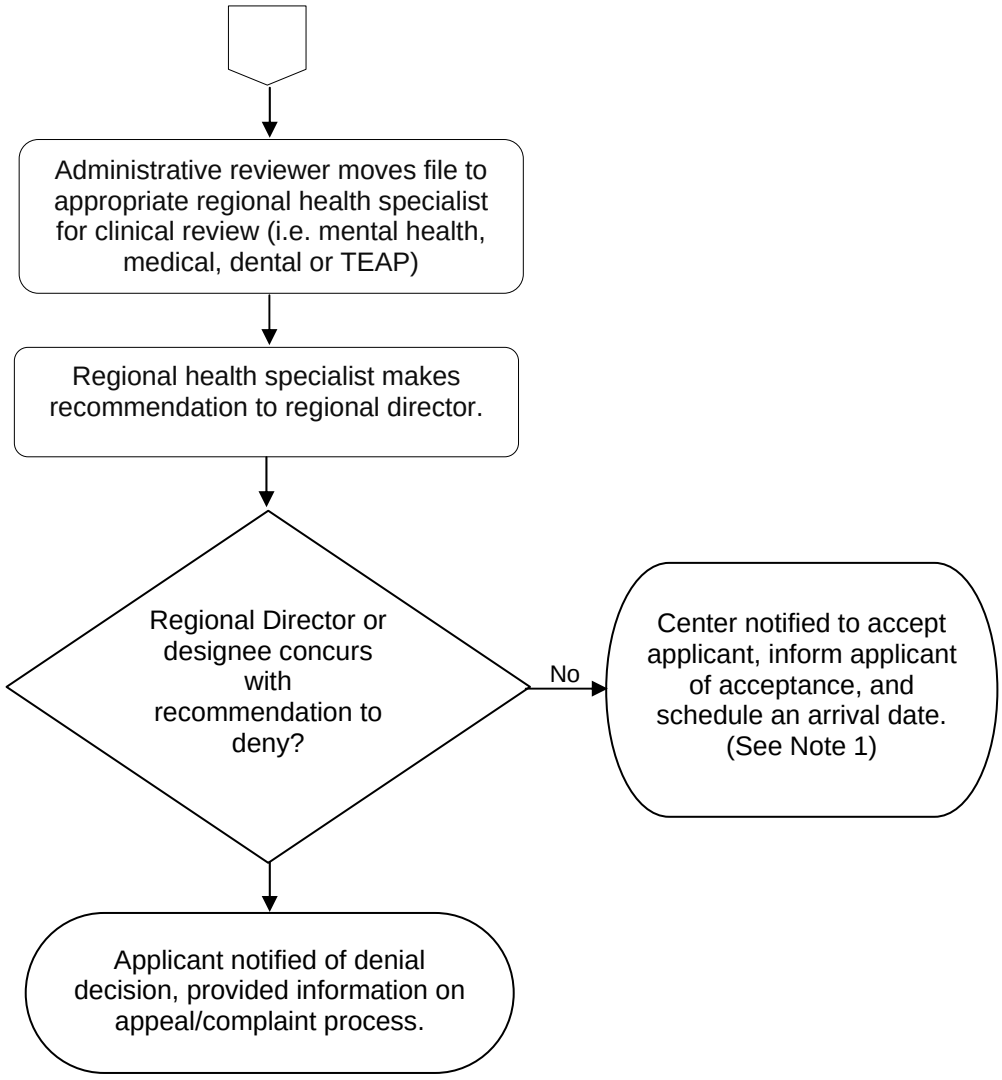

NOTES

1. If a region overturns a center's recommendation that an application be denied, and the applicant's file is returned to the center for his or her enrollment, that applicant must be scheduled for arrival based on the date when the application arrived on center, not the date when it was returned from the region.

POLICY AND REQUIREMENTS HANDBOOK

CHAPTER 2:

CAREER PREPARATION PERIOD

May 24, 2012

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EXHIBITS

None

APPENDICES

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, and anti-bullying 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:

(a) Trainee Employee Assistance Program

(b) Disability program (e.g., reasonable accommodation)

12. Safety as it pertains to eliminating or preventing hazards that may result in injury, illness, or death. Topics should include but are not limited to:

(a) Overview of the Job Corps Occupational Safety and Health (OSH) program outlined in PRH Chapter 5, Sections 5.14 through 5.20 (emphasize student roles and responsibilities), including but not limited to:

(1) Occupational Safety and Health committee

(2) Fire safety and prevention

(3) Emergency action plan (including extreme/severe weather, evacuations, and terrorist threats)

(4) Hazard communication, including Material Safety Data Sheets (MSDSs) and labeling

(5) Applicable Occupational Safety and Health Administration (OSHA) standards (varies by work or training environment)

(6) Safe work practices, including use of personal protective equipment (PPE)

(7) Reporting unsafe or unhealthful living and training conditions

(8) Recreational safety, including water safety

(b) Reporting accidents, injuries, and illnesses (emphasize timely reporting); OSHA 300 Log and OSHA 300A

(c) Work-based learning site safety, including reporting unsafe and unhealthy conditions, and accident and injury reporting requirements

(d) Preventing the spread of flu and other illnesses; personal hygiene

13. Security as it pertains to center culture, personal comfort and well-being. Topics should include but are not limited to:

(a) Center security procedures

(b) Unauthorized goods and confiscation procedures

(c) Zero Tolerance policy

(d) Smoking policies on and off center

(e) Off-limit areas on and off center

(f) Theft protection and tort claims

(g) Student vehicle policy

(h) Security operations

(i) Sign-in and sign-out procedures (passes and leave); entry and exit procedures

(j) Inventory of personal belongings

(k) Identification cards

(l) Phone calls

(m) Mail procedures

(n) Visiting procedures

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. Disability Coordinator
5. Staff representatives from all major program and support areas
6. 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.

Q5. Students are familiar with the center's Occupational Safety and Health program.

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). A copy of this assessment will be submitted to the Health and Wellness center for review and inclusion in the student health record.

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, implementation, and documentation 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/Recordkeeping

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 that is legally required or that 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;

4. Review and discussion of the current requirements for the Military Entrance Processing Station (MEPS) along with each military branch's requirements for acceptable high school diplomas. The information will include any requirements by the military for additional course work that may be necessary to supplement online or other high school diploma attainment. In situations where additional course work is required, centers must provide this course work for students at no cost to the student.

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

g. Job survival skills

h. Interviewing for a job

i. Information on the apprenticeship application process

j. Worker's rights and responsibilities (e.g., including reasonable accommodation in the workplace)

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

l. 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. Customer Service Training

Centers shall conduct customer service skills training within the context of Career Success Standards in the areas of Workplace Relationships and Ethics, Communications, and Interpersonal Skills. At a minimum, the training must include:

a. Understanding the importance of customer service

b. Maintaining a professional attitude

c. Effective oral and written communication skills, including active listening to customers

d. Knowledge of business ethics

e. Understanding the value of establishing and maintaining positive customer relationships

f. Applying critical thinking skills to appropriately handle customer service situations

R4. 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, including customer service skills, 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

CHAPTER 3:

CAREER DEVELOPMENT PERIOD

May 29, 2012

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Appendix 301 Tests of Adult Basic Education (TABE) Requirements and Instructions

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Appendix 303 Career Technical Skills Training

Appendix 304 Guidelines for the Accreditation of Job Corps' High School Programs

Appendix 305 Checklist for Exemption From Tests of Adult Basic Education for Students With Documented Cognitive Disabilities – and Form for Request for a Disability Waiver From TABE Testing

Appendix 306 Career Technical Training Change Request Guidelines

Appendix 307 Career Technical Training Change Request Form

Appendix 308 Acceptable Work-Based Learning Activities

Appendix 309 OCT Program Code Request Form

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 ensure 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 center staff (instructional and other) will collaborate to ensure that training and services are effectively delivered in partnership with all staff concerned;

(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;

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

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

(e) How the center will ensure the delivery of programs and services to English Language Learners (ELL).

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) Encourage and support student certification attainment.

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

(e) Instruct students in workplace safety measures.

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

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

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

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

(j) 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 behavioral expectations are related to the workplace.

5. Documentation of all center high school programs and center partnerships with local high schools (including charter schools) or school districts that serve Job Corps students. This written documentation must include:

(a) Names of all high school programs and school districts;

(b) Letters or certificates from the state department of education affirming that the center, and/or its high school partners, are accredited and recognized in the state in which the high school programs are located. The letter should indicate whether or not the schools are public, private, charter, special-purpose or other schools. If the state defers to a regional accrediting body for high school accreditation, a certificate or letter should be included from the regional accrediting body confirming accreditation for the high school programs (see Appendix 304). In addition, documentation should be included on the processes for assessing students for disabilities and programs for providing students with special education, if the center or a partner is subject to the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or Section 04 of the Rehabilitation Act of 1973 (see section 3.11);

(c) Memorandum of Understanding (MOU) with partner high schools;

(d) Operator or center Standard Operation Procedures (SOP) outlining requirements for students to obtain a high school diploma; and

(e) Sample diplomas and transcripts.

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's CDP.

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:

a. 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. Ample opportunities are available for students to attain industry certification, licensure, or pre-apprenticeship status.

e. Student-to-teacher ratio for instructional and training activities is 15:1 in accordance with Chapter 5, Section 5.2, except for CTT programs specifically authorized for lower ratios as specified in Exhibit 3-3. For purposes of defining training slots, one full-time student is equivalent to two training slots. Therefore, the 15:1 student-to-teacher ratio translates to a 30:1 slot-to-teacher ratio. Student-to-staff ratios for nationally contracted training programs shall be in accordance with contract provisions.

f. Staff shall:

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.

g. CTT and academic instructors shall:

1. Remain current and knowledgeable regarding available industry certifications, prerequisites, and examination requirements.
2. Provide instruction and remedial training support that will enable students to overcome barriers in obtaining industry certifications or participating in Advanced Training (AT) or Advanced Career Training (ACT).
3. Provide contextual learning opportunities for students to improve academic skills in the CTT learning environment.
4. Collaborate in developing lessons, activities, and other instructional supports to ensure that industry certification requirements are addressed in the academic and career technical settings.
5. For CTT instructors, in particular, maintain a comprehensive working knowledge of current industry skills, safety, and health requirements.

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.

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

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

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

R3. Equipment/Clothing

Centers shall:

a. Ensure that equipment and facilities are equivalent and relevant to industry standards, and made available in the most cost-effective manner.

b. Maintain equipment in all learning environments in good repair.

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

d. 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 testing, certification, or licensing is required for employment or enhances the student's career readiness. Examples include General Educational Development (GED) testing, driver's licenses, and industry-specific CTT credentials. Students with disabilities must be informed of their right to request reasonable accommodation.

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. Recordkeeping

Centers shall:

a. Record skill acquisition and accomplishments by students, as they occur, using approved Training Achievement Records (TARs) and all appropriate modules of the Center Information System (CIS).

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 with the approved center plan.

b. Monitor outcomes and take corrective action when outcomes fall below set goals. The National Office of Job Corps, in collaboration with Regional Offices, shall monitor and take corrective action when NTC outcomes fall below set goals.

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. All requests to add, delete, expand, or reduce training offerings must be made using the Career Technical Training Change Request Form in Appendix 307. Centers must submit the requests directly to the Regional Director for initial approval, while Civilian Conservation Centers (CCCs) must submit the requests through agency channels. For any CTT Change Request affecting an NTC program, centers must work closely with the respective NTC officials and the NTC COTR, as appropriate.

b. The Regional Director and Program Manager are responsible for the initial evaluation of change requests and shall forward the request and all supporting documents to the National Office of Job Corps to the attention of the **Division of Educational Services, Career Technical Training & Certifications and Apprenticeships Team Leader**, for review and final approval. In the case of federally operated centers, the federal operator and the Regional Director must mutually review and approve proposed changes prior to forwarding documents to the National Office of Job Corps for final approval.

c. The National Office of Job Corps has 30 days from receipt of complete CTT Change Request Forms and supplemental documentation to render a response or notify the Regional Office of its decision. The Regional Office will, in turn, inform the center operator of the National Office's decision. When NTC programs are affected, NTC officials will be notified, concurrent with notification to the Regional Office.

   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 documents to the National Office of Job Corps for final approval.

d. Program, O*NET-SOC training title, Job Training Match title, or code changes to the Center Information System (CIS) must be approved by 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.

Specific roles and responsibilities for the timely processing and approval of requests for career technical training changes are detailed in Appendix 306.

QUALITY INDICATORS

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.

Q2. Career technical training offerings and certifications are responsive to the labor market demands in high-growth, high-demand industries where graduates seek employment.

3.3 PERSONAL AND CAREER COUNSELING

PURPOSE

P1. To provide ongoing assessments of the personal development, 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. Developing strategies and identifying actions necessary for students to prepare for and attain certification.
3. Identifying personal strengths and career challenges.
4. Resolving personal issues affecting career readiness.
5. Assessing transitional support needs and developing strategies to meet those needs.

c. Counselors must know and stay current on industry certifications offered and requirements for attainment.

d. 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 and in accordance with Chapter 6, Appendix 601, Student Rights to Privacy and Disclosure of

Information, to ensure the coordinated delivery of services to students, especially in assisting them to meet the rigor of the training program.

R4. Reporting/Documentation/Recordkeeping

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).

a. 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/Recordkeeping

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, career technical training, industry certification attainment (if applicable), work-based learning, 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/Recordkeeping

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

QUALITY INDICATORS

Q1. Students can identify and assess their progress, achievements, areas needing improvement, and 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 individual students.

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

d. Develop year-round job-shadowing opportunities with community, industry, and employers, which will enhance students' educational and career technical skills training.

e. Ensure instructor collaboration to identify instructional strategies and develop lessons, activities, and material that integrate academic, career technical, social development, and career readiness competencies to ensure that students meet the rigor of training programs and certification requirements.

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
6. Self-advocacy skills for students with disabilities

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;

c. Individual and group lessons or project assignments that help students master course competencies;

d. Clearly established performance levels (standards of proficiency or passing scores) for competencies, tasks, assigned projects, and/or units of study;

e. A definition of course completion stated in terms of performance level of demonstrated competencies;

f. Methods to identify and diagnose the needs of students who have difficulty progressing;

g. Methods to assess progress toward certification (where applicable);

h. A course guide for instructors that documents how the components above work together to create a course of study; and

i. 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, and other tests. Tests of Adult Basic Education (TABE) shall be administered in accordance with procedures specified in TABE requirements and instructions (Appendix 301) to assess:

a. The reading and mathematics capability of all students at entry in order to place them at appropriate training levels and course of study.

b. The achievements of students in reading and mathematics during their enrollment in Job Corps.

Student mastery of career technical skills shall be verified through trade-related certification testing, as applicable.

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 career technical skills 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.

R3. Center Culture

Centers shall establish behavioral expectations that promote a safe, respectful, and goal-oriented culture that fosters personal responsibility and mutual growth. Center culture must be maintained by:

a. The use of positive peer influence to establish shared assumptions and behavioral expectations.

b. The consistent modeling and mentoring of behavioral norms by all center staff.

c. Promoting an environment where students gain a sense of belonging and self-esteem.

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 the 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.

4. Provides reasonable accommodation for students with disabilities, as appropriate.

c. Provide opportunities to ensure that each student participates in WBL:

1. WBL shall consist of 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 six weeks, as specified in Chapter 6, Exhibit 6-1. The Regional Office, at its discretion, may grant a waiver to extend the six-week limit, not to exceed six 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. Center-specific criteria and procedures for student participation in WBL and assigned staff to support the center's WBL activities should be documented in the center's Career Development Plan.

R2. Employer Partnerships

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 provide an evaluation of the student's career success skills; (4) provide a safe environment (see Chapter 5); (5) support industry-specific certification requirements, as applicable; and (6) not discriminate against students with disabilities and to provide reasonable accommodation as determined by applicable state and federal law.
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 WBL. 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, including an assessment of the student's career success skills.

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 ensure 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 and a copy of the job hazard analysis is posted on the work site.

R6. Work-Site Monitoring

Centers shall monitor all active WBL 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/Recordkeeping

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) 9/10. Students will continue to receive reading

instruction as a part of their overall academic and career technical skills 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 9/10. 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 career technical skills 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/Recordkeeping

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) 9/10. Students will receive math instruction as a part of their overall academic and career technical skills 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 career technical skills 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/Recordkeeping

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 (HSD) and/or pass the examination for the General Educational Development (GED) certificate.

REQUIREMENTS

R1. High School Diploma

Centers must make every effort to assist students in obtaining their high school diplomas, where feasible, during their enrollment.

Centers must 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 in which the program is located, or the General Council of Education of the Commonwealth of Puerto Rico, or a recognized accrediting body, if the state defers to a regional accreditation process. Acceptable accrediting bodies are listed in Appendix 304.

b. Centers must also ensure that all high school programs provided to students are recognized as public, private, charter, special purpose or other high schools by the states in which the programs are located.

c. The center shall not require students to pay any high school program fees. In addition, if students are required to supplement high school diplomas with additional courses for acceptance into branches of the military, centers must provide courses to students at no cost to the student.

d. Centers that are degree-conferring high schools, Local Education Agencies (LEA), 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. Job Corps program eligibility of all participants;

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

c. Description of how services will be delivered and coordinated through the student's Career Development Period (CDP);

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

e. Accrediting body certifying attainment of the HSD or GED;

f. All associated costs to the center; and

g. Nondiscrimination clauses and commitments to adhere to all applicable state and federal laws with regard to students with disabilities (e.g., IDEA, Section 504 of the Rehabilitation Act, ADA, etc.).

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/Recordkeeping

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: 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 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, and supporting documentation on special education services, as applicable for students with documented disabilities, shall be included in students' permanent files.

b. 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 diplomas or GEDs leave with high school diplomas or GEDs.

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/Recordkeeping

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 CAREER TECHNICAL TRAINING

PURPOSE

P1. To provide students with career technical knowledge and skills that meet industry standards, leading to high-demand, high-growth career pathways and, where available, industry certification.

REQUIREMENTS

R1. Approved Programs

Centers shall offer career technical training approved by the National Director 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 career technical training programs approved for the center. Where training is offered through external providers such as accredited educational institutions, centers are not required to use the official TARs for those programs. However, such programs must be endorsed by the Regional Office, for final review and approval by the National Office, to ensure that they are comparable to, or exceed, the rigor and relevance of the national TARs. Upon approval, the regions must initiate modification of the center contract, as necessary, and establish a process by which the center will document student progress and program completion. Such process must be documented in the center's Career Development Plan (see PRH Section 3.1).

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.

c. Provide instruction related to safety in all career technical training programs.

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 career technical training program in which the student is enrolled and are appropriate to the student's level of achievement, and where applicable, assist the student in meeting requirements of industry certifications.

f. Centers will make every effort to provide an opportunity for all students to obtain their basic driver's license prior to graduation. Addressing ***driver's license requirements on TARs*** specifically, attainment of a basic and/or commercial driver's license (CDL) may be required as part of a specific program where vehicle operation is a critical component of employment.

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. Job Shadowing

Centers shall develop job-shadowing opportunities for students that reflect occupations matching current center offerings or provide students with experiences in new and emerging occupations. Using relationships developed with local and national businesses, centers shall coordinate opportunities for students to shadow employees at work sites in careers that are related to their career skills training, as well as careers that students are interested in exploring. These opportunities provide students with an understanding of the workplace, a chance to explore new careers, and an opportunity to apply their training.

R5. Relations With National Training Contractors

Relations between center management and National Training Contractor (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 (MOU between the NTC and center contractor).

R6. Advanced Training (AT) Programs

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

a. Eligibility

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

1. Must have completed an approved prerequisite career technical training program and achieved all applicable certification requirements.
2. Must hold a high school diploma or have obtained a GED.
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 and documented acceptance from the receiving center.

b. Advanced Training (AT) Centers

1. To be designated an AT program, the training offered must clearly show that students will develop higher and more complex skills and competencies than those covered by the basic program. In addition, a center must either (1) articulate an agreement with a postsecondary educational institution for students to receive college credit while enrolled in the AT program; or (2) be supported by industry-specific partnerships. Requests for AT designation should be submitted to the Regional Office for initial evaluation and endorsement prior to being forwarded to the National Office, which will make the final determination of whether the proposed training program meets the criteria for AT designation.

2. The operator shall develop outreach strategies to include enrollment, eligibility, and completion requirements to achieve and maintain the AT program's design capacity.

3. The operator must provide reasonable accommodation needs of students with disabilities, as appropriate.

4. Regional and National Office staff will monitor performance of approved AT programs through the Career Technical Training Report Card (CTTRC), as outlined in Appendix 501d.

c. Transfer Credits

Centers that transfer eligible students to an approved AT program at another center 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 center and the AT center will receive all credits related to placement accomplishments, as outlined in Appendix 501. Centers offering the prerequisite basic program and the AT program will receive all credits due at the time of student final separation.

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.

R7. Reporting/Documentation/Recordkeeping

a**.** Centers shall ensure that all student test results and progress are documented on approved Training Achievement Records (TARs) as progress occurs, and recorded using the Center Information System (CIS). Upon completion of all tasks under established duty areas on the TAR, instructors and students must sign and date the blank area opposite the named duty. ***By providing a signature, instructors are verifying that the student has demonstrated competence in all tasks in the duty area, and the student concurs with his or her signature.***

While instructors must continue to indicate performance ratings for each task, signatures and dates are required only for each duty area of the TAR. TARs must be included in the student's permanent records upon separation.

b. For programs approved by the region not to use Job Corps official TARs (R2.a, above), the approved alternate and additional documentation must be maintained and included in the student's permanent records upon separation.

QUALITY INDICATORS

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

Q2. The curricula of the career technical training programs at the center reflect current industry skill standards.

3.14 CONCURRENT TRAINING

PURPOSE

P1. To broaden career technical 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 National Office of Job Corps, with Regional Office endorsement, and formalized by a memorandum of understanding 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 (e.g., non-class days/hours, semester breaks, etc.) from participating courses.

f. Determination for the provision of reasonable accommodation must be made for students with disabilities, as required and appropriate.

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

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

i. 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.

j. Resources from federal student aid, such as Pell Grants and Stafford loans, can be applied to college credit, reduced credit, or non-credit remedial courses, in

accordance with federal student financial aid guidelines. In addition, the courses must lead to a certificate of completion or an associate's degree at accredited higher education institutions, and must be required by Advanced Career Training (ACT) programs approved by the National Office.

k. 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).

l. 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 career technical training at an off-center training (OCT) location or other educational institution will be designated as OCT students.

a. Program Approval

1. OCT arrangements, including contracted slots designations, must be approved, in writing, by the Regional Director and formalized by a Memorandum of Understanding (MOU) or contract between the center and the OCT provider confirming that the OCT program meets or exceeds the skill standards specified in Job Corps national TARs. Centers must verify if OCT providers' completion and certification requirements are at least the same level as industry certification requirements and that they measure competency, not time in class. The Regional Office must include this as a criterion in evaluating and approving OCT programs.

Upon approval, the Regional Office must immediately submit a copy of the documented approval, contracted OCT slots, and MOU or contract to the National Office, Division of Educational Services. The National Office shall inform the Job Corps Data Center of changes to programs, slots, codes, and other relevant information that need to be incorporated into the Center Information System (CIS).

To ensure timely processing of program codes in CIS, the Regional Office must submit an OCT Program Code Request Form (Appendix 309) to the National Office, Attention: Division of Educational Services/Career Technical Training Team Leader. The National Office will inform the Job Corps Data Center of approved program codes and slots.

2. To ensure compliance with R2.a.1, the MOU must provide a description of the proposed training program(s), to include:
   (a) training in one of the identified 11 industry areas (see Exhibit 3-3);
   (b) incorporation of current industry standards and requirements;
   (c) requirements for student completion, and/or requirements for student certification attainment;
   (d) system for monitoring and documenting student progress; and
   (e) cost by training slot, as well as cost for equipment, supplies, and clothing.

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.
3. Align with the skill standards outlined in nationally developed and approved Training Achievement Records (TARs).
4. Provide reasonable accommodation for students with disabilities, as appropriate.

Centers shall not pursue OCT programs for which on-center programs already exist at that center. This does not preclude centers from pursuing OCT programs that offer specialized training that enhances current center offerings.

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. Must meet entry requirements and adhere to regulations required by the training provider.
3. Written parental consent must be obtained for minors prior to 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 or completion certificate equal to or exceeding the rigor of certifications outlined by corresponding national, on-center training programs, prior to separation from Job Corps.

f. Reporting/Documentation/Recordkeeping

Centers shall ensure that all student progress is documented and recorded using the Center Information System. Approved alternate and additional forms of documentation must be included in the student's permanent records upon separation (as outlined in Exhibit 6-1).

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 contracted ACT slots designation. Programs must be approved by the Regional Director and formalized by a Memorandum of Understanding (MOU) or contract. Upon approval, the Regional Office must immediately submit a copy of the documented approval, contracted ACT slots, and MOU or contract to the National Office, Division of Educational Services. The National Office shall inform the Job Corps Data Center of changes to programs, slots, codes, and other relevant information that need to be incorporated into the Center Information System.

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. Ensure 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 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. The application process must provide reasonable accommodation for students with disabilities, as appropriate.

6. Establish a system for regular monitoring of the performance of ACT students, via transcripts, attendance records, and other means (in accordance with Exhibit 6-1). This system should be documented in the center's Career Development Plan (see PRH Section 3.1).

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 one full year beyond the current two-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 of the accredited postsecondary institution.

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 items 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. Attain or receive one or more of the following:

   (a) An industry certification, OR

   (b) A one-year certificate of completion, OR

   (c) An associate's degree in an approved program.

f. Reporting/Documentation/Recordkeeping

Centers shall ensure that all student progress is documented and recorded using the Center Information System. Approved alternate and additional forms of

documentation must be included in the student's permanent records upon separation.

QUALITY INDICATOR

Q1. ACT students demonstrate increased proficiency in career technical, academic, and social 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 career technical 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 career technical skills. This will include:

a. Instruction in use of information technology applications relevant to their academic and career technical skills training.

b. Opportunities to practice and use information technology to learn academic and career technical skills.

R2. Computer-Based Learning

Centers shall provide and use information technology to learn academic and career technical 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/Recordkeeping

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, oral, 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, including relationship aggression

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

k. Sexual assaults

l. Sleep hygiene (guidelines to achieve restful sleep)

m. Oral disease prevention and oral hygiene instruction

R2. Reporting/Documentation/Recordkeeping

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.

P5. To promote lifelong health through physical activity and exercise.

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 provide a wide variety of activities open to all students. Activities must include options that allow for stress reduction and mind/body connection. Activities:

a. Must include but are not limited to:

1. Group fitness classes
2. Individual fitness activities
3. Organized sports
4. Exercise groups or clubs

b. May include:

1. Cultural events
2. Physical education
3. Arts and crafts
4. Community activities
5. Movies and special events
6. Reading and computer resource facilities

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

e. 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/Recordkeeping

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/Recordkeeping

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, including reasonable accommodation needs for employment, as appropriate

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, or plan for advanced education including identification of federal funding options, as appropriate.

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

k. Federal funding for advanced education, as appropriate

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 one 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, bullying, 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 one 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; and health and wellness, TEAP, 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

EXHIBIT 3-3

Center-Operated Job Corps Career Technical Training Programs

Training Titles, Codes, and Student/Teacher Ratios

Industry Cluster	Certification	Certification Sponsor	Training Program Area	Occ Code	TAR	Comp. Level	O*NET - SOC Code	CIP Code	Student/ Teacher Ratio
Advanced Manufacturing	Metalforming Level 1	National Institute for Metalworking Skills, Inc. (NIMS)	Manufacturing Technology	MN	Manufacturing Trainee	T	92998JT	48e	12:01
				MN	Level 1 Manufacturing Technology	C	92998JA	48e	12:01
				MN	Pre-Integrated Systems Technology	C	92998JB	48e	12:01
	Machining Level 1	National Institute for Metalworking Skills, Inc. (NIMS)	Machining	MT	Machining Trainee	T	89108JT	48e	12:01
				MT	Machining	C	89108JA	48e	12:01
	Schools Excelling through National Skills Excellence (SENSE) certificate	American Welding Society	Welding	WG	Welding Trainee	T	93914JT	48e	12:01
				WG	Welding	C	93914JA	48e	12:01

Industry Cluster	Certification	Certification Sponsor	Training Program Area	Occ Code	TAR	Comp. Level	O*NET - SOC Code	CIP Code	Student/ Teacher Ratio
Automotive and Machine Repair	ASE/NATEF Program Certification	National Institute for Automotive Service Excellence (ASE), National Automotive Technicians Education Foundation (NATEF)	Automobile Technician	AY	Automobile Trainee	T	85302JT	47a	12:01
				AY	Brakes / Electrical-Electronics Systems	C	85302JA	47a	12:01
				AY	Engine Performance / Electrical-Electronics Systems	C	85302JB	47a	12:01
				AY	Suspension and Steering / Electrical-Electronics Systems	C	85302JC	47a	12:01
				AY	Auto Trans & Axle	C	85302JD	47a	12:01
				AY	Engine Repair	C	85302JE	47a	12:01
				AY	Heating & Air Conditioning	C	85302JF	47a	12:01
				AY	Manual Drive Train & Axles	C	85302JG	47a	12:01
			General Service Technician	YF	GST Trainee	T	85302JT	47a	12:01
				YF	GST	C	85302JA	47a	12:01
			Collision Repair & Refinish - ***replaces Auto Body Repair (AU)***	AI	Collision Repair Trainee	T	85305JT	47a	12:01
				AI	Non-Structural Analysis & Damage Repair	C	85305JA	47a	12:01
				AI	Painting & Refinishing	C	85305JB	47a	12:01
				AI	Structural Analysis & Damage Repair	C	85305JC	47a	12:01
				AI	Mechanical & Electrical Components	C	85305JD	47a	12:01

Industry Cluster	Certification	Certification Sponsor	Training Program Area	Occ Code	TAR	Comp. Level	O*NET - SOC Code	CIP Code	Student/ Teacher Ratio
Construction	NCCER Program Accreditation	National Center for Construction Education and Research (NCCER)	Bricklaying	BL	Bricklaying Trainee	T	87302JT	46a	12:01
				BL	Bricklaying	C	87302JA	46a	12:01
			Carpentry	CY	Carpentry Trainee	T	87102JT	46a	12:01
				CY	Carpentry	C	87102JA	46a	12:01
			Cement Masonry	MD	Cement Masonry Trainee	T	87311JT	46a	12:01
				MD	Cement Masonry	C	87311JA	46a	12:01
			Electrical	EC	Electrical Trainee	T	87202JT	46a	12:01
				EC	Electrical	C	87202JA	46a	12:01
			Facilities Maintenance	BG	Facilities Maintenance Trainee	T	85132JT	46e	12:01
				BG	Facilities Maintenance	C	85132JA	46e	12:01
			HVAC	HV	HVAC Trainee	T	85902JT	46e	12:01
				HV	HVAC	C	85902JA	46e	12:01
			Painting	PT	Painting Trainee	T	87402JT	46a	12:01
				PT	Painting	C	87402JA	46a	12:01
			Plumbing	PU	Plumbing Trainee	T	87502JT	46a	12:01
				PU	Plumbing	C	87502JA	46a	12:01
Finance and Business	Accounting Fundamentals Certifications	Brainbench	Accounting Services	OB	Accounting Trainee	T	55338JT	52a	15:01
				OB	Accounting Services	C	55338JA	52a	15:01
	Microsoft Office Specialist (Word, Excel, PowerPoint, Access), Internet and Computing Core Certification (IC3)	Certiport	Office Administration - *replaces Business Technology (BZ)*	OA	Office Admin Trainee	T	55347JT	52a	15:01
				OA	Office Administration	C	55347JA	52a	15:01

Industry Cluster	Certification	Certification Sponsor	Training Program Area	Occ Code	TAR	Comp. Level	O*NET - SOC Code	CIP Code	Student/ Teacher Ratio
Health Care	Certified Medical Administrative Assistant	National Healthcareer Association	Medical Office Support	OS	Medical Support Trainee	T	55328JT	52a	15:01
	Certified Medical Transcriptionist	National Healthcareer Association		OS	Medical Administration	C	55328JA	52a	15:01
				OS	Medical Transcriptionist	C	55328JB	52a	15:01
	Certified Billing & Coding Specialist	National Healthcareer Association		OS	Insurance Claims Processor	C	55328JC	52a	15:01
	Certified Health Unit Coordinator	National Association of Health Unit Coordinators		OS	Health Unit Coordinator	C	55328JD	52a	15:01
	Certified Clinical Medical Assistant; Certified Phlebotomy Technician; Certified EKG Technician	National Healthcareer Association	Clinical Medical Assistant	AZ	Clinical Medical Trainee	T	66005JT	51a	15:01
				AZ	Clinical Medical Assistant	C	66005JA	51a	15:01
	Radiation Health & Safety Infection Control	Dental Assisting National Board	Dental Assistant	DT	Dental Trainee	T	66002JT	51a	15:01
				DT	Dental Assistant	C	66002JA	51a	15:01
	State Licensure	State Licensure	Nurse Assistant/ Home Health Aide	NA	Nurse Assistant/Home Health Aide Trainee	T	66008JT	51a	15:01
				NA	Nurse Assistant/Home Health Aide	C	66008JA	51a	15:01
	National Opticianry Competency Exam Certification	American Board of Opticianry	Opticianry	OP	Opticianry Trainee	T	32514JT	51a	15:01
				OP	Opticianry	C	32514JA	51a	15:01
	Certified Pharmacy Technician	Pharmacy Technician Certification Board	Pharmacy Technician	PY	Pharmacy Trainee	T	32518JT	51a	15:01
				PY	Pharmacy Technician	C	32518JA	51a	15:01
	State Licensure	State Licensure	Licensed Practical/ Vocational Nurse	PV	Patient Transporter	T	32505JT	51a	15:01
				PV	Licensed Practical/Vocational Nurse	C	32505JA	51a	15:01

Industry Cluster	Certification	Certification Sponsor	Training Program Area	New Occ Code	TAR	Comp. Level	O*NET - SOC Code	CIP Code	Student/ Teacher Ratio
Homeland Security	Certified Protection Officer (CPO)	Certification International Foundation for Protection Officers (IFPO)	Security and Protective Services	HK	Security Trainee	T	63047JT	43	15:01
				HK	Security and Protective Services	C	63047JA	43	15:01
				HK	Retail, Physical and Public Security	C	63047JB	43	15:01
				HK	Homeland Security	C	63047JC	43	15:01
Hospitality	ServSafe Employee Guide	National Restaurant Association	Hotel and Lodging - *replaces Hotel Clerk (HO)*	HL	Hospitality Foundations	T	53808JT	20	15:01
	Hospitality Skills Certification (12); START Program Certificate	American Hotel and Lodging Association		HL	Hotel and Lodging	C	53808JA	20	15:01
			Culinary Arts - *replaces Food Service (FO) and Food Service Advanced*	UC	Hospitality Foundations	T	65026JT	20	15:01
	ServSafe Employee Guide	National Restaurant Association		UC	Culinary Arts	C	65026JA	20	15:01
	ServSafe Food Safety Certification			UC	Advanced Culinarian Trainee	T	65026AT	20	15:01
	ServSafe Food Safety Certification; ACFF Educational Assurance Program; ACFF Certified Culinarian	National Restaurant Association		UC	Advanced Culinarian	C	65026AA	20	15:01
	ACFF Certified Pastry Culinarian; Retail Bakers of America Certified Journey Baker	American Culinary Federation Foundation (ACFF)		UC	Advanced Pastry Culinarian	C	65026AB	20	15:01

Industry Cluster	Certification	Certification Sponsor	Training Program Area	New Occ Code	TAR	Comp. Level	O*NET - SOC Code	CIP Code	Student/ Teacher Ratio
Information Technology	Network+	Computing Technology Industry Association (CompTIA)	Computer Technician	ZN	Computer Technician Trainee	T	85705JT	52b	15:01
				ZN	Network+	C	85705JA	52b	15:01
				ZN	A+ Essentials	T	85705TT	52b	15:01
	A+ IT Technician			ZN	A+ IT Technician	C	85705JB	52b	15:01
	A+ Remote Technician			ZN	A+ Remote Support Technician	C	85705JC	52b	15:01
	A+ Computer Bench Technician			ZN	A+ Depot Technician	C	85705JD	52b	15:01
	CCENT (Cisco Certified Entry Network Technician)	Cisco Systems Inc.	Computer Networking/ Cisco	YA	Computer Networking IT Essentials: PC Hardware and Software	T	21999JT	52b	15:01
				YA	Home, Business and ISP Network	C	21999JA	52b	15:01
				YA	Routing, Switching, and Networking	C	21999JB	52b	15:01
	Adobe Certified Expert (ACE) Print Specialist	Adobe Systems, Inc.	Visual Communications	VC	Graphic Design Trainee	T	34035JT	52b	15:01
				VC	Graphic Design Print	C	34035JA	52b	15:01
	Adobe Certified Expert (ACE) Web Specialist			VC	Graphic Design Web	C	34035JB	52b	15:01
	Data Cabling Installer Certification (DCIC); C-Tech Copper		Network Cable Installation	NC	Network Cable Installation Trainee	T	85599JT	52b	15:01
		Electronics Technicians Associations, International (ETA-I)		NC	Copper-Based Network Cable Installation	C	85599JA	52b	15:01
	Fiber Optics Installer (FOI); C-Tech Fiber	C-Tech Associated		NC	Fiber-Optics Network Cable Installation	C	85599JB	52b	15:01

Industry Cluster	Certification	Certification Sponsor	Training Program Area	New Occ Code	TAR	Comp. Level	O*NET - SOC Code	CIP Code	Student/ Teacher Ratio
Renewable Resources and Energy	Forest FireFighter Type 2 (FFT2)	National Wildfire Coordinating Group (NWCG)	Forestry Conservation and Firefighting	LY	Forestry Trainee	T	79002JT	03a	15:01
				LY	Forestry Conservation and Firefighting	C	79002JA	03a	15:01
	Certified Ornamental Landscape Professional (COLP)	Professional Landcare Network (PLANET)	Landscaping	LT	Ornamental Landscaping Trainee	T	79041JT	1	15:01
				LT	Ornamental Landscaping	C	79041JA	1	15:01
	Certified Landscape Technician – Exterior (CLT-E)			LT	Exterior Landscaping	C	79041JB	1	15:01
	Certified Tree Worker and Climber Specialist (CTW)	International Society of Arboriculture (ISA)	Urban Forestry	LU	Urban Forestry Trainee	T	73099JT	1	15:01
				LU	Urban Forestry	C	73099JA	1	15:01
Retail Sales and Services	National Professional Certification in Customer Service; National Professional Certification in Sales	National Retail Federation	Retail Sales	RZ	Retail Sales Trainee	T	49011JT	08a	15:01
				RZ	Retail Sales	C	49011JA	08a	15:01
	Child Development Associate	Council for Professional Recognition	Child Development	ZZ	Child Development Trainee	T	68038JT	13	15:01
				ZZ	Child Development	C	68038JA	13	15:01

Industry Cluster	Certification	Certification Sponsor	Training Program Area	New Occ Code	TAR	Comp. Level	O*NET - SOC Code	CIP Code	Student/ Teacher Ratio
Transportation	Heavy Equipment Operations	NCCER	Heavy Equipment Operations	HD	Heavy Equipment Operations Trainee	T	97956JT	49a	6:01
				HD	Heavy Equipment Operations	C	97956JA	49a	6:01
	Entry-Level Tractor-Trailer Driving	Professional Truck Driving Institute (PTDI)	Heavy Truck Driving	HU	Heavy Truck Driving Trainee	T	97105JT	49b	15:01
				HU	Heavy Truck Driving - Tractor-Trailer	C	97105JA	49b	15:01
	Heavy Equipment Operations	NCCER		HU	Heavy Truck Driving - Straight Truck	C	97105JB	49b	15:01
	Fundamentals of Materials and Operations Management Diploma	American Production and Inventory Control Society (APICS)	Material and Distribution Operations - *replaces Material Handler (MC)*	HM	Material and Distribution Operations Trainee	T	58008JT	49c	15:01
				HM	Material and Distribution Operations	C	58008JA	49c	15:01

Exhibit 3-4
Work-Based Learning Program Agreement Template

WORK-BASED LEARNING PROGRAM AGREEMENT
BETWEEN

Center Name:
Address:

and

Employer:
Address:
Telephone:

The above-mentioned organizations are entering into an AGREEMENT to establish a Work-Based Learning (WBL) Program with the stipulations outlined below. This document is not a contract or a legally binding document; rather, it is a Memorandum of Understanding (MOU) between the above-mentioned parties.

Job Corps students are considered employees of the federal government for purposes of medical coverage under the Federal Employees' Compensation Act (FECA). Section 8143 of FECA states, "While students are enrolled in Job Corps, students are considered employees of the federal government for purposes of medical coverage under FECA. The 'performance of duty' does not include an act of an enrollee while absent from his assigned post of duty, except while participating in an activity (including an activity while on pass or during travel to or from the post duty) authorized by or under the direction and supervision of Job Corps."

There is no provision stated or implied in the Act that employers must provide additional insurance coverage for federal employees. While students are assigned to the work site, the WBL Coordinator is responsible for monitoring and working closely with the students and employers to provide training, weekly evaluations, and conflict resolution. The WBL employer should be advised to report all accidents and injuries that occur during the "performance of duty" directly to the Center Director or WBL Coordinator. In the event a student is injured while assigned to a WBL site, the student is covered under FECA. WBL employer shall record the incident in accordance with the established injury recordkeeping system, and report the incident to the WBL Coordinator.

There are no specific general industry Occupational Safety and Health Administration (OSHA) standards for accident investigation. However, Job Corps centers are required to conduct accident investigations in the event of a fatality, major property damage or injuries, including serious injuries resulting in hospitalization in accordance with 29 CFR 1960.29, "Basic Program Elements for Federal Employees OSHA." In the event of a student fatality or serious injury, the work site and the WBL Coordinator are responsible for contacting OSHA and the Job Corps center within 8 hours. Job Corps and the work site should conduct an accident investigation to determine the root cause in order to implement corrective actions to prevent future occurrences.

The work site employer, Job Corps center, or Sovereign Nation is required to provide immediate access to OSHA Inspectors after an incident. (OSHA Act of 1970, Sec.8 Inspections, Investigations, and Recordkeeping)

Work-Based Learning Agreements

Job Corps center agrees to:

1) Request a copy of the WBL site's last federal and/or state OSHA inspection to review violations. WBL Coordinator will contact site to determine if the identified hazards have been abated;
    - If site refuses to provide copy of inspection results, center WBL Coordinator will obtain general inspection and/or accident inspection data from the federal OSHA website at http://www.osha.gov/oshstats/index.html or the state OSHA website.
2) Monitor all active WBL sites at least monthly to ensure that students are receiving quality training in a safe environment. Center instructors, safety officers, and other staff shall visit active work sites on a regular basis to:
    - Observe and counsel students;
    - Observe working environment for potential hazards;
    - Observe students' use of safety work practices including use of proper protective equipment;
    - Ensure that the training needs of the students are being met; and
    - Determine, in collaboration with the work-site supervisor, what on-center activities might be needed to support training at the work site.
3) Implement a process for notifying the employer in the case of student absence (i.e., winter/summer break, unexpected student absence, center function);
4) Record all accidents and injuries in the Safety and Health Information Management System (SHIMS) within 7 days of supervisor notification;
5) Record and report all serious injuries or illnesses within 24 hours to the SHIMS coordinator, local director and local safety manager;
6) Implement a process for notifying the employer of potential safety hazards identified by students and/or center staff;
7) Coordinate with the employer to conduct an investigation of accidents resulting in serious injuries and/or fatalities involving Job Corps students;
8) Document and record student WBL assignments and progress.

WBL employer agrees to:

1) Provide the center WBL coordinator with a copy of the latest federal and/or state OSHA inspection results upon request;

2) Provide direct supervision and workplace mentors to students;
3) Assist students in achieving agreed upon career technical and academic skills;
4) Document student achievements and competencies;
5) Provide center safety officer or other staff with routine escorted or unescorted access to student work areas to observe working/training conditions;
6) Adhere to all federal and state laws and regulations regarding employment and applicable safety and occupational health;
7) Coordinate with _____, center safety officer, to conduct an investigation of accidents resulting in serious injuries and/or fatalities involving Job Corps students;
8) Provide the Occupational Safety and Health Administration (OSHA) with immediate access to the work site in the event of a student fatality or serious injury;
9) Provide all equipment, tools, and personal protective equipment and clothing needed to perform the assigned duties that would normally be provided to employees;
10) Inform the Center Director, or designee, of all accidents and injuries within 24 hours;
11) Adhere to the provisions of the Fair Labor Standards Act in an employment relationship exists between the employer and the student;
12) Report all accidents, damage, loss or destruction of property, or emergency immediately to _____, Center Director /designee, at _____ in order to provide a detailed report.

Center Director: _____ Date: _____

WBL Coordinator: _____ Date: _____

Center Safety Officer: _____ Date: _____

Company CEO/Designee: _____ Date: _____

Company WBL Supervisor: _____ Date: _____

Company Safety Officer: _____ Date: _____

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 TABE entry and online follow-up, and the use of Forms 9/10 of the 2004 edition of TABE. This appendix also clarifies related testing and recordkeeping 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 factual recall.

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 the organization of instructional groups, and the 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 the 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] Tests of Adult Basic Education (TABE®)) content produced by CTB/McGraw-Hill, hereinafter referred to as "TABE."

disability that prevents the student from taking the 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. New administrators must obtain Job Corps training and certification on all online TABE STS policy, guidelines, and instructions through Job Corp's SIMON system;
2. The center has a designated TABE facility for TABE testing, and all testing equipment, materials (including audio versions of the TABE), access codes, and records are kept securely according to procedures described in the center's Career Development Services System (CDSS) Plan, PRH Chapter 3, Section 3.1, R1.c;
3. Tests are properly scheduled and administered;
4. Prior to taking the TABE, students are enrolled in CIS and their photos are saved in the database. This allows 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 must be included in the center's CDSS Plan.

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 the 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 English Language Learners (ELL) and enrolled in an English as a Second Language (ESL) program.

3. **Follow-up Testing**: Current students will be identified automatically 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 was 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 Chapter 3, 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 PRH 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. Centers must make every effort to provide initial accommodated TABEs, for students with documented disabilities requiring testing accommodations, during these students' first 21 days on center. The provision of reasonable accommodation is mandated by applicable federal and state statutes and regulations for qualified individuals with a disability. Individuals with a disability are those who have a physical or mental impairment that substantially limits one or more of their major life activities. Guidelines on appropriate accommodations (Guide to Administration TABE 9 and 10, Appendix A: Accommodations) and the use and appropriate interpretation of the results of inclusive test administrations are available from the TABE publisher, CTB/McGraw-Hill. To maintain the highest degree of standardization possible in this testing environment, only the specific accommodations listed in the TABE testing accommodation field in CIS can be provided; no additional accommodations can be entered and provided.

The center's Reasonable Accommodation Committee (RAC), which includes the student with a disability, will determine any necessary TABE testing accommodations for that student, based on appropriately documented disabilities, and will input the accommodations into the student's Accommodation Plan in CIS. These accommodations will be provided to that student on the TABE. The center Disability Coordinators are the only center staff members who will have access to the Accommodation Plan Data Entry Screen to enter a student's testing accommodations. TABE testing accommodations entered into the Accommodation Plan Data Entry Screen will automatically appear on the

STS Test Accommodations Screen. The TABE Test Administrator will be responsible for completing the STS Test Accommodations window in the testing module, which will allow the student to receive a test access code necessary to take his or her TABE.

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, audio version of the TABE);
- 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).

Testing accommodations must only be provided with documentation of the disability unless the disability is obvious (for example, a student is blind and needs a TABE audio version or a Braille administration of the TABE, as appropriate). The documentation of the disability must contain information that supports the need for the testing accommodations. See Appendix 605 for more information about documentation requirements.

Provision of appropriate and reasonable accommodations should take into account the following:

- 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 secluded testing or frequent breaks as an accommodation can be monitored to ensure test integrity.
- 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.
- As stated above, centers shall use the Guide to Administration TABE 9 and 10, Appendix A, produced by CTB/McGraw-Hill, in selecting appropriate testing accommodations. If a center chooses to provide the audio version of the TABE 9 (audio TABE 10 is not produced) for students with visual disabilities, centers must obtain copies directly from the publisher, CTB/McGraw-Hill. Audio copies of the TABE must be stored on center in a locked compartment and must be administered according to procedures outlined in the center's CDSS Plan. At a minimum, an inventory of audio tests shall be maintained, and a log must be kept documenting when tests are used and returned. If centers use a

test reader, that person must be trained to provide oral administrations of standardized content. Staff members who serve as readers must successfully complete the required training in SIMON annually.

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 RAC. Possible RAC participants are identified in Appendix 605. For purposes of developing a request for the TABE test waiver, the team must include, at a minimum, the center Disability Coordinators, Center Director, Special Education supervisor or instructor (if available), Center Mental Health Consultant and representatives of departments directly impacted by the request.
- 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 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 must be accompanied by supporting documentation 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 percent 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 RAC, 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 Chapter 3, Section 3.1, Section 3.9, and Section 3.10). Completion of competency requirements must be documented by the instructors and approved by the RAC.

6. **Recording TABE Data**: All TABE data are automatically recorded in CIS/STS. Validity ranges for TABEs 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.

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 career technical 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 career technical 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 career technical 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 career technical 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 career technical 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 career technical 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 career technical 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, career technical, 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 (career technical, 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 career technical skills training (CTST) 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 career technical training, in addition to qualified employer representatives to be present during CTST activities and 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.

(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 CTST 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 career technical 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 career technical 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. CareerTechnical 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) 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. NTC instructors shall assist this individual in developing and implementing the CTST plan. The NTC'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 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 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.

(3) The individual designated by the Center Director to oversee CTST projects shall initiate coordinating sessions with the NTC instructor(s) involved in CTST projects. These meetings shall be scheduled at least every 2 weeks for the purposes 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, 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 CTST assignments make it necessary for NTC staff to live at the CTST 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 CTST projects. Further academic, social, and employability skills training, in addition to the application of career 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.

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 career technical 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 career technical training experience, including CTST 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 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 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 career technical 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 career technical 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 career technical 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 career technical training classes.

b. NTC instructors shall notify appropriate center staff, on a timely basis, when students are within 60 days of career technical 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 career technical training requirements identified in the TAR(s), including the employability skills;

(2) placing NTC career technical 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 career technical 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 CTST 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 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 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 career technical training facilities during outside normal working hours

o. Transportation and meals for students participating in CTST, WBL, and other work-experience activities

p. Fire protection and OSHA-approved safety programs at career technical 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. Career technical 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 CTST 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) career technical student data, including training 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 career technical training performance reports (CTTRC), on a regular and timely basis, and the provision of staff training regarding the CTTRC reports, when necessary

w. Shipping tool kits to students, when requested by NTC programs

x. Transportation to and from WBL/WEP/CTST 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 career technical instructors, including standard first aid and cardiopulmonary resuscitation (CPR)

z. Security for career technical training facilities, including on-center CTST 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 career technical 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 career technical 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 career technical 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 career technical 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 career technical 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 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, 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 <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, 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, <u>prior</u> 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 <u>calendar</u> 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 in which the high school program is located; and

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, if the state defers to a regional accreditation process. 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 website at www.css-msa.org.

    c. The North Central Association, an accreditation division of AdvancED, accredits high schools in all 50 states. Information on the association's accreditation process can be found at www.advanc-ed.org.

    d. The Southern Association of Colleges and Schools, an accreditation division of AdvancED, accredits all high schools in all 50 states. Information on the association's accreditation process can be found at www.advanc-ed.org.

    e. The Northwest Accreditation Commission, 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 website 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 website 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 in which it is located.

4. If the high school is an online school and/or offers 51 percent or more 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

CHECKLIST FOR EXEMPTION FROM TESTS OF ADULT BASIC EDUCATION FOR STUDENTS WITH DOCUMENTED COGNITIVE DISABILITIES

AND

FORM FOR REQUEST FOR A DISABILITY WAIVER FROM TABE TESTING

Centers must 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 must 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.

_____ Student's case has been reviewed by center's interdisciplinary team (IDT).

Criteria considered:

_____ High school diploma earned prior to, or during, stay on the Job Corps center

_____ TABE history including patterns of score improvement, if applicable

_____ Previous Individualized Education Plans (IEPs), 504 plans, or medical/psycho-educational documentation reviewed and included accommodations/strategies used, as appropriate

_____General and testing accommodations that have been provided to the student while in Job Corps (i.e., review of effectiveness of accommodations, changes to accommodation plan, etc.)

_____ Instruction and support provided in consideration of student's learning style (as one component of instructional delivery)

_____ Teaching techniques and strategy use utilized by instructors

_____ Student's attendance and participation in academic classes

_____ Test preparation class completed

_____

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.

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 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, disability coordinator(s), 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) a copy of the accommodation plan;
(3) minutes of the IDT meeting along with documentation of ongoing accommodation effectiveness monitoring;
(4) the TABE Exemption for Students with Documented Cognitive Abilities Checklist (e.g., TABE Exemption Checklist);
(5) a TABE test history printout; and
(6) a statement indicating how criteria on the TABE 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

_____

REGIONAL OFFICE REVIEW:

_____ **Date** _____
Regional Project Manager
APPROVED

_____ **Date** _____
Regional Project Manager
NOT APPROVED

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 REQUEST GUIDELINES

The Career Technical Training (CTT) Change Request process supports Job Corps efforts to provide training that meets industry 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, aligns its CTT programs with the requirements of high-demand, high-growth 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 clusters occupations related to particular high-growth industry sectors. Rather than each center offering training programs in multiple, generally unrelated occupations, centers offer "clusters" of training programs that focus on career pathways within a specific industry or across industries.
- **Increased Focus on Long-Term Student Outcomes:** Program performance includes an emphasis on long-term student outcomes. It is critical that Job Corps' CTT programs prepare students not only for entry-level employment, but also for a career path that provides opportunities for continued advancement and learning, including postsecondary education.

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 CTT program and constantly monitor the local labor demand/supply in geographic areas where most students return for employment.

When performance and/or labor market factors justify the need 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. The Regional Director will forward requests that merit further consideration to the National Office of Job Corps for final approval.

When performance and/or labor market factors justify the need to make changes to an NTC CTT program, the Regional Director, Center Director/Operator, and NTC Administrator will collaborate to develop a CTT Change Request and submit it to the National Office of Job Corps for review and approval.

A CTT Change Request needs to be initiated for any change to an existing CTT program that may include, but is not limited to, one or more of the following:

- Closure of an existing program , including Off-Center Training (OCT), Advanced Training (AT), or Advanced Career Training (ACT)

- Establishment of a new program, including proposed Off-Center Training (OCT), Advanced Training (AT), or Advanced Career Training (ACT)
- Conversion of Center-Based Training to Off-Center Training OR Center-Based Training to NTC Training
- Conversion of Off-Center Training to Center-Based Training OR NTC Training to Center-Based Training
- Increase in Contracted Slots for Career Technical Training Program
- Decrease in Contracted Training Slots for Career Technical Training Program
- Re-allocation of CTT contract slots not resulting from closure of an existing program or establishment of a new program

All completed request forms and supporting documentation should be submitted to the National Office of Job Corps, to the attention of the Division of Educational Services, Career Technical Training & Certification and Apprenticeships Team Leader.

Operators/Agencies

A. Operators and Agency offices that oversee the operation of Job Corps centers will work closely with the centers and NTCs to finalize recommendations on any proposed CTT program changes. They will also assist the centers and NTCs with filing the CTT Change Request and providing adequate and valid justifications and supporting 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. The Regional Director will forward the request and all supporting documentation to the National Office of Job Corps, to the attention of the Division of Educational Services, Career Technical Training & Certification and Apprenticeships Team Leader, for final approval.

DOL Regional Offices

A. Regional Directors will be involved, from the beginning, in the development of recommendations for center or NTC CTT program changes and should be knowledgeable about the rationale for the request.

B. Within 30 days of receipt of a CTT Change Request, the Regional Director will review the request and reach a decision after thorough examination of all the justifications and supporting documentation.

C. After the Regional Director reviews and approves the center and/or NTC CTT Change Request, a copy of the package will be forwarded to the National Office of Job Corps (Attention: Division of Program Educational Services, Career Technical Training & Certification and Apprenticeships Team Leader) for review and final approval.

D. The Regional Director will communicate the National Office decision to the requesting 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 team to designate the precise TAR name, O*NET-SOC code, and training slots, and will coordinate with the Job Corps Data Center (JCDC) to incorporate these into the CIS and CTTRC. The National Office of Job Corps will notify the Regional Director and the requesting 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 National Office Team Leader before rendering a recommendation. Disapprovals will be communicated directly by the National Office to the NTC, with a copy to the Regional Director.

C. If the NTC proposal is approved, the National Office will work in collaboration with NTC representatives and Regional Offices to update the center's data and notify the Job Corps Data Center of approved TAR name, O*NET-SOC codes, and slots.

D. National Office of Job Corps staff will maintain an active database of all CTT Change Requests.

Job Corps Data Center

A. All changes to O*NET-SOC titles, codes, and training slots are processed and approved by the National Office of Job Corps. Approval of CTT Change Requests will be communicated to JCDC to incorporate all approved changes in O*NET-SOC titles, codes, and training slots into CIS and CTTRC. JCDC will inform the National Office of the completion of each request so that the National Office can inform the Regional Office and requesting center when changes become effective.

APPENDIX 307

Career Technical Training (CTT) Change Request Form

This form is designed for the review and approval by both the Regional and National Offices of Job Corps of Career Technical Training program change requests. Regional Offices, however, may add sections that are of particular importance to their regional goals, priorities, or plans.

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 that apply to your specific request.

Changes in Career Technical Programs	☐ **Addition** of Career Technical Training Program, including Off-Center Training (OCT), Advanced Training (AT), or Advanced Career Training (ACT) **Name of program(s):**
	☐ **Deletion** of Career Technical Training Program, including Off-Center Training (OCT), Advanced Training (AT), or Advanced Career Training (ACT) **Name of program(s):**
	☐ **Conversion** of Center-Based Training to Off-Center Training OR Center-Based Training to NTC Training **Name of program(s):**
	☐ **Conversion** of Off-Center Training to Center-Based Training OR NTC Training to Center-Based Training **Name of program(s):**

Changes in Career Technical Training Slots	☐ **Increase** in Contracted Slots for Career Technical Training Program
	☐ **Decrease** in Contracted Training Slots for Career Technical Training Program
	☐ **Reallocation** of Contracted Training Slots

Provide the program title and brief description of how the program will be implemented. **Please attach DRAFT TAR with this proposal for review if a new training program that is unique to an individual center is being proposed.**

Will proposed change(s) impact CTST (VST) funding? If yes, attached revised CTST plan.

III. SPECIFIC DESCRIPTION OF THE CHANGE REQUEST

Provide a clear description of the Career Technical Training Change Request:

IV. JUSTIFICATION FOR CHANGE REQUEST

Please provide information on the center's OBS	**Contracted OBS**	**Current OBS**	**% Utilization**

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 Career Technical Training Rating and Improvement System (CTTRIS), including all CTTRC indicators and the Minimum Productivity Rule, if applicable.

   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. 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.).

d. Projected impact on capacity utilization/OBS.

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 addition or expansion of the career technical training program or cluster, in one or more of the following areas:

(1) Capacity utilization/OBS

(2) All applicable CTTRC indicators

(3) Registered apprenticeships, work-based learning, internship, and placement opportunities with local employers

(4) Opportunities for Job Corps graduates to achieve industry-recognized certifications

(5) Prospect to attract and enroll more female students into non-traditional occupations (provide an annual goal)

(6) 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) which have major positive impact on the placement of Job Corps graduates in the specific industry. 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. Letters in support of the 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.

4. How does the requested change support the region's career pathways strategy? Please identify how this request will advance standards-based training.

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 number of instructional staff will be reduced. Include the estimated cost savings due to change(s) in personnel.

   b. For each career technical training program that will be added or expanded, describe the manner in which 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 uncertified instructor and assist him/her to obtain certification within a specific time frame.

2. **Program Certification or Accreditation by Industries, if applicable**

   Identify the available and applicable industry-based program certification(s) that the new or expanded career technical training program will achieve. Describe your major steps and time frame to achieve such industry-based program certification, if applicable.

3. **Curriculum**

a. Identify the existing National Office-developed Training Achievement Record (TAR) that will be used for the new or expanded career technical training program. If an NTC program, please identify applicable NTC TAR(s).

b. Attach TAR(s) developed by entities other than the National Office. Identify the skill standards and certification requirements with which the TAR(s) is aligned. Identify employers or industry representatives (name, job title, organizational affiliation) that have contributed to the development and/or reviewed the attached TAR(s).

4. **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). For **the addition of a career technical training program or increase of training slots**, does the existing classroom or shop space meet the minimum required training space?

b. Describe any facility changes that will need to be made, through CTST and/or regular rehabilitation funds, to accommodate the career technical training change proposed, including cost estimates, safety requirements, and time frame for completion. Will these facility changes meet guidelines on space utilization (please refer to the center's latest Facility Survey)?

5. **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 each 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.

6. **Other Resources**

VI. LABOR MARKET INFORMATION/EMPLOYMENT OUTLOOK

Instructions: The initiator of the CTT 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 TECHNICAL TRAINING PROGRAMS

CURRENT CAREER TECHNICAL PROGRAMS OFFERED	CURRENT TRAINING PROVIDER*	NUMBER OF INSTRUCTORS	CURRENT NUMBER OF TRAINING SLOTS	NUMBER OF CONTRACTED TRAINING SLOTS
Current Total Approved CTT 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, NPIJATF, etc. If it is an Advanced Career Training (ACT) or Off-Center Training (OCT) program, write "ACT" or "OCT."

Explain any discrepancies between the number of current training slots and the contracted number of training slots:

VIII. CAREER TECHNICAL TRAINING CHANGE SUMMARY FORM

Center Name: **DOL Region:**

PROPOSED PROGRAMS					**CENTER COSTS**		
Provider[1]	**On/Off Center**	**Offering**	**Number of Instructors**	**Slots**	**One-time**	**Annual Ongoing**	**Annual NTC Cost**
				Date:			
Totals					**$**	**$**	**$**
DELETED PROGRAMS					**CENTER COSTS**		
Provider[1]	**On/Off Center**	**Offering**	**Number of Instructors**	**Slots**	**One-time**	**Annual Ongoing**	**Annual NTC Cost**
Totals					**$**	**$**	**$**

1. Identify providers. Choices are: center, NTC, ACT, or OCT.

IX. CAREER TECHNICAL TRAINING CHANGE – COST SHEET

A. Provider: Center _____ NTC _____ Other (Specify) _____

B. Career Technical Program: _____ CTST: ___ Yes ___ No

C. Number of Instructors: _____

D. Training Slots (2 training slots per full-time student): _____

E. Start Date: ____/ _____/_____

F. Center Contract Cost

1. One-Time Phase-in Costs (equipment, furniture, etc. by center) $_____
   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 CTST Cost Reduction (SEs@$1,500) $ _____

G. NTC Costs and Savings (to be completed by NTC)

1. One-Time Phase-In Costs (uniform, curricula, tool kits, etc.) $ _____
   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. <u>REGIONAL OFFICE (Applicable to Changes in Career Technical Training Programs and/or Specialty Training Areas proposed by either centers or NTCs)</u>

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, please explain.

   _____
   _____
   _____

2. Are the proposed changes consistent with other regional goals or priorities? Explain.

_____
_____
_____

3. 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 $ _____ Funding Source: _____

   Annual/Ongoing $ _____ Funding Source: _____

   Funding through PY ____

   Will funds be re-directed to/from an NTC?* $_____

* If yes, the National Office NTC COTR will complete NTC data.

a. What is the budget variance from the most recent 2110? Can the center support the change without additional monies?

b. Will region use the regional equipment reserves to fund one-time start-up costs?

4. 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 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, please explain.

_____
_____
_____

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 of Job Corps

Approve _____ Disapprove _____

_____ _____

Division of Educational Services / Date

CTT Team Leader

Abbreviated 307 – CTT Change Request/Program/TAR Code Request Form

National Office of Job Corps

Career Technical Training Program Code Request Form (Abbreviated 307)

To be completed upon Regional Office permission (in lieu of Career Technical Change Request Process proposal) and submitted to the National Office for final approval.

Please provide a brief description of the request for training titles and codes for programs to be deleted and/or added, please complete the chart below. **Note:** This form is for CTT Changes that require **no funding** from the National Office.

Justification for change request:

Changes requested

Action 1: (*Please insert a description of the change you are requesting here. Include the projected implementation date, student teacher ratio, total slots and complete the chart below.)*

Operated by	Industry Area	TAR/Training Title	Occ. Code	TAR Code	TPA	Slots

Approvals:

Center Director: _____

Regional Office: _____

National Office: _____

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.

APPENDIX 309
OCT Program Code Request Form

Regional Office Program Managers shall submit an OCT Program Code Request Form to the National Office to ensure timely processing of OCT program codes in the data collection system. The form should be submitted to the National Office, Attention: Division of Educational Services/Career Technical Training Team Leader. The National Office will inform the Job Corps Data Center of approved program codes and slots.

Region	Center	Training Program	Training Title	Training O*NET Code	Compl. Level	CIP Code	Slot
Example:							
Philadelphia	*Old Dominion*	*Automotive*	*General Service Technician*	*85302JT*	*C*	*47a*	*5*

Appendix 310

CAREER TECHNICAL TRAINING CREDENTIAL REQUEST GUIDELINES

The Career Technical Training (CTT) Credential Request process supports Job Corps' efforts to provide training and credentials that meet the workforce needs of employers. The term "credential" is broad and includes a variety of validation measurements that employers recognize, such as industry-based certifications, state-approved licensures, pre-apprenticeship credentials, and National Training Contractor (NTC)-program completions.

The following types of requests apply to center-operated, NTC-operated, and center-specific programs:

- Addition of credentials to existing programs
- Modification of existing credentials, such as a change in title

Review and approval from both the Regional Office and National Office of Job Corps are required for the addition or modification of credentials in the CTT Credential Module in the Center Information System (CIS).

Criteria for approving credentials include, but are not limited to:

- *Standards-based*: The credential is based on a set of technical standards that the industry has developed, which reflect the work requirements for the occupation.
- *Industry-recognized*: Employers recognize that workers with the credential have a minimum level of competence to complete the required work in a satisfactory manner.
- *Identifiable sponsoring entity*: An organization or entity issues the standards and establishes the assessment tool used to evaluate whether or not students meet the standards.
- *Career pathway potential:* The credential supports building a career in the industry.
- *Program accreditation*: The certifying body has established a third-party process for awarding program accreditation (when applicable).

Roles and Responsibilities

A. Center and NTC Management

Center management staff will work closely with the Center Industry Council (CIC) members to identify credentials that are required by industries and relevant to training programs. Centers will identify the credential, the credential sponsor, and other relevant details, and provide justification for the need for the credential.

A CTT Credential Request must be initiated for one or more of the following: (1) the addition of a credential to an existing training program, and/or (2) a modification to a credential aligned with an existing training program(s).

All completed request forms and supporting documentation should be submitted to the Regional Office for initial review.

B. Operators

Operators and agency offices that oversee the operation of Job Corps centers will work closely with the centers and the NTCs to finalize recommendations on any proposed CTT credential requests. Operators and agencies will also assist the centers and the NTCs with filing the CTT Credential Requests and with providing adequate and valid justifications and supporting data.

C. Job Corps Regional Offices

1. Regional Office program managers (PMs) should be knowledgeable about the rationale for a center's credential request.

2. Within 30 days of receiving a CTT Credential Request, the Regional Office will review the request and reach a decision after examining all the justifications and supporting documentation.

3. After the Regional Office reviews and approves the CTT Credential Request, the Regional Director will send a copy of the package to the National Office of Job Corps (Attention: Division of Educational Services, Career Technical Training & Certification and Apprenticeships Team Leader) for approval.

4. The National Office will review the package, make a decision, and return the package to the Regional Director.

5. The Regional Director will communicate the National Office's decision to the requesting center.

D. National Office of Job Corps

1. The National Office will review the submitted CTT Credential Request and render a response within 30 days of receipt. The National Office will adhere to the criteria listed above to issue an approval. Credentials that do not meet the criteria will be denied.

   The National Office will notify the Regional Office of its decision. In the event a request is denied, centers may appeal the decision by submitting the CTT Credential Appeal Form to the Regional Office for review and then the National Office for final approval.

2. For NTC CTT Credential Requests, the National Office NTC Contracting Officer's Technical Representative (COTR) will review each request and will consult the National Office Team Leader before rendering a recommendation. The National Office will notify NTCs directly about the approval or disapproval of each request.

3. The National Office will notify the Job Corps Data Center (JCDC) of any approved center CTT Credential Request and ask JCDC to incorporate approved credentials into the CTT Credential Module in CIS.

4. The National Office will maintain an active database of all CTT Credential Requests.

E. Job Corps Data Center

Approval of CTT Credential Requests will be communicated to JCDC, which will incorporate all approved changes into the CTT Credential Module. JCDC will inform the National Office upon completion of each request. The National Office will then notify the appropriate Regional Office, which will, in turn, inform the requesting center and/or NTC.

Appendix 311

CAREER TECHNICAL TRAINING CREDENTIAL REQUEST FORM

This form is designed for review and approval by the Regional and National Offices of Job Corps for Career Technical Training (CTT) Credential Requests. Regional Offices, however, may add sections that are of particular importance to their goals, priorities, or plans.

I. CONTACT INFORMATION

Job Corps Center		Operator/ NTC	
DOL Region		Region Project Manager	
Center Director		Center Director Phone	
Center Director E-mail		Center FAX	

II. NATURE OF CTT CREDENTIAL REQUEST

CTT Programs	Name of program(s):
	□ Addition of a credential to existing national center-operated, NTC-operated, or center-specific training program □ Modification of an existing credential to an approved, NTC-operated or center-specific program

For the following indicators, please refer to the Glossary of Terms on page 5.

ADDITION OF CREDENTIALS

(Please insert additional lines if more than one credential is being added.)
* Enter N/A if appropriate.

Industry Area	
Training Program Area (TPA)	
Training Program	
Occupational Code	
TAR Code	
Credential Title	
Credential Sponsor	
Administrator(s)*	
Version(s)*	
Level(s)*	
Effective Start Date	

MODIFICATION OF CREDENTIALS

(Please insert additional lines if more than one credential is being modified.)
* Enter N/A if appropriate.

Industry Area	
Training Program Area (TPA)	
Training Program	
Occupational Code	
TAR Code	
Credential Title	
Credential Sponsor	
Administrator(s)*	
Version(s)*	
Level(s)*	
Effective Start Date	

III. JUSTIFICATION FOR ADDITION OF CREDENTIAL REQUEST(S)

A. Student Credential(s)

1. For the *addition* of student credential(s), please provide justification for how it meets the criteria listed in the CTT Credential Request Guidelines. Describe the process and the time frame in which you expect the student to achieve the credential.

2. What is the cost of the credential per student? How will it be funded?

B. Instructor Credential(s)

For each CTT program that will prepare students for the requested credential, indicate whether or not your instructor is already certified; if not, please explain how the instructor will achieve the credential.

C. Program Accreditation(s)

Identify the applicable industry-based program accreditation(s) that the approved CTT program will achieve. Describe the process and the time frame in which you expect to achieve the program credential, if applicable.

REGIONAL OFFICE REVIEW VERIFICATION

1. For all CTT credentials requested by the center, does the Regional Office concur with the specific justifications quoted by the center or NTC? If no, please explain:

2. Are the proposed requests consistent with other regional goals or priorities? Please explain:

3. Regional Director Determination

Approval	**Rationale**	
□ Approve □ Disapprove		
Regional Director		Date:

GLOSSARY OF TERMS

Administrator: The organization that administers the test but does not set the credential's standards and objectives. For example, the New Mexico State Health Department administers the OSHA 10-Hour Safety Training, but the underlying content and competency standards are established by the sponsor, the U.S. Department of Labor Occupational Safety and Health Administration.

Credential: Any of a variety of validation measurements that employers recognize, such as industry-based certifications, state-approved licensures, pre-apprenticeship credentials, and NTC program completions.

Credential Sponsor: The organization that develops and issues a credential based on its standards and objectives, such as the *National Healthcareer Association*.

Credential Title: The title the credential sponsor assigns to the certification, such as *Certified Medical Administrative Assistant*.

Industry Area: The industry the training program is aligned with, such as *Health Care***.**

Level: Indicates the credential's level in a hierarchy of credentials supported by a sponsor at the same time. An example of Levels for credentials is the Chain Saw credential from the U.S. Forest Service, with A - Apprentice Sawyer, B – Intermediate Sawyer, and C – Advanced Sawyer levels.

Occupational Code: Job Corps-assigned two-letter code for a training program. For example, the occupational code for Medical Office Support is *OS*.

Training Achievement Record (TAR) Code: Job Corps-assigned TAR code consisting of the Department of Labor's classification system (O*NET) plus a two-letter suffix to indicate completion level. For example, the TAR code for Medical Office Support is *55328JA*.

Training Program: The title assigned to the occupational requirements, for example, *Medical Office Support*. The training program may (1) have one or more Training Achievement Records (TARs) assigned to the program, such as the Medical Office Support program; and (2) share the same name, such as Clinical Medical Assistant, with the associated TAR.

Training Program Area (TPA): Grouping of training offerings with related content, without regard to level, provider, or specialization. For example, the TPA for the Medical Office Support program is *MEDOS*.

Version: Sometimes stated in the credential title, this could reflect the examination's objectives in real time indicated by a date or version number. For example, OSHA 10-Hour Safety Training is available in Construction and General Industry versions.

Appendix 312

CTT CREDENTIAL APPEAL FORM

INSTRUCTIONS FOR COMPLETION
Please submit the appeal to the National Office of Job Corps, Attn: Tracy Bradshaw-Morris, bradshaw-morris.t@dol.gov, and copy the center's regional program manager (PM).

The National Office will review the appeal request and respond to the center's regional PM within 30 days. Approved credentials will be added quarterly to the Center Information System (CIS).

CENTER INFORMATION

Region Name	
Center Name	
Center Director	
Center Phone Number	
Primary Contact	
Primary Contact Phone Number	

CREDENTIAL INFORMATION

Industry Title	
Training Program Title	
Credential Title	
Credential Sponsor	

CREDENTIAL NARRATIVE
Please utilize this space to explain, where applicable, how the credential meets the criteria. Please refer to PRH Appendix 310 for additional guidance.

CRITERIA	EXPLANATION
Standards-based	
Industry-recognized	
Identifiable sponsoring entity	
Career-pathway potential	
Program accreditation	

POLICY AND REQUIREMENTS HANDBOOK

CHAPTER 4:

CAREER TRANSITION PERIOD

March 15, 2011

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Appendix 401 Job Corps Job Training Match (JTM) Crosswalk

4.0 OBJECTIVES

To provide eligible Job Corps students with personalized career transition services that lead to long-term employment, earnings growth, career progression, and further education.

To ensure that graduates and former enrollees remain successfully attached to the workforce and/or further education and training by connecting them with transitional support services within their communities.

4.1 CAREER TRANSITION SERVICES PLAN

PURPOSE

P1. To ensure 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 (CTS) providers shall prepare and implement a Career Transition Plan, 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 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 include:

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 the career transition function will be staffed.

(b) Geographic area(s) 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, including assistance with post-center certification testing or experience requirements to gain industry credentials.

(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 providers to meet the post-center needs of graduates and former enrollees, including tracking and documenting student certification attainment.

(f) How the Personal Career Development Plan (PCDP) will be used to develop an employment plan/job search strategy and/or postsecondary educational plan, including support services for the student, which must build upon students' demonstrated skills

attainment and, when applicable, students' industry-recognized certification(s) and/or licensure(s).

(g) How career transition staff will inform students 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.

(h) How career transition staff will make and document reasonable efforts to locate students when checks are returned or outstanding.

3. Methods, resources, and tools 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 and federal funding options, as appropriate

QUALITY INDICATORS

Q1. Career transition services are delivered in accordance with the Career Transition Services Plan.

Q2. Student transition checks are delivered to students.

4.2 ELIGIBILITY FOR SERVICES

PURPOSE

P1. To establish eligibility criteria for career transition services.

P2. To establish the duration of the Career Transition Services period.

REQUIREMENTS

R1. Definitions

a. Graduate – one who has completed 60 or more calendar days of enrollment and has completed the requirements of Career Technical Training (CTT), or earned a High School Diploma (HSD) or its equivalent General Educational Development (GED), or who completes both, while enrolled in Job Corps. Students who have exited for any Level 1 Zero Tolerance (ZT) infraction, at any time, do not qualify.

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

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 PRH Chapter 3, Exhibit 3.1 (Infraction Levels and Appropriate Center Actions) and in Appendix 501 Introduction.

R2. Eligibility for and Duration of the Career Transition Services Period

a. Graduates who separated prior to October 1, 2009 shall receive initial placement services for up to six months following separation, and career transition services for 12 months following initial placement. Services provided shall not exceed 18 months from separation.

Graduates who separated on or after October 1, 2009 shall receive initial placement services for up to nine months following separation, and career transition services for 12 months following initial placement. Services provided shall not exceed 21 months from separation.

b. Former enrollees shall be provided with initial placement services for a period of up to three months following separation.

c. Uncommitted students are not eligible for career transition 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 eligible for reissuance beyond 12 months from the date of separation, at the discretion of the Regional Director. Transition payments, however, may not be reissued beyond 24 months from the date of separation.

QUALITY INDICATORS

Q1. Graduates receive initial placement services and career transition services.

Q2. Former Enrollees receive initial placement services and career transition 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, or industry certification/licensure, and career progression.

P3. To assist graduates in identifying and obtaining support services within the communities in which they work and live.

REQUIREMENTS

R1. Contact

Career Transition Services providers shall:

a. Make direct contact with graduating students prior to separation to assess their 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 graduates at least every 30 days during the service period to reassess their needs.

c. Provide or arrange for the following services:

1. Job placement assistance
2. Job retention assistance
3. Additional placement services for those whose initial placement ended during the service period
4. Assistance with career advancement and certification and/or licensure attainment, where applicable
5. Other transitional support services (housing, transportation, etc.) as appropriate

R2. Needs Assessment

Career Transition Services providers shall:

a. Provide each graduate, as needed, with an assessment of and assistance in updating resumes, improving interviewing skills, developing self-advocacy skills (for students with disabilities), and developing additional job search strategies throughout the Career Transition Services period.

b. Continue to collaborate with each graduate throughout the Career Transition Services period to assess his or her transition needs to ensure progress toward career goals, including certification or licensure, 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 certification testing opportunities and collaborate with the graduate to ensure progress toward certification(s) and/or licensure(s).

c. Provide assistance to graduates in obtaining additional educational and training opportunities and federal funding, as appropriate, to meet certification and/or licensure requirements.

d. Identify job leads and/or educational and training opportunities for which the graduate qualifies, and which meet the placement definition as specified in Exhibit 4-1 (Placement Definitions).

e. Emphasize training that leads to better paying jobs (e.g., apprenticeships) and/or jobs with college tuition reimbursement programs.

f. Develop job leads through the use of Internet sources and direct contact with employers, local Workforce Investment Boards, Youth Councils, One-Stop centers, unions, disability-related organizations (e.g., Vocational Rehabilitiation, etc.), and apprenticeship programs.

g. Provide direct referrals to suitable job openings and/or educational and training opportunities for graduates in need of placement services.

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. Financial planning
8. Counseling/mentoring
9. Job retention
10. Legal services

b. Provide ongoing counseling and transitional support to resolve job-related issues and to support job retention throughout the Career Transition Services period.

R5. Relocations

a. This section outlines the procedure for transferring cases of graduates who are assigned to their initial CTS provider and then relocate to a new address covered by a different CTS provider. This may include one or more relocations within the graduate's Career Transition Services period.

Note: The policy for crediting CTS agencies when CTS-assigned students relocate to a different service area is detailed in Appendix 501 Introduction 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 section *does not* apply to students who, at the time of separation, move to a location other than their home of record.

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 there is receipt of confirmation that a graduate has physically relocated.

1. For relocations within regional boundaries, CTS providers will follow regional guidelines. See Appendix 501.

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 the Career Transition System (CTS) case notes (additional information about CTS can be found in Section 4.5, R1, Recordkeeping).

(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.

Note: 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 assigned to the receiving CTS provider. The date of the transfer remains the date that the transfer request was submitted electronically.

(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 contacting the student at the new phone number and verifying the student's updated contact information. All efforts 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 (e.g., Federal Express, United Parcel Service, and U.S. Postal Service Express Mail) with expected delivery to be the next business day. Date of post and receipt will be documented in CTS case notes.

(f) The sending and receiving CTS providers should report any 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 (see 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 six- 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, documented 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.

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 six- 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.

Q4. Staff can describe the procedure for transferring cases between CTS providers once a graduate has relocated.

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.

P2. To assist former enrollees in identifying and obtaining support services within the communities in which they live and work.

REQUIREMENTS

R1. Contact

Career Transition Services providers shall contact all assigned former enrollees at least every 30 days during the service period to reassess their needs.

R2. Placement Services

Career Transition Services providers shall (in accordance with Section 4.2, Eligibility for Services):

a. Use labor market information and other resources to work with each former enrollee to develop placement strategies tailored to meet his or her individual needs and career goals.

b. Identify certification testing opportunities and collaborate with the former enrollee to support progress toward certification and/or licensure attainment.

c. Provide assistance to former enrollees in obtaining additional education and training opportunities and federal funding, as appropriate, that meet certification and/or licensure requirements.

d. Identify job leads and/or educational and training opportunities for which the former enrollee qualifies, and which meet the placement definition as specified in Exhibit 4-1 (Placement Definitions).

e. Develop job leads and provide referrals through use of Internet sources and direct contact with employers, local Workforce Investment Boards, Youth Councils, One-Stop career centers, unions, and apprenticeship programs.

QUALITY INDICATORS

Q1. Former enrollees have access to initial placement assistance and career transition services.

Q2. Former enrollees are able to retain employment and function independently.

4.5 Documentation, Reporting, and Verification Process

PURPOSE

P1. To ensure accurate documentation of placements.

P2. To establish a uniform system for reporting placement transactions and provision of transitional support services.

REQUIREMENTS

R1. Recordkeeping

Centers and other designated Career Transition Services providers shall:

a. Track and document placement status, including updating student contact information, referrals, employment data, career progress, and attainment of certification(s) and/or licensure(s), using the Career Transition System (CTS), the approved Web-based application designed to record and track student placement information, manage student transition checks, and transfer students.

b. 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).

c. Update information regarding outstanding transition payments. Notify students of the responsibility to cash the received check within 12 months of the date of separation or risk forfeiture of the payment.

d. Upon receipt of an undeliverable or returned check, make reasonable attempts to contact the graduate to obtain updated contact information necessary to reissue the check.

R2. Reporting

Centers and other designated Career Transition Services providers shall:

a. For graduates that separated prior to October 1, 2009, report all graduate placements that meet the criteria specified in Exhibit 4-1 (Placement Definitions) and which occur within six months of separation from the Job Corps program. Once a graduate is placed within six months of separation, tracking and updating of placement status in CTS shall continue for 12 months following initial placement.

   For graduates that separated on or after October 1, 2009, report all graduate placements that meet the criteria specified in Exhibit 4-1 (Placement Definitions) and which occur within nine months of separation from the Job Corps program. Once a graduate is placed within nine months of separation, tracking and updating of placement status in CTS shall continue for 12 months following initial placement.

b. Report all certification and licensure attainment of graduates, in addition to job placement.

c. Report all former enrollee placements in CTS that meet the criteria specified in Exhibit 4-1 (Placement Definitions) and which occur within three months of separation from the Job Corps program.

d. Report placement data according to the following timelines (as specified in Appendix 501 Introduction):

1. **Date Reported –** 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:

   (a) If the student enters a placement prior to their separation date, the "date reported" must be recorded as the date following the separation date.

   (b) 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.

2. **Date Placed –** 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.

3. **Date Verified –** 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 Job Corps 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 six- and 12-month placement credits.

e. Use Appendix 401, Job Corps Job Training Match (JTM) Crosswalk, to determine job training match placements.

R3. Verification

Centers or other designated Career Transition Services providers shall:

a. Verify and document 100% of initial placements; these placements will also be verified by a third-party source at 13 weeks.

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. Ensure that verification is obtained and placement reported in CTS within 90 days after placement requirements have been met.

d. Maintain documentation of all placement verification for three years.

e. Verify certification and licensure attainment by requesting copies of certificates, diplomas, or registry data.

QUALITY INDICATOR

Q1. Placements reported are valid.

PLACEMENT DEFINITIONS			
	JOB PLACEMENT	**EDUCATIONAL PLACEMENT**	**COMBINATION JOB/COLLEGE**
FULL-TIME	To be considered a valid job placement, employment must be: (i) paid; (ii) unsubsidized; and (iii) within compliance of wage requirements of Fair Labor Standards Act, unless employment is in Puerto Rico, U.S. Virgin Islands, or the U.S. Trust Territories. 1. 32 hours or more in one or two jobs in a seven-consecutive-day period; or 2. An apprenticeship job registered by the Office of Apprenticeship or a State Apprenticeship Council, that combines supervised, structured on-the-job training with related theoretical instruction leading to defined levels	1. High School/General Educational Development: no less than 20 hours in class or online per week for an expected duration of one semester/ trimester/quarter; or 2. Postsecondary career technical training or technical education program: no less than 20 hours in class per week at a program where it is expected that a certificate or certification will be achieved; or 3. University/College: registered for no less than 9 credit hours per semester/ trimester/ quarter, or no less than 6 credit hours per summer session, at a two-year or four-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 semester/trimester/quarter, or no less than 6 credit hours per summer session, at a two-year or four-year university/college	1. A combination of work and university/college: a minimum of 16 hours work at one job in a seven-consecutive-day period and a minimum 6 credit hours per semester/ trimester/quarter, or a minimum 3 credit hours per summer session, at a two-year or four-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; 2. A combination of work and online university/college: a minimum of 16 hours work at one job in a seven-consecutive-day period and a minimum 6 credit hours per semester/trimester/ quarter or

	of skill and career advancement, and where the student receives a wage; or 3. Armed Forces: 40 hours minimum per week of active duty. This includes initial Reserve Forces and National Guard training but does not include weekend and summer training sessions. Pre-enlistments are not considered placements.	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.	trimester, or a minimum 3 credit hours per summer session, at a two-year or four-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.
PART-TIME	To be considered a valid job placement, employment must be: (i) paid; (ii) unsubsidized; and (iv) within compliance of wage requirements of Fair Labor Standards Act, unless employment is in Puerto Rico, U.S. Virgin Islands, or the U.S. Trust Territories.		1. University/college enrollment for a minimum of 6 credit hours per semester/ quarter/trimester, or a minimum 3 credit hours per summer session, and a minimum of 10 hours work at one job per week.

	1. 20 hours or more, but less than 32, in one or two jobs in a seven-consecutive-day period		
INTERNATIONAL PLACEMENTS	For a placement to be considered valid, the student must be placed in a job or education program located in the United States, Puerto Rico, the U.S. Virgin Islands, the U.S. Trust Territories, or in overseas locations in the following circumstances: a. the student is a member of the U.S. Armed Forces and is deployed overseas; or b. the student is employed by the U.S. federal government and has an overseas assignment.		

INITIAL PLACEMENT VERIFICATION AND DOCUMENTATION REQUIREMENTS			
	JOB PLACEMENT	**EDUCATION 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 valid job placement, employment must be: (i) paid; (ii) unsubsidized; and (iii) within compliance of wage requirements of Fair Labor Standards Act, unless employment is in Puerto Rico, U.S. Virgin Islands, or the U.S. Trust Territories.	100% of education placements must be verified and documented directly with the university/college (including online university/college) or other education training program. Participation in a university/college (including online university/college) or other education training program is considered a placement only after actual continued enrollment of one week.	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 paystub or employer wage record indicating both hours per week worked and wages paid to the student (note: for part-time placements where a biweekly	Verification of a university/college (including online university/college) or other education training program placement must include confirmation of 1 week's continued 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	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 education placement.

	paystub indicates that the student worked *between 40 and 63 hours* during the two weeks, and the paystub does not specify the actual number of hours worked for each seven-day period, it is acceptable to record half the hours reported on the paystubs as the hours worked per week); 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; or (iv) an electronic third-party verification as approved by the National Office (e.g., The WorkNumber). 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 of both jobs must be for the same seven-consecutive-day period. 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	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.	

	(vi) newspaper or other advertising for business; or (vii) 1099 MISC Form.		

1. Unverifiable placements identified through the "post-placement follow-up survey" will be determined as "questionable placements" until re-verification by the Career Transition Services provider 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

APPENDIX 401

JOB CORPS JOB TRAINING MATCH [JTM] CROSSWALK

Job Corps Job Training Match (JTM) Crosswalk 7/2012

Ind	Industry
TPA	Training Program Area

1	**AdM**	**Advanced Manufacturing**
	DRAFT	Drafting
	ELECA	Electronic Assembly
	ENGRG	Industrial Engineering Technician
	MACHI	Machining
	MANUT	Manufacturing Technology
	SIGNB	Sign & Billboard
	WELDG	Welding
	INADM	OCT-Only Advanced Manufacturing
2	**AMR**	**Automotive & Machine Repair**
	AUTOT	Automobile Technician
	HEMEC	Heavy Equipment Mechanic
	MECRO	Mechanical Repair & Operation
	STATG	Stationary Engineering
	INAMR	OCT-Only Automotive & Machine Repair
3	**CON**	**Construction**
	BRICK	Bricklaying
	CARPE	Carpentry
	CMENT	Cement Masonry
	COCRA	Construction Craft
	ELECT	Electrical
	FACMA	Facilities Maintenance
	FLOCO	Floor Covering
	GLAZI	Glazing
	HVACC	Heating, Ventilation & Air Conditioning
	PAINT	Painting
	PLAST	Plastering
	PLUMB	Plumbing
	TILES	Tile Setting
	WEATH	Weatherization
	INCON	OCT-Only Construction
4	**FBz**	**Finance & Business**
	ACCTG	Accounting Services
	LEGAL	Legal Assistant
	OFCAD	Office Administration
	INFBZ	OCT-Only Finance & Business
5	**HEA**	**Health Care**
	CMEDA	Clinical Medical Assistant
	DENTA	Dental Assistant
	EMTEC	Emergency Medical Technician
	LPLVN	Licensed Practical/Vocational Nurse
	MEDOS	Medical Office Support
	NAHHA	Nurse Assistant/Home Health Aide
	OPTIC	Opticianry
	PHARM	Pharmacy Technician
	REHAB	Rehabilitation Technician
	INHEA	OCT-Only Health Care
6	**HOS**	**Hospitality**
	CULIN	Culinary Arts
	HOTEL	Hotel & Lodging
	INHOS	OCT-Only Hospitality
7	**InT**	**Information Technology**
	CABLE	Network Cable Installation
	CISCO	Computer Networking/CISCO
	CTECH	Computer Technician
	VISUA	Visual Communications
	ININT	OCT-Only Information Technology
8	**RRE**	**Renewable Resources & Energy**
	FORCF	Forestry Conservation & Firefighting
	LANDS	Landscaping
	LANHB	Landscaping (HBI)
	SOLAR	Solar Energy
	URFOR	Urban Forestry
	WATER	Wastewater Treatment
	INRRE	OCT-Only Renewable Resources & Energy
9	**RSS**	**Retail Sales & Service**
	CHILD	Child Development
	COSME	Cosmetology
	HUMSE	Human Services
	RESAD	Residential Advisor
	RETAI	Retail Sales
	INRSS	OCT-Only Retail Sales & Service
10	**SEC**	**Homeland Security**
	SECUR	Security & Protective Services
	INSEC	OCT-Only Homeland Security
11	**TRA**	**Transportation**
	HEOPS	Heavy Equipment Operations
	HTDRI	Heavy Truck Driving
	MDIST	Material Distribution Operations
	ROUST	Roustabout
	SEAMA	Seaman
	TROFC	Transportation Office Support
	INTRA	OCT-Only Transportation

A 25-page index of all placement codes and the TPAs for which each earns a JTM credit is attached.

Job Corps Job Training Match (JTM) Crosswalk

Industry Sector: **Advanced Manufacturing**

Occupation (Occ) Codes for each TPA

Training Program Area: **DRAFT Drafting** **DR HW**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
22514JA	DR	DRAFT-100-OCT-11	Drafting / Digital Electronics	17-3011.02	Civil Drafters	
22514JA	HW	DRAFT-100-OCT-11	Drafting / Digital Electronics	17-3012.01	Electronic Drafters	
22514JC	DR	DRAFT-110-OCT-11	Architecture Technology	17-3012.02	Electrical Drafters	
				17-3013.00	Mechanical Drafters	
				17-3027.00	Mechanical Engineering Technicians	
				27-1011.00	Art Directors	
				27-1013.00	Fine Artists, Including Painters, Sculptors, and Illustrators	
				27-1014.00	Multimedia Artists and Animators	
				27-1021.00	Commercial and Industrial Designers	
				27-1024.00	Graphic Designers	
				27-1025.00	Interior Designers	
				27-1027.00	Set and Exhibit Designers	
				41-2022.00	Parts Salespersons	
				43-5081.01	Stock Clerks, Sales Floor	
				47-2031.01	Construction Carpenters	
				47-2031.02	Rough Carpenters	
				47-2111.00	Electricians	
				47-3012.00	Helpers--Carpenters	
				47-3013.00	Helpers--Electricians	
				47-4011.00	Construction and Building Inspectors	
				51-5111.00	Prepress Technicians and Workers	
				51-9123.00	Painting, Coating, and Decorating Workers	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **ELECA Electronic Assembly** **EL** **ZB**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
87202JE	ZB	ELECA-100-OCT-11	Electronics Technician	17-3023.01	Electronics Engineering Technicians	
				41-2022.00	Parts Salespersons	
93905JA	EL	ELECA-100-OCT-11	Electronic Assembly	43-5081.01	Stock Clerks, Sales Floor	
				47-4021.00	Elevator Installers and Repairers	
				49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers	
				49-2011.00	Computer, Automated Teller, and Office Machine Repairers	
				49-2021.00	Radio, Cellular, and Tower Equipment Installers and Repairers	
				49-2092.00	Electric Motor, Power Tool, and Related Repairers	
				49-2094.00	Electrical and Electronics Repairers, Commercial and Industrial Equipment	
				49-9041.00	Industrial Machinery Mechanics	
				49-9043.00	Maintenance Workers, Machinery	
				49-9071.00	Maintenance and Repair Workers, General	
				49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
				51-1011.00	First-Line Supervisors of Production and Operating Workers	
				51-2021.00	Coil Winders, Tapers, and Finishers	
				51-2022.00	Electrical and Electronic Equipment Assemblers	
				51-2023.00	Electromechanical Equipment Assemblers	
				51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers	
				51-9141.00	Semiconductor Processors	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **ENGRG Industrial Engineering Technician** **AD AE AG OE**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
58099JA	OE	ENGRG-100-OCT-11	Engineering and Science Tech	17-3022.00	Civil Engineering Technicians	
85118JA	AE	ENGRG-110-OCT-11	Industrial Engineering Technician	17-3023.01	Electronics Engineering Technicians	
85717JA	AD	ENGRG-120-OCT-11	Mechanical Engineer	17-3025.00	Environmental Engineering Technicians	
92935JA	AG	ENGRG-130-OCT-11	Bioscience	17-3027.00	Mechanical Engineering Technicians	
				41-2022.00	Parts Salespersons	
				43-5081.01	Stock Clerks, Sales Floor	
				49-2094.00	Electrical and Electronics Repairers, Commercial and Industrial Equipment	
				49-9041.00	Industrial Machinery Mechanics	
				51-1011.00	First-Line Supervisors of Production and Operating Workers	
				51-2041.00	Structural Metal Fabricators and Fitters	
				51-2092.00	Team Assemblers	
				51-4011.00	Computer-Controlled Machine Tool Operators, Metal and Plastic	
				51-4021.00	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	
				51-4022.00	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	
				51-4023.00	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	
				51-4031.00	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	
				51-4032.00	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
				51-4033.00	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
				51-4034.00	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
				51-4035.00	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	
				51-4041.00	Machinists	
				51-4052.00	Pourers and Casters, Metal	
				51-4061.00	Model Makers, Metal and Plastic	
				51-4062.00	Patternmakers, Metal and Plastic	
				51-4072.00	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	
				51-4081.00	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
				51-4111.00	Tool and Die Makers	
				51-4191.00	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	
				51-4192.00	Layout Workers, Metal and Plastic	
				51-4193.00	Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic	
				51-4194.00	Tool Grinders, Filers, and Sharpeners	
				51-7041.00	Sawing Machine Setters, Operators, and Tenders, Wood	
				51-9022.00	Grinding and Polishing Workers, Hand	

51-9032.00	Cutting and Slicing Machine Setters, Operators, and Tenders
51-9041.00	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
51-9111.00	Packaging and Filling Machine Operators and Tenders
51-9121.00	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
51-9195.05	Potters, Manufacturing
51-9195.07	Molding and Casting Workers
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **MACHI Machining** **MT**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
89108JA Machining	MT	MACHI-100-OJC-09	41-2022.00	Parts Salespersons
			43-5081.01	Stock Clerks, Sales Floor
89108JA Machining	MT	MACHI-100-OCT-11	51-1011.00	First-Line Supervisors of Production and Operating Workers
			51-2041.00	Structural Metal Fabricators and Fitters
			51-4011.00	Computer-Controlled Machine Tool Operators, Metal and Plastic
			51-4021.00	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic
			51-4022.00	Forging Machine Setters, Operators, and Tenders, Metal and Plastic
			51-4023.00	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic
			51-4031.00	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
			51-4032.00	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic
			51-4033.00	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic
			51-4034.00	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic
			51-4035.00	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic
			51-4041.00	Machinists
			51-4052.00	Pourers and Casters, Metal
			51-4061.00	Model Makers, Metal and Plastic
			51-4062.00	Patternmakers, Metal and Plastic
			51-4072.00	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic
			51-4081.00	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic
			51-4111.00	Tool and Die Makers
			51-4191.00	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic
			51-4192.00	Layout Workers, Metal and Plastic
			51-4193.00	Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic
			51-4194.00	Tool Grinders, Filers, and Sharpeners
			51-9022.00	Grinding and Polishing Workers, Hand
			51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
			99-AMER.CO	Americorps
			99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **MANUT Manufacturing Technology** **MN**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
92998JA	MN	MANUT-100-OJC-09	17-3023.01	Electronics Engineering Technicians	
Manufacturing Technology - Introduction			17-3027.00	Mechanical Engineering Technicians	
			41-2022.00	Parts Salespersons	
92998JA	MN	MANUT-100-OCT-11	43-5081.01	Stock Clerks, Sales Floor	
Manufacturing Technology - Introduction			47-2211.00	Sheet Metal Workers	
			51-1011.00	First-Line Supervisors of Production and Operating Workers	
			51-2041.00	Structural Metal Fabricators and Fitters	
			51-2092.00	Team Assemblers	
			51-4011.00	Computer-Controlled Machine Tool Operators, Metal and Plastic	
			51-4021.00	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	
			51-4022.00	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	
			51-4023.00	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	
			51-4031.00	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	
			51-4032.00	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
			51-4033.00	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
			51-4034.00	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
			51-4035.00	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	
			51-4041.00	Machinists	
			51-4051.00	Metal-Refining Furnace Operators and Tenders	
			51-4052.00	Pourers and Casters, Metal	
			51-4061.00	Model Makers, Metal and Plastic	
			51-4062.00	Patternmakers, Metal and Plastic	
			51-4072.00	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	
			51-4081.00	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
			51-4111.00	Tool and Die Makers	
			51-4121.06	Welders, Cutters, and Welder Fitters	
			51-4121.07	Solderers and Brazers	
			51-4122.00	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	
			51-4191.00	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	
			51-4192.00	Layout Workers, Metal and Plastic	
			51-4193.00	Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic	
			51-4194.00	Tool Grinders, Filers, and Sharpeners	
			51-5113.00	Print Binding and Finishing Workers	

Job Corps Job Training Match (JTM) Crosswalk

51-7031.00	Model Makers, Wood
51-7032.00	Patternmakers, Wood
51-7041.00	Sawing Machine Setters, Operators, and Tenders, Wood
51-9022.00	Grinding and Polishing Workers, Hand
51-9031.00	Cutters and Trimmers, Hand
51-9032.00	Cutting and Slicing Machine Setters, Operators, and Tenders
51-9041.00	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
51-9071.07	Precious Metal Workers
51-9111.00	Packaging and Filling Machine Operators and Tenders
51-9121.00	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
51-9195.05	Potters, Manufacturing
51-9195.07	Molding and Casting Workers
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Training Program Area: **SIGNB Sign & Billboard** **NH**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
89911JA	NH	SIGNB-100-IUP-11	27-1012.00	Craft Artists
Sign, Billboard & Display Pre-Apprentice			27-1021.00	Commercial and Industrial Designers
			27-1024.00	Graphic Designers
			27-1027.00	Set and Exhibit Designers
			41-2022.00	Parts Salespersons
			43-4051.00	Customer Service Representatives
			43-5081.01	Stock Clerks, Sales Floor
			43-9011.00	Computer Operators
			47-2031.02	Rough Carpenters
			47-2061.00	Construction Laborers
			47-2111.00	Electricians
			47-2142.00	Paperhangers
			47-2211.00	Sheet Metal Workers
			47-2221.00	Structural Iron and Steel Workers
			47-3013.00	Helpers--Electricians
			47-3014.00	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons
			49-9071.00	Maintenance and Repair Workers, General
			49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
			51-2041.00	Structural Metal Fabricators and Fitters
			51-4121.06	Welders, Cutters, and Welder Fitters
			51-4192.00	Layout Workers, Metal and Plastic
			51-5112.00	Printing Press Operators
			51-9031.00	Cutters and Trimmers, Hand
			51-9123.00	Painting, Coating, and Decorating Workers
			99-AMER.CO	Americorps
			99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **WELDG Welding** **WF** **WG**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
93914JA Welding	WG	WELDG-100-OJC-09	27-1012.00	Craft Artists	
			41-2022.00	Parts Salespersons	
93914JA Welding	WG	WELDG-100-OCT-11	43-5081.01	Stock Clerks, Sales Floor	
			47-2011.00	Boilermakers	
93914AA Adv Welding	WF	WELDG-500-OJC-11	47-2061.00	Construction Laborers	
			47-2151.00	Pipelayers	
			47-2152.01	Pipe Fitters and Steamfitters	
			47-2152.02	Plumbers	
			47-2211.00	Sheet Metal Workers	
			47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	
			47-4031.00	Fence Erectors	
			47-4061.00	Rail-Track Laying and Maintenance Equipment Operators	
			49-3021.00	Automotive Body and Related Repairers	
			49-9043.00	Maintenance Workers, Machinery	
			49-9071.00	Maintenance and Repair Workers, General	
			49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
			51-1011.00	First-Line Supervisors of Production and Operating Workers	
			51-2041.00	Structural Metal Fabricators and Fitters	
			51-4031.00	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	
			51-4032.00	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
			51-4033.00	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
			51-4034.00	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
			51-4035.00	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	
			51-4041.00	Machinists	
			51-4062.00	Patternmakers, Metal and Plastic	
			51-4071.00	Foundry Mold and Coremakers	
			51-4072.00	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	
			51-4081.00	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
			51-4111.00	Tool and Die Makers	
			51-4121.06	Welders, Cutters, and Welder Fitters	
			51-4121.07	Solderers and Brazers	
			51-4122.00	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	
			51-4191.00	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	
			51-4192.00	Layout Workers, Metal and Plastic	
			51-4193.00	Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic	
			51-4194.00	Tool Grinders, Filers, and Sharpeners	

51-9022.00	Grinding and Polishing Workers, Hand
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
51-9111.00	Packaging and Filling Machine Operators and Tenders
51-9195.07	Molding and Casting Workers
53-5011.00	Sailors and Marine Oilers
53-5021.02	Mates- Ship, Boat, and Barge
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **INADM OCT-Only Advanced Manufacturing I01**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
n/a	I01	INAdM-100-OCT-12	17-3011.02	Civil Drafters	
OCT Training Offerings in Advanced Manufacturing (Basic)			17-3012.01	Electronic Drafters	
			17-3012.02	Electrical Drafters	
n/a	I01	INAdM-500-OCT-12	17-3013.00	Mechanical Drafters	
OCT Training Offerings in Advanced Manufacturing (Advanced)			17-3022.00	Civil Engineering Technicians	
			17-3023.01	Electronics Engineering Technicians	
			17-3025.00	Environmental Engineering Technicians	
			17-3027.00	Mechanical Engineering Technicians	
			27-1011.00	Art Directors	
			27-1012.00	Craft Artists	
			27-1013.00	Fine Artists, Including Painters, Sculptors, and Illustrators	
			27-1014.00	Multimedia Artists and Animators	
			27-1021.00	Commercial and Industrial Designers	
			27-1024.00	Graphic Designers	
			27-1025.00	Interior Designers	
			27-1027.00	Set and Exhibit Designers	
			41-2022.00	Parts Salespersons	
			43-4051.00	Customer Service Representatives	
			43-5081.01	Stock Clerks, Sales Floor	
			43-9011.00	Computer Operators	
			47-2011.00	Boilermakers	
			47-2031.01	Construction Carpenters	
			47-2031.02	Rough Carpenters	
			47-2061.00	Construction Laborers	
			47-2111.00	Electricians	
			47-2142.00	Paperhangers	
			47-2151.00	Pipelayers	
			47-2152.01	Pipe Fitters and Steamfitters	
			47-2152.02	Plumbers	
			47-2211.00	Sheet Metal Workers	
			47-2221.00	Structural Iron and Steel Workers	
			47-3012.00	Helpers--Carpenters	
			47-3013.00	Helpers--Electricians	
			47-3014.00	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	
			47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	
			47-4011.00	Construction and Building Inspectors	
			47-4021.00	Elevator Installers and Repairers	
			47-4031.00	Fence Erectors	
			47-4061.00	Rail-Track Laying and Maintenance Equipment Operators	
			49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers	
			49-2011.00	Computer, Automated Teller, and Office Machine Repairers	
			49-2021.00	Radio, Cellular, and Tower Equipment Installers and Repairers	

49-2092.00	Electric Motor, Power Tool, and Related Repairers
49-2094.00	Electrical and Electronics Repairers, Commercial and Industrial Equipment
49-3021.00	Automotive Body and Related Repairers
49-9041.00	Industrial Machinery Mechanics
49-9043.00	Maintenance Workers, Machinery
49-9071.00	Maintenance and Repair Workers, General
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
51-1011.00	First-Line Supervisors of Production and Operating Workers
51-2021.00	Coil Winders, Tapers, and Finishers
51-2022.00	Electrical and Electronic Equipment Assemblers
51-2023.00	Electromechanical Equipment Assemblers
51-2041.00	Structural Metal Fabricators and Fitters
51-2092.00	Team Assemblers
51-4011.00	Computer-Controlled Machine Tool Operators, Metal and Plastic
51-4021.00	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic
51-4022.00	Forging Machine Setters, Operators, and Tenders, Metal and Plastic
51-4023.00	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic
51-4031.00	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
51-4032.00	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic
51-4033.00	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic
51-4034.00	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic
51-4035.00	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic
51-4041.00	Machinists
51-4051.00	Metal-Refining Furnace Operators and Tenders
51-4052.00	Pourers and Casters, Metal
51-4061.00	Model Makers, Metal and Plastic
51-4062.00	Patternmakers, Metal and Plastic
51-4071.00	Foundry Mold and Coremakers
51-4072.00	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic
51-4081.00	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic
51-4111.00	Tool and Die Makers
51-4121.06	Welders, Cutters, and Welder Fitters
51-4121.07	Solderers and Brazers
51-4122.00	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders
51-4191.00	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic
51-4192.00	Layout Workers, Metal and Plastic

51-4193.00	Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic
51-4194.00	Tool Grinders, Filers, and Sharpeners
51-5111.00	Prepress Technicians and Workers
51-5112.00	Printing Press Operators
51-5113.00	Print Binding and Finishing Workers
51-7031.00	Model Makers, Wood
51-7032.00	Patternmakers, Wood
51-7041.00	Sawing Machine Setters, Operators, and Tenders, Wood
51-9022.00	Grinding and Polishing Workers, Hand
51-9031.00	Cutters and Trimmers, Hand
51-9032.00	Cutting and Slicing Machine Setters, Operators, and Tenders
51-9041.00	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
51-9071.07	Precious Metal Workers
51-9111.00	Packaging and Filling Machine Operators and Tenders
51-9121.00	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
51-9123.00	Painting, Coating, and Decorating Workers
51-9141.00	Semiconductor Processors
51-9195.05	Potters, Manufacturing
51-9195.07	Molding and Casting Workers
53-5011.00	Sailors and Marine Oilers
53-5021.02	Mates- Ship, Boat, and Barge
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Industry Sector: **Automotive & Machine Repair**

Occupation (Occ) Codes for each TPA

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **AUTOT Automobile Technician** **AI AY DI UA XD YF**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
85302JA	AY	AUTOT-211-OJC-09	Automobile Trainee - Brakes / Electrical-Electronics Systems	41-1011.00	First-Line Supervisors of Retail Sales Workers	
85302JA	AY	AUTOT-211-UAW-09	Basic Electrical/Electronics- Brakes	41-2022.00	Parts Salespersons	
85302JA	AY	AUTOT-211-OCT-11	Automobile Technician	41-2031.00	Retail Salespersons	
85302JB	AY	AUTOT-212-OJC-09	Engine Performance / Electrical-Electronics Systems	41-4011.00	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	
85302JB	AY	AUTOT-212-UAW-09	Basic Electrical/Electronics-Engine Performance	41-9011.00	Demonstrators and Product Promoters	
85302JC	AY	AUTOT-213-OJC-08	Suspension and Steering / Electrical-Electronics Systems	43-4051.00	Customer Service Representatives	
85302JC	AY	AUTOT-213-UAW-09	Basic Electrical/Electronics-Steering/Suspension	43-5061.00	Production, Planning, and Expediting Clerks	
85302JD	AY	AUTOT-214-OJC-09	Automatic Transmission & Transaxle	43-5081.01	Stock Clerks, Sales Floor	
85302JE	AY	AUTOT-215-OJC-08	Engine Repair	43-5081.02	Marking Clerks	
85302JF	AY	AUTOT-216-OJC-09	Heating & Air Conditioning	43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard	
85302JG	AY	AUTOT-217-OJC-09	Manual Drive Train & Axles	43-5081.04	Order Fillers, Wholesale and Retail Sales	
85303JA	YF	AUTOT-105-OJC-09	General Service Technician (GST)	49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers	
85305JA	AI	AUTOT-251-OJC-06	Non-Structural Analysis & Damage Repair	49-2092.00	Electric Motor, Power Tool, and Related Repairers	
85305JA	AI	AUTOT-251-UAW-09	Basic Collision Repair - Repair & Refinish Technician - Non-structural Analysis and Damage Repair	49-2093.00	Electrical and Electronics Installers and Repairers, Transportation Equipment	
85305JA	AI	AUTOT-251-OCT-11	Collision Repair & Refinish	49-2094.00	Electrical and Electronics Repairers, Commercial and Industrial Equipment	
85305JB	AI	AUTOT-252-OJC-06	Painting & Refinishing	49-2096.00	Electronic Equipment Installers and Repairers, Motor Vehicles	
85305JB	AI	AUTOT-252-UAW-09	Basic Collision Repair - Collision Repair & Refinish Technician - Painting and Refinishing	49-3011.00	Aircraft Mechanics and Service Technicians	
				49-3021.00	Automotive Body and Related Repairers	
				49-3022.00	Automotive Glass Installers and Repairers	
				49-3023.01	Automotive Master Mechanics	
				49-3023.02	Automotive Specialty Technicians	
				49-3031.00	Bus and Truck Mechanics and Diesel Engine Specialists	
				49-3041.00	Farm Equipment Mechanics and Service Technicians	
				49-3042.00	Mobile Heavy Equipment Mechanics, Except Engines	
				49-3043.00	Rail Car Repairers	
				49-3051.00	Motorboat Mechanics and Service Technicians	
				49-3052.00	Motorcycle Mechanics	
				49-3053.00	Outdoor Power Equipment and Other Small Engine Mechanics	
				49-3092.00	Recreational Vehicle Service Technicians	
				49-3093.00	Tire Repairers and Changers	
				49-9012.00	Control and Valve Installers and Repairers, Except Mechanical Door	
				49-9021.01	Heating and Air Conditioning Mechanics and Installers	
				49-9021.02	Refrigeration Mechanics and Installers	
				49-9041.00	Industrial Machinery Mechanics	
				49-9043.00	Maintenance Workers, Machinery	
				49-9071.00	Maintenance and Repair Workers, General	
				49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
				51-2031.00	Engine and Other Machine Assemblers	
				51-2041.00	Structural Metal Fabricators and Fitters	

Job Corps Job Training Match (JTM) Crosswalk

85305JC AI AUTOT-253-OJC-06
Structural Analysis & Damage Repair

85305JC AI AUTOT-253-UAW-09
Basic Collision Repair - Collision Repair & Refinish Technician - Structural Analysis and Damage Repair

85305JD AI AUTOT-254-OJC-06
Mechanical & Electrical Components

85305JD AI AUTOT-254-UAW-09
Basic Collision Repair - Collision Repair & Refinish Technician - Mechanical and Electrical Components

98102JA XD AUTOT-145-OJC-09
Machine Equipment Repair (formerly, Diesel Mechanic)

98102JA DI AUTOT-145-OCT-11
Diesel Mechanic

49014AA UA AUTOT-599-UAW-09
Adv Automotive Parts

85302AA AY AUTOT-511-OJC-12
Adv Brakes & Electrical

85302AA UA AUTOT-511-UAW-09
Adv Brakes

85302AB AY AUTOT-513-OJC-12
Adv Suspension, Steering & Electrical

85302AB UA AUTOT-513-UAW-09
Adv Suspension and Steering

85302AC AY AUTOT-512-OJC-12
Adv Engine Performance & Electrical

85302AC UA AUTOT-512-UAW-09
Adv Engine Performance

85302AD AY AUTOT-514-OJC-12
Adv Automatic Transmission & Transaxle

85302AD UA AUTOT-514-UAW-09
Adv Automatic Transmission/ Transaxle

85302AE AY AUTOT-517-OJC-12
Adv Manual Drive Train and Axles

85302AE UA AUTOT-517-UAW-09
Adv Manual Drive Train and Axles

85302AF AY AUTOT-516-OJC-12
Adv Heating & Air Conditioning

51-4031.00 Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
51-4121.06 Welders, Cutters, and Welder Fitters
51-4122.00 Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders
51-9022.00 Grinding and Polishing Workers, Hand
51-9061.00 Inspectors, Testers, Sorters, Samplers, and Weighers
51-9121.00 Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
51-9122.00 Painters, Transportation Equipment
51-9123.00 Painting, Coating, and Decorating Workers
53-3032.00 Heavy and Tractor-Trailer Truck Drivers
53-3033.00 Light Truck or Delivery Services Drivers
53-5011.00 Sailors and Marine Oilers
53-5021.02 Mates- Ship, Boat, and Barge
53-6031.00 Automotive and Watercraft Service Attendants
53-6051.07 Transportation Vehicle, Equipment and Systems Inspectors, Except Aviation
53-7061.00 Cleaners of Vehicles and Equipment
99-AMER.CO Americorps
99-NCCC.00 National Civilian Community Corps

85302AF UA AUTOT-516-UAW-09
Adv Heating and Air Conditioning

85302AG AY AUTOT-515-OJC-12
Adv Engine Repair

85302AG UA AUTOT-515-UAW-09
Adv Engine Repair

85302AH UA AUTOT-510-UAW-09
Adv Electrical/Electronic Systems

85302AI UA AUTOT-670-UAW-09
Adv Automotive Hybrid Electric Vehicle (NEW)

85305AA UA AUTOT-550-UAW-09
Adv Damage Analysis and Estimating

85305AB UA AUTOT-553-UAW-09
Adv Structural Analysis and Damage Repair

85305AC UA AUTOT-551-UAW-09
Adv Non-Structural Analysis and Damage

85305AD UA AUTOT-552-UAW-09
Adv Painting and Refinishing

85305AE UA AUTOT-555-UAW-09
Adv Plastics and Adhesives

85305AF UA AUTOT-554-UAW-09
Adv Mechanical and Electrical Components

85305AG UA AUTOT-556-UAW-09
Adv Collision Repair and Refinish Technician (CRRT)

85311AA UA AUTOT-535-UAW-09
Adv Gasoline Engine

85311AB UA AUTOT-545-UAW-09
Adv Diesel Engines

85311AC UA AUTOT-537-UAW-09
Adv Drive Trains

85311AD UA AUTOT-533-UAW-09
Adv Suspension and Steering

85311AE UA AUTOT-531-UAW-09
Adv Brakes (Med/Hvy Trucks)

85311AF UA AUTOT-530-UAW-09
Adv Electrical/Electronic Systems

85311AG UA AUTOT-536-UAW-09
Adv HVAC

85311AH UA AUTOT-538-UAW-09
Adv Preventative Maintenance and Inspection

Job Corps Job Training Match (JTM) Crosswalk

85311AI UA AUTOT-501-UAW-09
Adv Commercial Driver's License

85311AJ UA AUTOT-539-UAW-09
Adv Hydraulics

85311AK UA AUTOT-646-UAW-11
Adv Diesel Hydraulic Hybrid Vehicle Technician

85311AL UA AUTOT-647-UAW-11
Adv Ultra Green Clean Diesel Technician

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **HEMEC Heavy Equipment Mechanic** **HF** **HQ**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
85311JA	HQ	HEMEC-100-OJC-12	Heavy Construction Equipment Mechanic	41-2022.00	Parts Salespersons	
				43-5081.01	Stock Clerks, Sales Floor	
				47-2061.00	Construction Laborers	
85311JA	HF	HEMEC-100-IUO-09	Heavy Construction Equipment Mechanic	47-2073.00	Operating Engineers and Other Construction Equipment Operators	
				47-5071.00	Roustabouts, Oil and Gas	
85311JB	HQ	HEMEC-200-OJC-12	Heavy Construction Equipment Mechanic	49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers	
				49-2092.00	Electric Motor, Power Tool, and Related Repairers	
85311JB	HF	HEMEC-200-IUO-09	Heavy Construction Equipment Mechanic, Pre-Apprentice	49-2093.00	Electrical and Electronics Installers and Repairers, Transportation Equipment	
				49-2096.00	Electronic Equipment Installers and Repairers, Motor Vehicles	
				49-3021.00	Automotive Body and Related Repairers	
				49-3023.01	Automotive Master Mechanics	
				49-3023.02	Automotive Specialty Technicians	
				49-3031.00	Bus and Truck Mechanics and Diesel Engine Specialists	
				49-3041.00	Farm Equipment Mechanics and Service Technicians	
				49-3042.00	Mobile Heavy Equipment Mechanics, Except Engines	
				49-3043.00	Rail Car Repairers	
				49-3051.00	Motorboat Mechanics and Service Technicians	
				49-3053.00	Outdoor Power Equipment and Other Small Engine Mechanics	
				49-3093.00	Tire Repairers and Changers	
				49-9041.00	Industrial Machinery Mechanics	
				49-9043.00	Maintenance Workers, Machinery	
				49-9045.00	Refractory Materials Repairers, Except Brickmasons	
				49-9071.00	Maintenance and Repair Workers, General	
				49-9096.00	Riggers	
				49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
				51-2031.00	Engine and Other Machine Assemblers	
				51-2041.00	Structural Metal Fabricators and Fitters	
				51-4032.00	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
				51-4033.00	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
				51-4041.00	Machinists	
				51-4081.00	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
				51-4121.06	Welders, Cutters, and Welder Fitters	
				51-4122.00	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	
				51-4194.00	Tool Grinders, Filers, and Sharpeners	
				51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers	
				53-5011.00	Sailors and Marine Oilers	
				53-6051.07	Transportation Vehicle, Equipment and Systems Inspectors, Except Aviation	
				53-7051.00	Industrial Truck and Tractor Operators	

Job Corps Job Training Match (JTM) Crosswalk

99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Training Program Area: **MECRO Mechanical Repair & Operation** **MB** **SM**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
85328JD	SM	MECRO-130-OCT-11	Small Engine Repair	17-3021.00	Aerospace Engineering and Operations Technicians	
85711JA	MB	MECRO-110-OCT-11	Machine Appliance Repair	17-3027.00	Mechanical Engineering Technicians	
85711JB	MB	MECRO-120-OCT-11	Machine Appliance Repair	41-2022.00	Parts Salespersons	
85711JC	MB	MECRO-130-OCT-11	Machine Appliance Repair	43-5081.01	Stock Clerks, Sales Floor	
85711JD	MB	MECRO-140-OCT-11	Machine Appliance Repair	47-4021.00	Elevator Installers and Repairers	
				49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers	
				49-2011.00	Computer, Automated Teller, and Office Machine Repairers	
				49-2092.00	Electric Motor, Power Tool, and Related Repairers	
				49-3011.00	Aircraft Mechanics and Service Technicians	
				49-3041.00	Farm Equipment Mechanics and Service Technicians	
				49-3042.00	Mobile Heavy Equipment Mechanics, Except Engines	
				49-3051.00	Motorboat Mechanics and Service Technicians	
				49-3052.00	Motorcycle Mechanics	
				49-9012.00	Control and Valve Installers and Repairers, Except Mechanical Door	
				49-9021.01	Heating and Air Conditioning Mechanics and Installers	
				49-9021.02	Refrigeration Mechanics and Installers	
				49-9031.00	Home Appliance Repairers	
				49-9041.00	Industrial Machinery Mechanics	
				49-9043.00	Maintenance Workers, Machinery	
				49-9071.00	Maintenance and Repair Workers, General	
				49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
				51-2011.00	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	
				51-2031.00	Engine and Other Machine Assemblers	
				51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **STATG Stationary Engineering** **ST**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
95032JA Maintenance Repairer Helper	ST	STATG-100-IUO-09	33-2021.01	Fire Inspectors	
			37-3011.00	Landscaping and Groundskeeping Workers	
95032JB Maintenance Repairer	ST	STATG-200-IUO-10	41-2022.00	Parts Salespersons	
			43-5081.01	Stock Clerks, Sales Floor	
			45-2091.00	Agricultural Equipment Operators	
			47-2061.00	Construction Laborers	
			47-2111.00	Electricians	
			47-3013.00	Helpers--Electricians	
			47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	
			49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers	
			49-2021.00	Radio, Cellular, and Tower Equipment Installers and Repairers	
			49-2022.00	Telecommunications Equipment Installers and Repairers, Except Line Installers	
			49-2092.00	Electric Motor, Power Tool, and Related Repairers	
			49-2094.00	Electrical and Electronics Repairers, Commercial and Industrial Equipment	
			49-2095.00	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	
			49-2098.00	Security and Fire Alarm Systems Installers	
			49-3031.00	Bus and Truck Mechanics and Diesel Engine Specialists	
			49-3043.00	Rail Car Repairers	
			49-9012.00	Control and Valve Installers and Repairers, Except Mechanical Door	
			49-9021.01	Heating and Air Conditioning Mechanics and Installers	
			49-9021.02	Refrigeration Mechanics and Installers	
			49-9031.00	Home Appliance Repairers	
			49-9041.00	Industrial Machinery Mechanics	
			49-9043.00	Maintenance Workers, Machinery	
			49-9045.00	Refractory Materials Repairers, Except Brickmasons	
			49-9051.00	Electrical Power-Line Installers and Repairers	
			49-9071.00	Maintenance and Repair Workers, General	
			49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
			49-9099.01	Geothermal Technicians	
			51-2022.00	Electrical and Electronic Equipment Assemblers	
			51-2031.00	Engine and Other Machine Assemblers	
			51-4121.07	Solderers and Brazers	
			51-4122.00	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	
			51-8012.00	Power Distributors and Dispatchers	
			51-8013.00	Power Plant Operators	
			51-8021.00	Stationary Engineers and Boiler Operators	
			51-8031.00	Water and Wastewater Treatment Plant and System Operators	
			51-9051.00	Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders	

51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
53-5031.00	Ship Engineers
53-7051.00	Industrial Truck and Tractor Operators
53-7072.00	Pump Operators, Except Wellhead Pumpers
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **INAMR OCT-Only Automotive & Machine Rep**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
n/a	I02	INAMR-100-OCT-12	17-3021.00	Aerospace Engineering and Operations Technicians	
OCT Training Offerings in Automotive & Machine Repair (Basic)			17-3027.00	Mechanical Engineering Technicians	
			33-2021.01	Fire Inspectors	
			37-3011.00	Landscaping and Groundskeeping Workers	
n/a	I02	INAMR-500-OCT-12	41-1011.00	First-Line Supervisors of Retail Sales Workers	
OCT Training Offerings in Automotive & Machine Repair (Advanced)			41-2022.00	Parts Salespersons	
			41-2031.00	Retail Salespersons	
			41-4011.00	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	
			41-9011.00	Demonstrators and Product Promoters	
			43-4051.00	Customer Service Representatives	
			43-5061.00	Production, Planning, and Expediting Clerks	
			43-5081.01	Stock Clerks, Sales Floor	
			43-5081.02	Marking Clerks	
			43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard	
			43-5081.04	Order Fillers, Wholesale and Retail Sales	
			45-2091.00	Agricultural Equipment Operators	
			47-2061.00	Construction Laborers	
			47-2073.00	Operating Engineers and Other Construction Equipment Operators	
			47-2111.00	Electricians	
			47-3013.00	Helpers--Electricians	
			47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	
			47-4021.00	Elevator Installers and Repairers	
			47-5071.00	Roustabouts, Oil and Gas	
			49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers	
			49-2011.00	Computer, Automated Teller, and Office Machine Repairers	
			49-2021.00	Radio, Cellular, and Tower Equipment Installers and Repairers	
			49-2022.00	Telecommunications Equipment Installers and Repairers, Except Line Installers	
			49-2092.00	Electric Motor, Power Tool, and Related Repairers	
			49-2093.00	Electrical and Electronics Installers and Repairers, Transportation Equipment	
			49-2094.00	Electrical and Electronics Repairers, Commercial and Industrial Equipment	
			49-2095.00	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	
			49-2096.00	Electronic Equipment Installers and Repairers, Motor Vehicles	
			49-2098.00	Security and Fire Alarm Systems Installers	
			49-3011.00	Aircraft Mechanics and Service Technicians	
			49-3021.00	Automotive Body and Related Repairers	
			49-3022.00	Automotive Glass Installers and Repairers	
			49-3023.01	Automotive Master Mechanics	

49-3023.02	Automotive Specialty Technicians
49-3031.00	Bus and Truck Mechanics and Diesel Engine Specialists
49-3041.00	Farm Equipment Mechanics and Service Technicians
49-3042.00	Mobile Heavy Equipment Mechanics, Except Engines
49-3043.00	Rail Car Repairers
49-3051.00	Motorboat Mechanics and Service Technicians
49-3052.00	Motorcycle Mechanics
49-3053.00	Outdoor Power Equipment and Other Small Engine Mechanics
49-3092.00	Recreational Vehicle Service Technicians
49-3093.00	Tire Repairers and Changers
49-9012.00	Control and Valve Installers and Repairers, Except Mechanical Door
49-9021.01	Heating and Air Conditioning Mechanics and Installers
49-9021.02	Refrigeration Mechanics and Installers
49-9031.00	Home Appliance Repairers
49-9041.00	Industrial Machinery Mechanics
49-9043.00	Maintenance Workers, Machinery
49-9045.00	Refractory Materials Repairers, Except Brickmasons
49-9051.00	Electrical Power-Line Installers and Repairers
49-9071.00	Maintenance and Repair Workers, General
49-9096.00	Riggers
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
49-9099.01	Geothermal Technicians
51-2011.00	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers
51-2022.00	Electrical and Electronic Equipment Assemblers
51-2031.00	Engine and Other Machine Assemblers
51-2041.00	Structural Metal Fabricators and Fitters
51-4031.00	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
51-4032.00	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic
51-4033.00	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic
51-4041.00	Machinists
51-4081.00	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic
51-4121.06	Welders, Cutters, and Welder Fitters
51-4121.07	Solderers and Brazers
51-4122.00	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders
51-4194.00	Tool Grinders, Filers, and Sharpeners
51-8012.00	Power Distributors and Dispatchers
51-8013.00	Power Plant Operators
51-8021.00	Stationary Engineers and Boiler Operators
51-8031.00	Water and Wastewater Treatment Plant and System Operators
51-9022.00	Grinding and Polishing Workers, Hand
51-9051.00	Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders

51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
51-9121.00	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
51-9122.00	Painters, Transportation Equipment
51-9123.00	Painting, Coating, and Decorating Workers
53-3032.00	Heavy and Tractor-Trailer Truck Drivers
53-3033.00	Light Truck or Delivery Services Drivers
53-5011.00	Sailors and Marine Oilers
53-5021.02	Mates- Ship, Boat, and Barge
53-5031.00	Ship Engineers
53-6031.00	Automotive and Watercraft Service Attendants
53-6051.07	Transportation Vehicle, Equipment and Systems Inspectors, Except Aviation
53-7051.00	Industrial Truck and Tractor Operators
53-7061.00	Cleaners of Vehicles and Equipment
53-7072.00	Pump Operators, Except Wellhead Pumpers
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Industry Sector: **Construction**

Occupation (Occ) Codes for each TPA

Training Program Area: **BRICK Bricklaying** — **BL NB YB**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title
87302JA	BL	BRICK-100-OJC-09	Bricklaying
87302JA	YB	BRICK-100-HBI-09	Brick Masonry Trainee, Pre-Apprentice
87302JA	NB	BRICK-100-IMI-09	Bricklayer, Pre-Apprentice
87302JA	BL	BRICK-100-OCT-11	Bricklaying

O*NET-SOC Code	O*NET-SOC Title	[Placement]
17-1012.00	Landscape Architects	
41-2022.00	Parts Salespersons	
43-5081.01	Stock Clerks, Sales Floor	
47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers	
47-2021.00	Brickmasons and Blockmasons	
47-2022.00	Stonemasons	
47-2044.00	Tile and Marble Setters	
47-2051.00	Cement Masons and Concrete Finishers	
47-2053.00	Terrazzo Workers and Finishers	
47-2061.00	Construction Laborers	
47-2071.00	Paving, Surfacing, and Tamping Equipment Operators	
47-2161.00	Plasterers and Stucco Masons	
47-2171.00	Reinforcing Iron and Rebar Workers	
47-3011.00	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	
47-4011.00	Construction and Building Inspectors	
47-4091.00	Segmental Pavers	
49-9045.00	Refractory Materials Repairers, Except Brickmasons	
49-9071.00	Maintenance and Repair Workers, General	
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
51-9023.00	Mixing and Blending Machine Setters, Operators, and Tenders	
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers	
51-9195.07	Molding and Casting Workers	
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand	
99-AMER.CO	Americorps	
99-APPR.EN	Apprenticeship (Registered)	
99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **CARPE Carpentry** **CY YC ZA**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title
87102JA	CY	CARPE-100-OJC-09	Carpentry
87102JA	YC	CARPE-100-HBI-09	Carpentry Trainee, Pre-Apprentice
87102JA	ZA	CARPE-100-UBC-09	Carpentry Pre-Apprentice
87102JA	CY	CARPE-100-OCT-11	Carpentry

O*NET-SOC Code	O*NET-SOC Title [Placement]
41-2022.00	Parts Salespersons
43-5081.01	Stock Clerks, Sales Floor
47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers
47-2031.01	Construction Carpenters
47-2031.02	Rough Carpenters
47-2041.00	Carpet Installers
47-2042.00	Floor Layers, Except Carpet, Wood, and Hard Tiles
47-2043.00	Floor Sanders and Finishers
47-2044.00	Tile and Marble Setters
47-2051.00	Cement Masons and Concrete Finishers
47-2061.00	Construction Laborers
47-2071.00	Paving, Surfacing, and Tamping Equipment Operators
47-2081.00	Drywall and Ceiling Tile Installers
47-2082.00	Tapers
47-2121.00	Glaziers
47-2131.00	Insulation Workers, Floor, Ceiling, and Wall
47-2132.00	Insulation Workers, Mechanical
47-2171.00	Reinforcing Iron and Rebar Workers
47-2181.00	Roofers
47-2221.00	Structural Iron and Steel Workers
47-3012.00	Helpers--Carpenters
47-3016.00	Helpers--Roofers
47-4011.00	Construction and Building Inspectors
47-4031.00	Fence Erectors
47-4099.03	Weatherization Installers and Technicians
49-9044.00	Millwrights
49-9071.00	Maintenance and Repair Workers, General
49-9095.00	Manufactured Building and Mobile Home Installers
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
51-7011.00	Cabinetmakers and Bench Carpenters
51-7021.00	Furniture Finishers
51-7032.00	Patternmakers, Wood
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
99-AMER.CO	Americorps
99-APPR.EN	Apprenticeship (Registered)
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **CMENT Cement Masonry** **CB CF MD**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title
87311JA	MD	CMENT-100-OJC-09	Cement Masonry
87311JA	CB	CMENT-100-NPI-09	Cement Mason, Pre-Apprentice
87311AA	CF	CMENT-500-NPI-11	Adv Cement Mason

O*NET-SOC Code	O*NET-SOC Title	[Placement]
17-1012.00	Landscape Architects	
27-1012.00	Craft Artists	
41-2022.00	Parts Salespersons	
43-5081.01	Stock Clerks, Sales Floor	
47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers	
47-2021.00	Brickmasons and Blockmasons	
47-2022.00	Stonemasons	
47-2031.02	Rough Carpenters	
47-2044.00	Tile and Marble Setters	
47-2051.00	Cement Masons and Concrete Finishers	
47-2053.00	Terrazzo Workers and Finishers	
47-2061.00	Construction Laborers	
47-2141.00	Painters, Construction and Maintenance	
47-2161.00	Plasterers and Stucco Masons	
47-2171.00	Reinforcing Iron and Rebar Workers	
47-3011.00	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	
47-3014.00	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	
47-4011.00	Construction and Building Inspectors	
47-4091.00	Segmental Pavers	
49-9071.00	Maintenance and Repair Workers, General	
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
51-9123.00	Painting, Coating, and Decorating Workers	
51-9195.03	Stone Cutters and Carvers, Manufacturing	
51-9195.07	Molding and Casting Workers	
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand	
99-AMER.CO	Americorps	
99-APPR.EN	Apprenticeship (Registered)	
99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **COCRA Construction Craft** **CC**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
87311JA Construction Craft Laborer	CC	COCRA-100-OJC-12	41-2022.00	Parts Salespersons
			43-5081.01	Stock Clerks, Sales Floor
87311JB Construction Craft Laborer	CC	COCRA-100-OJC-12	47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers
			47-2041.00	Carpet Installers
87311JC Construction Craft Laborer	CC	COCRA-100-OJC-12	47-2042.00	Floor Layers, Except Carpet, Wood, and Hard Tiles
			47-2043.00	Floor Sanders and Finishers
			47-2061.00	Construction Laborers
			47-2082.00	Tapers
			47-2131.00	Insulation Workers, Floor, Ceiling, and Wall
			47-2132.00	Insulation Workers, Mechanical
			47-2161.00	Plasterers and Stucco Masons
			47-2171.00	Reinforcing Iron and Rebar Workers
			47-2221.00	Structural Iron and Steel Workers
			47-4011.00	Construction and Building Inspectors
			47-4031.00	Fence Erectors
			49-9071.00	Maintenance and Repair Workers, General
			49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
			99-AMER.CO	Americorps
			99-APPR.EN	Apprenticeship (Registered)
			99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **ELECT Electrical** **EC NR**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title
87202JA	EC	ELECT-100-OJC-09	Electrical
87202JA	EC	ELECT-101-OJC-08	Licensed Bilingual Electrician
87202JA	NR	ELECT-100-HBI-09	Electrical Trainee, Pre-Apprentice
87202JA	EC	ELECT-100-OCT-11	Electrical
85723AA	EC	ELECT-510-OJC-10	Adv Electrical Overhead Line Construction
85723AB	EC	ELECT-520-OJC-10	Adv Electrical - Underground Residential Distribution Technician
85723AC	EC	ELECT-530-OJC-10	Adv Electrical Smart Meter Technician

O*NET-SOC Code	O*NET-SOC Title	[Placement]
17-3023.01	Electronics Engineering Technicians	
41-2022.00	Parts Salespersons	
43-5041.00	Meter Readers, Utilities	
43-5081.01	Stock Clerks, Sales Floor	
47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers	
47-2061.00	Construction Laborers	
47-2111.00	Electricians	
47-2231.00	Solar Photovoltaic Installers	
47-3013.00	Helpers--Electricians	
47-4011.00	Construction and Building Inspectors	
47-4099.02	Solar Thermal Installers and Technicians	
49-2022.00	Telecommunications Equipment Installers and Repairers, Except Line Installers	
49-2092.00	Electric Motor, Power Tool, and Related Repairers	
49-2095.00	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	
49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers	
49-2098.00	Security and Fire Alarm Systems Installers	
49-3092.00	Recreational Vehicle Service Technicians	
49-9051.00	Electrical Power-Line Installers and Repairers	
49-9052.00	Telecommunications Line Installers and Repairers	
49-9071.00	Maintenance and Repair Workers, General	
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
51-2022.00	Electrical and Electronic Equipment Assemblers	
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers	
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand	
99-AMER.CO	Americorps	
99-APPR.EN	Apprenticeship (Registered)	
99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **FACMA Facilities Maintenance** **BG BS IF SB**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title
67099JA	BS	FACMA-100-OCT-11	Building Maintenance Technology
85132JA	BG	FACMA-100-OJC-09	Facilities Maintenance
85132JA	IF	FACMA-100-HBI-09	Facilities Maintenance Trainee, Pre-Apprentice
85132JA	BG	FACMA-100-OCT-11	Facility Maintenance
85314JB	SB	FACMA-110-OCT-11	Industrial Maintenance

O*NET-SOC Code	O*NET-SOC Title	[Placement]
13-1041.04	Government Property Inspectors and Investigators	
17-3022.00	Civil Engineering Technicians	
37-2011.00	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	
37-2021.00	Pest Control Workers	
37-3011.00	Landscaping and Groundskeeping Workers	
41-2022.00	Parts Salespersons	
43-5081.01	Stock Clerks, Sales Floor	
47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers	
47-2011.00	Boilermakers	
47-2031.01	Construction Carpenters	
47-2031.02	Rough Carpenters	
47-2041.00	Carpet Installers	
47-2042.00	Floor Layers, Except Carpet, Wood, and Hard Tiles	
47-2043.00	Floor Sanders and Finishers	
47-2061.00	Construction Laborers	
47-2081.00	Drywall and Ceiling Tile Installers	
47-2082.00	Tapers	
47-2111.00	Electricians	
47-2121.00	Glaziers	
47-2131.00	Insulation Workers, Floor, Ceiling, and Wall	
47-2132.00	Insulation Workers, Mechanical	
47-2141.00	Painters, Construction and Maintenance	
47-2142.00	Paperhangers	
47-2151.00	Pipelayers	
47-2152.01	Pipe Fitters and Steamfitters	
47-2152.02	Plumbers	
47-2161.00	Plasterers and Stucco Masons	
47-2181.00	Roofers	
47-2231.00	Solar Photovoltaic Installers	
47-3011.00	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	
47-3012.00	Helpers--Carpenters	
47-3013.00	Helpers--Electricians	
47-3014.00	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	
47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	
47-4011.00	Construction and Building Inspectors	
47-4031.00	Fence Erectors	
47-4071.00	Septic Tank Servicers and Sewer Pipe Cleaners	
47-4099.02	Solar Thermal Installers and Technicians	
47-4099.03	Weatherization Installers and Technicians	
49-2022.00	Telecommunications Equipment Installers and Repairers, Except Line Installers	
49-2092.00	Electric Motor, Power Tool, and Related Repairers	

49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers
49-2098.00	Security and Fire Alarm Systems Installers
49-3092.00	Recreational Vehicle Service Technicians
49-9012.00	Control and Valve Installers and Repairers, Except Mechanical Door
49-9021.01	Heating and Air Conditioning Mechanics and Installers
49-9021.02	Refrigeration Mechanics and Installers
49-9051.00	Electrical Power-Line Installers and Repairers
49-9052.00	Telecommunications Line Installers and Repairers
49-9071.00	Maintenance and Repair Workers, General
49-9095.00	Manufactured Building and Mobile Home Installers
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
49-9099.01	Geothermal Technicians
51-2022.00	Electrical and Electronic Equipment Assemblers
51-7032.00	Patternmakers, Wood
51-8031.00	Water and Wastewater Treatment Plant and System Operators
51-9031.00	Cutters and Trimmers, Hand
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
51-9121.00	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
51-9123.00	Painting, Coating, and Decorating Workers
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
99-AMER.CO	Americorps
99-APPR.EN	Apprenticeship (Registered)
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **FLOCO Floor Covering** **FL** **NG**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
87605JA Floor Covering	FL	FLOCO-100-OJC-10	41-2022.00	Parts Salespersons
			43-5081.01	Stock Clerks, Sales Floor
87605JA Floor Covering Installation Pre-Apprentice	NG	FLOCO-100-IUP-10	47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers
			47-2031.01	Construction Carpenters
87605JB Floor Covering	FL	FLOCO-110-OJC-10	47-2041.00	Carpet Installers
			47-2042.00	Floor Layers, Except Carpet, Wood, and Hard Tiles
			47-2043.00	Floor Sanders and Finishers
			47-2061.00	Construction Laborers
			47-2081.00	Drywall and Ceiling Tile Installers
			47-2082.00	Tapers
			47-2131.00	Insulation Workers, Floor, Ceiling, and Wall
			47-2132.00	Insulation Workers, Mechanical
			47-2161.00	Plasterers and Stucco Masons
			47-2171.00	Reinforcing Iron and Rebar Workers
			47-2221.00	Structural Iron and Steel Workers
			47-3011.00	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters
			47-3012.00	Helpers--Carpenters
			47-3013.00	Helpers--Electricians
			47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters
			47-4011.00	Construction and Building Inspectors
			49-9071.00	Maintenance and Repair Workers, General
			49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
			53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
			99-AMER.CO	Americorps
			99-APPR.EN	Apprenticeship (Registered)
			99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **GLAZI Glazing** **NF**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
87811JA Glazing, Pre-Apprentice	NF	GLAZI-100-IUP-10	27-1012.00	Craft Artists	
			41-2022.00	Parts Salespersons	
			43-5081.01	Stock Clerks, Sales Floor	
			47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers	
			47-2061.00	Construction Laborers	
			47-2121.00	Glaziers	
			47-2131.00	Insulation Workers, Floor, Ceiling, and Wall	
			47-2211.00	Sheet Metal Workers	
			47-2221.00	Structural Iron and Steel Workers	
			47-4011.00	Construction and Building Inspectors	
			49-3022.00	Automotive Glass Installers and Repairers	
			49-9071.00	Maintenance and Repair Workers, General	
			49-9096.00	Riggers	
			49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
			51-2041.00	Structural Metal Fabricators and Fitters	
			51-2092.00	Team Assemblers	
			51-4011.00	Computer-Controlled Machine Tool Operators, Metal and Plastic	
			51-4021.00	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	
			51-4031.00	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	
			51-4032.00	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
			51-4033.00	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	
			51-4062.00	Patternmakers, Metal and Plastic	
			51-4121.06	Welders, Cutters, and Welder Fitters	
			51-4192.00	Layout Workers, Metal and Plastic	
			51-9022.00	Grinding and Polishing Workers, Hand	
			51-9031.00	Cutters and Trimmers, Hand	
			51-9032.00	Cutting and Slicing Machine Setters, Operators, and Tenders	
			53-7041.00	Hoist and Winch Operators	
			53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand	
			99-AMER.CO	Americorps	
			99-APPR.EN	Apprenticeship (Registered)	
			99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **HVACC Heating, Ventilation & Air Conditionin ZY**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
85902JA HVAC	HV	HVACC-100-OJC-09	41-2022.00	Parts Salespersons
			43-5081.01	Stock Clerks, Sales Floor
85902JA HVAC Trainee, Pre-Apprentice	ZY	HVACC-100-HBI-09	47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers
85902JA HVAC	HV	HVACC-100-OCT-11	47-2011.00	Boilermakers
			47-2061.00	Construction Laborers
85902JB Plumbing and Heating	HV	HVACC-110-OCT-11	47-2111.00	Electricians
			47-2132.00	Insulation Workers, Mechanical
			47-2152.01	Pipe Fitters and Steamfitters
			47-2211.00	Sheet Metal Workers
			47-2231.00	Solar Photovoltaic Installers
			47-3013.00	Helpers--Electricians
			47-4011.00	Construction and Building Inspectors
			47-4099.02	Solar Thermal Installers and Technicians
			47-4099.03	Weatherization Installers and Technicians
			49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers
			49-2092.00	Electric Motor, Power Tool, and Related Repairers
			49-2095.00	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay
			49-3092.00	Recreational Vehicle Service Technicians
			49-9012.00	Control and Valve Installers and Repairers, Except Mechanical Door
			49-9021.01	Heating and Air Conditioning Mechanics and Installers
			49-9021.02	Refrigeration Mechanics and Installers
			49-9031.00	Home Appliance Repairers
			49-9071.00	Maintenance and Repair Workers, General
			49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
			49-9099.01	Geothermal Technicians
			51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
			51-9199.01	Recycling and Reclamation Workers
			53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
			99-AMER.CO	Americorps
			99-APPR.EN	Apprenticeship (Registered)
			99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **PAINT Painting** **NE NP PT**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)
87402JA Painting	PT	PAINT-100-OJC-09
87402JA Painting Trainee, Pre-Apprentice	NP	PAINT-100-HBI-09
87402JA Painting, Pre-Apprentice	NE	PAINT-100-IUP-10

O*NET-SOC Code	O*NET-SOC Title [Placement]
41-2022.00	Parts Salespersons
43-5081.01	Stock Clerks, Sales Floor
47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers
47-2043.00	Floor Sanders and Finishers
47-2053.00	Terrazzo Workers and Finishers
47-2061.00	Construction Laborers
47-2081.00	Drywall and Ceiling Tile Installers
47-2082.00	Tapers
47-2141.00	Painters, Construction and Maintenance
47-2142.00	Paperhangers
47-2161.00	Plasterers and Stucco Masons
47-3014.00	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons
47-4011.00	Construction and Building Inspectors
47-4041.00	Hazardous Materials Removal Workers
49-9071.00	Maintenance and Repair Workers, General
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
51-9121.00	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
51-9122.00	Painters, Transportation Equipment
51-9123.00	Painting, Coating, and Decorating Workers
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
99-AMER.CO	Americorps
99-APPR.EN	Apprenticeship (Registered)
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **PLAST Plastering** **PC**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
87317JA Plasterer Pre-Apprentice	PC	PLAST-100-NPI-09	27-1012.00	Craft Artists	
			41-2022.00	Parts Salespersons	
			43-5081.01	Stock Clerks, Sales Floor	
			47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers	
			47-2021.00	Brickmasons and Blockmasons	
			47-2022.00	Stonemasons	
			47-2031.02	Rough Carpenters	
			47-2044.00	Tile and Marble Setters	
			47-2051.00	Cement Masons and Concrete Finishers	
			47-2053.00	Terrazzo Workers and Finishers	
			47-2061.00	Construction Laborers	
			47-2081.00	Drywall and Ceiling Tile Installers	
			47-2082.00	Tapers	
			47-2131.00	Insulation Workers, Floor, Ceiling, and Wall	
			47-2141.00	Painters, Construction and Maintenance	
			47-2161.00	Plasterers and Stucco Masons	
			47-2171.00	Reinforcing Iron and Rebar Workers	
			47-2181.00	Roofers	
			47-2221.00	Structural Iron and Steel Workers	
			47-3011.00	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	
			47-3014.00	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	
			47-4011.00	Construction and Building Inspectors	
			49-9071.00	Maintenance and Repair Workers, General	
			49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
			51-9121.00	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	
			51-9123.00	Painting, Coating, and Decorating Workers	
			53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand	
			99-AMER.CO	Americorps	
			99-APPR.EN	Apprenticeship (Registered)	
			99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **PLUMB Plumbing** **PU UB XR**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title
87502JA	PU	PLUMB-100-OJC-09	Plumbing
87502JA	UB	PLUMB-100-HBI-09	Plumbing Trainee, Pre-Apprentice
87502JA	PU	PLUMB-100-OCT-11	Plumbing
87502AA	XR	PLUMB-510-OJC-08	Adv Sewer & Drain Technician
87502AB	XR	PLUMB-511-OJC-08	Adv Light Plumbing Technician
87502AC	XR	PLUMB-512-OJC-08	Adv Service Plumber

O*NET-SOC Code	O*NET-SOC Title	[Placement]
17-1012.00	Landscape Architects	
41-2022.00	Parts Salespersons	
43-5081.01	Stock Clerks, Sales Floor	
47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers	
47-2011.00	Boilermakers	
47-2061.00	Construction Laborers	
47-2132.00	Insulation Workers, Mechanical	
47-2151.00	Pipelayers	
47-2152.01	Pipe Fitters and Steamfitters	
47-2152.02	Plumbers	
47-2231.00	Solar Photovoltaic Installers	
47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	
47-4011.00	Construction and Building Inspectors	
47-4071.00	Septic Tank Servicers and Sewer Pipe Cleaners	
47-4099.02	Solar Thermal Installers and Technicians	
47-4099.03	Weatherization Installers and Technicians	
49-3092.00	Recreational Vehicle Service Technicians	
49-9012.00	Control and Valve Installers and Repairers, Except Mechanical Door	
49-9021.01	Heating and Air Conditioning Mechanics and Installers	
49-9071.00	Maintenance and Repair Workers, General	
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers	
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand	
99-AMER.CO	Americorps	
99-APPR.EN	Apprenticeship (Registered)	
99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **TILES** **Tile Setting** **NT**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
87308JA Tile Setter, Pre-Apprentice	NT	TILES-100-IMI-09	41-2022.00	Parts Salespersons
			43-5081.01	Stock Clerks, Sales Floor
			47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers
			47-2021.00	Brickmasons and Blockmasons
			47-2044.00	Tile and Marble Setters
			47-2053.00	Terrazzo Workers and Finishers
			47-2061.00	Construction Laborers
			47-2161.00	Plasterers and Stucco Masons
			47-3011.00	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters
			47-4011.00	Construction and Building Inspectors
			49-9045.00	Refractory Materials Repairers, Except Brickmasons
			49-9071.00	Maintenance and Repair Workers, General
			49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
			51-9032.00	Cutting and Slicing Machine Setters, Operators, and Tenders
			51-9195.07	Molding and Casting Workers
			53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
			99-AMER.CO	Americorps
			99-APPR.EN	Apprenticeship (Registered)
			99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **WEATH Weatherization** **WC WP**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
87802JA	WP	WEATH-100-HBI-11	13-1041.04	Government Property Inspectors and Investigators
Weatherization Technician			17-1012.00	Landscape Architects
87802AA	WC	WEATH-500-OJC-10	17-3022.00	Civil Engineering Technicians
Adv Weatherization Technician			17-3023.01	Electronics Engineering Technicians
			37-2011.00	Janitors and Cleaners, Except Maids and Housekeeping Cleaners
			37-2021.00	Pest Control Workers
			37-3011.00	Landscaping and Groundskeeping Workers
			41-2022.00	Parts Salespersons
			43-5081.01	Stock Clerks, Sales Floor
			47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers
			47-2011.00	Boilermakers
			47-2031.01	Construction Carpenters
			47-2031.02	Rough Carpenters
			47-2041.00	Carpet Installers
			47-2042.00	Floor Layers, Except Carpet, Wood, and Hard Tiles
			47-2043.00	Floor Sanders and Finishers
			47-2044.00	Tile and Marble Setters
			47-2051.00	Cement Masons and Concrete Finishers
			47-2061.00	Construction Laborers
			47-2071.00	Paving, Surfacing, and Tamping Equipment Operators
			47-2081.00	Drywall and Ceiling Tile Installers
			47-2082.00	Tapers
			47-2111.00	Electricians
			47-2121.00	Glaziers
			47-2131.00	Insulation Workers, Floor, Ceiling, and Wall
			47-2132.00	Insulation Workers, Mechanical
			47-2141.00	Painters, Construction and Maintenance
			47-2142.00	Paperhangers
			47-2151.00	Pipelayers
			47-2152.01	Pipe Fitters and Steamfitters
			47-2152.02	Plumbers
			47-2161.00	Plasterers and Stucco Masons
			47-2171.00	Reinforcing Iron and Rebar Workers
			47-2181.00	Roofers
			47-2221.00	Structural Iron and Steel Workers
			47-2231.00	Solar Photovoltaic Installers
			47-3011.00	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters
			47-3012.00	Helpers--Carpenters
			47-3013.00	Helpers--Electricians
			47-3014.00	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons
			47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters
			47-3016.00	Helpers--Roofers

47-4011.00	Construction and Building Inspectors
47-4031.00	Fence Erectors
47-4071.00	Septic Tank Servicers and Sewer Pipe Cleaners
47-4099.02	Solar Thermal Installers and Technicians
47-4099.03	Weatherization Installers and Technicians
49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers
49-2022.00	Telecommunications Equipment Installers and Repairers, Except Line Installers
49-2092.00	Electric Motor, Power Tool, and Related Repairers
49-2095.00	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay
49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers
49-2098.00	Security and Fire Alarm Systems Installers
49-3092.00	Recreational Vehicle Service Technicians
49-9021.01	Heating and Air Conditioning Mechanics and Installers
49-9021.02	Refrigeration Mechanics and Installers
49-9031.00	Home Appliance Repairers
49-9051.00	Electrical Power-Line Installers and Repairers
49-9052.00	Telecommunications Line Installers and Repairers
49-9071.00	Maintenance and Repair Workers, General
49-9095.00	Manufactured Building and Mobile Home Installers
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
51-2022.00	Electrical and Electronic Equipment Assemblers
51-7011.00	Cabinetmakers and Bench Carpenters
51-7021.00	Furniture Finishers
51-7032.00	Patternmakers, Wood
51-8031.00	Water and Wastewater Treatment Plant and System Operators
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
51-9121.00	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
51-9123.00	Painting, Coating, and Decorating Workers
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
99-AMER.CO	Americorps
99-APPR.EN	Apprenticeship (Registered)
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **INCON OCT-Only Construction** **I03**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
n/a OCT Training Offerings in Construction (Basic)	I03	INCON-100-OCT-12	13-1041.04	Government Property Inspectors and Investigators
			17-1012.00	Landscape Architects
			17-3022.00	Civil Engineering Technicians
n/a OCT Training Offerings in Construction (Advanced)	I03	INCON-500-OCT-12	17-3023.01	Electronics Engineering Technicians
			27-1012.00	Craft Artists
			37-2011.00	Janitors and Cleaners, Except Maids and Housekeeping Cleaners
			37-2021.00	Pest Control Workers
			37-3011.00	Landscaping and Groundskeeping Workers
			41-2022.00	Parts Salespersons
			43-5041.00	Meter Readers, Utilities
			43-5081.01	Stock Clerks, Sales Floor
			47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers
			47-2011.00	Boilermakers
			47-2021.00	Brickmasons and Blockmasons
			47-2022.00	Stonemasons
			47-2031.01	Construction Carpenters
			47-2031.02	Rough Carpenters
			47-2041.00	Carpet Installers
			47-2042.00	Floor Layers, Except Carpet, Wood, and Hard Tiles
			47-2043.00	Floor Sanders and Finishers
			47-2044.00	Tile and Marble Setters
			47-2051.00	Cement Masons and Concrete Finishers
			47-2053.00	Terrazzo Workers and Finishers
			47-2061.00	Construction Laborers
			47-2071.00	Paving, Surfacing, and Tamping Equipment Operators
			47-2081.00	Drywall and Ceiling Tile Installers
			47-2082.00	Tapers
			47-2111.00	Electricians
			47-2121.00	Glaziers
			47-2131.00	Insulation Workers, Floor, Ceiling, and Wal
			47-2131.00	Insulation Workers, Floor, Ceiling, and Wall
			47-2132.00	Insulation Workers, Mechanical
			47-2141.00	Painters, Construction and Maintenance
			47-2142.00	Paperhangers
			47-2151.00	Pipelayers
			47-2152.01	Pipe Fitters and Steamfitters
			47-2152.02	Plumbers
			47-2161.00	Plasterers and Stucco Masons
			47-2171.00	Reinforcing Iron and Rebar Workers
			47-2181.00	Roofers
			47-2211.00	Sheet Metal Workers
			47-2221.00	Structural Iron and Steel Workers
			47-2231.00	Solar Photovoltaic Installers

47-3011.00	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters
47-3012.00	Helpers--Carpenters
47-3013.00	Helpers--Electricians
47-3014.00	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons
47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters
47-3016.00	Helpers--Roofers
47-4011.00	Construction and Building Inspectors
47-4031.00	Fence Erectors
47-4041.00	Hazardous Materials Removal Workers
47-4071.00	Septic Tank Servicers and Sewer Pipe Cleaners
47-4091.00	Segmental Pavers
47-4099.02	Solar Thermal Installers and Technicians
47-4099.03	Weatherization Installers and Technicians
49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers
49-2022.00	Telecommunications Equipment Installers and Repairers, Except Line Installers
49-2092.00	Electric Motor, Power Tool, and Related Repairers
49-2095.00	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay
49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers
49-2098.00	Security and Fire Alarm Systems Installers
49-3022.00	Automotive Glass Installers and Repairers
49-3092.00	Recreational Vehicle Service Technicians
49-9012.00	Control and Valve Installers and Repairers, Except Mechanical Door
49-9021.01	Heating and Air Conditioning Mechanics and Installers
49-9021.02	Refrigeration Mechanics and Installers
49-9031.00	Home Appliance Repairers
49-9044.00	Millwrights
49-9045.00	Refractory Materials Repairers, Except Brickmasons
49-9051.00	Electrical Power-Line Installers and Repairers
49-9052.00	Telecommunications Line Installers and Repairers
49-9071.00	Maintenance and Repair Workers, General
49-9095.00	Manufactured Building and Mobile Home Installers
49-9096.00	Riggers
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
49-9099.01	Geothermal Technicians
51-2022.00	Electrical and Electronic Equipment Assemblers
51-2041.00	Structural Metal Fabricators and Fitters
51-2092.00	Team Assemblers
51-4011.00	Computer-Controlled Machine Tool Operators, Metal and Plastic
51-4021.00	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic
51-4031.00	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic

51-4032.00	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic
51-4033.00	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic
51-4062.00	Patternmakers, Metal and Plastic
51-4121.06	Welders, Cutters, and Welder Fitters
51-4192.00	Layout Workers, Metal and Plastic
51-7011.00	Cabinetmakers and Bench Carpenters
51-7021.00	Furniture Finishers
51-7032.00	Patternmakers, Wood
51-8031.00	Water and Wastewater Treatment Plant and System Operators
51-9022.00	Grinding and Polishing Workers, Hand
51-9023.00	Mixing and Blending Machine Setters, Operators, and Tenders
51-9031.00	Cutters and Trimmers, Hand
51-9032.00	Cutting and Slicing Machine Setters, Operators, and Tenders
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
51-9121.00	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
51-9122.00	Painters, Transportation Equipment
51-9123.00	Painting, Coating, and Decorating Workers
51-9195.03	Stone Cutters and Carvers, Manufacturing
51-9195.07	Molding and Casting Workers
51-9199.01	Recycling and Reclamation Workers
53-7041.00	Hoist and Winch Operators
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
99-AMER.CO	Americorps
99-APPR.EN	Apprenticeship (Registered)
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Industry Sector: **Finance & Business**

Occupation (Occ) Codes for each TPA

Training Program Area: **ACCTG Accounting Services** **OG XF**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
43014JA	XF	ACCTG-110-OJC-09	IFS (Insurance and Financial Services)	11-3011.00	Administrative Services Managers	
43014JB	XF	ACCTG-111-OJC-09	IFS (Insurance and Financial Services)	13-1031.02	Insurance Adjusters, Examiners, and Investigators	
55338JA	OG	ACCTG-100-OJC-10	Accounting Services	13-2041.00	Credit Analysts	
55338JA	OG	ACCTG-100-OCT-11	Accounting Services	13-2053.00	Insurance Underwriters	
				13-2071.00	Credit Counselors	
				13-2072.00	Loan Officers	
				13-2082.00	Tax Preparers	
				41-2022.00	Parts Salespersons	
				43-1011.00	First-Line Supervisors of Office and Administrative Support Workers	
				43-3011.00	Bill and Account Collectors	
				43-3021.01	Statement Clerks	
				43-3021.02	Billing, Cost, and Rate Clerks	
				43-3031.00	Bookkeeping, Accounting, and Auditing Clerks	
				43-3041.00	Gaming Cage Workers	
				43-3051.00	Payroll and Timekeeping Clerks	
				43-3061.00	Procurement Clerks	
				43-3071.00	Tellers	
				43-4011.00	Brokerage Clerks	
				43-4031.02	Municipal Clerks	
				43-4031.03	License Clerks	
				43-4041.01	Credit Authorizers	
				43-4041.02	Credit Checkers	
				43-4071.00	File Clerks	
				43-4141.00	New Accounts Clerks	
				43-4151.00	Order Clerks	
				43-5011.00	Cargo and Freight Agents	
				43-5061.00	Production, Planning, and Expediting Clerks	
				43-5071.00	Shipping, Receiving, and Traffic Clerks	
				43-5081.01	Stock Clerks, Sales Floor	
				43-5111.00	Weighers, Measurers, Checkers, and Samplers, Recordkeeping	
				43-9021.00	Data Entry Keyers	
				43-9041.01	Insurance Claims Clerks	
				43-9041.02	Insurance Policy Processing Clerks	
				43-9111.00	Statistical Assistants	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **LEGAL Legal Assistant** **LE** **PR**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
28302JB	PR	LEGAL-100-OCT-11	Paralegal	23-2091.00	Court Reporters	
				23-2093.00	Title Examiners, Abstractors, and Searchers	
55102JA	LE	LEGAL-100-OCT-11	Legal Assistant	29-2071.00	Medical Records and Health Information Technicians	
				41-2022.00	Parts Salespersons	
				43-4021.00	Correspondence Clerks	
				43-4031.01	Court Clerks	
				43-4031.02	Municipal Clerks	
				43-4031.03	License Clerks	
				43-4041.01	Credit Authorizers	
				43-4041.02	Credit Checkers	
				43-4071.00	File Clerks	
				43-4111.00	Interviewers, Except Eligibility and Loan	
				43-4121.00	Library Assistants, Clerical	
				43-4131.00	Loan Interviewers and Clerks	
				43-4171.00	Receptionists and Information Clerks	
				43-5081.01	Stock Clerks, Sales Floor	
				43-6011.00	Executive Secretaries and Executive Administrative Assistants	
				43-6012.00	Legal Secretaries	
				43-6014.00	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	
				43-9022.00	Word Processors and Typists	
				43-9041.01	Insurance Claims Clerks	
				43-9041.02	Insurance Policy Processing Clerks	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **OFCAD Office Administration** **HG HN HR OH RP**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
13005JA	HR	OFCAD-110-OCT-11	Human Resources Management	11-3011.00	Administrative Services Managers	
49011JA	HN	OFCAD-130-OCT-11	Marketing	13-2072.00	Loan Officers	
49011JC	RP	OFCAD-120-OCT-11	Purchasing	13-2082.00	Tax Preparers	
51002JA	HG	OFCAD-100-OCT-11	Business Management	15-1151.00	Computer User Support Specialists	
55347JA	OH	OFCAD-100-OJC-10	Office Administration	19-4061.00	Social Science Research Assistants	
55347JA	OH	OFCAD-100-OCT-11	Office Administration	23-2091.00	Court Reporters	
				23-2093.00	Title Examiners, Abstractors, and Searchers	
				29-2071.00	Medical Records and Health Information Technicians	
				41-1011.00	First-Line Supervisors of Retail Sales Workers	
				41-2021.00	Counter and Rental Clerks	
				41-2022.00	Parts Salespersons	
				43-1011.00	First-Line Supervisors of Office and Administrative Support Workers	
				43-2011.00	Switchboard Operators, Including Answering Service	
				43-2021.00	Telephone Operators	
				43-3021.01	Statement Clerks	
				43-3021.02	Billing, Cost, and Rate Clerks	
				43-3051.00	Payroll and Timekeeping Clerks	
				43-3071.00	Tellers	
				43-4021.00	Correspondence Clerks	
				43-4031.01	Court Clerks	
				43-4031.02	Municipal Clerks	
				43-4031.03	License Clerks	
				43-4041.01	Credit Authorizers	
				43-4041.02	Credit Checkers	
				43-4051.00	Customer Service Representatives	
				43-4071.00	File Clerks	
				43-4111.00	Interviewers, Except Eligibility and Loan	
				43-4121.00	Library Assistants, Clerical	
				43-4131.00	Loan Interviewers and Clerks	
				43-4141.00	New Accounts Clerks	
				43-4151.00	Order Clerks	
				43-4161.00	Human Resources Assistants, Except Payroll and Timekeeping	
				43-4171.00	Receptionists and Information Clerks	
				43-4181.00	Reservation and Transportation Ticket Agents and Travel Clerks	
				43-5011.00	Cargo and Freight Agents	
				43-5021.00	Couriers and Messengers	
				43-5031.00	Police, Fire, and Ambulance Dispatchers	
				43-5032.00	Dispatchers, Except Police, Fire, and Ambulance	
				43-5053.00	Postal Service Mail Sorters, Processors, and Processing Machine Operators	
				43-5061.00	Production, Planning, and Expediting Clerks	
				43-5071.00	Shipping, Receiving, and Traffic Clerks	
				43-5081.01	Stock Clerks, Sales Floor	
				43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard	

43-5081.04	Order Fillers, Wholesale and Retail Sales
43-5111.00	Weighers, Measurers, Checkers, and Samplers, Recordkeeping
43-6011.00	Executive Secretaries and Executive Administrative Assistants
43-6012.00	Legal Secretaries
43-6013.00	Medical Secretaries
43-6014.00	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
43-9011.00	Computer Operators
43-9021.00	Data Entry Keyers
43-9022.00	Word Processors and Typists
43-9041.01	Insurance Claims Clerks
43-9041.02	Insurance Policy Processing Clerks
43-9051.00	Mail Clerks and Mail Machine Operators, Except Postal Service
43-9061.00	Office Clerks, General
43-9071.00	Office Machine Operators, Except Computer
43-9111.00	Statistical Assistants
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **INFBZ** **OCT-Only Finance & Business** **I04**

TAR Code (Old) / TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
n/a OCT Training Offerings in Finance & Business (Basic)	I04	INFBz-100-OCT-12	11-3011.00	Administrative Services Managers
			13-1031.02	Insurance Adjusters, Examiners, and Investigators
			13-2041.00	Credit Analysts
n/a OCT Training Offerings in Finance & Business (Advanced)	I04	INFBz-500-OCT-12	13-2053.00	Insurance Underwriters
			13-2071.00	Credit Counselors
			13-2072.00	Loan Officers
			13-2082.00	Tax Preparers
			15-1151.00	Computer User Support Specialists
			19-4061.00	Social Science Research Assistants
			23-2091.00	Court Reporters
			23-2093.00	Title Examiners, Abstractors, and Searchers
			29-2071.00	Medical Records and Health Information Technicians
			41-1011.00	First-Line Supervisors of Retail Sales Workers
			41-2021.00	Counter and Rental Clerks
			41-2022.00	Parts Salespersons
			43-1011.00	First-Line Supervisors of Office and Administrative Support Workers
			43-2011.00	Switchboard Operators, Including Answering Service
			43-2021.00	Telephone Operators
			43-3011.00	Bill and Account Collectors
			43-3021.01	Statement Clerks
			43-3021.02	Billing, Cost, and Rate Clerks
			43-3031.00	Bookkeeping, Accounting, and Auditing Clerks
			43-3041.00	Gaming Cage Workers
			43-3051.00	Payroll and Timekeeping Clerks
			43-3061.00	Procurement Clerks
			43-3071.00	Tellers
			43-4011.00	Brokerage Clerks
			43-4021.00	Correspondence Clerks
			43-4031.01	Court Clerks
			43-4031.02	Municipal Clerks
			43-4031.03	License Clerks
			43-4041.01	Credit Authorizers
			43-4041.02	Credit Checkers
			43-4051.00	Customer Service Representatives
			43-4071.00	File Clerks
			43-4111.00	Interviewers, Except Eligibility and Loan
			43-4121.00	Library Assistants, Clerical
			43-4131.00	Loan Interviewers and Clerks
			43-4141.00	New Accounts Clerks
			43-4151.00	Order Clerks
			43-4161.00	Human Resources Assistants, Except Payroll and Timekeeping
			43-4171.00	Receptionists and Information Clerks
			43-4181.00	Reservation and Transportation Ticket Agents and Travel Clerks

43-5011.00	Cargo and Freight Agents
43-5021.00	Couriers and Messengers
43-5031.00	Police, Fire, and Ambulance Dispatchers
43-5032.00	Dispatchers, Except Police, Fire, and Ambulance
43-5053.00	Postal Service Mail Sorters, Processors, and Processing Machine Operators
43-5061.00	Production, Planning, and Expediting Clerks
43-5071.00	Shipping, Receiving, and Traffic Clerks
43-5081.01	Stock Clerks, Sales Floor
43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard
43-5081.04	Order Fillers, Wholesale and Retail Sales
43-5111.00	Weighers, Measurers, Checkers, and Samplers, Recordkeeping
43-6011.00	Executive Secretaries and Executive Administrative Assistants
43-6012.00	Legal Secretaries
43-6013.00	Medical Secretaries
43-6014.00	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
43-9011.00	Computer Operators
43-9021.00	Data Entry Keyers
43-9022.00	Word Processors and Typists
43-9041.01	Insurance Claims Clerks
43-9041.02	Insurance Policy Processing Clerks
43-9051.00	Mail Clerks and Mail Machine Operators, Except Postal Service
43-9061.00	Office Clerks, General
43-9071.00	Office Machine Operators, Except Computer
43-9111.00	Statistical Assistants
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Industry Sector: **Health Care**

Occupation (Occ) Codes for each TPA

Training Program Area: **CMEDA Clinical Medical Assistant**

AZ	IH	ML	RA	RX	SP	XY

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title
32905JB	ML	CMEDA-100-OCT-11	Medical Lab Assistant
32905JC	SP	CMEDA-100-OCT-11	Sterile Processing
32919JA	RA	CMEDA-110-OCT-11	Radiation Therapy
32919JA	XY	CMEDA-110-OCT-11	X-Ray Technology
66005JA	AZ	CMEDA-100-OJC-12	Clinical Medical Assistant
66005JA	AZ	CMEDA-100-OCT-11	Clinical Medical Assistant

O*NET-SOC Code	O*NET-SOC Title	[Placement]
29-2012.00	Medical and Clinical Laboratory Technicians	
29-2031.00	Cardiovascular Technologists and Technicians	
29-2032.00	Diagnostic Medical Sonographers	
29-2035.00	Magnetic Resonance Imaging Technologists	
29-2056.00	Veterinary Technologists and Technicians	
29-9012.00	Occupational Health and Safety Technicians	
31-1013.00	Psychiatric Aides	
31-1014.00	Nursing Assistants	
31-1015.00	Orderlies	
31-9092.00	Medical Assistants	
31-9093.00	Medical Equipment Preparers	
31-9097.00	Phlebotomists	
31-9099.02	Endoscopy Technicians	
39-9021.00	Personal Care Aides	
41-2022.00	Parts Salespersons	
43-5081.01	Stock Clerks, Sales Floor	
51-9082.00	Medical Appliance Technicians	
99-AMER.CO	Americorps	
99-NCCC.00	National Civilian Community Corps	

Training Program Area: **DENTA Dental Assistant**

DT

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title
66002JA	DT	DENTA-100-OJC-07	Dental Assistant
66002JA	DT	DENTA-100-OCT-07	Dental Assistant

O*NET-SOC Code	O*NET-SOC Title	[Placement]
29-2034.00	Radiologic Technologists	
29-2099.06	Radiologic Technicians	
31-1014.00	Nursing Assistants	
31-1015.00	Orderlies	
31-9091.00	Dental Assistants	
41-2022.00	Parts Salespersons	
43-5081.01	Stock Clerks, Sales Floor	
51-9081.00	Dental Laboratory Technicians	
99-AMER.CO	Americorps	
99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **EMTEC Emergency Medical Technician** **EZ XM XP**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
32508JA	EZ	EMTEC-100-OJC-09	Emergency Medical Technician	29-2041.00	Emergency Medical Technicians and Paramedics	
32508JA	XM	EMTEC-100-OJC-11	Emergency Medical Technician	31-1014.00	Nursing Assistants	
32508JA	EZ	EMTEC-100-OCT-11	Emergency Medical Technician	31-1015.00	Orderlies	
32508JA	XM	EMTEC-100-OCT-11	Emergency Medical Technician	41-2022.00	Parts Salespersons	
32508AA	XP	EMTEC-500-OJC-06	Adv Paramedics	43-5081.01	Stock Clerks, Sales Floor	
				53-3011.00	Ambulance Drivers and Attendants, Except Emergency Medical Technicians	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Training Program Area: **LPLVN Licensed Practical/Vocational Nurse** **PV RG RT VP**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
32302JA	RT	LPLVN-110-OCT-11	Respiratory Technician	21-1094.00	Community Health Workers	
32502JA	RG	LPLVN-300-OCT-11	Registered Nurse	29-1126.00	Respiratory Therapists	
32505JA	PV	LPLVN-100-OJC-07	Licensed Practical/Vocational Nurse	29-1141.00	Registered Nurses	
32505JA	VP	LPLVN-101-OJC-11	Licensed Practical/Vocational Nurse Bilingual	29-2051.00	Dietetic Technicians	
32505JA	PV	LPLVN-200-OCT-11	Licensed Practical/Vocational Nurse	29-2054.00	Respiratory Therapy Technicians	
				29-2055.00	Surgical Technologists	
				29-2056.00	Veterinary Technologists and Technicians	
				29-2061.00	Licensed Practical and Licensed Vocational Nurses	
				31-1011.00	Home Health Aides	
				31-1014.00	Nursing Assistants	
				31-1015.00	Orderlies	
				31-9099.02	Endoscopy Technicians	
				39-9021.00	Personal Care Aides	
				39-9031.00	Fitness Trainers and Aerobics Instructors	
				41-2022.00	Parts Salespersons	
				43-5081.01	Stock Clerks, Sales Floor	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **MEDOS Medical Office Support** **HX** **OS**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
55328JA	OS	MEDAA-100-OJC-12	Medical Administrative Assistant	29-2071.00	Medical Records and Health Information Technicians	
55328JA	OS	MEDOS-100-OCT-11	Medical Office Support	31-9092.00	Medical Assistants	
55328JB	OS	MEDOS-200-OJC-11	Medical Transcriptionist	31-9094.00	Medical Transcriptionists	
55328JB	OS	MEDOS-200-OCT-11	Medical Office Support	41-2022.00	Parts Salespersons	
55328JC	OS	MEDOS-210-OJC-07	Insurance Claims Processor	43-1011.00	First-Line Supervisors of Office and Administrative Support Workers	
55328JC	OS	MEDOS-210-OCT-11	Medical Office Support	43-3021.02	Billing, Cost, and Rate Clerks	
55328JD	OS	MEDOS-220-OJC-07	Health Unit Coordinator	43-4071.00	File Clerks	
55328JD	OS	MEDOS-220-OCT-11	Medical Office Support	43-4141.00	New Accounts Clerks	
55344JC	HX	MEDOS-210-OCT-11	Medical Insurance Sp	43-4151.00	Order Clerks	
				43-4171.00	Receptionists and Information Clerks	
				43-5081.01	Stock Clerks, Sales Floor	
				43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard	
				43-6011.00	Executive Secretaries and Executive Administrative Assistants	
				43-6013.00	Medical Secretaries	
				43-9021.00	Data Entry Keyers	
				43-9041.01	Insurance Claims Clerks	
				43-9041.02	Insurance Policy Processing Clerks	
				43-9061.00	Office Clerks, General	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Training Program Area: **NAHHA Nurse Assistant/Home Health Aide** **HP** **NA** **XN**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
65011JC	HP	NAHHA-100-OCT-11	Dietary Technician	29-1128.00	Exercise Physiologists	
66008JA	NA	NAHHA-100-OJC-11	Nurse Assistant/Home Health Aide	29-1141.00	Registered Nurses	
66008JA	XN	NAHHA-100-OJC-10	Patient Care Technician	29-2051.00	Dietetic Technicians	
66008JA	NA	NAHHA-100-OCT-11	Nurse Assistant/Home Health Aide	29-2053.00	Psychiatric Technicians	
				31-1011.00	Home Health Aides	
				31-1013.00	Psychiatric Aides	
				31-1014.00	Nursing Assistants	
				31-1014.00	Nursing Assistants	
				31-1015.00	Orderlies	
				31-1015.00	Orderlies	
				31-9092.00	Medical Assistants	
				31-9099.02	Endoscopy Technicians	
				39-9021.00	Personal Care Aides	
				39-9031.00	Fitness Trainers and Aerobics Instructors	
				39-9031.00	Fitness Trainers and Aerobics Instructors	
				41-2022.00	Parts Salespersons	
				43-5081.01	Stock Clerks, Sales Floor	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **OPTIC Opticianry** **OP**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
32514JA Opticianry	OP	OPTIC-100-OJC-07	29-2011.00	Medical and Clinical Laboratory Technologists	
			29-2012.00	Medical and Clinical Laboratory Technicians	
32514JA Opticianry	OP	OPTIC-100-OCT-11	29-2057.00	Ophthalmic Medical Technicians	
			29-2081.00	Opticians, Dispensing	
			31-1014.00	Nursing Assistants	
			31-1015.00	Orderlies	
			31-9092.00	Medical Assistants	
			31-9093.00	Medical Equipment Preparers	
			41-2022.00	Parts Salespersons	
			43-5081.01	Stock Clerks, Sales Floor	
			51-9083.00	Ophthalmic Laboratory Technicians	
			99-AMER.CO	Americorps	
			99-NCCC.00	National Civilian Community Corps	

Training Program Area: **PHARM Pharmacy Technician** **PY**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
32518JA Pharmacy Technician	PY	PHARM-100-OJC-11	29-2052.00	Pharmacy Technicians	
			31-1014.00	Nursing Assistants	
32518JA Pharmacy Technician	PY	PHARM-100-OCT-11	31-1015.00	Orderlies	
			31-9095.00	Pharmacy Aides	
			41-2022.00	Parts Salespersons	
			43-5081.01	Stock Clerks, Sales Floor	
			99-AMER.CO	Americorps	
			99-NCCC.00	National Civilian Community Corps	

Training Program Area: **REHAB Rehabilitation Technician** **PH XH**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
66017JA Rehabilitation Technician	XH	REHAB-100-OJC-09	21-1015.00	Rehabilitation Counselors	
			21-1093.00	Social and Human Service Assistants	
66017JA Physical Therapy	PH	REHAB-100-OCT-11	29-1122.00	Occupational Therapists	
			29-1125.00	Recreational Therapists	
			29-1128.00	Exercise Physiologists	
			31-1014.00	Nursing Assistants	
			31-1015.00	Orderlies	
			31-2011.00	Occupational Therapy Assistants	
			31-2012.00	Occupational Therapy Aides	
			31-2021.00	Physical Therapist Assistants	
			31-2022.00	Physical Therapist Aides	
			31-9011.00	Massage Therapists	
			39-9031.00	Fitness Trainers and Aerobics Instructors	
			41-2022.00	Parts Salespersons	
			43-5081.01	Stock Clerks, Sales Floor	
			99-AMER.CO	Americorps	
			99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **INHEA OCT-Only Health Care** **I05**

TAR Code (Old) / TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
32966JA OCT Health Care	IH	INHEA-100-OCT-11	21-1015.00	Rehabilitation Counselors	
32966JA OCT Health Care	RX	INHEA-100-OCT-11	21-1093.00	Social and Human Service Assistants	
n/a OCT Training Offerings in Health Care (Basic)	I05	INHEA-100-OCT-12	21-1094.00	Community Health Workers	
n/a OCT Training Offerings in Health Care (Advanced)	I05	INHEA-500-OCT-12	29-1122.00	Occupational Therapists	
			29-1125.00	Recreational Therapists	
			29-1126.00	Respiratory Therapists	
			29-1128.00	Exercise Physiologists	
			29-1141.00	Registered Nurses	
			29-2011.00	Medical and Clinical Laboratory Technologists	
			29-2012.00	Medical and Clinical Laboratory Technicians	
			29-2031.00	Cardiovascular Technologists and Technicians	
			29-2032.00	Diagnostic Medical Sonographers	
			29-2034.00	Radiologic Technologists	
			29-2035.00	Magnetic Resonance Imaging Technologists	
			29-2041.00	Emergency Medical Technicians and Paramedics	
			29-2051.00	Dietetic Technicians	
			29-2052.00	Pharmacy Technicians	
			29-2053.00	Psychiatric Technicians	
			29-2054.00	Respiratory Therapy Technicians	
			29-2055.00	Surgical Technologists	
			29-2056.00	Veterinary Technologists and Technicians	
			29-2057.00	Ophthalmic Medical Technicians	
			29-2061.00	Licensed Practical and Licensed Vocational Nurses	
			29-2071.00	Medical Records and Health Information Technicians	
			29-2081.00	Opticians, Dispensing	
			29-2099.06	Radiologic Technicians	
			29-9012.00	Occupational Health and Safety Technicians	
			31-1011.00	Home Health Aides	
			31-1013.00	Psychiatric Aides	
			31-1014.00	Nursing Assistants	
			31-1015.00	Orderlies	
			31-2011.00	Occupational Therapy Assistants	
			31-2012.00	Occupational Therapy Aides	
			31-2021.00	Physical Therapist Assistants	
			31-2022.00	Physical Therapist Aides	
			31-9011.00	Massage Therapists	
			31-9091.00	Dental Assistants	
			31-9092.00	Medical Assistants	
			31-9093.00	Medical Equipment Preparers	
			31-9094.00	Medical Transcriptionists	
			31-9095.00	Pharmacy Aides	
			31-9097.00	Phlebotomists	
			31-9099.02	Endoscopy Technicians	
			39-9021.00	Personal Care Aides	
			39-9031.00	Fitness Trainers and Aerobics Instructors	
			41-2022.00	Parts Salespersons	

43-1011.00	First-Line Supervisors of Office and Administrative Support Workers
43-3021.02	Billing, Cost, and Rate Clerks
43-4071.00	File Clerks
43-4141.00	New Accounts Clerks
43-4151.00	Order Clerks
43-4171.00	Receptionists and Information Clerks
43-5081.01	Stock Clerks, Sales Floor
43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard
43-6011.00	Executive Secretaries and Executive Administrative Assistants
43-6013.00	Medical Secretaries
43-9021.00	Data Entry Keyers
43-9041.01	Insurance Claims Clerks
43-9041.02	Insurance Policy Processing Clerks
43-9061.00	Office Clerks, General
51-9081.00	Dental Laboratory Technicians
51-9082.00	Medical Appliance Technicians
51-9083.00	Ophthalmic Laboratory Technicians
53-3011.00	Ambulance Drivers and Attendants, Except Emergency Medical Technicians
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Industry Sector: **Hospitality**

Occupation (Occ) Codes for each TPA

Training Program Area: **CULIN Culinary Arts** **UC**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title [Placement]
65026JA	UC	CULIN-100-OJC-11	Culinary Arts	11-9051.00	Food Service Managers
65026JA	UC	CULIN-100-OCT-11	Culinary Arts	19-4021.00	Biological Technicians
65026AA	UC	CULIN-500-OJC-07	Adv Culinarian	29-2051.00	Dietetic Technicians
65026AA	UC	CULIN-500-OCT-11	Adv Culinary Arts	35-1011.00	Chefs and Head Cooks
65026AB	UC	CULIN-510-OJC-07	Adv Pastry Culinarian	35-1012.00	First-Line Supervisors of Food Preparation and Serving Workers
				35-2011.00	Cooks, Fast Food
				35-2012.00	Cooks, Institution and Cafeteria
				35-2013.00	Cooks, Private Household
				35-2014.00	Cooks, Restaurant
				35-2015.00	Cooks, Short Order
				35-2021.00	Food Preparation Workers
				35-3021.00	Combined Food Preparation and Serving Workers, Including Fast Food
				35-3022.00	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop
				35-3022.01	Baristas
				35-3031.00	Waiters and Waitresses
				35-3041.00	Food Servers, Nonrestaurant
				35-9011.00	Dining Room and Cafeteria Attendants and Bartender Helpers
				35-9021.00	Dishwashers
				35-9031.00	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
				39-9021.00	Personal Care Aides
				41-2022.00	Parts Salespersons
				43-5081.01	Stock Clerks, Sales Floor
				51-3011.00	Bakers
				51-3021.00	Butchers and Meat Cutters
				51-3022.00	Meat, Poultry, and Fish Cutters and Trimmers
				51-3023.00	Slaughterers and Meat Packers
				51-3091.00	Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders
				51-3092.00	Food Batchmakers
				51-3093.00	Food Cooking Machine Operators and Tenders
				51-9031.00	Cutters and Trimmers, Hand
				51-9032.00	Cutting and Slicing Machine Setters, Operators, and Tenders
				51-9193.00	Cooling and Freezing Equipment Operators and Tenders
				99-AMER.CO	Americorps
				99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **HOTEL Hotel & Lodging** **HL ZH**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
15026JF	ZH	HOTEL-100-OCT-11	Hotel Management	11-9051.00	Food Service Managers	
				11-9081.00	Lodging Managers	
53808JA	HL	HOTEL-100-OJC-07	Hotel and Lodging	13-1121.00	Meeting, Convention, and Event Planners	
				35-3031.00	Waiters and Waitresses	
				35-3041.00	Food Servers, Nonrestaurant	
				35-9031.00	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	
				37-1011.00	First-Line Supervisors of Housekeeping and Janitorial Workers	
				37-2012.00	Maids and Housekeeping Cleaners	
				39-3031.00	Ushers, Lobby Attendants, and Ticket Takers	
				39-3091.00	Amusement and Recreation Attendants	
				39-3093.00	Locker Room, Coatroom, and Dressing Room Attendants	
				39-6011.00	Baggage Porters and Bellhops	
				39-6012.00	Concierges	
				39-7011.00	Tour Guides and Escorts	
				39-9041.00	Residential Advisors	
				41-2011.00	Cashiers	
				41-2012.00	Gaming Change Persons and Booth Cashiers	
				41-2021.00	Counter and Rental Clerks	
				41-2022.00	Parts Salespersons	
				43-2021.00	Telephone Operators	
				43-3041.00	Gaming Cage Workers	
				43-3051.00	Payroll and Timekeeping Clerks	
				43-4051.00	Customer Service Representatives	
				43-4081.00	Hotel, Motel, and Resort Desk Clerks	
				43-4171.00	Receptionists and Information Clerks	
				43-4181.00	Reservation and Transportation Ticket Agents and Travel Clerks	
				43-5081.01	Stock Clerks, Sales Floor	
				51-6011.00	Laundry and Dry-Cleaning Workers	
				51-6021.00	Pressers, Textile, Garment, and Related Materials	
				53-6021.00	Parking Lot Attendants	
				53-6061.00	Transportation Attendants, Except Flight Attendants	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **INHOS OCT-Only Hospitality** **I06**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
n/a OCT Training Offerings in Hospitality (Basic)	I06	INHOS-100-OCT-12	11-9051.00	Food Service Managers
			11-9081.00	Lodging Managers
			13-1121.00	Meeting, Convention, and Event Planners
n/a OCT Training Offerings in Hospitality (Advanced)	I06	INHOS-500-OCT-12	19-4021.00	Biological Technicians
			29-2051.00	Dietetic Technicians
			35-1011.00	Chefs and Head Cooks
			35-1012.00	First-Line Supervisors of Food Preparation and Serving Workers
			35-2011.00	Cooks, Fast Food
			35-2012.00	Cooks, Institution and Cafeteria
			35-2013.00	Cooks, Private Household
			35-2014.00	Cooks, Restaurant
			35-2015.00	Cooks, Short Order
			35-2021.00	Food Preparation Workers
			35-3021.00	Combined Food Preparation and Serving Workers, Including Fast Food
			35-3022.00	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop
			35-3022.01	Baristas
			35-3031.00	Waiters and Waitresses
			35-3041.00	Food Servers, Nonrestaurant
			35-9011.00	Dining Room and Cafeteria Attendants and Bartender Helpers
			35-9021.00	Dishwashers
			35-9031.00	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
			37-1011.00	First-Line Supervisors of Housekeeping and Janitorial Workers
			37-2012.00	Maids and Housekeeping Cleaners
			39-3031.00	Ushers, Lobby Attendants, and Ticket Takers
			39-3091.00	Amusement and Recreation Attendants
			39-3093.00	Locker Room, Coatroom, and Dressing Room Attendants
			39-6011.00	Baggage Porters and Bellhops
			39-6012.00	Concierges
			39-7011.00	Tour Guides and Escorts
			39-9021.00	Personal Care Aides
			39-9041.00	Residential Advisors
			41-2011.00	Cashiers
			41-2012.00	Gaming Change Persons and Booth Cashiers
			41-2021.00	Counter and Rental Clerks
			41-2022.00	Parts Salespersons
			43-2021.00	Telephone Operators
			43-3041.00	Gaming Cage Workers
			43-3051.00	Payroll and Timekeeping Clerks
			43-4051.00	Customer Service Representatives
			43-4081.00	Hotel, Motel, and Resort Desk Clerks
			43-4171.00	Receptionists and Information Clerks

43-4181.00	Reservation and Transportation Ticket Agents and Travel Clerks
43-5081.01	Stock Clerks, Sales Floor
51-3011.00	Bakers
51-3021.00	Butchers and Meat Cutters
51-3022.00	Meat, Poultry, and Fish Cutters and Trimmers
51-3023.00	Slaughterers and Meat Packers
51-3091.00	Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders
51-3092.00	Food Batchmakers
51-3093.00	Food Cooking Machine Operators and Tenders
51-6011.00	Laundry and Dry-Cleaning Workers
51-6021.00	Pressers, Textile, Garment, and Related Materials
51-9031.00	Cutters and Trimmers, Hand
51-9032.00	Cutting and Slicing Machine Setters, Operators, and Tenders
51-9193.00	Cooling and Freezing Equipment Operators and Tenders
53-6021.00	Parking Lot Attendants
53-6061.00	Transportation Attendants, Except Flight Attendants
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Industry Sector: **Information Technology**

Occupation (Occ) Codes for each TPA

Training Program Area: **CABLE Network Cable Installation** **NC**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title [Placement]
85599JA	NC	CABLE-100-OJC-07	Network Cable Installation Trainee - Copper-Based Network Cable Installer	15-1151.00	Computer User Support Specialists
85599JA	NC	CABLE-100-OCT-11	Network Cable Installation	27-4011.00	Audio and Video Equipment Technicians
85599JB	NC	CABLE-110-OJC-07	Fiber-Optics Network Cable Installation	27-4012.00	Broadcast Technicians
				41-2022.00	Parts Salespersons
				43-5081.01	Stock Clerks, Sales Floor
				47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers
				47-2061.00	Construction Laborers
				47-2111.00	Electricians
				47-3013.00	Helpers--Electricians
				49-2021.00	Radio, Cellular, and Tower Equipment Installers and Repairers
				49-2022.00	Telecommunications Equipment Installers and Repairers, Except Line Installers
				49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers
				49-9051.00	Electrical Power-Line Installers and Repairers
				49-9052.00	Telecommunications Line Installers and Repairers
				49-9071.00	Maintenance and Repair Workers, General
				49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
				51-2022.00	Electrical and Electronic Equipment Assemblers
				99-AMER.CO	Americorps
				99-NCCC.00	National Civilian Community Corps

Training Program Area: **CISCO Computer Networking/CISCO** **YA**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title [Placement]
21999JA	YA	CISCO-100-OJC-09	Computer Networking IT Essentials: PC Hardware and Software - Home, Business and ISP Network	15-1121.00	Computer Systems Analysts
21999JA	YA	CISCO-100-OCT-11	Computer Networking/Cisco	15-1142.00	Network and Computer Systems Administrators
21999JB	YA	CISCO-110-OJC-09	Routing, Switching, and Networking	15-1143.00	Computer Network Architects
				15-1151.00	Computer User Support Specialists
				15-1152.00	Computer Network Support Specialists
				15-1152.00	Computer Network Support Specialists
				41-2022.00	Parts Salespersons
				43-5081.01	Stock Clerks, Sales Floor
				43-9011.00	Computer Operators
				99-AMER.CO	Americorps
				99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **CTECH Computer Technician**

CP HH HI OF SL SS XC XE XK

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title
25105JA	CP	CTECH-154-OCT-11	Microcomputer Office
25105JA	HH	CTECH-150-OCT-11	Computer and Info Tech
25105JA	SS	CTECH-151-OCT-11	Computer Support
25105JB	SS	CTECH-156-OCT-11	Computer Support Specialist/Multi-Media
25105JC	CP	CTECH-157-OCT-11	Computer Support
25105JC	SS	CTECH-158-OCT-11	Computer Support
63011JB	OF	CTECH-155-OCT-11	Computer Forensics
85705JA	XK	CTECH-100-OJC-12	Computer Technician A+
85705JA	SL	CTECH-153-OCT-11	MCSE
85705JA	XK	CTECH-152-OCT-11	Computer Technician
85705JB	XK	CTECH-110-OJC-12	Network+
92998JC	HI	CTECH-159-OCT-11	Integrated System Tech
25105AA	XC	CTECH-500-OJC-12	Adv Windows Client Configuration & Green
25105AB	XC	CTECH-500-OJC-12	Adv Windows Client Configuration & Green
25105AC	XC	CTECH-500-OJC-12	Adv Windows Client Configuration & Green
25105AD	XC	CTECH-500-OJC-12	Adv Windows Client Configuration & Green
25105AE	XC	CTECH-500-OJC-12	Adv Windows Client Configuration & Green
25105AF	XC	CTECH-500-OJC-12	Adv Windows Client Configuration & Green

O*NET-SOC Code	O*NET-SOC Title	[Placement]
15-1121.00	Computer Systems Analysts	
15-1122.00	Information Security Analysts	
15-1131.00	Computer Programmers	
15-1141.00	Database Administrators	
15-1142.00	Network and Computer Systems Administrators	
15-1143.00	Computer Network Architects	
15-1151.00	Computer User Support Specialists	
15-1152.00	Computer Network Support Specialists	
15-1152.00	Computer Network Support Specialists	
15-1199.03	Web Administrators	
41-2022.00	Parts Salespersons	
43-5081.01	Stock Clerks, Sales Floor	
43-9011.00	Computer Operators	
43-9031.00	Desktop Publishers	
49-2011.00	Computer, Automated Teller, and Office Machine Repairers	
49-2021.00	Radio, Cellular, and Tower Equipment Installers and Repairers	
49-2022.00	Telecommunications Equipment Installers and Repairers, Except Line Installers	
49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers	
49-2098.00	Security and Fire Alarm Systems Installers	
51-2022.00	Electrical and Electronic Equipment Assemblers	
99-AMER.CO	Americorps	
99-NCCC.00	National Civilian Community Corps	

25105AG XC CTECH-500-OJC-12
Adv Windows Client Configuration & Green

25105AH XC CTECH-500-OJC-12
Adv Windows Client Configuration & Green

25105AI XC CTECH-500-OJC-12
Adv Windows Client Configuration & Green

25105AJ XC CTECH-500-OJC-12
Adv Windows Client Configuration & Green

25105AK XC CTECH-500-OJC-12
Adv Windows Client Configuration & Green

25105AM XC CTECH-500-OJC-12
Adv Windows Client Configuration & Green

25105AN XC CTECH-501-OJC-12
Adv IT Microsoft Server Administration

25105AO XC CTECH-502-OJC-12
Adv Linux+

85705AA XE CTECH-510-OJC-08
Adv Microsoft Certified Systems Engineer

85705AB XE CTECH-520-OJC-12
Adv Microsoft Server IT Professional Windows 7: Enterprise Desktop Support Technician

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **VISUA Visual Communications VC**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
34035JA Graphic Design Trainee - Graphic Design Print	VC	VISUA-100-OJC-07	15-1134.00	Web Developers	
34035JA Communication Design	VC	VISUA-100-OCT-11	27-1011.00	Art Directors	
34035JB Graphic Design Web	VC	VISUA-110-OJC-07	27-1012.00	Craft Artists	
			27-1013.00	Fine Artists, Including Painters, Sculptors, and Illustrators	
			27-1014.00	Multimedia Artists and Animators	
			27-1022.00	Fashion Designers	
			27-1024.00	Graphic Designers	
			27-1025.00	Interior Designers	
			27-1027.00	Set and Exhibit Designers	
			27-4021.00	Photographers	
			27-4031.00	Camera Operators, Television, Video, and Motion Picture	
			27-4032.00	Film and Video Editors	
			41-2022.00	Parts Salespersons	
			43-5081.01	Stock Clerks, Sales Floor	
			43-9031.00	Desktop Publishers	
			51-5111.00	Prepress Technicians and Workers	
			51-5112.00	Printing Press Operators	
			51-5112.00	Printing Press Operators	
			51-5113.00	Print Binding and Finishing Workers	
			51-5113.00	Print Binding and Finishing Workers	
			51-9123.00	Painting, Coating, and Decorating Workers	
			51-9151.00	Photographic Process Workers and Processing Machine Operators	
			51-9151.00	Photographic Process Workers and Processing Machine Operators	
			51-9151.00	Photographic Process Workers and Processing Machine Operators	
			51-9194.00	Etchers and Engravers	
			99-AMER.CO	Americorps	
			99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **ININT** **OCT-Only Information Technology** **I07**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
n/a	I07	ININT-100-OCT-12	15-1121.00	Computer Systems Analysts	
OCT Training Offerings in Information Technology (Basic)			15-1122.00	Information Security Analysts	
			15-1131.00	Computer Programmers	
n/a	I07	ININT-500-OCT-12	15-1134.00	Web Developers	
OCT Training Offerings in Information Technology (Advanced)			15-1141.00	Database Administrators	
			15-1142.00	Network and Computer Systems Administrators	
			15-1143.00	Computer Network Architects	
			15-1151.00	Computer User Support Specialists	
			15-1152.00	Computer Network Support Specialists	
			15-1199.03	Web Administrators	
			27-1011.00	Art Directors	
			27-1012.00	Craft Artists	
			27-1013.00	Fine Artists, Including Painters, Sculptors, and Illustrators	
			27-1014.00	Multimedia Artists and Animators	
			27-1022.00	Fashion Designers	
			27-1024.00	Graphic Designers	
			27-1025.00	Interior Designers	
			27-1027.00	Set and Exhibit Designers	
			27-4011.00	Audio and Video Equipment Technicians	
			27-4012.00	Broadcast Technicians	
			27-4021.00	Photographers	
			27-4031.00	Camera Operators, Television, Video, and Motion Picture	
			27-4032.00	Film and Video Editors	
			41-2022.00	Parts Salespersons	
			43-5081.01	Stock Clerks, Sales Floor	
			43-9011.00	Computer Operators	
			43-9031.00	Desktop Publishers	
			47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers	
			47-2061.00	Construction Laborers	
			47-2111.00	Electricians	
			47-3013.00	Helpers--Electricians	
			49-2011.00	Computer, Automated Teller, and Office Machine Repairers	
			49-2021.00	Radio, Cellular, and Tower Equipment Installers and Repairers	
			49-2022.00	Telecommunications Equipment Installers and Repairers, Except Line Installers	
			49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers	
			49-2098.00	Security and Fire Alarm Systems Installers	
			49-9051.00	Electrical Power-Line Installers and Repairers	
			49-9052.00	Telecommunications Line Installers and Repairers	
			49-9071.00	Maintenance and Repair Workers, General	
			49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
			51-2022.00	Electrical and Electronic Equipment Assemblers	
			51-5111.00	Prepress Technicians and Workers	

51-5112.00	Printing Press Operators
51-5113.00	Print Binding and Finishing Workers
51-9123.00	Painting, Coating, and Decorating Workers
51-9151.00	Photographic Process Workers and Processing Machine Operators
51-9194.00	Etchers and Engravers
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Industry Sector: **Renewable Resources & Energy**

Occupation (Occ) Codes for each TPA

Training Program Area: **FORCF Forestry Conservation & Firefighting** **LY** **QA** **QB**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
TAR Title				
79002JA	LY	FORCF-100-OJC-07	11-9013.01	Nursery and Greenhouse Managers
Forestry Conservation and Firefighting			13-1021.00	Buyers and Purchasing Agents, Farm Products
			13-1074.00	Farm Labor Contractors
63008AA	QB	FORCF-510-OJC-08	17-1021.00	Cartographers and Photogrammetrists
Adv Fire and Wildland Mgmt			17-1022.00	Surveyors
63008AB	QB	FORCF-520-OJC-08	17-3031.01	Surveying Technicians
Adv Fire and Wildland Mgmt			17-3031.02	Mapping Technicians
79002AA	QA	FORCF-500-OJC-08	19-1031.01	Soil and Water Conservationists
Adv Fire and Wildland Mgmt			19-1031.02	Range Managers
			19-1031.03	Park Naturalists
			19-1032.00	Foresters
			19-4011.01	Agricultural Technicians
			19-4021.00	Biological Technicians
			19-4041.02	Geological Sample Test Technicians
			19-4093.00	Forest and Conservation Technicians
			33-1021.02	Forest Fire Fighting and Prevention Supervisors
			33-2011.01	Municipal Firefighters
			33-2011.02	Forest Firefighters
			33-2021.01	Fire Inspectors
			33-2021.02	Fire Investigators
			33-2022.00	Forest Fire Inspectors and Prevention Specialists
			37-2021.00	Pest Control Workers
			37-3011.00	Landscaping and Groundskeeping Workers
			37-3013.00	Tree Trimmers and Pruners
			41-2022.00	Parts Salespersons
			43-5081.01	Stock Clerks, Sales Floor
			45-1011.05	First-Line Supervisors of Logging Workers
			45-2011.00	Agricultural Inspectors
			45-2092.01	Nursery Workers
			45-4011.00	Forest and Conservation Workers
			45-4021.00	Fallers
			45-4022.00	Logging Equipment Operators
			45-4023.00	Log Graders and Scalers
			47-2061.00	Construction Laborers
			49-9096.00	Riggers
			51-7041.00	Sawing Machine Setters, Operators, and Tenders, Wood
			99-AMER.CO	Americorps
			99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **LANDS Landscaping** **LT**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
79041JA Ornamental Landscaping	LT	LANDS-100-OJC-07	11-9013.01	Nursery and Greenhouse Managers	
79041JA Landscaping	LT	LANDS-100-OCT-11	11-9021.00	Construction Managers	
79041JB Exterior Landscaping	LT	LANDS-110-OJC-07	13-1021.00	Buyers and Purchasing Agents, Farm Products	
			13-1074.00	Farm Labor Contractors	
			17-1012.00	Landscape Architects	
			19-4011.01	Agricultural Technicians	
			19-4021.00	Biological Technicians	
			37-1012.00	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	
			37-2021.00	Pest Control Workers	
			37-3011.00	Landscaping and Groundskeeping Workers	
			37-3012.00	Pesticide Handlers, Sprayers, and Applicators, Vegetation	
			37-3013.00	Tree Trimmers and Pruners	
			41-1011.00	First-Line Supervisors of Retail Sales Workers	
			41-2022.00	Parts Salespersons	
			43-5081.01	Stock Clerks, Sales Floor	
			45-2011.00	Agricultural Inspectors	
			45-2091.00	Agricultural Equipment Operators	
			45-2092.01	Nursery Workers	
			45-2092.02	Farmworkers and Laborers, Crop	
			45-4011.00	Forest and Conservation Workers	
			47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers	
			47-2031.01	Construction Carpenters	
			47-2031.02	Rough Carpenters	
			47-2051.00	Cement Masons and Concrete Finishers	
			47-2061.00	Construction Laborers	
			47-2151.00	Pipelayers	
			47-2152.01	Pipe Fitters and Steamfitters	
			47-2152.02	Plumbers	
			47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	
			47-4031.00	Fence Erectors	
			47-4071.00	Septic Tank Servicers and Sewer Pipe Cleaners	
			49-9071.00	Maintenance and Repair Workers, General	
			49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
			53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand	
			99-AMER.CO	Americorps	
			99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **LANHB Landscaping (HBI)** **NL**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
79041JA Landscaping Trainee, Pre-Apprentice	NL	LANHB-100-HBI-09	11-9013.01	Nursery and Greenhouse Managers
			11-9021.00	Construction Managers
			13-1021.00	Buyers and Purchasing Agents, Farm Products
			13-1074.00	Farm Labor Contractors
			17-1012.00	Landscape Architects
			19-4011.01	Agricultural Technicians
			19-4021.00	Biological Technicians
			37-1012.00	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers
			37-2021.00	Pest Control Workers
			37-3011.00	Landscaping and Groundskeeping Workers
			37-3012.00	Pesticide Handlers, Sprayers, and Applicators, Vegetation
			37-3013.00	Tree Trimmers and Pruners
			41-1011.00	First-Line Supervisors of Retail Sales Workers
			41-2022.00	Parts Salespersons
			43-5081.01	Stock Clerks, Sales Floor
			45-2011.00	Agricultural Inspectors
			45-2091.00	Agricultural Equipment Operators
			45-2092.01	Nursery Workers
			45-2092.02	Farmworkers and Laborers, Crop
			45-4011.00	Forest and Conservation Workers
			47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers
			47-2031.01	Construction Carpenters
			47-2031.02	Rough Carpenters
			47-2051.00	Cement Masons and Concrete Finishers
			47-2061.00	Construction Laborers
			47-2151.00	Pipelayers
			47-2152.01	Pipe Fitters and Steamfitters
			47-2152.02	Plumbers
			47-3011.00	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters
			47-3012.00	Helpers--Carpenters
			47-3013.00	Helpers--Electricians
			47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters
			47-4031.00	Fence Erectors
			47-4071.00	Septic Tank Servicers and Sewer Pipe Cleaners
			47-4091.00	Segmental Pavers
			49-3092.00	Recreational Vehicle Service Technicians
			49-9071.00	Maintenance and Repair Workers, General
			49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
			51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
			53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
			99-AMER.CO	Americorps
			99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **SOLAR Solar Energy** **SI** **SN**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
85902JA Solar	SN	SOLAR-100-HBI-11	13-1041.04	Government Property Inspectors and Investigators
			17-1012.00	Landscape Architects
85902AA Adv Solar PV and Thermal System Installer	SI	SOLAR-500-OJC-10	17-3022.00	Civil Engineering Technicians
			17-3023.01	Electronics Engineering Technicians
			37-2011.00	Janitors and Cleaners, Except Maids and Housekeeping Cleaners
			37-2021.00	Pest Control Workers
			37-3011.00	Landscaping and Groundskeeping Workers
			41-2022.00	Parts Salespersons
			43-5081.01	Stock Clerks, Sales Floor
			47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers
			47-2011.00	Boilermakers
			47-2031.01	Construction Carpenters
			47-2031.02	Rough Carpenters
			47-2041.00	Carpet Installers
			47-2042.00	Floor Layers, Except Carpet, Wood, and Hard Tiles
			47-2043.00	Floor Sanders and Finishers
			47-2044.00	Tile and Marble Setters
			47-2051.00	Cement Masons and Concrete Finishers
			47-2061.00	Construction Laborers
			47-2071.00	Paving, Surfacing, and Tamping Equipment Operators
			47-2081.00	Drywall and Ceiling Tile Installers
			47-2082.00	Tapers
			47-2111.00	Electricians
			47-2121.00	Glaziers
			47-2131.00	Insulation Workers, Floor, Ceiling, and Wall
			47-2132.00	Insulation Workers, Mechanical
			47-2141.00	Painters, Construction and Maintenance
			47-2142.00	Paperhangers
			47-2151.00	Pipelayers
			47-2152.01	Pipe Fitters and Steamfitters
			47-2152.02	Plumbers
			47-2161.00	Plasterers and Stucco Masons
			47-2171.00	Reinforcing Iron and Rebar Workers
			47-2181.00	Roofers
			47-2221.00	Structural Iron and Steel Workers
			47-2231.00	Solar Photovoltaic Installers
			47-3011.00	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters
			47-3012.00	Helpers--Carpenters
			47-3013.00	Helpers--Electricians
			47-3014.00	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons
			47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters
			47-3016.00	Helpers--Roofers

47-4011.00	Construction and Building Inspectors
47-4031.00	Fence Erectors
47-4071.00	Septic Tank Servicers and Sewer Pipe Cleaners
47-4099.02	Solar Thermal Installers and Technicians
47-4099.03	Weatherization Installers and Technicians
49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers
49-2022.00	Telecommunications Equipment Installers and Repairers, Except Line Installers
49-2092.00	Electric Motor, Power Tool, and Related Repairers
49-2095.00	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay
49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers
49-2098.00	Security and Fire Alarm Systems Installers
49-3092.00	Recreational Vehicle Service Technicians
49-9021.01	Heating and Air Conditioning Mechanics and Installers
49-9021.02	Refrigeration Mechanics and Installers
49-9031.00	Home Appliance Repairers
49-9051.00	Electrical Power-Line Installers and Repairers
49-9052.00	Telecommunications Line Installers and Repairers
49-9071.00	Maintenance and Repair Workers, General
49-9095.00	Manufactured Building and Mobile Home Installers
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
51-2022.00	Electrical and Electronic Equipment Assemblers
51-7011.00	Cabinetmakers and Bench Carpenters
51-7021.00	Furniture Finishers
51-7032.00	Patternmakers, Wood
51-8031.00	Water and Wastewater Treatment Plant and System Operators
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
51-9121.00	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
51-9123.00	Painting, Coating, and Decorating Workers
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **URFOR Urban Forestry** **LU**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
73099JA	LU	URFOR-100-OJC-07	Urban Forestry	11-9013.01	Nursery and Greenhouse Managers	
				11-9021.00	Construction Managers	
73099JA	LU	URFOR-100-OCT-11	Urban Forestry	17-1012.00	Landscape Architects	
				19-4011.01	Agricultural Technicians	
				19-4021.00	Biological Technicians	
				37-1012.00	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	
				37-2021.00	Pest Control Workers	
				37-3011.00	Landscaping and Groundskeeping Workers	
				37-3012.00	Pesticide Handlers, Sprayers, and Applicators, Vegetation	
				37-3013.00	Tree Trimmers and Pruners	
				39-2021.00	Nonfarm Animal Caretakers	
				41-2022.00	Parts Salespersons	
				43-5081.01	Stock Clerks, Sales Floor	
				45-2091.00	Agricultural Equipment Operators	
				45-2092.01	Nursery Workers	
				45-2092.02	Farmworkers and Laborers, Crop	
				45-4011.00	Forest and Conservation Workers	
				47-2031.01	Construction Carpenters	
				47-2031.02	Rough Carpenters	
				47-2061.00	Construction Laborers	
				47-3012.00	Helpers--Carpenters	
				49-9071.00	Maintenance and Repair Workers, General	
				49-9096.00	Riggers	
				49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	
				51-7041.00	Sawing Machine Setters, Operators, and Tenders, Wood	
				53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **WATER Wastewater Treatment** **XT**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
95099JA	XT	WATER-100-OJC-12	Sewer and Water Worker Intro to Water/Wastewater Systems	13-1041.01	Environmental Compliance Inspectors	
				17-3025.00	Environmental Engineering Technicians	
				19-4041.02	Geological Sample Test Technicians	
95099JB	XT	WATER-110-OJC-12	Water Treatment Operator	19-4091.00	Environmental Science and Protection Technicians, Including Health	
				29-9011.00	Occupational Health and Safety Specialists	
95099JC	XT	WATER-120-OJC-12	Water Distribution Operator	41-2022.00	Parts Salespersons	
				43-5081.01	Stock Clerks, Sales Floor	
95099JD	XT	WATER-130-OJC-12	Wastewater Treatment Operator	47-2061.00	Construction Laborers	
				51-8031.00	Water and Wastewater Treatment Plant and System Operators	
95099JE	XT	WATER-140-OJC-12	Wastewater Collection Operator	51-9011.00	Chemical Equipment Operators and Tenders	
95099JF	XT	WATER-140-OJC-12	Wastewater Collection Operator	99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **INRRE OCT-Only Renewable Resources & Energy I08**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
n/a	I08	INRRE-100-OCT-12	11-9013.01	Nursery and Greenhouse Managers	
OCT Training Offerings in Renewable Resources & Energy (Basic)			11-9021.00	Construction Managers	
			13-1021.00	Buyers and Purchasing Agents, Farm Products	
			13-1041.01	Environmental Compliance Inspectors	
n/a	I08	INRRE-500-OCT-12	13-1041.04	Government Property Inspectors and Investigators	
OCT Training Offerings in Renewable Resources & Energy (Advanced)			13-1074.00	Farm Labor Contractors	
			17-1012.00	Landscape Architects	
			17-1021.00	Cartographers and Photogrammetrists	
			17-1022.00	Surveyors	
			17-3022.00	Civil Engineering Technicians	
			17-3023.01	Electronics Engineering Technicians	
			17-3025.00	Environmental Engineering Technicians	
			17-3031.01	Surveying Technicians	
			17-3031.02	Mapping Technicians	
			19-1031.01	Soil and Water Conservationists	
			19-1031.02	Range Managers	
			19-1031.03	Park Naturalists	
			19-1032.00	Foresters	
			19-4011.01	Agricultural Technicians	
			19-4021.00	Biological Technicians	
			19-4041.02	Geological Sample Test Technicians	
			19-4091.00	Environmental Science and Protection Technicians, Including Health	
			19-4093.00	Forest and Conservation Technicians	
			29-9011.00	Occupational Health and Safety Specialists	
			33-1021.02	Forest Fire Fighting and Prevention Supervisors	
			33-2011.01	Municipal Firefighters	
			33-2011.02	Forest Firefighters	
			33-2021.01	Fire Inspectors	
			33-2021.02	Fire Investigators	
			33-2022.00	Forest Fire Inspectors and Prevention Specialists	
			37-1012.00	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	
			37-2011.00	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	
			37-2021.00	Pest Control Workers	
			37-3011.00	Landscaping and Groundskeeping Workers	
			37-3012.00	Pesticide Handlers, Sprayers, and Applicators, Vegetation	
			37-3013.00	Tree Trimmers and Pruners	
			39-2021.00	Nonfarm Animal Caretakers	
			41-1011.00	First-Line Supervisors of Retail Sales Workers	
			41-2022.00	Parts Salespersons	
			43-5081.01	Stock Clerks, Sales Floor	
			45-1011.05	First-Line Supervisors of Logging Workers	
			45-2011.00	Agricultural Inspectors	
			45-2091.00	Agricultural Equipment Operators	

45-2092.01	Nursery Workers
45-2092.02	Farmworkers and Laborers, Crop
45-4011.00	Forest and Conservation Workers
45-4021.00	Fallers
45-4022.00	Logging Equipment Operators
45-4023.00	Log Graders and Scalers
47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers
47-2011.00	Boilermakers
47-2031.01	Construction Carpenters
47-2031.02	Rough Carpenters
47-2041.00	Carpet Installers
47-2042.00	Floor Layers, Except Carpet, Wood, and Hard Tiles
47-2043.00	Floor Sanders and Finishers
47-2044.00	Tile and Marble Setters
47-2051.00	Cement Masons and Concrete Finishers
47-2061.00	Construction Laborers
47-2071.00	Paving, Surfacing, and Tamping Equipment Operators
47-2081.00	Drywall and Ceiling Tile Installers
47-2082.00	Tapers
47-2111.00	Electricians
47-2121.00	Glaziers
47-2131.00	Insulation Workers, Floor, Ceiling, and Wal
47-2132.00	Insulation Workers, Mechanical
47-2141.00	Painters, Construction and Maintenance
47-2142.00	Paperhangers
47-2151.00	Pipelayers
47-2152.01	Pipe Fitters and Steamfitters
47-2152.02	Plumbers
47-2161.00	Plasterers and Stucco Masons
47-2171.00	Reinforcing Iron and Rebar Workers
47-2181.00	Roofers
47-2221.00	Structural Iron and Steel Workers
47-2231.00	Solar Photovoltaic Installers
47-3011.00	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters
47-3012.00	Helpers--Carpenters
47-3013.00	Helpers--Electricians
47-3014.00	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons
47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters
47-3016.00	Helpers--Roofers
47-4011.00	Construction and Building Inspectors
47-4031.00	Fence Erectors
47-4071.00	Septic Tank Servicers and Sewer Pipe Cleaners
47-4091.00	Segmental Pavers
47-4099.02	Solar Thermal Installers and Technicians
47-4099.03	Weatherization Installers and Technicians

49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers
49-2022.00	Telecommunications Equipment Installers and Repairers, Except Line Installers
49-2092.00	Electric Motor, Power Tool, and Related Repairers
49-2095.00	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay
49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers
49-2098.00	Security and Fire Alarm Systems Installers
49-3092.00	Recreational Vehicle Service Technicians
49-9021.01	Heating and Air Conditioning Mechanics and Installers
49-9021.02	Refrigeration Mechanics and Installers
49-9031.00	Home Appliance Repairers
49-9051.00	Electrical Power-Line Installers and Repairers
49-9052.00	Telecommunications Line Installers and Repairers
49-9071.00	Maintenance and Repair Workers, General
49-9095.00	Manufactured Building and Mobile Home Installers
49-9096.00	Riggers
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
51-2022.00	Electrical and Electronic Equipment Assemblers
51-7011.00	Cabinetmakers and Bench Carpenters
51-7021.00	Furniture Finishers
51-7032.00	Patternmakers, Wood
51-7041.00	Sawing Machine Setters, Operators, and Tenders, Wood
51-8031.00	Water and Wastewater Treatment Plant and System Operators
51-9011.00	Chemical Equipment Operators and Tenders
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
51-9121.00	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
51-9123.00	Painting, Coating, and Decorating Workers
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Industry Sector: **Retail Sales & Service**

Occupation (Occ) Codes for each TPA

Training Program Area: **CHILD Child Development** **TC ZZ**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
31521JA	TC	CHILD-110-OCT-11	Teacher's Assistant	25-2011.00	Preschool Teachers, Except Special Education	
				25-9041.00	Teacher Assistants	
68038JA	ZZ	CHILD-100-OJC-07	Child Development	39-9011.00	Childcare Workers	
				39-9011.01	Nannies	
68038JA	ZZ	CHILD-100-OCT-11	Child Development	39-9031.00	Fitness Trainers and Aerobics Instructors	
				39-9032.00	Recreation Workers	
				41-2022.00	Parts Salespersons	
				43-5081.01	Stock Clerks, Sales Floor	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Training Program Area: **COSME Cosmetology** **CS**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
68005JA	CS	COSME-100-OCT-11	Cosmetology	39-5011.00	Barbers	
				39-5012.00	Hairdressers, Hairstylists, and Cosmetologists	
				39-5091.00	Makeup Artists, Theatrical and Performance	
				39-5092.00	Manicurists and Pedicurists	
				39-5093.00	Shampooers	
				39-5094.00	Skincare Specialists	
				41-2022.00	Parts Salespersons	
				41-9012.00	Models	
				43-5081.01	Stock Clerks, Sales Floor	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **HUMSE Human Services** HY SW XX ZW

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
27302JA	HY	HUMSE-100-OCT-11	Counseling/Psychology	11-9051.00	Food Service Managers	
27305JA	XX	HUMSE-100-OJC-09	Human Services Intake Worker	11-9081.00	Lodging Managers	
27305JA	ZW	HUMSE-110-OJC-09	Behavioral Health	11-9151.00	Social and Community Service Managers	
27305JA	SW	HUMSE-100-OCT-11	Human Services Worker	19-3022.00	Survey Researchers	
				19-4061.00	Social Science Research Assistants	
				21-1091.00	Health Educators	
				21-1092.00	Probation Officers and Correctional Treatment Specialists	
				21-1093.00	Social and Human Service Assistants	
				21-1094.00	Community Health Workers	
				29-2053.00	Psychiatric Technicians	
				31-1013.00	Psychiatric Aides	
				31-9092.00	Medical Assistants	
				39-9041.00	Residential Advisors	
				41-2022.00	Parts Salespersons	
				43-4061.00	Eligibility Interviewers, Government Programs	
				43-4171.00	Receptionists and Information Clerks	
				43-5081.01	Stock Clerks, Sales Floor	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Training Program Area: **RESAD Residential Advisor** XJ XW

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
27305AA	XJ	RESAD-500-OJC-09	Adv Residential Advisor	11-9151.00	Social and Community Service Managers	
27305AA	XW	RESAD-500-OJC-09	Adv Residential Advisor	21-1092.00	Probation Officers and Correctional Treatment Specialists	
				21-1093.00	Social and Human Service Assistants	
				25-3021.00	Self-Enrichment Education Teachers	
				29-2051.00	Dietetic Technicians	
				39-3091.00	Amusement and Recreation Attendants	
				39-3093.00	Locker Room, Coatroom, and Dressing Room Attendants	
				39-9011.00	Childcare Workers	
				39-9032.00	Recreation Workers	
				39-9041.00	Residential Advisors	
				41-2022.00	Parts Salespersons	
				43-5081.01	Stock Clerks, Sales Floor	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **RETAI Retail Sales** **OO RZ SC**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
34035JB Communications/Public Speaking	SC	RETAI-100-OCT-11	13-1022.00	Wholesale and Retail Buyers, Except Farm Products	
49011JA Retail Sales	RZ	RETAI-100-OJC-07	13-1023.00	Purchasing Agents, Except Wholesale, Retail, and Farm Products	
49011JA Retail Sales	RZ	RETAI-100-OCT-11	13-1121.00	Meeting, Convention, and Event Planners	
89715JA Applied Arts	OO	RETAI-100-OCT-11	27-1026.00	Merchandise Displayers and Window Trimmers	
			33-9099.02	Loss Prevention Specialists	
			33-9099.02	Retail Loss Prevention Specialists	
			35-3021.00	Combined Food Preparation and Serving Workers, Including Fast Food	
			35-3022.00	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	
			35-3022.01	Baristas	
			39-1012.00	Slot Supervisors	
			39-1021.00	First-Line Supervisors of Personal Service Workers	
			39-3031.00	Ushers, Lobby Attendants, and Ticket Takers	
			39-3093.00	Locker Room, Coatroom, and Dressing Room Attendants	
			39-4021.00	Funeral Attendants	
			39-6011.00	Baggage Porters and Bellhops	
			39-6012.00	Concierges	
			41-1011.00	First-Line Supervisors of Retail Sales Workers	
			41-2011.00	Cashiers	
			41-2012.00	Gaming Change Persons and Booth Cashiers	
			41-2021.00	Counter and Rental Clerks	
			41-2022.00	Parts Salespersons	
			41-2031.00	Retail Salespersons	
			41-3011.00	Advertising Sales Agents	
			41-4011.00	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	
			41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	
			41-9011.00	Demonstrators and Product Promoters	
			41-9021.00	Real Estate Brokers	
			41-9041.00	Telemarketers	
			41-9091.00	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers	
			43-2021.00	Telephone Operators	
			43-4051.00	Customer Service Representatives	
			43-4081.00	Hotel, Motel, and Resort Desk Clerks	
			43-4151.00	Order Clerks	
			43-4171.00	Receptionists and Information Clerks	
			43-4181.00	Reservation and Transportation Ticket Agents and Travel Clerks	
			43-5051.00	Postal Service Clerks	
			43-5061.00	Production, Planning, and Expediting Clerks	
			43-5071.00	Shipping, Receiving, and Traffic Clerks	
			43-5081.01	Stock Clerks, Sales Floor	
			43-5081.02	Marking Clerks	

43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard
43-5081.04	Order Fillers, Wholesale and Retail Sales
51-1011.00	First-Line Supervisors of Production and Operating Workers
51-6011.00	Laundry and Dry-Cleaning Workers
53-3031.00	Driver/Sales Workers
53-3041.00	Taxi Drivers and Chauffeur
53-6021.00	Parking Lot Attendants
53-6031.00	Automotive and Watercraft Service Attendants
53-6061.00	Transportation Attendants, Except Flight Attendants
53-7064.00	Packers and Packagers, Hand
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **INRSS** **OCT-Only Retail Sales & Service** **I09**

TAR Code (Old)	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title	[Placement]
n/a	I09	INRSS-100-OCT-12	11-9051.00	Food Service Managers	
OCT Training Offerings in Retail Sales and Service (Basic)			11-9081.00	Lodging Managers	
			11-9151.00	Social and Community Service Managers	
n/a	I09	INRSS-500-OCT-12	13-1022.00	Wholesale and Retail Buyers, Except Farm Products	
OCT Training Offerings in Retail Sales and Service (Advanced)			13-1023.00	Purchasing Agents, Except Wholesale, Retail, and Farm Products	
			13-1121.00	Meeting, Convention, and Event Planners	
			19-3022.00	Survey Researchers	
			19-4061.00	Social Science Research Assistants	
			21-1091.00	Health Educators	
			21-1092.00	Probation Officers and Correctional Treatment Specialists	
			21-1093.00	Social and Human Service Assistants	
			21-1094.00	Community Health Workers	
			25-2011.00	Preschool Teachers, Except Special Education	
			25-3021.00	Self-Enrichment Education Teachers	
			25-9041.00	Teacher Assistants	
			27-1026.00	Merchandise Displayers and Window Trimmers	
			29-2051.00	Dietetic Technicians	
			29-2053.00	Psychiatric Technicians	
			31-1013.00	Psychiatric Aides	
			31-9092.00	Medical Assistants	
			33-9099.02	Retail Loss Prevention Specialists	
			33-9099.02	Loss Prevention Specialists	
			35-3021.00	Combined Food Preparation and Serving Workers, Including Fast Food	
			35-3022.00	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	
			35-3022.01	Baristas	
			39-1012.00	Slot Supervisors	
			39-1021.00	First-Line Supervisors of Personal Service Workers	
			39-3031.00	Ushers, Lobby Attendants, and Ticket Takers	
			39-3091.00	Amusement and Recreation Attendants	
			39-3093.00	Locker Room, Coatroom, and Dressing Room Attendants	
			39-4021.00	Funeral Attendants	
			39-5011.00	Barbers	
			39-5012.00	Hairdressers, Hairstylists, and Cosmetologists	
			39-5091.00	Makeup Artists, Theatrical and Performance	
			39-5092.00	Manicurists and Pedicurists	
			39-5093.00	Shampooers	
			39-5094.00	Skincare Specialists	
			39-6011.00	Baggage Porters and Bellhops	
			39-6012.00	Concierges	
			39-9011.00	Childcare Workers	
			39-9011.01	Nannies	
			39-9031.00	Fitness Trainers and Aerobics Instructors	
			39-9032.00	Recreation Workers	

39-9041.00	Residential Advisors
41-1011.00	First-Line Supervisors of Retail Sales Workers
41-2011.00	Cashiers
41-2012.00	Gaming Change Persons and Booth Cashiers
41-2021.00	Counter and Rental Clerks
41-2022.00	Parts Salespersons
41-2031.00	Retail Salespersons
41-3011.00	Advertising Sales Agents
41-4011.00	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
41-9011.00	Demonstrators and Product Promoters
41-9012.00	Models
41-9021.00	Real Estate Brokers
41-9041.00	Telemarketers
41-9091.00	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers
43-2021.00	Telephone Operators
43-4051.00	Customer Service Representatives
43-4061.00	Eligibility Interviewers, Government Programs
43-4081.00	Hotel, Motel, and Resort Desk Clerks
43-4151.00	Order Clerks
43-4171.00	Receptionists and Information Clerks
43-4181.00	Reservation and Transportation Ticket Agents and Travel Clerks
43-5051.00	Postal Service Clerks
43-5061.00	Production, Planning, and Expediting Clerks
43-5071.00	Shipping, Receiving, and Traffic Clerks
43-5081.01	Stock Clerks, Sales Floor
43-5081.02	Marking Clerks
43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard
43-5081.04	Order Fillers, Wholesale and Retail Sales
51-1011.00	First-Line Supervisors of Production and Operating Workers
51-6011.00	Laundry and Dry-Cleaning Workers
53-3031.00	Driver/Sales Workers
53-3041.00	Taxi Drivers and Chauffeur
53-6021.00	Parking Lot Attendants
53-6031.00	Automotive and Watercraft Service Attendants
53-6061.00	Transportation Attendants, Except Flight Attendants
53-7064.00	Packers and Packagers, Hand
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Industry Sector: **Homeland Security**

Occupation (Occ) Codes for each TPA

Training Program Area: **SECUR Security & Protective Services** **HK SJ XG**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
63047JA	HK	SECUR-100-OJC-07	Security Trainee - Security and Protective Services	11-9161.00	Emergency Management Directors	
63047JA	HK	SECUR-100-OCT-11	Security and Protective Services	13-1031.02	Insurance Adjusters, Examiners, and Investigators	
63047JA	SJ	SECUR-100-OCT-11	Security and Protective Services	13-1041.02	Licensing Examiners and Inspectors	
63047JB	HK	SECUR-110-OJC-07	Security and Protective Services	15-1122.00	Information Security Analysts	
63047JB	HK	SECUR-110-OCT-11	Criminal Justice	19-4092.00	Forensic Science Technicians	
63047JC	HK	SECUR-120-OJC-08	Security and Protective Services	23-2091.00	Court Reporters	
63047JC	HK	SECUR-120-OCT-11	Security and Protective Services	29-9011.00	Occupational Health and Safety Specialists	
63047JD	XG	SECUR-130-OJC-11	Corrections Officer	33-1011.00	First-Line Supervisors of Correctional Officers	
				33-1012.00	First-Line Supervisors of Police and Detectives	
				33-3011.00	Bailiffs	
				33-3012.00	Correctional Officers and Jailers	
				33-3021.01	Police Detectives	
				33-3021.02	Police Identification and Records Officers	
				33-3021.03	Criminal Investigators and Special Agents	
				33-3021.05	Immigration and Customs Inspectors	
				33-3041.00	Parking Enforcement Workers	
				33-3051.01	Police Patrol Officers	
				33-3051.03	Sheriffs and Deputy Sheriffs	
				33-3052.00	Transit and Railroad Police	
				33-9011.00	Animal Control Workers	
				33-9021.00	Private Detectives and Investigators	
				33-9031.00	Gaming Surveillance Officers and Gaming Investigators	
				33-9032.00	Security Guards	
				33-9091.00	Crossing Guards	
				33-9092.00	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	
				33-9093.00	Transportation Security Screeners	
				33-9099.02	Retail Loss Prevention Specialists	
				33-9099.02	Loss Prevention Specialists	
				41-2022.00	Parts Salespersons	
				43-4061.00	Eligibility Interviewers, Government Programs	
				43-5031.00	Police, Fire, and Ambulance Dispatchers	
				43-5032.00	Dispatchers, Except Police, Fire, and Ambulance	
				43-5081.01	Stock Clerks, Sales Floor	
				47-4041.00	Hazardous Materials Removal Workers	
				99-AMER.CO	Americorps	
				99-NCCC.00	National Civilian Community Corps	

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **INSEC** **OCT-Only Homeland Security** **I10**

TAR Code (Old) / TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
n/a OCT Training Offerings in Homeland Security (Basic)	I10	INSEC-100-OCT-12	11-9161.00	Emergency Management Directors
			13-1031.02	Insurance Adjusters, Examiners, and Investigators
			13-1041.02	Licensing Examiners and Inspectors
n/a OCT Training Offerings in Homeland Security (Advanced)	I10	INSEC-500-OCT-12	15-1122.00	Information Security Analysts
			19-4092.00	Forensic Science Technicians
			23-2091.00	Court Reporters
			29-9011.00	Occupational Health and Safety Specialists
			33-1011.00	First-Line Supervisors of Correctional Officers
			33-1012.00	First-Line Supervisors of Police and Detectives
			33-3011.00	Bailiffs
			33-3012.00	Correctional Officers and Jailers
			33-3021.01	Police Detectives
			33-3021.02	Police Identification and Records Officers
			33-3021.03	Criminal Investigators and Special Agents
			33-3021.05	Immigration and Customs Inspectors
			33-3041.00	Parking Enforcement Workers
			33-3051.01	Police Patrol Officers
			33-3051.03	Sheriffs and Deputy Sheriffs
			33-3052.00	Transit and Railroad Police
			33-9011.00	Animal Control Workers
			33-9021.00	Private Detectives and Investigators
			33-9031.00	Gaming Surveillance Officers and Gaming Investigators
			33-9032.00	Security Guards
			33-9091.00	Crossing Guards
			33-9092.00	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers
			33-9093.00	Transportation Security Screeners
			33-9099.02	Loss Prevention Specialists
			33-9099.02	Retail Loss Prevention Specialists
			41-2022.00	Parts Salespersons
			43-4061.00	Eligibility Interviewers, Government Programs
			43-5031.00	Police, Fire, and Ambulance Dispatchers
			43-5032.00	Dispatchers, Except Police, Fire, and Ambulance
			43-5081.01	Stock Clerks, Sales Floor
			47-4041.00	Hazardous Materials Removal Workers
			99-AMER.CO	Americorps
			99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Industry Sector: **Transportation**

Occupation (Occ) Codes for each TPA

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **HEOPS Heavy Equipment Operations** **AP HD HE**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title
87708JA	AP	HEOPS-100-IUO-09	Basics Asphalt Paving
87708JB	AP	HEOPS-110-IUO-09	Basic Asphalt Paving
87708JC	AP	HEOPS-120-IUO-09	Basic Asphalt Paving
87708JD	AP	HEOPS-130-IUO-09	Basic Asphalt Paving
97956JA	HD	HEOPS-100-OJC-07	Heavy Equipment Operations
97956JA	HE	HEOPS-100-IUO-11	Heavy Equipment Operations
87708AA	AP	HEOPS-500-IUO-09	Adv Asphalt Paving
87708AB	AP	HEOPS-510-IUO-09	Adv Asphalt Paving
87708AC	AP	HEOPS-520-IUO-09	Adv Asphalt Paving
87708AD	AP	HEOPS-530-IUO-09	Adv Asphalt Paving

O*NET-SOC Code	O*NET-SOC Title [Placement]
41-2022.00	Parts Salespersons
43-5081.01	Stock Clerks, Sales Floor
45-2092.02	Farmworkers and Laborers, Crop
45-4022.00	Logging Equipment Operators
47-2061.00	Construction Laborers
47-2071.00	Paving, Surfacing, and Tamping Equipment Operators
47-2072.00	Pile-Driver Operators
47-2073.00	Operating Engineers and Other Construction Equipment Operators
47-2181.00	Roofers
47-4051.00	Highway Maintenance Workers
47-4061.00	Rail-Track Laying and Maintenance Equipment Operators
47-4091.00	Segmental Pavers
47-5011.00	Derrick Operators, Oil and Gas
47-5012.00	Rotary Drill Operators, Oil and Gas
47-5013.00	Service Unit Operators, Oil, Gas, and Mining
47-5021.00	Earth Drillers, Except Oil and Gas
47-5031.00	Explosives Workers, Ordnance Handling Experts, and Blasters
47-5041.00	Continuous Mining Machine Operators
47-5042.00	Mine Cutting and Channeling Machine Operators
47-5051.00	Rock Splitters, Quarry
47-5071.00	Roustabouts, Oil and Gas
47-5081.00	Helpers--Extraction Workers
49-3031.00	Bus and Truck Mechanics and Diesel Engine Specialists
49-3042.00	Mobile Heavy Equipment Mechanics, Except Engines
49-9043.00	Maintenance Workers, Machinery
49-9096.00	Riggers
51-8093.00	Petroleum Pump System Operators, Refinery Operators, and Gaugers
51-9021.00	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders
53-1031.00	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators
53-3032.00	Heavy and Tractor-Trailer Truck Drivers
53-5011.00	Sailors and Marine Oilers
53-5021.02	Mates- Ship, Boat, and Barge
53-7011.00	Conveyor Operators and Tenders
53-7021.00	Crane and Tower Operators
53-7031.00	Dredge Operators
53-7032.00	Excavating and Loading Machine and Dragline Operators
53-7033.00	Loading Machine Operators, Underground Mining
53-7041.00	Hoist and Winch Operators
53-7051.00	Industrial Truck and Tractor Operators
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
53-7071.00	Gas Compressor and Gas Pumping Station Operators
53-7072.00	Pump Operators, Except Wellhead Pumpers

53-7111.00	Mine Shuttle Car Operators
53-7121.00	Tank Car, Truck, and Ship Loaders
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Training Program Area: **HTDRI Heavy Truck Driving** **HU** **XI**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
97105JA Heavy Truck Driving - Tractor-Trailer	HU	HTDRI-120-OJC-07	41-2022.00	Parts Salespersons
			43-5081.01	Stock Clerks, Sales Floor
			47-2071.00	Paving, Surfacing, and Tamping Equipment Operators
97105JA Heavy Truck Driving	HU	HTDRI-100-OCT-11	47-2073.00	Operating Engineers and Other Construction Equipment Operators
97105JB Heavy Truck Driving - Tractor-Trailer	HU	HTDRI-100-OJC-07	53-1031.00	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators
			53-3021.00	Bus Drivers, Transit and Intercity
97105AA Adv Heavy Truck Driving (Roadway)	XI	HTDRI-500-OJC-07	53-3022.00	Bus Drivers, School or Special Client
			53-3032.00	Heavy and Tractor-Trailer Truck Drivers
			53-3033.00	Light Truck or Delivery Services Drivers
97105AB Adv Heavy Truck Driving (Roadway)	XI	HTDRI-520-OJC-07	53-7051.00	Industrial Truck and Tractor Operators
			99-AMER.CO	Americorps
			99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **MDIST** **Material Distribution Operations** **HJ**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
58008JA Material and Distribution Operations	HJ	MDIST-100-OJC-10	11-3071.02	Storage and Distribution Managers
			13-1081.00	Logisticians
			41-1011.00	First-Line Supervisors of Retail Sales Workers
			41-2022.00	Parts Salespersons
			41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
			43-3061.00	Procurement Clerks
			43-4151.00	Order Clerks
			43-5011.00	Cargo and Freight Agents
			43-5051.00	Postal Service Clerks
			43-5053.00	Postal Service Mail Sorters, Processors, and Processing Machine Operators
			43-5061.00	Production, Planning, and Expediting Clerks
			43-5071.00	Shipping, Receiving, and Traffic Clerks
			43-5081.01	Stock Clerks, Sales Floor
			43-5081.02	Marking Clerks
			43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard
			43-5081.04	Order Fillers, Wholesale and Retail Sales
			43-5111.00	Weighers, Measurers, Checkers, and Samplers, Recordkeeping
			43-9051.00	Mail Clerks and Mail Machine Operators, Except Postal Service
			43-9071.00	Office Machine Operators, Except Computer
			49-9096.00	Riggers
			53-1011.00	Aircraft Cargo Handling Supervisors
			53-1021.00	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand
			53-1031.00	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators
			53-2022.00	Airfield Operations Specialists
			53-3032.00	Heavy and Tractor-Trailer Truck Drivers
			53-3033.00	Light Truck or Delivery Services Drivers
			53-4013.00	Rail Yard Engineers, Dinkey Operators, and Hostlers
			53-4021.00	Railroad Brake, Signal, and Switch Operators
			53-4031.00	Railroad Conductors and Yardmasters
			53-6051.08	Freight and Cargo Inspectors
			53-7021.00	Crane and Tower Operators
			53-7041.00	Hoist and Winch Operators
			53-7051.00	Industrial Truck and Tractor Operators
			53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
			99-AMER.CO	Americorps
			99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **ROUST Roustabout** **RO**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
87921JA Roustabout Operator	RO	ROUST-100-OJC-11	41-2022.00	Parts Salespersons
			43-5081.01	Stock Clerks, Sales Floor
			43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard
			47-2031.01	Construction Carpenters
			47-2031.02	Rough Carpenters
			47-2061.00	Construction Laborers
			47-2073.00	Operating Engineers and Other Construction Equipment Operators
			47-5011.00	Derrick Operators, Oil and Gas
			47-5012.00	Rotary Drill Operators, Oil and Gas
			47-5031.00	Explosives Workers, Ordnance Handling Experts, and Blasters
			47-5051.00	Rock Splitters, Quarry
			47-5071.00	Roustabouts, Oil and Gas
			47-5081.00	Helpers--Extraction Workers
			49-3043.00	Rail Car Repairers
			49-9041.00	Industrial Machinery Mechanics
			49-9043.00	Maintenance Workers, Machinery
			49-9071.00	Maintenance and Repair Workers, General
			51-8091.00	Chemical Plant and System Operators
			51-8093.00	Petroleum Pump System Operators, Refinery Operators, and Gaugers
			51-9011.00	Chemical Equipment Operators and Tenders
			53-5011.00	Sailors and Marine Oilers
			53-7021.00	Crane and Tower Operators
			53-7051.00	Industrial Truck and Tractor Operators
			53-7071.00	Gas Compressor and Gas Pumping Station Operators
			53-7072.00	Pump Operators, Except Wellhead Pumpers
			53-7121.00	Tank Car, Truck, and Ship Loaders
			99-AMER.CO	Americorps
			99-NCCC.00	National Civilian Community Corps

Training Program Area: **SEAMA Seaman** **NM**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
97514JA Seamanship	NM	SEAMA-100-OJC-07	41-2022.00	Parts Salespersons
97514JA Seamanship	NM	SEAMA-100-IBU-07	43-5081.01	Stock Clerks, Sales Floor
97514JB Seamanship	NM	SEAMA-110-IBU-07	49-9096.00	Riggers
97514JC Seamanship	NM	SEAMA-120-IBU-07	53-1031.00	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators
			53-5011.00	Sailors and Marine Oilers
			53-5021.02	Mates- Ship, Boat, and Barge
			53-5031.00	Ship Engineers
			53-7031.00	Dredge Operators
			53-7121.00	Tank Car, Truck, and Ship Loaders
			99-AMER.CO	Americorps
			99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **TROFC Transportation Office Support CL**

TAR Code (Old)	Occ Code	TAR Code (New)	TAR Title	O*NET-SOC Code	O*NET-SOC Title	[Placement]
55347AA	CL	TROFC-500-TCU-12	Adv Transportation Service Worker	11-3011.00	Administrative Services Managers	
55347AB	CL	TROFC-500-TCU-12	Adv Tran Svc Worker: Rail Freight	13-1031.02	Insurance Adjusters, Examiners, and Investigators	
55347AC	CL	TROFC-500-TCU-12	Adv Tran Svc Worker: Information Processing Clerk	13-2072.00	Loan Officers	
55347AD	CL	TROFC-500-TCU-12	Adv Tran Svc Worker: Rail Data Entry Clerk	13-2082.00	Tax Preparers	
55347AE	CL	TROFC-500-TCU-12	Adv Tran Svc Worker: Mass Transit/Highway	17-3027.00	Mechanical Engineering Technicians	
55347AF	CL	TROFC-500-TCU-12	Adv Tran Svc Worker: Airline	23-2091.00	Court Reporters	
55347AG	CL	TROFC-500-TCU-12	Adv Tran Svc Worker: Rail Passenger Clerk	23-2093.00	Title Examiners, Abstractors, and Searchers	
55347AH	CL	TROFC-500-TCU-12	Adv Tran Svc Worker: Rail Freight Clerk	27-4013.00	Radio Operator	
55347AI	CL	TROFC-510-TCU-12	Adv Rail Mechanical Service Worker	33-9093.00	Transportation Security Screeners	
55347AJ	CL	TROFC-520-TCU-12	Adv Machinist	39-6011.00	Baggage Porters and Bellhops	
				41-2022.00	Parts Salespersons	
				41-9022.00	Real Estate Sales Agents	
				43-1011.00	First-Line Supervisors of Office and Administrative Support Workers	
				43-2011.00	Switchboard Operators, Including Answering Service	
				43-2021.00	Telephone Operators	
				43-3021.02	Billing, Cost, and Rate Clerks	
				43-3031.00	Bookkeeping, Accounting, and Auditing Clerks	
				43-3051.00	Payroll and Timekeeping Clerks	
				43-3061.00	Procurement Clerks	
				43-3071.00	Tellers	
				43-4011.00	Brokerage Clerks	
				43-4021.00	Correspondence Clerks	
				43-4031.01	Court Clerks	
				43-4031.02	Municipal Clerks	
				43-4031.03	License Clerks	
				43-4041.01	Credit Authorizers	
				43-4041.02	Credit Checkers	
				43-4051.00	Customer Service Representatives	
				43-4061.00	Eligibility Interviewers, Government Programs	
				43-4071.00	File Clerks	
				43-4111.00	Interviewers, Except Eligibility and Loan	
				43-4121.00	Library Assistants, Clerical	
				43-4131.00	Loan Interviewers and Clerks	
				43-4141.00	New Accounts Clerks	
				43-4151.00	Order Clerks	
				43-4161.00	Human Resources Assistants, Except Payroll and Timekeeping	
				43-4171.00	Receptionists and Information Clerks	
				43-4181.00	Reservation and Transportation Ticket Agents and Travel Clerks	
				43-5011.00	Cargo and Freight Agents	
				43-5021.00	Couriers and Messengers	
				43-5031.00	Police, Fire, and Ambulance Dispatchers	
				43-5032.00	Dispatchers, Except Police, Fire, and Ambulance	
				43-5053.00	Postal Service Mail Sorters, Processors, and Processing Machine Operators	

43-5061.00	Production, Planning, and Expediting Clerks
43-5071.00	Shipping, Receiving, and Traffic Clerks
43-5081.01	Stock Clerks, Sales Floor
43-5081.02	Marking Clerks
43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard
43-5081.04	Order Fillers, Wholesale and Retail Sales
43-5111.00	Weighers, Measurers, Checkers, and Samplers, Recordkeeping
43-6011.00	Executive Secretaries and Executive Administrative Assistants
43-6012.00	Legal Secretaries
43-6013.00	Medical Secretaries
43-6014.00	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
43-9011.00	Computer Operators
43-9021.00	Data Entry Keyers
43-9022.00	Word Processors and Typists
43-9041.01	Insurance Claims Clerks
43-9041.02	Insurance Policy Processing Clerks
43-9051.00	Mail Clerks and Mail Machine Operators, Except Postal Service
43-9061.00	Office Clerks, General
43-9071.00	Office Machine Operators, Except Computer
43-9081.00	Proofreaders and Copy Markers
43-9111.00	Statistical Assistants
47-4061.00	Rail-Track Laying and Maintenance Equipment Operators
49-3011.00	Aircraft Mechanics and Service Technicians
49-3043.00	Rail Car Repairers
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
51-2031.00	Engine and Other Machine Assemblers
51-2041.00	Structural Metal Fabricators and Fitters
51-4031.00	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
51-4041.00	Machinists
51-4081.00	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic
51-4121.06	Welders, Cutters, and Welder Fitters
51-5111.00	Prepress Technicians and Workers
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
53-2031.00	Flight Attendants
53-4012.00	Locomotive Firers
53-4013.00	Rail Yard Engineers, Dinkey Operators, and Hostlers
53-4021.00	Railroad Brake, Signal, and Switch Operators
53-4031.00	Railroad Conductors and Yardmasters
53-5011.00	Sailors and Marine Oilers
53-6051.07	Transportation Vehicle, Equipment and Systems Inspectors, Except Aviation
53-6061.00	Transportation Attendants, Except Flight Attendants
53-7061.00	Cleaners of Vehicles and Equipment
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Job Corps Job Training Match (JTM) Crosswalk

Training Program Area: **INTRA** **OCT-Only Transportation** **I11**

TAR Code (Old) TAR Title	Occ Code	TAR Code (New)	O*NET-SOC Code	O*NET-SOC Title [Placement]
n/a OCT Training Offerings in Transportation (Basic)	I11	INTRA-100-OCT-12	11-3011.00	Administrative Services Managers
			11-3071.02	Storage and Distribution Managers
			13-1031.02	Insurance Adjusters, Examiners, and Investigators
n/a OCT Training Offerings in Transportation (Advanced)	I11	INTRA-500-OCT-12	13-1081.00	Logisticians
			13-2072.00	Loan Officers
			13-2082.00	Tax Preparers
			17-3027.00	Mechanical Engineering Technicians
			23-2091.00	Court Reporters
			23-2093.00	Title Examiners, Abstractors, and Searchers
			27-4013.00	Radio Operator
			33-9093.00	Transportation Security Screeners
			39-6011.00	Baggage Porters and Bellhops
			41-1011.00	First-Line Supervisors of Retail Sales Workers
			41-2022.00	Parts Salespersons
			41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
			41-9022.00	Real Estate Sales Agents
			43-1011.00	First-Line Supervisors of Office and Administrative Support Workers
			43-2011.00	Switchboard Operators, Including Answering Service
			43-2021.00	Telephone Operators
			43-3021.02	Billing, Cost, and Rate Clerks
			43-3031.00	Bookkeeping, Accounting, and Auditing Clerks
			43-3051.00	Payroll and Timekeeping Clerks
			43-3061.00	Procurement Clerks
			43-3071.00	Tellers
			43-4011.00	Brokerage Clerks
			43-4021.00	Correspondence Clerks
			43-4031.01	Court Clerks
			43-4031.02	Municipal Clerks
			43-4031.03	License Clerks
			43-4041.01	Credit Authorizers
			43-4041.02	Credit Checkers
			43-4051.00	Customer Service Representatives
			43-4061.00	Eligibility Interviewers, Government Programs
			43-4071.00	File Clerks
			43-4111.00	Interviewers, Except Eligibility and Loan
			43-4121.00	Library Assistants, Clerical
			43-4131.00	Loan Interviewers and Clerks
			43-4141.00	New Accounts Clerks
			43-4151.00	Order Clerks
			43-4161.00	Human Resources Assistants, Except Payroll and Timekeeping
			43-4171.00	Receptionists and Information Clerks
			43-4181.00	Reservation and Transportation Ticket Agents and Travel Clerks
			43-5011.00	Cargo and Freight Agents

43-5021.00	Couriers and Messengers
43-5031.00	Police, Fire, and Ambulance Dispatchers
43-5032.00	Dispatchers, Except Police, Fire, and Ambulance
43-5051.00	Postal Service Clerks
43-5053.00	Postal Service Mail Sorters, Processors, and Processing Machine Operators
43-5061.00	Production, Planning, and Expediting Clerks
43-5071.00	Shipping, Receiving, and Traffic Clerks
43-5081.01	Stock Clerks, Sales Floor
43-5081.02	Marking Clerks
43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard
43-5081.04	Order Fillers, Wholesale and Retail Sales
43-5111.00	Weighers, Measurers, Checkers, and Samplers, Recordkeeping
43-6011.00	Executive Secretaries and Executive Administrative Assistants
43-6012.00	Legal Secretaries
43-6013.00	Medical Secretaries
43-6014.00	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
43-9011.00	Computer Operators
43-9021.00	Data Entry Keyers
43-9022.00	Word Processors and Typists
43-9041.01	Insurance Claims Clerks
43-9041.02	Insurance Policy Processing Clerks
43-9051.00	Mail Clerks and Mail Machine Operators, Except Postal Service
43-9061.00	Office Clerks, General
43-9071.00	Office Machine Operators, Except Computer
43-9081.00	Proofreaders and Copy Markers
43-9111.00	Statistical Assistants
45-2092.02	Farmworkers and Laborers, Crop
45-4022.00	Logging Equipment Operators
47-2031.01	Construction Carpenters
47-2031.02	Rough Carpenters
47-2061.00	Construction Laborers
47-2071.00	Paving, Surfacing, and Tamping Equipment Operators
47-2072.00	Pile-Driver Operators
47-2073.00	Operating Engineers and Other Construction Equipment Operators
47-2181.00	Roofers
47-4051.00	Highway Maintenance Workers
47-4061.00	Rail-Track Laying and Maintenance Equipment Operators
47-4091.00	Segmental Pavers
47-5011.00	Derrick Operators, Oil and Gas
47-5012.00	Rotary Drill Operators, Oil and Gas
47-5013.00	Service Unit Operators, Oil, Gas, and Mining
47-5021.00	Earth Drillers, Except Oil and Gas
47-5031.00	Explosives Workers, Ordnance Handling Experts, and Blasters
47-5041.00	Continuous Mining Machine Operators

47-5042.00	Mine Cutting and Channeling Machine Operators
47-5051.00	Rock Splitters, Quarry
47-5071.00	Roustabouts, Oil and Gas
47-5081.00	Helpers--Extraction Workers
49-3011.00	Aircraft Mechanics and Service Technicians
49-3031.00	Bus and Truck Mechanics and Diesel Engine Specialists
49-3042.00	Mobile Heavy Equipment Mechanics, Except Engines
49-3043.00	Rail Car Repairers
49-9041.00	Industrial Machinery Mechanics
49-9043.00	Maintenance Workers, Machinery
49-9071.00	Maintenance and Repair Workers, General
49-9096.00	Riggers
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers
51-2031.00	Engine and Other Machine Assemblers
51-2041.00	Structural Metal Fabricators and Fitters
51-4031.00	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
51-4041.00	Machinists
51-4081.00	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic
51-4121.06	Welders, Cutters, and Welder Fitters
51-5111.00	Prepress Technicians and Workers
51-8091.00	Chemical Plant and System Operators
51-8093.00	Petroleum Pump System Operators, Refinery Operators, and Gaugers
51-9011.00	Chemical Equipment Operators and Tenders
51-9021.00	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers
53-1011.00	Aircraft Cargo Handling Supervisors
53-1021.00	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand
53-1031.00	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators
53-2022.00	Airfield Operations Specialists
53-2031.00	Flight Attendants
53-3021.00	Bus Drivers, Transit and Intercity
53-3022.00	Bus Drivers, School or Special Client
53-3032.00	Heavy and Tractor-Trailer Truck Drivers
53-3033.00	Light Truck or Delivery Services Drivers
53-4012.00	Locomotive Firers
53-4013.00	Rail Yard Engineers, Dinkey Operators, and Hostlers
53-4021.00	Railroad Brake, Signal, and Switch Operators
53-4031.00	Railroad Conductors and Yardmasters
53-5011.00	Sailors and Marine Oilers
53-5021.02	Mates- Ship, Boat, and Barge
53-5031.00	Ship Engineers
53-6051.07	Transportation Vehicle, Equipment and Systems Inspectors, Except Aviation
53-6051.08	Freight and Cargo Inspectors
53-6061.00	Transportation Attendants, Except Flight Attendants

53-7011.00	Conveyor Operators and Tenders
53-7021.00	Crane and Tower Operators
53-7031.00	Dredge Operators
53-7032.00	Excavating and Loading Machine and Dragline Operators
53-7033.00	Loading Machine Operators, Underground Mining
53-7041.00	Hoist and Winch Operators
53-7051.00	Industrial Truck and Tractor Operators
53-7061.00	Cleaners of Vehicles and Equipment
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand
53-7071.00	Gas Compressor and Gas Pumping Station Operators
53-7072.00	Pump Operators, Except Wellhead Pumpers
53-7111.00	Mine Shuttle Car Operators
53-7121.00	Tank Car, Truck, and Ship Loaders
99-AMER.CO	Americorps
99-NCCC.00	National Civilian Community Corps

Index of O*NET-SOC Codes & the TPAs for which they Earn a JTM Credit

O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
11-1011.00	Chief Executives	5					
11-1011.03	Chief Sustainability Officers	na					
11-1021.00	General and Operations Managers	3					
11-1031.00	Legislators	4					
11-2011.00	Advertising and Promotions Managers	4					
11-2011.01	Green Marketers	na					
11-2021.00	Marketing Managers	4					
11-2022.00	Sales Managers	4					
11-2031.00	Public Relations and Fundraising Managers	4					
11-3011.00	Administrative Services Managers	3	ACCTG	INFBz	INTRA	OFCAD	TROFC
11-3021.00	Computer and Information Systems Managers	4					
11-3031.01	Treasurers and Controllers	5					
11-3031.02	Financial Managers, Branch or Department	4					
11-3051.00	Industrial Production Managers	3					
11-3051.01	Quality Control Systems Managers	na					
11-3051.02	Geothermal Production Managers	3					
11-3051.03	Biofuels Production Managers	na					
11-3051.04	Biomass Power Plant Managers	na					
11-3051.05	Methane/Landfill Gas Collection System Operators	na					
11-3051.06	Hydroelectric Production Managers	na					
11-3061.00	Purchasing Managers	4					
11-3071.01	Transportation Managers	4					
11-3071.02	Storage and Distribution Managers	4	INTRA	MDIST			
11-3071.03	Logistics Managers	4					
11-3111.00	Compensation and Benefits Managers	4					
11-3121.00	Human Resources Managers	4					
11-3131.00	Training and Development Managers	4					
11-9013.01	Nursery and Greenhouse Managers	3	FORCF	INRRE	LANDS	LANHB	URFOR
11-9013.02	Farm and Ranch Managers	na					
11-9013.03	Aquacultural Managers	4					
11-9021.00	Construction Managers	4	INRRE	LANDS	LANHB	URFOR	
11-9031.00	Education Administrators, Preschool and Childcare Center/Program	4					
11-9032.00	Education Administrators, Elementary and Secondary School	5					
11-9033.00	Education Administrators, Postsecondary	5					
11-9039.01	Distance Learning Coordinators	na					
11-9039.02	Fitness and Wellness Coordinators	na					
11-9041.00	Architectural and Engineering Managers	5					
11-9041.01	Biofuels/Biodiesel Technology and Product Development Managers	na					
11-9051.00	Food Service Managers	3	CULIN	HOTEL	HUMSE	INHOS	INRSS
11-9061.00	Funeral Service Managers	na					
11-9071.00	Gaming Managers	3					
11-9081.00	Lodging Managers	3	HOTEL	HUMSE	INHOS	INRSS	
11-9111.00	Medical and Health Services Managers	5					
11-9121.00	Natural Sciences Managers	5					
11-9121.01	Clinical Research Coordinators	4					
11-9121.02	Water Resource Specialists	na					
11-9131.00	Postmasters and Mail Superintendents	3					
11-9141.00	Property, Real Estate, and Community Association Managers	3					
11-9151.00	Social and Community Service Managers	4	HUMSE	INRSS	RESAD		
11-9161.00	Emergency Management Directors	4	INSEC	SECUR			
11-9199.01	Regulatory Affairs Managers	4					
11-9199.02	Compliance Managers	na					
11-9199.03	Investment Fund Managers	na					

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O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
11-9199.04	Supply Chain Managers	4					
11-9199.07	Security Managers	na					
11-9199.08	Loss Prevention Managers	na					
11-9199.09	Wind Energy Operations Managers	na					
11-9199.10	Wind Energy Project Managers	na					
11-9199.11	Brownfield Redevelopment Specialists and Site Managers	na					
13-1011.00	Agents and Business Managers of Artists, Performers, and Athletes	4					
13-1021.00	Buyers and Purchasing Agents, Farm Products	3	FORCF	INRRE	LANDS	LANHB	
13-1022.00	Wholesale and Retail Buyers, Except Farm Products	3	INRSS	RETAI			
13-1023.00	Purchasing Agents, Except Wholesale, Retail, and Farm Products	4	INRSS	RETAI			
13-1031.01	Claims Examiners, Property and Casualty Insurance	4					
13-1031.02	Insurance Adjusters, Examiners, and Investigators	3	ACCTG	INFBz	INSEC	INTRA	SECUR
			TROFC				
13-1032.00	Insurance Appraisers, Auto Damage	3					
13-1041.01	Environmental Compliance Inspectors	4	INRRE	WATER			
13-1041.02	Licensing Examiners and Inspectors	2	INSEC	SECUR			
13-1041.03	Equal Opportunity Representatives and Officers	4					
13-1041.04	Government Property Inspectors and Investigators	3	FACMA	INCON	INRRE	SOLAR	WEATH
13-1041.06	Coroners	5					
13-1041.07	Regulatory Affairs Specialists	4					
13-1051.00	Cost Estimators	4					
13-1071.00	Human Resources Specialists	4					
13-1074.00	Farm Labor Contractors	2	FORCF	INRRE	LANDS	LANHB	
13-1075.00	Labor Relations Specialists	na					
13-1081.00	Logisticians	4	INTRA	MDIST			
13-1081.01	Logistics Engineers	4					
13-1081.02	Logistics Analysts	4					
13-1111.00	Management Analysts	4					
13-1121.00	Meeting, Convention, and Event Planners	4	HOTEL	INHOS	INRSS	RETAI	
13-1131.00	Fundraisers	na					
13-1141.00	Compensation, Benefits, and Job Analysis Specialists	4					
13-1151.00	Training and Development Specialists	4					
13-1161.00	Market Research Analysts and Marketing Specialists	4					
13-1199.01	Energy Auditors	3					
13-1199.02	Security Management Specialists	na					
13-1199.03	Customs Brokers	3					
13-1199.04	Business Continuity Planners	4					
13-1199.05	Sustainability Specialists	na					
13-1199.06	Online Merchants	na					
13-2011.01	Accountants	4					
13-2011.02	Auditors	4					
13-2021.01	Assessors	3					
13-2021.02	Appraisers, Real Estate	4					
13-2031.00	Budget Analysts	4					
13-2041.00	Credit Analysts	4	ACCTG	INFBz			
13-2051.00	Financial Analysts	4					
13-2052.00	Personal Financial Advisors	4					
13-2053.00	Insurance Underwriters	4	ACCTG	INFBz			
13-2061.00	Financial Examiners	4					
13-2071.00	Credit Counselors	na	ACCTG	INFBz			
13-2071.01	Loan Counselors	4					
13-2072.00	Loan Officers	3	ACCTG	INFBz	INTRA	OFCAD	TROFC
13-2081.00	Tax Examiners and Collectors, and Revenue Agents	3					

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13-2082.00	Tax Preparers	3	ACCTG	INFBz	INTRA	OFCAD	TROFC
13-2099.01	Financial Quantitative Analysts	na					
13-2099.02	Risk Management Specialists	4					
13-2099.03	Investment Underwriters	na					
13-2099.04	Fraud Examiners, Investigators and Analysts	4					
15-1111.00	Computer and Information Research Scientists	5					
15-1121.00	Computer Systems Analysts	4	CISCO	CTECH	ININT		
15-1121.01	Informatics Nurse Specialists	4					
15-1122.00	Information Security Analysts	4	CTECH	ININT	INSEC	SECUR	
15-1131.00	Computer Programmers	4	CTECH	ININT			
15-1132.00	Software Developers, Applications	4					
15-1133.00	Software Developers, Systems Software	4					
15-1134.00	Web Developers	3	ININT	VISUA			
15-1141.00	Database Administrators	4	CTECH	ININT			
15-1142.00	Network and Computer Systems Administrators	4	CISCO	CTECH	ININT		
15-1143.00	Computer Network Architects	4	CISCO	CTECH	ININT		
15-1143.01	Telecommunications Engineering Specialists	na					
15-1151.00	Computer User Support Specialists	3	CABLE	CISCO	CTECH	INFBz	ININT
			OFCAD				
15-1152.00	Computer Network Support Specialists	na	CISCO	CISCO	CTECH	CTECH	ININT
15-1199.01	Software Quality Assurance Engineers and Testers	4					
15-1199.02	Computer Systems Engineers/Architects	4					
15-1199.03	Web Administrators	3	CTECH	ININT			
15-1199.04	Geospatial Information Scientists and Technologists	4					
15-1199.05	Geographic Information Systems Technicians	4					
15-1199.06	Database Architects	na					
15-1199.07	Data Warehousing Specialists	na					
15-1199.08	Business Intelligence Analysts	na					
15-1199.09	Information Technology Project Managers	na					
15-1199.10	Search Marketing Strategists	na					
15-1199.11	Video Game Designers	na					
15-1199.12	Document Management Specialists	na					
15-2011.00	Actuaries	4					
15-2021.00	Mathematicians	5					
15-2031.00	Operations Research Analysts	5					
15-2041.00	Statisticians	5					
15-2041.01	Biostatisticians	5					
15-2041.02	Clinical Data Managers	4					
15-2091.00	Mathematical Technicians	4					
17-1011.00	Architects, Except Landscape and Naval	5					
17-1012.00	Landscape Architects	4	BRICK	CMENT	INCON	INRRE	LANDS
			LANHB	PLUMB	SOLAR	URFOR	WEATH
17-1021.00	Cartographers and Photogrammetrists	4	FORCF	INRRE			
17-1022.00	Surveyors	4	FORCF	INRRE			
17-1022.01	Geodetic Surveyors	4					
17-2011.00	Aerospace Engineers	4					
17-2021.00	Agricultural Engineers	4					
17-2031.00	Biomedical Engineers	4					
17-2041.00	Chemical Engineers	4					
17-2051.00	Civil Engineers	4					
17-2051.01	Transportation Engineers	4					
17-2061.00	Computer Hardware Engineers	4					
17-2071.00	Electrical Engineers	4					

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O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
17-2072.00	Electronics Engineers, Except Computer	4					
17-2072.01	Radio Frequency Identification Device Specialists	na					
17-2081.00	Environmental Engineers	4					
17-2081.01	Water/Wastewater Engineers	na					
17-2111.01	Industrial Safety and Health Engineers	4					
17-2111.02	Fire-Prevention and Protection Engineers	4					
17-2111.03	Product Safety Engineers	4					
17-2112.00	Industrial Engineers	4					
17-2112.01	Human Factors Engineers and Ergonomists	na					
17-2121.01	Marine Engineers	4					
17-2121.02	Marine Architects	4					
17-2131.00	Materials Engineers	4					
17-2141.00	Mechanical Engineers	4					
17-2141.01	Fuel Cell Engineers	na					
17-2141.02	Automotive Engineers	na					
17-2151.00	Mining and Geological Engineers, Including Mining Safety Engineers	4					
17-2161.00	Nuclear Engineers	4					
17-2171.00	Petroleum Engineers	4					
17-2199.01	Biochemical Engineers	4					
17-2199.02	Validation Engineers	4					
17-2199.03	Energy Engineers	4					
17-2199.04	Manufacturing Engineers	4					
17-2199.05	Mechatronics Engineers	na					
17-2199.06	Microsystems Engineers	na					
17-2199.07	Photonics Engineers	4					
17-2199.08	Robotics Engineers	4					
17-2199.09	Nanosystems Engineers	na					
17-2199.10	Wind Energy Engineers	na					
17-2199.11	Solar Energy Systems Engineers	na					
17-3011.01	Architectural Drafters	4					
17-3011.02	Civil Drafters	3	DRAFT	INAdM			
17-3012.01	Electronic Drafters	3	DRAFT	INAdM			
17-3012.02	Electrical Drafters	3	DRAFT	INAdM			
17-3013.00	Mechanical Drafters	3	DRAFT	INAdM			
17-3021.00	Aerospace Engineering and Operations Technicians	4	INAMR	MECRO			
17-3022.00	Civil Engineering Technicians	3	ENGRG	FACMA	INAdM	INCON	INRRE
			SOLAR	WEATH			
17-3023.01	Electronics Engineering Technicians	3	ELECA	ELECT	ENGRG	INAdM	INCON
			INRRE	MANUT	SOLAR	WEATH	
17-3023.03	Electrical Engineering Technicians	3					
17-3024.00	Electro-Mechanical Technicians	3					
17-3024.01	Robotics Technicians	3					
17-3025.00	Environmental Engineering Technicians	3	ENGRG	INAdM	INRRE	WATER	
17-3026.00	Industrial Engineering Technicians	3					
17-3027.00	Mechanical Engineering Technicians	3	DRAFT	ENGRG	INAdM	INAMR	INTRA
			MANUT	MECRO	TROFC		
17-3027.01	Automotive Engineering Technicians	na					
17-3029.01	Non-Destructive Testing Specialists	2					
17-3029.02	Electrical Engineering Technologists	na					
17-3029.03	Electromechanical Engineering Technologists	na					
17-3029.04	Electronics Engineering Technologists	3					
17-3029.05	Industrial Engineering Technologists	na					
17-3029.06	Manufacturing Engineering Technologists	4					

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O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
17-3029.07	Mechanical Engineering Technologists	na					
17-3029.08	Photonics Technicians	na					
17-3029.09	Manufacturing Production Technicians	3					
17-3029.10	Fuel Cell Technicians	na					
17-3029.11	Nanotechnology Engineering Technologists	na					
17-3029.12	Nanotechnology Engineering Technicians	na					
17-3031.01	Surveying Technicians	3	FORCF	INRRE			
17-3031.02	Mapping Technicians	3	FORCF	INRRE			
19-1011.00	Animal Scientists	5					
19-1012.00	Food Scientists and Technologists	4					
19-1013.00	Soil and Plant Scientists	5					
19-1020.01	Biologists	5					
19-1021.00	Biochemists and Biophysicists	5					
19-1022.00	Microbiologists	5					
19-1023.00	Zoologists and Wildlife Biologists	5					
19-1029.01	Bioinformatics Scientists	na					
19-1029.02	Molecular and Cellular Biologists	5					
19-1029.03	Geneticists	5					
19-1031.01	Soil and Water Conservationists	4	FORCF	INRRE			
19-1031.02	Range Managers	4	FORCF	INRRE			
19-1031.03	Park Naturalists	4	FORCF	INRRE			
19-1032.00	Foresters	4	FORCF	INRRE			
19-1041.00	Epidemiologists	5					
19-1042.00	Medical Scientists, Except Epidemiologists	5					
19-2011.00	Astronomers	5					
19-2012.00	Physicists	5					
19-2021.00	Atmospheric and Space Scientists	4					
19-2031.00	Chemists	4					
19-2032.00	Materials Scientists	5					
19-2041.00	Environmental Scientists and Specialists, Including Health	4					
19-2041.01	Climate Change Analysts	na					
19-2041.02	Environmental Restoration Planners	na					
19-2041.03	Industrial Ecologists	na					
19-2042.00	Geoscientists, Except Hydrologists and Geographers	4					
19-2043.00	Hydrologists	4					
19-2099.01	Remote Sensing Scientists and Technologists	5					
19-3011.00	Economists	5					
19-3011.01	Environmental Economists	na					
19-3022.00	Survey Researchers	5	HUMSE	INRSS			
19-3031.01	School Psychologists	5					
19-3031.02	Clinical Psychologists	5					
19-3031.03	Counseling Psychologists	5					
19-3032.00	Industrial-Organizational Psychologists	5					
19-3039.01	Neuropsychologists and Clinical Neuropsychologists	5					
19-3041.00	Sociologists	5					
19-3051.00	Urban and Regional Planners	5					
19-3091.01	Anthropologists	5					
19-3091.02	Archeologists	5					
19-3092.00	Geographers	5					
19-3093.00	Historians	5					
19-3094.00	Political Scientists	5					
19-3099.01	Transportation Planners	4					
19-4011.01	Agricultural Technicians	3	FORCF	INRRE	LANDS	LANHB	URFOR

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O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
19-4011.02	Food Science Technicians	3					
19-4021.00	Biological Technicians	4	CULIN	FORCF	INHOS	INRRE	LANDS
			LANHB	URFOR			
19-4031.00	Chemical Technicians	3					
19-4041.01	Geophysical Data Technicians	4					
19-4041.02	Geological Sample Test Technicians	3	FORCF	INRRE	WATER		
19-4051.01	Nuclear Equipment Operation Technicians	3					
19-4051.02	Nuclear Monitoring Technicians	3					
19-4061.00	Social Science Research Assistants	4	HUMSE	INFBz	INRSS	OFCAD	
19-4061.01	City and Regional Planning Aides	4					
19-4091.00	Environmental Science and Protection Technicians, Including Health	4	INRRE	WATER			
19-4092.00	Forensic Science Technicians	4	INSEC	SECUR			
19-4093.00	Forest and Conservation Technicians	3	FORCF	INRRE			
19-4099.01	Quality Control Analysts	na					
19-4099.02	Precision Agriculture Technicians	3					
19-4099.03	Remote Sensing Technicians	na					
21-1011.00	Substance Abuse and Behavioral Disorder Counselors	4					
21-1012.00	Educational, Guidance, School, and Vocational Counselors	5					
21-1013.00	Marriage and Family Therapists	5					
21-1014.00	Mental Health Counselors	5					
21-1015.00	Rehabilitation Counselors	4	INHEA	REHAB			
21-1021.00	Child, Family, and School Social Workers	4					
21-1022.00	Healthcare Social Workers	5					
21-1023.00	Mental Health and Substance Abuse Social Workers	5					
21-1091.00	Health Educators	4	HUMSE	INRSS			
21-1092.00	Probation Officers and Correctional Treatment Specialists	4	HUMSE	INRSS	RESAD		
21-1093.00	Social and Human Service Assistants	3	HUMSE	INHEA	INRSS	REHAB	RESAD
21-1094.00	Community Health Workers	na	HUMSE	INHEA	INRSS	LPLVN	
21-2011.00	Clergy	5					
21-2021.00	Directors, Religious Activities and Education	4					
23-1011.00	Lawyers	5					
23-1012.00	Judicial Law Clerks	5					
23-1021.00	Administrative Law Judges, Adjudicators, and Hearing Officers	5					
23-1022.00	Arbitrators, Mediators, and Conciliators	4					
23-1023.00	Judges, Magistrate Judges, and Magistrates	5					
23-2011.00	Paralegals and Legal Assistants	3					
23-2091.00	Court Reporters	3	INFBz	INSEC	INTRA	LEGAL	OFCAD
			SECUR	TROFC			
23-2093.00	Title Examiners, Abstractors, and Searchers	3	INFBz	INTRA	LEGAL	OFCAD	TROFC
25-1011.00	Business Teachers, Postsecondary	5					
25-1021.00	Computer Science Teachers, Postsecondary	5					
25-1022.00	Mathematical Science Teachers, Postsecondary	5					
25-1031.00	Architecture Teachers, Postsecondary	5					
25-1032.00	Engineering Teachers, Postsecondary	5					
25-1041.00	Agricultural Sciences Teachers, Postsecondary	5					
25-1042.00	Biological Science Teachers, Postsecondary	5					
25-1043.00	Forestry and Conservation Science Teachers, Postsecondary	5					
25-1051.00	Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary	5					
25-1052.00	Chemistry Teachers, Postsecondary	5					
25-1053.00	Environmental Science Teachers, Postsecondary	5					
25-1054.00	Physics Teachers, Postsecondary	5					
25-1061.00	Anthropology and Archeology Teachers, Postsecondary	5					

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O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
25-1062.00	Area, Ethnic, and Cultural Studies Teachers, Postsecondary	5					
25-1063.00	Economics Teachers, Postsecondary	5					
25-1064.00	Geography Teachers, Postsecondary	5					
25-1065.00	Political Science Teachers, Postsecondary	5					
25-1066.00	Psychology Teachers, Postsecondary	5					
25-1067.00	Sociology Teachers, Postsecondary	5					
25-1071.00	Health Specialties Teachers, Postsecondary	5					
25-1072.00	Nursing Instructors and Teachers, Postsecondary	5					
25-1081.00	Education Teachers, Postsecondary	5					
25-1082.00	Library Science Teachers, Postsecondary	5					
25-1111.00	Criminal Justice and Law Enforcement Teachers, Postsecondary	5					
25-1112.00	Law Teachers, Postsecondary	5					
25-1113.00	Social Work Teachers, Postsecondary	5					
25-1121.00	Art, Drama, and Music Teachers, Postsecondary	5					
25-1122.00	Communications Teachers, Postsecondary	5					
25-1123.00	English Language and Literature Teachers, Postsecondary	5					
25-1124.00	Foreign Language and Literature Teachers, Postsecondary	5					
25-1125.00	History Teachers, Postsecondary	5					
25-1126.00	Philosophy and Religion Teachers, Postsecondary	5					
25-1191.00	Graduate Teaching Assistants	5					
25-1192.00	Home Economics Teachers, Postsecondary	5					
25-1193.00	Recreation and Fitness Studies Teachers, Postsecondary	5					
25-1194.00	Vocational Education Teachers, Postsecondary	3					
25-2011.00	Preschool Teachers, Except Special Education	3	CHILD	INRSS			
25-2012.00	Kindergarten Teachers, Except Special Education	4					
25-2021.00	Elementary School Teachers, Except Special Education	4					
25-2022.00	Middle School Teachers, Except Special and Career/Technical Education	4					
25-2023.00	Career/Technical Education Teachers, Middle School	4					
25-2031.00	Secondary School Teachers, Except Special and Career/Technical Education	4					
25-2032.00	Career/Technical Education Teachers, Secondary School	4					
25-2051.00	Special Education Teachers, Preschool	na					
25-2052.00	Special Education Teachers, Kindergarten and Elementary School	na					
25-2053.00	Special Education Teachers, Middle School	4					
25-2054.00	Special Education Teachers, Secondary School	4					
25-2059.01	Adapted Physical Education Specialists	na					
25-3011.00	Adult Basic and Secondary Education and Literacy Teachers and Instructors	4					
25-3021.00	Self-Enrichment Education Teachers	3	INRSS	RESAD			
25-3099.02	Tutors	na					
25-4011.00	Archivists	5					
25-4012.00	Curators	5					
25-4013.00	Museum Technicians and Conservators	4					
25-4021.00	Librarians	5					
25-4031.00	Library Technicians	4					
25-9011.00	Audio-Visual and Multimedia Collections Specialists	4					
25-9021.00	Farm and Home Management Advisors	5					
25-9031.00	Instructional Coordinators	5					
25-9031.01	Instructional Designers and Technologists	na					
25-9041.00	Teacher Assistants	3	CHILD	INRSS			
27-1011.00	Art Directors	4	DRAFT	INAdM	ININT	VISUA	
27-1012.00	Craft Artists	2	CMENT	GLAZI	INAdM	INCON	ININT
			PLAST	SIGNB	VISUA	WELDG	

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27-1013.00	Fine Artists, Including Painters, Sculptors, and Illustrators	3	DRAFT	INAdM	ININT	VISUA	
27-1014.00	Multimedia Artists and Animators	4	DRAFT	INAdM	ININT	VISUA	
27-1021.00	Commercial and Industrial Designers	4	DRAFT	INAdM	SIGNB		
27-1022.00	Fashion Designers	3	ININT	VISUA			
27-1023.00	Floral Designers	2					
27-1024.00	Graphic Designers	4	DRAFT	INAdM	ININT	SIGNB	VISUA
27-1025.00	Interior Designers	4	DRAFT	INAdM	ININT	VISUA	
27-1026.00	Merchandise Displayers and Window Trimmers	2	INRSS	RETAI			
27-1027.00	Set and Exhibit Designers	4	DRAFT	INAdM	ININT	SIGNB	VISUA
27-2011.00	Actors	2					
27-2012.01	Producers	4					
27-2012.02	Directors- Stage, Motion Pictures, Television, and Radio	4					
27-2012.03	Program Directors	4					
27-2012.04	Talent Directors	4					
27-2012.05	Technical Directors/Managers	4					
27-2021.00	Athletes and Sports Competitors	2					
27-2022.00	Coaches and Scouts	4					
27-2023.00	Umpires, Referees, and Other Sports Officials	3					
27-2031.00	Dancers	3					
27-2032.00	Choreographers	4					
27-2041.01	Music Directors	4					
27-2041.04	Music Composers and Arrangers	3					
27-2042.01	Singers	2					
27-2042.02	Musicians, Instrumental	3					
27-3011.00	Radio and Television Announcers	3					
27-3012.00	Public Address System and Other Announcers	2					
27-3021.00	Broadcast News Analysts	4					
27-3022.00	Reporters and Correspondents	4					
27-3031.00	Public Relations Specialists	4					
27-3041.00	Editors	4					
27-3042.00	Technical Writers	4					
27-3043.04	Copy Writers	4					
27-3043.05	Poets, Lyricists and Creative Writers	4					
27-3091.00	Interpreters and Translators	4					
27-4011.00	Audio and Video Equipment Technicians	3	CABLE	ININT			
27-4012.00	Broadcast Technicians	3	CABLE	ININT			
27-4013.00	Radio Operators	3	INTRA	TROFC			
27-4014.00	Sound Engineering Technicians	3					
27-4021.00	Photographers	3	ININT	VISUA			
27-4031.00	Camera Operators, Television, Video, and Motion Picture	3	ININT	VISUA			
27-4032.00	Film and Video Editors	3	ININT	VISUA			
29-1011.00	Chiropractors	5					
29-1021.00	Dentists, General	5					
29-1022.00	Oral and Maxillofacial Surgeons	5					
29-1023.00	Orthodontists	5					
29-1024.00	Prosthodontists	5					
29-1031.00	Dietitians and Nutritionists	5					
29-1041.00	Optometrists	5					
29-1051.00	Pharmacists	5					
29-1061.00	Anesthesiologists	5					
29-1062.00	Family and General Practitioners	5					
29-1063.00	Internists, General	5					
29-1064.00	Obstetricians and Gynecologists	5					

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O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit		
29-1065.00	Pediatricians, General	5			
29-1066.00	Psychiatrists	5			
29-1067.00	Surgeons	5			
29-1069.01	Allergists and Immunologists	na			
29-1069.02	Dermatologists	na			
29-1069.03	Hospitalists	5			
29-1069.04	Neurologists	na			
29-1069.05	Nuclear Medicine Physicians	5			
29-1069.06	Ophthalmologists	na			
29-1069.07	Pathologists	5			
29-1069.08	Physical Medicine and Rehabilitation Physicians	na			
29-1069.09	Preventive Medicine Physicians	5			
29-1069.10	Radiologists	na			
29-1069.11	Sports Medicine Physicians	na			
29-1069.12	Urologists	na			
29-1071.00	Physician Assistants	5			
29-1071.01	Anesthesiologist Assistants	na			
29-1081.00	Podiatrists	5			
29-1122.00	Occupational Therapists	5	INHEA	REHAB	
29-1122.01	Low Vision Therapists, Orientation and Mobility Specialists, and Vision Rehabilitation Therapists	5			
29-1123.00	Physical Therapists	5			
29-1124.00	Radiation Therapists	3			
29-1125.00	Recreational Therapists	4	INHEA	REHAB	
29-1125.01	Art Therapists	na			
29-1125.02	Music Therapists	na			
29-1126.00	Respiratory Therapists	3	INHEA	LPLVN	
29-1127.00	Speech-Language Pathologists	5			
29-1128.00	Exercise Physiologists	na	INHEA	NAHHA	REHAB
29-1131.00	Veterinarians	5			
29-1141.00	Registered Nurses	3	INHEA	LPLVN	NAHHA
29-1141.01	Acute Care Nurses	3			
29-1141.02	Advanced Practice Psychiatric Nurses	5			
29-1141.03	Critical Care Nurses	3			
29-1141.04	Clinical Nurse Specialists	5			
29-1151.00	Nurse Anesthetists	5			
29-1161.00	Nurse Midwives	5			
29-1171.00	Nurse Practitioners	5			
29-1181.00	Audiologists	5			
29-1199.01	Acupuncturists	5			
29-1199.04	Naturopathic Physicians	5			
29-1199.05	Orthoptists	5			
29-2011.00	Medical and Clinical Laboratory Technologists	4	INHEA	OPTIC	
29-2011.01	Cytogenetic Technologists	4			
29-2011.02	Cytotechnologists	4			
29-2011.03	Histotechnologists and Histologic Technicians	3			
29-2012.00	Medical and Clinical Laboratory Technicians	3	CMEDA	INHEA	OPTIC
29-2021.00	Dental Hygienists	3			
29-2031.00	Cardiovascular Technologists and Technicians	3	CMEDA	INHEA	
29-2032.00	Diagnostic Medical Sonographers	3	CMEDA	INHEA	
29-2033.00	Nuclear Medicine Technologists	3			
29-2034.00	Radiologic Technologists	3	DENTA	INHEA	
29-2035.00	Magnetic Resonance Imaging Technologists	na	CMEDA	INHEA	

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O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
29-2041.00	Emergency Medical Technicians and Paramedics	3	EMTEC	INHEA			
29-2051.00	Dietetic Technicians	2	CULIN	INHEA	INHOS	INRSS	LPLVN
			NAHHA	RESAD			
29-2052.00	Pharmacy Technicians	3	INHEA	PHARM			
29-2053.00	Psychiatric Technicians	3	HUMSE	INHEA	INRSS	NAHHA	
29-2054.00	Respiratory Therapy Technicians	3	INHEA	LPLVN			
29-2055.00	Surgical Technologists	3	INHEA	LPLVN			
29-2056.00	Veterinary Technologists and Technicians	3	CMEDA	INHEA	LPLVN		
29-2057.00	Ophthalmic Medical Technicians	na	INHEA	OPTIC			
29-2061.00	Licensed Practical and Licensed Vocational Nurses	3	INHEA	LPLVN			
29-2071.00	Medical Records and Health Information Technicians	2	INFBz	INHEA	LEGAL	MEDOS	OFCAD
29-2081.00	Opticians, Dispensing	3	INHEA	OPTIC			
29-2091.00	Orthotists and Prosthetists	5					
29-2092.00	Hearing Aid Specialists	na					
29-2099.01	Neurodiagnostic Technologists	3					
29-2099.05	Ophthalmic Medical Technologists	na					
29-2099.06	Radiologic Technicians	3	DENTA	INHEA			
29-2099.07	Surgical Assistants	na					
29-9011.00	Occupational Health and Safety Specialists	4	INRRE	INSEC	SECUR	WATER	
29-9012.00	Occupational Health and Safety Technicians	3	CMEDA	INHEA			
29-9091.00	Athletic Trainers	4					
29-9092.00	Genetic Counselors	5					
29-9099.01	Midwives	na					
31-1011.00	Home Health Aides	2	INHEA	LPLVN	NAHHA		
31-1013.00	Psychiatric Aides	2	CMEDA	HUMSE	INHEA	INRSS	NAHHA
31-1014.00	Nursing Assistants	na	CMEDA	DENTA	EMTEC	INHEA	LPLVN
			NAHHA	NAHHA	OPTIC	PHARM	REHAB
31-1015.00	Orderlies	na	CMEDA	DENTA	EMTEC	INHEA	LPLVN
			NAHHA	NAHHA	OPTIC	PHARM	REHAB
31-2011.00	Occupational Therapy Assistants	3	INHEA	REHAB			
31-2012.00	Occupational Therapy Aides	2	INHEA	REHAB			
31-2021.00	Physical Therapist Assistants	3	INHEA	REHAB			
31-2022.00	Physical Therapist Aides	2	INHEA	REHAB			
31-9011.00	Massage Therapists	3	INHEA	REHAB			
31-9091.00	Dental Assistants	3	DENTA	INHEA			
31-9092.00	Medical Assistants	3	CMEDA	HUMSE	INHEA	INRSS	MEDOS
			NAHHA	OPTIC			
31-9093.00	Medical Equipment Preparers	2	CMEDA	INHEA	OPTIC		
31-9094.00	Medical Transcriptionists	3	INHEA	MEDOS			
31-9095.00	Pharmacy Aides	2	INHEA	PHARM			
31-9096.00	Veterinary Assistants and Laboratory Animal Caretakers	2					
31-9097.00	Phlebotomists	na	CMEDA	INHEA			
31-9099.01	Speech-Language Pathology Assistants	3					
31-9099.02	Endoscopy Technicians	3	CMEDA	INHEA	LPLVN	NAHHA	
33-1011.00	First-Line Supervisors of Correctional Officers	3	INSEC	SECUR			
33-1012.00	First-Line Supervisors of Police and Detectives	3	INSEC	SECUR			
33-1021.01	Municipal Fire Fighting and Prevention Supervisors	3					
33-1021.02	Forest Fire Fighting and Prevention Supervisors	3	FORCF	INRRE			
33-2011.01	Municipal Firefighters	3	FORCF	INRRE			
33-2011.02	Forest Firefighters	2	FORCF	INRRE			
33-2021.01	Fire Inspectors	3	FORCF	INAMR	INRRE	STATG	
33-2021.02	Fire Investigators	3	FORCF	INRRE			
33-2022.00	Forest Fire Inspectors and Prevention Specialists	3	FORCF	INRRE			

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O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
33-3011.00	Bailiffs	2	INSEC	SECUR			
33-3012.00	Correctional Officers and Jailers	3	INSEC	SECUR			
33-3021.01	Police Detectives	3	INSEC	SECUR			
33-3021.02	Police Identification and Records Officers	3	INSEC	SECUR			
33-3021.03	Criminal Investigators and Special Agents	3	INSEC	SECUR			
33-3021.05	Immigration and Customs Inspectors	4	INSEC	SECUR			
33-3021.06	Intelligence Analysts	na					
33-3031.00	Fish and Game Wardens	4					
33-3041.00	Parking Enforcement Workers	2	INSEC	SECUR			
33-3051.01	Police Patrol Officers	3	INSEC	SECUR			
33-3051.03	Sheriffs and Deputy Sheriffs	3	INSEC	SECUR			
33-3052.00	Transit and Railroad Police	3	INSEC	SECUR			
33-9011.00	Animal Control Workers	2	INSEC	SECUR			
33-9021.00	Private Detectives and Investigators	3	INSEC	SECUR			
33-9031.00	Gaming Surveillance Officers and Gaming Investigators	2	INSEC	SECUR			
33-9032.00	Security Guards	2	INSEC	SECUR			
33-9091.00	Crossing Guards	1	INSEC	SECUR			
33-9092.00	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	2	INSEC	SECUR			
33-9093.00	Transportation Security Screeners	2	INSEC	INTRA	SECUR	TROFC	
33-9099.02	Retail Loss Prevention Specialists	na	INRSS	INRSS	INSEC	INSEC	RETAI
			RETAI	SECUR	SECUR		
35-1011.00	Chefs and Head Cooks	3	CULIN	INHOS			
35-1012.00	First-Line Supervisors of Food Preparation and Serving Workers	2	CULIN	INHOS			
35-2011.00	Cooks, Fast Food	1	CULIN	INHOS			
35-2012.00	Cooks, Institution and Cafeteria	2	CULIN	INHOS			
35-2013.00	Cooks, Private Household	3	CULIN	INHOS			
35-2014.00	Cooks, Restaurant	2	CULIN	INHOS			
35-2015.00	Cooks, Short Order	1	CULIN	INHOS			
35-2021.00	Food Preparation Workers	1	CULIN	INHOS			
35-3011.00	Bartenders	2					
35-3021.00	Combined Food Preparation and Serving Workers, Including Fast Food	1	CULIN	INHOS	INRSS	RETAI	
35-3022.00	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	1	CULIN	INHOS	INRSS	RETAI	
35-3022.01	Baristas	na	CULIN	INHOS	INRSS	RETAI	
35-3031.00	Waiters and Waitresses	1	CULIN	HOTEL	INHOS		
35-3041.00	Food Servers, Nonrestaurant	1	CULIN	HOTEL	INHOS		
35-9011.00	Dining Room and Cafeteria Attendants and Bartender Helpers	1	CULIN	INHOS			
35-9021.00	Dishwashers	1	CULIN	INHOS			
35-9031.00	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	1	CULIN	HOTEL	INHOS		
37-1011.00	First-Line Supervisors of Housekeeping and Janitorial Workers	2	HOTEL	INHOS			
37-1012.00	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	2	INRRE	LANDS	LANHB	URFOR	
37-2011.00	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1	FACMA	INCON	INRRE	SOLAR	WEATH
37-2012.00	Maids and Housekeeping Cleaners	1	HOTEL	INHOS			
37-2021.00	Pest Control Workers	2	FACMA	FORCF	INCON	INRRE	LANDS
			LANHB	SOLAR	URFOR	WEATH	
37-3011.00	Landscaping and Groundskeeping Workers	1	FACMA	FORCF	INAMR	INCON	INRRE
			LANDS	LANHB	SOLAR	STATG	URFOR
			WEATH				
37-3012.00	Pesticide Handlers, Sprayers, and Applicators, Vegetation	3	INRRE	LANDS	LANHB	URFOR	
37-3013.00	Tree Trimmers and Pruners	2	FORCF	INRRE	LANDS	LANHB	URFOR
39-1011.00	Gaming Supervisors	2					
39-1012.00	Slot Supervisors	2	INRSS	RETAI			

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O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
39-1021.00	First-Line Supervisors of Personal Service Workers	3	INRSS	RETAI			
39-1021.01	Spa Managers	na					
39-2011.00	Animal Trainers	2					
39-2021.00	Nonfarm Animal Caretakers	1	INRRE	URFOR			
39-3011.00	Gaming Dealers	2					
39-3012.00	Gaming and Sports Book Writers and Runners	2					
39-3021.00	Motion Picture Projectionists	2					
39-3031.00	Ushers, Lobby Attendants, and Ticket Takers	1	HOTEL	INHOS	INRSS	RETAI	
39-3091.00	Amusement and Recreation Attendants	1	HOTEL	INHOS	INRSS	RESAD	
39-3092.00	Costume Attendants	2					
39-3093.00	Locker Room, Coatroom, and Dressing Room Attendants	2	HOTEL	INHOS	INRSS	RESAD	RETAI
39-4011.00	Embalmers	3					
39-4021.00	Funeral Attendants	2	INRSS	RETAI			
39-4031.00	Morticians, Undertakers, and Funeral Directors	3					
39-5011.00	Barbers	3	COSME	INRSS			
39-5012.00	Hairdressers, Hairstylists, and Cosmetologists	3	COSME	INRSS			
39-5091.00	Makeup Artists, Theatrical and Performance	3	COSME	INRSS			
39-5092.00	Manicurists and Pedicurists	3	COSME	INRSS			
39-5093.00	Shampooers	2	COSME	INRSS			
39-5094.00	Skincare Specialists	3	COSME	INRSS			
39-6011.00	Baggage Porters and Bellhops	2	HOTEL	INHOS	INRSS	INTRA	RETAI
			TROFC				
39-6012.00	Concierges	2	HOTEL	INHOS	INRSS	RETAI	
39-7011.00	Tour Guides and Escorts	3	HOTEL	INHOS			
39-7012.00	Travel Guides	3					
39-9011.00	Childcare Workers	2	CHILD	INRSS	RESAD		
39-9011.01	Nannies	3	CHILD	INRSS			
39-9021.00	Personal Care Aides	2	CMEDA	CULIN	INHEA	INHOS	LPLVN
			NAHHA				
39-9031.00	Fitness Trainers and Aerobics Instructors	3	CHILD	INHEA	INRSS	LPLVN	NAHHA
			NAHHA	REHAB			
39-9032.00	Recreation Workers	4	CHILD	INRSS	RESAD		
39-9041.00	Residential Advisors	3	HOTEL	HUMSE	INHOS	INRSS	RESAD
41-1011.00	First-Line Supervisors of Retail Sales Workers	2	AUTOT	INAMR	INFBz	INRRE	INRSS
			INTRA	LANDS	LANHB	MDIST	OFCAD
			RETAI				
41-1012.00	First-Line Supervisors of Non-Retail Sales Workers	4					
41-2011.00	Cashiers	1	HOTEL	INHOS	INRSS	RETAI	
41-2012.00	Gaming Change Persons and Booth Cashiers	2	HOTEL	INHOS	INRSS	RETAI	
41-2021.00	Counter and Rental Clerks	1	HOTEL	INFBz	INHOS	INRSS	OFCAD
			RETAI				

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O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
41-2022.00	Parts Salespersons	2	ACCTG	AUTOT	BRICK	CABLE	CARPE
			CHILD	CISCO	CMEDA	CMENT	COCRA
			COSME	CTECH	CULIN	DENTA	DRAFT
			ELECA	ELECT	EMTEC	ENGRG	FACMA
			FLOCO	FORCF	GLAZI	HEMEC	HEOPS
			HOTEL	HTDRI	HUMSE	HVACC	INAdM
			INAMR	INCON	INFBz	INHEA	INHOS
			ININT	INRRE	INRSS	INSEC	INTRA
			LANDS	LANHB	LEGAL	LPLVN	MACHI
			MANUT	MDIST	MECRO	MEDOS	NAHHA
			OFCAD	OPTIC	PAINT	PHARM	PLAST
			PLUMB	REHAB	RESAD	RETAI	ROUST
			SEAMA	SECUR	SIGNB	SOLAR	STATG
			TILES	TROFC	URFOR	VISUA	WATER
			WEATH	WELDG			
41-2031.00	Retail Salespersons	2	AUTOT	INAMR	INRSS	RETAI	
41-3011.00	Advertising Sales Agents	3	INRSS	RETAI			
41-3021.00	Insurance Sales Agents	4					
41-3031.01	Sales Agents, Securities and Commodities	4					
41-3031.02	Sales Agents, Financial Services	4					
41-3031.03	Securities and Commodities Traders	na					
41-3041.00	Travel Agents	3					
41-3099.01	Energy Brokers	na					
41-4011.00	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	4	AUTOT	INAMR	INRSS	RETAI	
41-4011.07	Solar Sales Representatives and Assessors	na					
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	3	INRSS	INTRA	MDIST	RETAI	
41-9011.00	Demonstrators and Product Promoters	2	AUTOT	INAMR	INRSS	RETAI	
41-9012.00	Models	1	COSME	INRSS			
41-9021.00	Real Estate Brokers	3	INRSS	RETAI			
41-9022.00	Real Estate Sales Agents	3	INTRA	TROFC			
41-9031.00	Sales Engineers	4					
41-9041.00	Telemarketers	2	INRSS	RETAI			
41-9091.00	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers	2	INRSS	RETAI			
43-1011.00	First-Line Supervisors of Office and Administrative Support Workers	3	ACCTG	INFBz	INHEA	INTRA	MEDOS
			OFCAD	TROFC			
43-2011.00	Switchboard Operators, Including Answering Service	2	INFBz	INTRA	OFCAD	TROFC	
43-2021.00	Telephone Operators	2	HOTEL	INFBz	INHOS	INRSS	INTRA
			OFCAD	RETAI	TROFC		
43-3011.00	Bill and Account Collectors	2	ACCTG	INFBz			
43-3021.01	Statement Clerks	2	ACCTG	INFBz	OFCAD		
43-3021.02	Billing, Cost, and Rate Clerks	3	ACCTG	INFBz	INHEA	INTRA	MEDOS
			OFCAD	TROFC			
43-3031.00	Bookkeeping, Accounting, and Auditing Clerks	3	ACCTG	INFBz	INTRA	TROFC	
43-3041.00	Gaming Cage Workers	2	ACCTG	HOTEL	INFBz	INHOS	
43-3051.00	Payroll and Timekeeping Clerks	2	ACCTG	HOTEL	INFBz	INHOS	INTRA
			OFCAD	TROFC			
43-3061.00	Procurement Clerks	3	ACCTG	INFBz	INTRA	MDIST	TROFC
43-3071.00	Tellers	2	ACCTG	INFBz	INTRA	OFCAD	TROFC
43-4011.00	Brokerage Clerks	3	ACCTG	INFBz	INTRA	TROFC	
43-4021.00	Correspondence Clerks	2	INFBz	INTRA	LEGAL	OFCAD	TROFC
43-4031.01	Court Clerks	2	INFBz	INTRA	LEGAL	OFCAD	TROFC

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O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
43-4031.02	Municipal Clerks	3	ACCTG	INFBz	INTRA	LEGAL	OFCAD
			TROFC				
43-4031.03	License Clerks	2	ACCTG	INFBz	INTRA	LEGAL	OFCAD
			TROFC				
43-4041.01	Credit Authorizers	3	ACCTG	INFBz	INTRA	LEGAL	OFCAD
			TROFC				
43-4041.02	Credit Checkers	2	ACCTG	INFBz	INTRA	LEGAL	OFCAD
			TROFC				
43-4051.00	Customer Service Representatives	2	AUTOT	HOTEL	INAdM	INAMR	INFBz
			INHOS	INRSS	INTRA	OFCAD	RETAI
			SIGNB	TROFC			
43-4051.03	Patient Representatives	4					
43-4061.00	Eligibility Interviewers, Government Programs	3	HUMSE	INRSS	INSEC	INTRA	SECUR
			TROFC				
43-4071.00	File Clerks	3	ACCTG	INFBz	INHEA	INTRA	LEGAL
			MEDOS	OFCAD	TROFC		
43-4081.00	Hotel, Motel, and Resort Desk Clerks	2	HOTEL	INHOS	INRSS	RETAI	
43-4111.00	Interviewers, Except Eligibility and Loan	2	INFBz	INTRA	LEGAL	OFCAD	TROFC
43-4121.00	Library Assistants, Clerical	2	INFBz	INTRA	LEGAL	OFCAD	TROFC
43-4131.00	Loan Interviewers and Clerks	3	INFBz	INTRA	LEGAL	OFCAD	TROFC
43-4141.00	New Accounts Clerks	2	ACCTG	INFBz	INHEA	INTRA	MEDOS
			OFCAD	TROFC			
43-4151.00	Order Clerks	2	ACCTG	INFBz	INHEA	INRSS	INTRA
			MDIST	MEDOS	OFCAD	RETAI	TROFC
43-4161.00	Human Resources Assistants, Except Payroll and Timekeeping	3	INFBz	INTRA	OFCAD	TROFC	
43-4171.00	Receptionists and Information Clerks	2	HOTEL	HUMSE	INFBz	INHEA	INHOS
			INRSS	INTRA	LEGAL	MEDOS	OFCAD
			RETAI	TROFC			
43-4181.00	Reservation and Transportation Ticket Agents and Travel Clerks	2	HOTEL	INFBz	INHOS	INRSS	INTRA
			OFCAD	RETAI	TROFC		
43-5011.00	Cargo and Freight Agents	2	ACCTG	INFBz	INTRA	MDIST	OFCAD
			TROFC				
43-5011.01	Freight Forwarders	na					
43-5021.00	Couriers and Messengers	2	INFBz	INTRA	OFCAD	TROFC	
43-5031.00	Police, Fire, and Ambulance Dispatchers	2	INFBz	INSEC	INTRA	OFCAD	SECUR
			TROFC				
43-5032.00	Dispatchers, Except Police, Fire, and Ambulance	2	INFBz	INSEC	INTRA	OFCAD	SECUR
			TROFC				
43-5041.00	Meter Readers, Utilities	2	ELECT	INCON			
43-5051.00	Postal Service Clerks	2	INRSS	INTRA	MDIST	RETAI	
43-5052.00	Postal Service Mail Carriers	2					
43-5053.00	Postal Service Mail Sorters, Processors, and Processing Machine Operators	2	INFBz	INTRA	MDIST	OFCAD	TROFC
43-5061.00	Production, Planning, and Expediting Clerks	2	ACCTG	AUTOT	INAMR	INFBz	INRSS
			INTRA	MDIST	OFCAD	RETAI	TROFC
43-5071.00	Shipping, Receiving, and Traffic Clerks	2	ACCTG	INFBz	INRSS	INTRA	MDIST
			OFCAD	RETAI	TROFC		

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O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
43-5081.01	Stock Clerks, Sales Floor	1	ACCTG	AUTOT	BRICK	CABLE	CARPE
			CHILD	CISCO	CMEDA	CMENT	COCRA
			COSME	CTECH	CULIN	DENTA	DRAFT
			ELECA	ELECT	EMTEC	ENGRG	FACMA
			FLOCO	FORCF	GLAZI	HEMEC	HEOPS
			HOTEL	HTDRI	HUMSE	HVACC	INAdM
			INAMR	INCON	INFBz	INHEA	INHOS
			ININT	INRRE	INRSS	INSEC	INTRA
			LANDS	LANHB	LEGAL	LPLVN	MACHI
			MANUT	MDIST	MECRO	MEDOS	NAHHA
			OFCAD	OPTIC	PAINT	PHARM	PLAST
			PLUMB	REHAB	RESAD	RETAI	ROUST
			SEAMA	SECUR	SIGNB	SOLAR	STATG
			TILES	TROFC	URFOR	VISUA	WATER
			WEATH	WELDG			
43-5081.02	Marking Clerks	2	AUTOT	INAMR	INRSS	INTRA	MDIST
			RETAI	TROFC			
43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard	1	AUTOT	INAMR	INFBz	INHEA	INRSS
			INTRA	MDIST	MEDOS	OFCAD	RETAI
			ROUST	TROFC			
43-5081.04	Order Fillers, Wholesale and Retail Sales	2	AUTOT	INAMR	INFBz	INRSS	INTRA
			MDIST	OFCAD	RETAI	TROFC	
43-5111.00	Weighers, Measurers, Checkers, and Samplers, Recordkeeping	2	ACCTG	INFBz	INTRA	MDIST	OFCAD
			TROFC				
43-6011.00	Executive Secretaries and Executive Administrative Assistants	3	INFBz	INHEA	INTRA	LEGAL	MEDOS
			OFCAD	TROFC			
43-6012.00	Legal Secretaries	3	INFBz	INTRA	LEGAL	OFCAD	TROFC
43-6013.00	Medical Secretaries	2	INFBz	INHEA	INTRA	MEDOS	OFCAD
			TROFC				
43-6014.00	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2	INFBz	INTRA	LEGAL	OFCAD	TROFC
43-9011.00	Computer Operators	3	CISCO	CTECH	INAdM	INFBz	ININT
			INTRA	OFCAD	SIGNB	TROFC	
43-9021.00	Data Entry Keyers	2	ACCTG	INFBz	INHEA	INTRA	MEDOS
			OFCAD	TROFC			
43-9022.00	Word Processors and Typists	2	INFBz	INTRA	LEGAL	OFCAD	TROFC
43-9031.00	Desktop Publishers	3	CTECH	ININT	VISUA		
43-9041.01	Insurance Claims Clerks	2	ACCTG	INFBz	INHEA	INTRA	LEGAL
			MEDOS	OFCAD	TROFC		
43-9041.02	Insurance Policy Processing Clerks	2	ACCTG	INFBz	INHEA	INTRA	LEGAL
			MEDOS	OFCAD	TROFC		
43-9051.00	Mail Clerks and Mail Machine Operators, Except Postal Service	2	INFBz	INTRA	MDIST	OFCAD	TROFC
43-9061.00	Office Clerks, General	2	INFBz	INHEA	INTRA	MEDOS	OFCAD
			TROFC				
43-9071.00	Office Machine Operators, Except Computer	2	INFBz	INTRA	MDIST	OFCAD	TROFC
43-9081.00	Proofreaders and Copy Markers	4	INTRA	TROFC			
43-9111.00	Statistical Assistants	3	ACCTG	INFBz	INTRA	OFCAD	TROFC
43-9111.01	Bioinformatics Technicians	na					
45-1011.05	First-Line Supervisors of Logging Workers	2	FORCF	INRRE			
45-1011.06	First-Line Supervisors of Aquacultural Workers	4					
45-1011.07	First-Line Supervisors of Agricultural Crop and Horticultural Workers	2					
45-1011.08	First-Line Supervisors of Animal Husbandry and Animal Care Workers	3					
45-2011.00	Agricultural Inspectors	3	FORCF	INRRE	LANDS	LANHB	

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O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
45-2021.00	Animal Breeders	3					
45-2041.00	Graders and Sorters, Agricultural Products	1					
45-2091.00	Agricultural Equipment Operators	2	INAMR	INRRE	LANDS	LANHB	STATG
			URFOR				
45-2092.01	Nursery Workers	1	FORCF	INRRE	LANDS	LANHB	URFOR
45-2092.02	Farmworkers and Laborers, Crop	1	HEOPS	INRRE	INTRA	LANDS	LANHB
			URFOR				
45-2093.00	Farmworkers, Farm, Ranch, and Aquacultural Animals	1					
45-3011.00	Fishers and Related Fishing Workers	1					
45-3021.00	Hunters and Trappers	1					
45-4011.00	Forest and Conservation Workers	3	FORCF	INRRE	LANDS	LANHB	URFOR
45-4021.00	Fallers	1	FORCF	INRRE			
45-4022.00	Logging Equipment Operators	1	FORCF	HEOPS	INRRE	INTRA	
45-4023.00	Log Graders and Scalers	3	FORCF	INRRE			
47-1011.00	First-Line Supervisors of Construction Trades and Extraction Workers	3	BRICK	CABLE	CARPE	CMENT	COCRA
			ELECT	FACMA	FLOCO	GLAZI	HVACC
			INCON	ININT	INRRE	LANDS	LANHB
			PAINT	PLAST	PLUMB	SOLAR	TILES
			WEATH				
47-1011.03	Solar Energy Installation Managers	na					
47-2011.00	Boilermakers	2	FACMA	HVACC	INAdM	INCON	INRRE
			PLUMB	SOLAR	WEATH	WELDG	
47-2021.00	Brickmasons and Blockmasons	2	BRICK	CMENT	INCON	PLAST	TILES
47-2022.00	Stonemasons	3	BRICK	CMENT	INCON	PLAST	
47-2031.01	Construction Carpenters	2	CARPE	DRAFT	FACMA	FLOCO	INAdM
			INCON	INRRE	INTRA	LANDS	LANHB
			ROUST	SOLAR	URFOR	WEATH	
47-2031.02	Rough Carpenters	2	CARPE	CMENT	DRAFT	FACMA	INAdM
			INCON	INRRE	INTRA	LANDS	LANHB
			PLAST	ROUST	SIGNB	SOLAR	URFOR
			WEATH				
47-2041.00	Carpet Installers	2	CARPE	COCRA	FACMA	FLOCO	INCON
			INRRE	SOLAR	WEATH		
47-2042.00	Floor Layers, Except Carpet, Wood, and Hard Tiles	2	CARPE	COCRA	FACMA	FLOCO	INCON
			INRRE	SOLAR	WEATH		
47-2043.00	Floor Sanders and Finishers	2	CARPE	COCRA	FACMA	FLOCO	INCON
			INRRE	PAINT	SOLAR	WEATH	
47-2044.00	Tile and Marble Setters	2	BRICK	CARPE	CMENT	INCON	INRRE
			PLAST	SOLAR	TILES	WEATH	
47-2051.00	Cement Masons and Concrete Finishers	2	BRICK	CARPE	CMENT	INCON	INRRE
			LANDS	LANHB	PLAST	SOLAR	WEATH
47-2053.00	Terrazzo Workers and Finishers	2	BRICK	CMENT	INCON	PAINT	PLAST
			TILES				
47-2061.00	Construction Laborers	1	BRICK	CABLE	CARPE	CMENT	COCRA
			ELECT	FACMA	FLOCO	FORCF	GLAZI
			HEMEC	HEOPS	HVACC	INAdM	INAMR
			INCON	ININT	INRRE	INTRA	LANDS
			LANHB	PAINT	PLAST	PLUMB	ROUST
			SIGNB	SOLAR	STATG	TILES	URFOR
			WATER	WEATH	WELDG		
47-2071.00	Paving, Surfacing, and Tamping Equipment Operators	2	BRICK	CARPE	HEOPS	HTDRI	INCON
			INRRE	INTRA	SOLAR	WEATH	
47-2072.00	Pile-Driver Operators	2	HEOPS	INTRA			

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47-2073.00	Operating Engineers and Other Construction Equipment Operators	3	HEMEC	HEOPS	HTDRI	INAMR	INTRA
			ROUST				
47-2081.00	Drywall and Ceiling Tile Installers	2	CARPE	FACMA	FLOCO	INCON	INRRE
			PAINT	PLAST	SOLAR	WEATH	
47-2082.00	Tapers	2	CARPE	COCRA	FACMA	FLOCO	INCON
			INRRE	PAINT	PLAST	SOLAR	WEATH
47-2111.00	Electricians	3	CABLE	DRAFT	ELECT	FACMA	HVACC
			INAdM	INAMR	INCON	INInT	INRRE
			SIGNB	SOLAR	STATG	WEATH	
47-2121.00	Glaziers	2	CARPE	FACMA	GLAZI	INCON	INRRE
			SOLAR	WEATH			
47-2131.00	Insulation Workers, Floor, Ceiling, and Wall	2	CARPE	COCRA	FACMA	FLOCO	GLAZI
			INCON	INCON	INRRE	PLAST	SOLAR
			WEATH				
47-2132.00	Insulation Workers, Mechanical	2	CARPE	COCRA	FACMA	FLOCO	HVACC
			INCON	INRRE	PLUMB	SOLAR	WEATH
47-2141.00	Painters, Construction and Maintenance	2	CMENT	FACMA	INCON	INRRE	PAINT
			PLAST	SOLAR	WEATH		
47-2142.00	Paperhangers	2	FACMA	INAdM	INCON	INRRE	PAINT
			SIGNB	SOLAR	WEATH		
47-2151.00	Pipelayers	2	FACMA	INAdM	INCON	INRRE	LANDS
			LANHB	PLUMB	SOLAR	WEATH	WELDG
47-2152.01	Pipe Fitters and Steamfitters	3	FACMA	HVACC	INAdM	INCON	INRRE
			LANDS	LANHB	PLUMB	SOLAR	WEATH
			WELDG				
47-2152.02	Plumbers	3	FACMA	INAdM	INCON	INRRE	LANDS
			LANHB	PLUMB	SOLAR	WEATH	WELDG
47-2161.00	Plasterers and Stucco Masons	2	BRICK	CMENT	COCRA	FACMA	FLOCO
			INCON	INRRE	PAINT	PLAST	SOLAR
			TILES	WEATH			
47-2171.00	Reinforcing Iron and Rebar Workers	2	BRICK	CARPE	CMENT	COCRA	FLOCO
			INCON	INRRE	PLAST	SOLAR	WEATH
47-2181.00	Roofers	2	CARPE	FACMA	HEOPS	INCON	INRRE
			INTRA	PLAST	SOLAR	WEATH	
47-2211.00	Sheet Metal Workers	2	GLAZI	HVACC	INAdM	INCON	MANUT
			SIGNB	WELDG			
47-2221.00	Structural Iron and Steel Workers	2	CARPE	COCRA	FLOCO	GLAZI	INAdM
			INCON	INRRE	PLAST	SIGNB	SOLAR
			WEATH				
47-2231.00	Solar Photovoltaic Installers	na	ELECT	FACMA	HVACC	INCON	INRRE
			PLUMB	SOLAR	WEATH		
47-3011.00	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	1	BRICK	CMENT	FACMA	FLOCO	INCON
			INRRE	LANHB	PLAST	SOLAR	TILES
			WEATH				
47-3012.00	Helpers--Carpenters	2	CARPE	DRAFT	FACMA	FLOCO	INAdM
			INCON	INRRE	LANHB	SOLAR	URFOR
			WEATH				
47-3013.00	Helpers--Electricians	2	CABLE	DRAFT	ELECT	FACMA	FLOCO
			HVACC	INAdM	INAMR	INCON	INInT
			INRRE	LANHB	SIGNB	SOLAR	STATG
			WEATH				
47-3014.00	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	1	CMENT	FACMA	INAdM	INCON	INRRE
			PAINT	PLAST	SIGNB	SOLAR	WEATH

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47-3015.00	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	2	FACMA	FLOCO	INAdM	INAMR	INCON
			INRRE	LANDS	LANHB	PLUMB	SOLAR
			STATG	WEATH	WELDG		
47-3016.00	Helpers--Roofers	2	CARPE	INCON	INRRE	SOLAR	WEATH
47-4011.00	Construction and Building Inspectors	3	BRICK	CARPE	CMENT	COCRA	DRAFT
			ELECT	FACMA	FLOCO	GLAZI	HVACC
			INAdM	INCON	INRRE	PAINT	PLAST
			PLUMB	SOLAR	TILES	WEATH	
47-4021.00	Elevator Installers and Repairers	3	ELECA	INAdM	INAMR	MECRO	
47-4031.00	Fence Erectors	2	CARPE	COCRA	FACMA	INAdM	INCON
			INRRE	LANDS	LANHB	SOLAR	WEATH
			WELDG				
47-4041.00	Hazardous Materials Removal Workers	2	INCON	INSEC	PAINT	SECUR	
47-4051.00	Highway Maintenance Workers	2	HEOPS	INTRA			
47-4061.00	Rail-Track Laying and Maintenance Equipment Operators	2	HEOPS	INAdM	INTRA	TROFC	WELDG
47-4071.00	Septic Tank Servicers and Sewer Pipe Cleaners	1	FACMA	INCON	INRRE	LANDS	LANHB
			PLUMB	SOLAR	WEATH		
47-4091.00	Segmental Pavers	2	BRICK	CMENT	HEOPS	INCON	INRRE
			INTRA	LANHB			
47-4099.02	Solar Thermal Installers and Technicians	na	ELECT	FACMA	HVACC	INCON	INRRE
			PLUMB	SOLAR	WEATH		
47-4099.03	Weatherization Installers and Technicians	na	CARPE	FACMA	HVACC	INCON	INRRE
			PLUMB	SOLAR	WEATH		
47-5011.00	Derrick Operators, Oil and Gas	1	HEOPS	INTRA	ROUST		
47-5012.00	Rotary Drill Operators, Oil and Gas	2	HEOPS	INTRA	ROUST		
47-5013.00	Service Unit Operators, Oil, Gas, and Mining	2	HEOPS	INTRA			
47-5021.00	Earth Drillers, Except Oil and Gas	2	HEOPS	INTRA			
47-5031.00	Explosives Workers, Ordnance Handling Experts, and Blasters	2	HEOPS	INTRA	ROUST		
47-5041.00	Continuous Mining Machine Operators	1	HEOPS	INTRA			
47-5042.00	Mine Cutting and Channeling Machine Operators	2	HEOPS	INTRA			
47-5051.00	Rock Splitters, Quarry	1	HEOPS	INTRA	ROUST		
47-5061.00	Roof Bolters, Mining	2					
47-5071.00	Roustabouts, Oil and Gas	1	HEMEC	HEOPS	INAMR	INTRA	ROUST
47-5081.00	Helpers--Extraction Workers	2	HEOPS	INTRA	ROUST		
49-1011.00	First-Line Supervisors of Mechanics, Installers, and Repairers	3	AUTOT	ELECA	HEMEC	HVACC	INAdM
			INAMR	INCON	INRRE	MECRO	SOLAR
			STATG	WEATH			
49-2011.00	Computer, Automated Teller, and Office Machine Repairers	3	CTECH	ELECA	INAdM	INAMR	ININT
			MECRO				
49-2021.00	Radio, Cellular, and Tower Equipment Installers and Repairers	na	CABLE	CTECH	ELECA	INAdM	INAMR
			ININT	STATG			
49-2021.01	Radio Mechanics	3					
49-2022.00	Telecommunications Equipment Installers and Repairers, Except Line Installers	3	CABLE	CTECH	ELECT	FACMA	INAMR
			INCON	ININT	INRRE	SOLAR	STATG
			WEATH				
49-2091.00	Avionics Technicians	3					
49-2092.00	Electric Motor, Power Tool, and Related Repairers	3	AUTOT	ELECA	ELECT	FACMA	HEMEC
			HVACC	INAdM	INAMR	INCON	INRRE
			MECRO	SOLAR	STATG	WEATH	
49-2093.00	Electrical and Electronics Installers and Repairers, Transportation Equipment	3	AUTOT	HEMEC	INAMR		
49-2094.00	Electrical and Electronics Repairers, Commercial and Industrial Equipment	3	AUTOT	ELECA	ENGRG	INAdM	INAMR
			STATG				

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49-2095.00	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	3	ELECT	HVACC	INAMR	INCON	INRRE
			SOLAR	STATG	WEATH		
49-2096.00	Electronic Equipment Installers and Repairers, Motor Vehicles	3	AUTOT	HEMEC	INAMR		
49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers	3	CABLE	CTECH	ELECT	FACMA	INCON
			ININT	INRRE	SOLAR	WEATH	
49-2098.00	Security and Fire Alarm Systems Installers	3	CTECH	ELECT	FACMA	INAMR	INCON
			ININT	INRRE	SOLAR	STATG	WEATH
49-3011.00	Aircraft Mechanics and Service Technicians	3	AUTOT	INAMR	INTRA	MECRO	TROFC
49-3021.00	Automotive Body and Related Repairers	2	AUTOT	HEMEC	INAdM	INAMR	WELDG
49-3022.00	Automotive Glass Installers and Repairers	2	AUTOT	GLAZI	INAMR	INCON	
49-3023.01	Automotive Master Mechanics	3	AUTOT	HEMEC	INAMR		
49-3023.02	Automotive Specialty Technicians	3	AUTOT	HEMEC	INAMR		
49-3031.00	Bus and Truck Mechanics and Diesel Engine Specialists	3	AUTOT	HEMEC	HEOPS	INAMR	INTRA
			STATG				
49-3041.00	Farm Equipment Mechanics and Service Technicians	3	AUTOT	HEMEC	INAMR	MECRO	
49-3042.00	Mobile Heavy Equipment Mechanics, Except Engines	3	AUTOT	HEMEC	HEOPS	INAMR	INTRA
			MECRO				
49-3043.00	Rail Car Repairers	2	AUTOT	HEMEC	INAMR	INTRA	ROUST
			STATG	TROFC			
49-3051.00	Motorboat Mechanics and Service Technicians	3	AUTOT	HEMEC	INAMR	MECRO	
49-3052.00	Motorcycle Mechanics	3	AUTOT	INAMR	MECRO		
49-3053.00	Outdoor Power Equipment and Other Small Engine Mechanics	2	AUTOT	HEMEC	INAMR		
49-3091.00	Bicycle Repairers	2					
49-3092.00	Recreational Vehicle Service Technicians	2	AUTOT	ELECT	FACMA	HVACC	INAMR
			INCON	INRRE	LANHB	PLUMB	SOLAR
			WEATH				
49-3093.00	Tire Repairers and Changers	1	AUTOT	HEMEC	INAMR		
49-9011.00	Mechanical Door Repairers	2					
49-9012.00	Control and Valve Installers and Repairers, Except Mechanical Door	3	AUTOT	FACMA	HVACC	INAMR	INCON
			MECRO	PLUMB	STATG		
49-9021.01	Heating and Air Conditioning Mechanics and Installers	3	AUTOT	FACMA	HVACC	INAMR	INCON
			INRRE	MECRO	PLUMB	SOLAR	STATG
			WEATH				
49-9021.02	Refrigeration Mechanics and Installers	3	AUTOT	FACMA	HVACC	INAMR	INCON
			INRRE	MECRO	SOLAR	STATG	WEATH
49-9031.00	Home Appliance Repairers	3	HVACC	INAMR	INCON	INRRE	MECRO
			SOLAR	STATG	WEATH		
49-9041.00	Industrial Machinery Mechanics	3	AUTOT	ELECA	ENGRG	HEMEC	INAdM
			INAMR	INTRA	MECRO	ROUST	STATG
49-9043.00	Maintenance Workers, Machinery	2	AUTOT	ELECA	HEMEC	HEOPS	INAdM
			INAMR	INTRA	MECRO	ROUST	STATG
			WELDG				
49-9044.00	Millwrights	3	CARPE	INCON			
49-9045.00	Refractory Materials Repairers, Except Brickmasons	2	BRICK	HEMEC	INAMR	INCON	STATG
			TILES				
49-9051.00	Electrical Power-Line Installers and Repairers	3	CABLE	ELECT	FACMA	INAMR	INCON
			ININT	INRRE	SOLAR	STATG	WEATH
49-9052.00	Telecommunications Line Installers and Repairers	2	CABLE	ELECT	FACMA	INCON	ININT
			INRRE	SOLAR	WEATH		
49-9061.00	Camera and Photographic Equipment Repairers	3					
49-9062.00	Medical Equipment Repairers	3					
49-9063.00	Musical Instrument Repairers and Tuners	3					
49-9064.00	Watch Repairers	3					

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49-9071.00	Maintenance and Repair Workers, General	3	AUTOT	BRICK	CABLE	CARPE	CMENT
			COCRA	ELECA	ELECT	FACMA	FLOCO
			GLAZI	HEMEC	HVACC	INAdM	INAMR
			INCON	ININT	INRRE	INTRA	LANDS
			LANHB	MECRO	PAINT	PLAST	PLUMB
			ROUST	SIGNB	SOLAR	STATG	TILES
			URFOR	WEATH	WELDG		
49-9081.00	Wind Turbine Service Technicians	na					
49-9091.00	Coin, Vending, and Amusement Machine Servicers and Repairers	2					
49-9092.00	Commercial Divers	3					
49-9093.00	Fabric Menders, Except Garment	1					
49-9094.00	Locksmiths and Safe Repairers	2					
49-9095.00	Manufactured Building and Mobile Home Installers	2	CARPE	FACMA	INCON	INRRE	SOLAR
			WEATH				
49-9096.00	Riggers	2	FORCF	GLAZI	HEMEC	HEOPS	INAMR
			INCON	INRRE	INTRA	MDIST	SEAMA
			URFOR				
49-9097.00	Signal and Track Switch Repairers	3					
49-9098.00	Helpers--Installation, Maintenance, and Repair Workers	2	AUTOT	BRICK	CABLE	CARPE	CMENT
			COCRA	ELECA	ELECT	FACMA	FLOCO
			GLAZI	HEMEC	HVACC	INAdM	INAMR
			INCON	ININT	INRRE	INTRA	LANDS
			LANHB	MECRO	PAINT	PLAST	PLUMB
			SIGNB	SOLAR	STATG	TILES	TROFC
			URFOR	WEATH	WELDG		
49-9099.01	Geothermal Technicians	2	FACMA	HVACC	INAMR	INCON	STATG
51-1011.00	First-Line Supervisors of Production and Operating Workers	2	ELECA	ENGRG	INAdM	INRSS	MACHI
			MANUT	RETAI	WELDG		
51-2011.00	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	2	INAMR	MECRO			
51-2021.00	Coil Winders, Tapers, and Finishers	2	ELECA	INAdM			
51-2022.00	Electrical and Electronic Equipment Assemblers	2	CABLE	CTECH	ELECA	ELECT	FACMA
			INAdM	INAMR	INCON	ININT	INRRE
			SOLAR	STATG	WEATH		
51-2023.00	Electromechanical Equipment Assemblers	2	ELECA	INAdM			
51-2031.00	Engine and Other Machine Assemblers	2	AUTOT	HEMEC	INAMR	INTRA	MECRO
			STATG	TROFC			
51-2041.00	Structural Metal Fabricators and Fitters	3	AUTOT	ENGRG	GLAZI	HEMEC	INAdM
			INAMR	INCON	INTRA	MACHI	MANUT
			SIGNB	TROFC	WELDG		
51-2091.00	Fiberglass Laminators and Fabricators	2					
51-2092.00	Team Assemblers	2	ENGRG	GLAZI	INAdM	INCON	MANUT
51-2093.00	Timing Device Assemblers and Adjusters	2					
51-3011.00	Bakers	2	CULIN	INHOS			
51-3021.00	Butchers and Meat Cutters	2	CULIN	INHOS			
51-3022.00	Meat, Poultry, and Fish Cutters and Trimmers	1	CULIN	INHOS			
51-3023.00	Slaughterers and Meat Packers	1	CULIN	INHOS			
51-3091.00	Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders	2	CULIN	INHOS			
51-3092.00	Food Batchmakers	2	CULIN	INHOS			
51-3093.00	Food Cooking Machine Operators and Tenders	2	CULIN	INHOS			
51-4011.00	Computer-Controlled Machine Tool Operators, Metal and Plastic	2	ENGRG	GLAZI	INAdM	INCON	MACHI
			MANUT				

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51-4012.00	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	3					
51-4021.00	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	2	ENGRG	GLAZI	INAdM	INCON	MACHI
			MANUT				
51-4022.00	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	2	ENGRG	INAdM	MACHI	MANUT	
51-4023.00	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	2	ENGRG	INAdM	MACHI	MANUT	
51-4031.00	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	2	AUTOT	ENGRG	GLAZI	INAdM	INAMR
			INCON	INTRA	MACHI	MANUT	TROFC
			WELDG				
51-4032.00	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	3	ENGRG	GLAZI	HEMEC	INAdM	INAMR
			INCON	MACHI	MANUT	WELDG	
51-4033.00	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	2	ENGRG	GLAZI	HEMEC	INAdM	INAMR
			INCON	MACHI	MANUT	WELDG	
51-4034.00	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	2	ENGRG	INAdM	MACHI	MANUT	WELDG
51-4035.00	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	3	ENGRG	INAdM	MACHI	MANUT	WELDG
51-4041.00	Machinists	3	ENGRG	HEMEC	INAdM	INAMR	INTRA
			MACHI	MANUT	TROFC	WELDG	
51-4051.00	Metal-Refining Furnace Operators and Tenders	2	INAdM	MANUT			
51-4052.00	Pourers and Casters, Metal	2	ENGRG	INAdM	MACHI	MANUT	
51-4061.00	Model Makers, Metal and Plastic	3	ENGRG	INAdM	MACHI	MANUT	
51-4062.00	Patternmakers, Metal and Plastic	3	ENGRG	GLAZI	INAdM	INCON	MACHI
			MANUT	WELDG			
51-4071.00	Foundry Mold and Coremakers	2	INAdM	WELDG			
51-4072.00	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	2	ENGRG	INAdM	MACHI	MANUT	WELDG
51-4081.00	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	2	ENGRG	HEMEC	INAdM	INAMR	INTRA
			MACHI	MANUT	TROFC	WELDG	
51-4111.00	Tool and Die Makers	3	ENGRG	INAdM	MACHI	MANUT	WELDG
51-4121.06	Welders, Cutters, and Welder Fitters	2	AUTOT	GLAZI	HEMEC	INAdM	INAMR
			INCON	INTRA	MANUT	SIGNB	TROFC
			WELDG				
51-4121.07	Solderers and Brazers	2	INAdM	INAMR	MANUT	STATG	WELDG
51-4122.00	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	2	AUTOT	HEMEC	INAdM	INAMR	MANUT
			STATG	WELDG			
51-4191.00	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	2	ENGRG	INAdM	MACHI	MANUT	WELDG
51-4192.00	Layout Workers, Metal and Plastic	2	ENGRG	GLAZI	INAdM	INCON	MACHI
			MANUT	SIGNB	WELDG		
51-4193.00	Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic	2	ENGRG	INAdM	MACHI	MANUT	WELDG
51-4194.00	Tool Grinders, Filers, and Sharpeners	2	ENGRG	HEMEC	INAdM	INAMR	MACHI
			MANUT	WELDG			
51-5111.00	Prepress Technicians and Workers	3	DRAFT	INAdM	ININT	INTRA	TROFC
			VISUA				
51-5112.00	Printing Press Operators	3	INAdM	ININT	SIGNB	VISUA	VISUA
51-5113.00	Print Binding and Finishing Workers	2	INAdM	ININT	MANUT	VISUA	VISUA
51-6011.00	Laundry and Dry-Cleaning Workers	2	HOTEL	INHOS	INRSS	RETAI	
51-6021.00	Pressers, Textile, Garment, and Related Materials	1	HOTEL	INHOS			
51-6031.00	Sewing Machine Operators	1					
51-6041.00	Shoe and Leather Workers and Repairers	2					
51-6042.00	Shoe Machine Operators and Tenders	2					
51-6051.00	Sewers, Hand	2					
51-6052.00	Tailors, Dressmakers, and Custom Sewers	3					

Index of O*NET-SOC Codes & the TPAs for which they Earn a JTM Credit

O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
51-6061.00	Textile Bleaching and Dyeing Machine Operators and Tenders	2					
51-6062.00	Textile Cutting Machine Setters, Operators, and Tenders	2					
51-6063.00	Textile Knitting and Weaving Machine Setters, Operators, and Tenders	2					
51-6064.00	Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders	2					
51-6091.00	Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers	2					
51-6092.00	Fabric and Apparel Patternmakers	3					
51-6093.00	Upholsterers	2					
51-7011.00	Cabinetmakers and Bench Carpenters	3	CARPE	INCON	INRRE	SOLAR	WEATH
51-7021.00	Furniture Finishers	1	CARPE	INCON	INRRE	SOLAR	WEATH
51-7031.00	Model Makers, Wood	3	INAdM	MANUT			
51-7032.00	Patternmakers, Wood	3	CARPE	FACMA	INAdM	INCON	INRRE
			MANUT	SOLAR	WEATH		
51-7041.00	Sawing Machine Setters, Operators, and Tenders, Wood	2	ENGRG	FORCF	INAdM	INRRE	MANUT
			URFOR				
51-7042.00	Woodworking Machine Setters, Operators, and Tenders, Except Sawing	2					
51-8011.00	Nuclear Power Reactor Operators	3					
51-8012.00	Power Distributors and Dispatchers	3	INAMR	STATG			
51-8013.00	Power Plant Operators	3	INAMR	STATG			
51-8021.00	Stationary Engineers and Boiler Operators	3	INAMR	STATG			
51-8031.00	Water and Wastewater Treatment Plant and System Operators	3	FACMA	INAMR	INCON	INRRE	SOLAR
			STATG	WATER	WEATH		
51-8091.00	Chemical Plant and System Operators	2	INTRA	ROUST			
51-8092.00	Gas Plant Operators	3					
51-8093.00	Petroleum Pump System Operators, Refinery Operators, and Gaugers	2	HEOPS	INTRA	ROUST		
51-8099.01	Biofuels Processing Technicians	na					
51-8099.02	Methane/Landfill Gas Generation System Technicians	na					
51-8099.03	Biomass Plant Technicians	na					
51-8099.04	Hydroelectric Plant Technicians	na					
51-9011.00	Chemical Equipment Operators and Tenders	2	INRRE	INTRA	ROUST	WATER	
51-9012.00	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	2					
51-9021.00	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	2	HEOPS	INTRA			
51-9022.00	Grinding and Polishing Workers, Hand	1	AUTOT	ENGRG	GLAZI	INAdM	INAMR
			INCON	MACHI	MANUT	WELDG	
51-9023.00	Mixing and Blending Machine Setters, Operators, and Tenders	2	BRICK	INCON			
51-9031.00	Cutters and Trimmers, Hand	2	CULIN	FACMA	GLAZI	INAdM	INCON
			INHOS	MANUT	SIGNB		
51-9032.00	Cutting and Slicing Machine Setters, Operators, and Tenders	2	CULIN	ENGRG	GLAZI	INAdM	INCON
			INHOS	MANUT	TILES		
51-9041.00	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	2	ENGRG	INAdM	MANUT		
51-9051.00	Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders	2	INAMR	STATG			
51-9061.00	Inspectors, Testers, Sorters, Samplers, and Weighers	2	AUTOT	BRICK	CARPE	ELECA	ELECT
			ENGRG	FACMA	HEMEC	HVACC	INAdM
			INAMR	INCON	INRRE	INTRA	LANHB
			MACHI	MANUT	MECRO	PAINT	PLUMB
			SOLAR	STATG	TROFC	WEATH	WELDG
51-9071.01	Jewelers	3					
51-9071.06	Gem and Diamond Workers	3					
51-9071.07	Precious Metal Workers	3	INAdM	MANUT			
51-9081.00	Dental Laboratory Technicians	2	DENTA	INHEA			

Index of O*NET-SOC Codes & the TPAs for which they Earn a JTM Credit

O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
51-9082.00	Medical Appliance Technicians	3	CMEDA	INHEA			
51-9083.00	Ophthalmic Laboratory Technicians	2	INHEA	OPTIC			
51-9111.00	Packaging and Filling Machine Operators and Tenders	2	ENGRG	INAdM	MANUT	WELDG	
51-9121.00	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	2	AUTOT	ENGRG	FACMA	INAdM	INAMR
			INCON	INRRE	MANUT	PAINT	PLAST
			SOLAR	WEATH			
51-9122.00	Painters, Transportation Equipment	2	AUTOT	INAMR	INCON	PAINT	
51-9123.00	Painting, Coating, and Decorating Workers	2	AUTOT	CMENT	DRAFT	FACMA	INAdM
			INAMR	INCON	ININT	INRRE	PAINT
			PLAST	SIGNB	SOLAR	VISUA	WEATH
51-9141.00	Semiconductor Processors	2	ELECA	INAdM			
51-9151.00	Photographic Process Workers and Processing Machine Operators	2	ININT	VISUA	VISUA	VISUA	
51-9191.00	Adhesive Bonding Machine Operators and Tenders	2					
51-9192.00	Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders	2					
51-9193.00	Cooling and Freezing Equipment Operators and Tenders	2	CULIN	INHOS			
51-9194.00	Etchers and Engravers	2	ININT	VISUA			
51-9195.03	Stone Cutters and Carvers, Manufacturing	2	CMENT	INCON			
51-9195.04	Glass Blowers, Molders, Benders, and Finishers	3					
51-9195.05	Potters, Manufacturing	3	ENGRG	INAdM	MANUT		
51-9195.07	Molding and Casting Workers	2	BRICK	CMENT	ENGRG	INAdM	INCON
			MANUT	TILES	WELDG		
51-9196.00	Paper Goods Machine Setters, Operators, and Tenders	2					
51-9197.00	Tire Builders	2					
51-9198.00	Helpers--Production Workers	1					
51-9199.01	Recycling and Reclamation Workers	na	HVACC	INCON			
53-1011.00	Aircraft Cargo Handling Supervisors	2	INTRA	MDIST			
53-1021.00	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	3	INTRA	MDIST			
53-1021.01	Recycling Coordinators	na					
53-1031.00	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	3	HEOPS	HTDRI	INTRA	MDIST	SEAMA
53-2011.00	Airline Pilots, Copilots, and Flight Engineers	4					
53-2012.00	Commercial Pilots	3					
53-2021.00	Air Traffic Controllers	3					
53-2022.00	Airfield Operations Specialists	3	INTRA	MDIST			
53-2031.00	Flight Attendants	2	INTRA	TROFC			
53-3011.00	Ambulance Drivers and Attendants, Except Emergency Medical Technicians	2	EMTEC	INHEA			
53-3021.00	Bus Drivers, Transit and Intercity	2	HTDRI	INTRA			
53-3022.00	Bus Drivers, School or Special Client	2	HTDRI	INTRA			
53-3031.00	Driver/Sales Workers	1	INRSS	RETAI			
53-3032.00	Heavy and Tractor-Trailer Truck Drivers	2	AUTOT	HEOPS	HTDRI	INAMR	INTRA
			MDIST				
53-3033.00	Light Truck or Delivery Services Drivers	2	AUTOT	HTDRI	INAMR	INTRA	MDIST
53-3041.00	Taxi Drivers and Chauffeurs	1	INRSS	RETAI			
53-4011.00	Locomotive Engineers	2					
53-4012.00	Locomotive Firers	2	INTRA	TROFC			
53-4013.00	Rail Yard Engineers, Dinkey Operators, and Hostlers	2	INTRA	MDIST	TROFC		
53-4021.00	Railroad Brake, Signal, and Switch Operators	2	INTRA	MDIST	TROFC		
53-4031.00	Railroad Conductors and Yardmasters	2	INTRA	MDIST	TROFC		
53-4041.00	Subway and Streetcar Operators	2					
53-5011.00	Sailors and Marine Oilers	2	AUTOT	HEMEC	HEOPS	INAdM	INAMR
			INTRA	ROUST	SEAMA	TROFC	WELDG
53-5021.01	Ship and Boat Captains	3					

Index of O*NET-SOC Codes & the TPAs for which they Earn a JTM Credit

O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
53-5021.02	Mates- Ship, Boat, and Barge	3	AUTOT	HEOPS	INAdM	INAMR	INTRA
			SEAMA	WELDG			
53-5021.03	Pilots, Ship	3					
53-5022.00	Motorboat Operators	2					
53-5031.00	Ship Engineers	3	INAMR	INTRA	SEAMA	STATG	
53-6011.00	Bridge and Lock Tenders	1					
53-6021.00	Parking Lot Attendants	1	HOTEL	INHOS	INRSS	RETAI	
53-6031.00	Automotive and Watercraft Service Attendants	1	AUTOT	INAMR	INRSS	RETAI	
53-6041.00	Traffic Technicians	3					
53-6051.01	Aviation Inspectors	3					
53-6051.07	Transportation Vehicle, Equipment and Systems Inspectors, Except Aviation	3	AUTOT	HEMEC	INAMR	INTRA	TROFC
53-6051.08	Freight and Cargo Inspectors	4	INTRA	MDIST			
53-6061.00	Transportation Attendants, Except Flight Attendants	2	HOTEL	INHOS	INRSS	INTRA	RETAI
			TROFC				
53-7011.00	Conveyor Operators and Tenders	2	HEOPS	INTRA			
53-7021.00	Crane and Tower Operators	3	HEOPS	INTRA	MDIST	ROUST	
53-7031.00	Dredge Operators	2	HEOPS	INTRA	SEAMA		
53-7032.00	Excavating and Loading Machine and Dragline Operators	2	HEOPS	INTRA			
53-7033.00	Loading Machine Operators, Underground Mining	2	HEOPS	INTRA			
53-7041.00	Hoist and Winch Operators	2	GLAZI	HEOPS	INCON	INTRA	MDIST
53-7051.00	Industrial Truck and Tractor Operators	2	HEMEC	HEOPS	HTDRI	INAMR	INTRA
			MDIST	ROUST	STATG		
53-7061.00	Cleaners of Vehicles and Equipment	1	AUTOT	INAMR	INTRA	TROFC	
53-7062.00	Laborers and Freight, Stock, and Material Movers, Hand	2	BRICK	CARPE	CMENT	ELECT	FACMA
			FLOCO	GLAZI	HEOPS	HVACC	INCON
			INRRE	INTRA	LANDS	LANHB	MDIST
			PAINT	PLAST	PLUMB	SOLAR	TILES
			URFOR	WEATH			
53-7063.00	Machine Feeders and Offbearers	2					
53-7064.00	Packers and Packagers, Hand	2	INRSS	RETAI			
53-7071.00	Gas Compressor and Gas Pumping Station Operators	2	HEOPS	INTRA	ROUST		
53-7072.00	Pump Operators, Except Wellhead Pumpers	2	HEOPS	INAMR	INTRA	ROUST	STATG
53-7073.00	Wellhead Pumpers	2					
53-7081.00	Refuse and Recyclable Material Collectors	2					
53-7111.00	Mine Shuttle Car Operators	2	HEOPS	INTRA			
53-7121.00	Tank Car, Truck, and Ship Loaders	2	HEOPS	INTRA	ROUST	SEAMA	
99-AMER.CO	AmeriCorps	na	ACCTG	AUTOT	BRICK	CABLE	CARPE
			CHILD	CISCO	CMEDA	CMENT	COCRA
			COSME	CTECH	CULIN	DENTA	DRAFT
			ELECA	ELECT	EMTEC	ENGRG	FACMA
			FLOCO	FORCF	GLAZI	HEMEC	HEOPS
			HOTEL	HTDRI	HUMSE	HVACC	INAdM
			INAMR	INCON	INFBz	INHEA	INHOS
			ININT	INRRE	INRSS	INSEC	INTRA
			LANDS	LANHB	LEGAL	LPLVN	MACHI
			MANUT	MDIST	MECRO	MEDOS	NAHHA
			OFCAD	OPTIC	PAINT	PHARM	PLAST
			PLUMB	REHAB	RESAD	RETAI	ROUST
			SEAMA	SECUR	SIGNB	SOLAR	STATG
			TILES	TROFC	URFOR	VISUA	WATER
			WEATH	WELDG			

Index of O*NET-SOC Codes & the TPAs for which they Earn a JTM Credit

O*NET-SOC Code	ONET-SOC Title	JZ	Training Program Areas (TPAs) that Earn a JTM Credit				
99-APPR.EN	Apprenticeship (Registered)	na	BRICK	CARPE	CMENT	COCRA	ELECT
			FACMA	FLOCO	GLAZI	HVACC	INCON
			PAINT	PLAST	PLUMB	TILES	WEATH
99-NCCC.00	National Civilian Community Corps	na	ACCTG	AUTOT	BRICK	CABLE	CARPE
			CHILD	CISCO	CMEDA	CMENT	COCRA
			COSME	CTECH	CULIN	DENTA	DRAFT
			ELECA	ELECT	EMTEC	ENGRG	FACMA
			FLOCO	FORCF	GLAZI	HEMEC	HEOPS
			HOTEL	HTDRI	HUMSE	HVACC	INAdM
			INAMR	INCON	INFBz	INHEA	INHOS
			ININT	INRRE	INRSS	INSEC	INTRA
			LANDS	LANHB	LEGAL	LPLVN	MACHI
			MANUT	MDIST	MECRO	MEDOS	NAHHA
			OFCAD	OPTIC	PAINT	PHARM	PLAST
			PLUMB	REHAB	RESAD	RETAI	ROUST
			SEAMA	SECUR	SIGNB	SOLAR	STATG
			TILES	TROFC	URFOR	VISUA	WATER
			WEATH	WELDG			

POLICY AND REQUIREMENTS HANDBOOK

CHAPTER 5:

MANAGEMENT

March 13, 2012

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5.0 OBJECTIVES

To enable Job Corps centers, 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 SYs) 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 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 three years. Records of disclosures of protected health information shall be kept for six 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 student-to-teacher ratio for instructional and training activities shall be 15:1, except for career technical training (CTT) programs specifically authorized for lower ratios as specified in Chapter 3, Exhibit 3-3. Student-to-teacher ratios may not be altered except with the written approval of the National Office. For purposes of defining training slots, one full-time student is equivalent to two training slots. Therefore, the 15:1 student-to-teacher ratio translates to a 30:1 slot-to-teacher ratio.

b. Student-to-staff 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 five 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 two 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 one 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 or work/training-related hospitalization of three or more active students or on duty staff in one incident.

b. Serious illness, or serious injury** (e.g., epidemic, hospitalization, emergency room treatment requiring hospital admission or surgery, reaction to medication/ immunization) to an active students and on-duty staff member

c. Physical assault

d. Inappropriate sexual behavior

e. Indication that a student is a danger to himself/herself or others

f. Incident requiring law-enforcement involvement

g. Incident involving illegal activity

h. Arrest of current student or on-duty staff member

i. Motor vehicle accident involving injuries, or damage to a center vehicle

j. Theft or damage to center, staff, or student property

k. Incident threatening to close down the center or disrupt the center's operation

l. Incident involving a missing minor student

m. Incident attracting potentially negative media attention

**Please see Section 5.18, R2.b for a detailed classification of serious medical injuries.

R2. Incidents Requiring Immediate Contact with the Appropriate Regional Office

Centers must immediately report the types of incidents below to the appropriate Regional Office, by both telephone and e-mail. Regional Offices will notify centers and corporate offices of the appropriate points of contact for reporting these incidents.

a. Death of an active student (Centers must also immediately contact the Office of Workers' Compensation Programs.)

b. Death of a staff member on-duty

c. Hospitalization of three or more active students or on-duty staff in one incident.

d. Any incident:
   1. Requiring law enforcement involvement
   2. Involving a missing minor student
   3. With the potential to garner negative media attention
   4. Where substantial property damage has occurred
   5. Involving inquiries from or visits by elected officials or their offices

The incidents above, with the exception of c4, regarding inquiries and visits by elected officials, also require a report be submitted through the Significant Incident Reporting (SIR) system, as outlined in R3, below.

R3. Incidents that Require Occupational Safety and Health Administration (OSHA) Notification

In accordance with 29 CFR 1904.39(a), centers must contact OSHA within 6 hours of one of more of the following events:

a. Death of an active student
b. Death of a staff member on-duty
c. Hospitalization of three or more active students or on-duty staff

Centers must orally report the fatality/multiple hospitalization by telephone or in person to the Area OSHA Office nearest to the site of the incident, or use the OSHA toll-free central telephone number, 800-321-OSHA (800-321-6742). Should no one answer the National toll free number you must leave a telephone message with the following information:

1. Establishment name;
2. The location of the incident;
3. The time of the incident;
4. The number of fatalities or hospitalized employees;
5. The names of any injured employees;
6. Your contact person and his or her phone number and;
7. A brief description of the incident.

d. Centers must maintain a record of notification on center for a period of 3 years.

R4. Incidents Requiring Electronic Submission of Significant Incident Report

All incidents outlined in R1, above, must be reported through the web-based Significant Incident Reporting (SIR) system. Centers should contact the appropriate Regional Office if there is confusion as to whether a SIR should be submitted.

Centers must:

a. Submit an initial SIR, even if a resolution has not yet been determined for the students/staff involved, according to the timelines below.
    1. Within 6 hours of the center being made aware of an active student or on-duty staff death
    2. Within 24 hours of the center being made for all other incidents

b. Continue to submit supplemental reports monthly, or more frequently, if new information is obtained, until a final report has been submitted. Until a report is submitted as final, a supplemental report is minimally 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. SHIMS information, including internal control number (ICN), must be added to victim and/or perpetrator information with the initial SIR, or as soon as it is available.

f. In the event that a staff member suffers a work-related injury or occupational illness/disease, record the incident in SHIMS (OSHA 301, and OSHA 300 if applicable, only) within 7 calendar days of supervisor notification. SHIMS information, including ICN, must be included in the narrative portion of the report with the initial SIR, or as soon as it is available.

R5. 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 eight-digit alphanumeric password of their choosing.

    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.

R6. 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 six-digit student ID numbers assigned by Job Corps upon entry to the program. Although centers will enter student ID numbers, as well as relatedstudent 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. 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.

R7. Management

Center and OA/CTS contractor management shall:

a. Investigate each significant incident;

b. Initiate appropriate action to resolve the incident; and

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 compromised.
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 following 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 CTST 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, Career Technical Skills 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 Replacements

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, seven 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 career technical 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 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.

2. 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 three 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 R1.a and R1.b above.

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 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 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. 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.

5.14 INTRODUCTION TO ENVIRONMENTAL SAFETY AND OCCUPATIONAL HEALTH FOR JOB CORPS CENTERS

PURPOSE

P1. To ensure that students and staff work and live in environmentally healthy surroundings.

P2. To provide a training, living, and working environment that ensures the occupational safety and health of students and staff.

REQUIREMENTS

R1. Governing Regulations and Policy

Centers must comply with federal, state, and local regulations and Job Corps policy regarding environmental safety and occupational health.

R2. Occupational Safety and Health Plan

a. Center operators must develop, implement, and maintain a center-specific Occupational Safety and Health Plan, which must be signed by the Center Director. Note: Corporate plans or templates are unacceptable. Plans must be tailored to each center.

b. Plans must be evaluated annually by the center and revised when:

1. A new or revised PRH or regulatory standard necessitates revision of specific plan;

2. The center introduces a new trade resulting in new potential hazards; or

3. New hazards exist due to changes in equipment or materials.

c. Plans must contain a revision tracking sheet that lists each component of the plan and documents changes made to the plan (i.e., specific change and date of revision).

d. Plans must remain on center when there is a change in center operator. Center operator policies and procedures regarding safety that are considered "proprietary" should not be part of center safety program plans. This information should be maintained separate from the PRH Occupational Safety and Health program requirements.

e. Each Occupational Safety and Health Plan must consist of the following components at a minimum (where applicable):

1. Center Safety Orientation

2. Staff Training

3. Basic Equipment for Safety Officers

f. All center Safety Officers must possess the following equipment items, at a minimum, to effectively perform their responsibilities. Additional equipment may be required depending on the center's hazard analysis.

1. A quality camera

2. Safety shoes
3. Safety helmet/hardhat
4. Safety goggles/glasses
5. Gloves
6. Use of computer with word processing, e-mail, Internet capability, and CD-ROM
7. Flashlight
8. Electrical circuit tester and ground fault circuit interrupter tester (GFCI)

g. The following items should be available when appropriate and necessary to identify and control hazards:

1. Lockout/tagout kits
2. Air flow meter (Alnor Velometer® Jr.)
3. Hearing protection
4. Swimming pool test kits
5. Low-volume air sampling pumps
6. High-volume air sampling pumps
7. Sound level meter with octave band analyzer
8. Noise Dosimeters

h. Regulations and Policies

All center operators, Center Directors, and Safety Officers must 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) 101, Life Safety Code® and Handbook
2. Current OSHA Standards (29 CFR 1904, 1910, 1926, and 1960)
3. Department of Labor Manual, Series (DLMS) 4, Chapter 800, DOL Safety and Health Program
4. Job Corps Policy and Requirements Handbook (PRH)
5. NFPA 70, National Electrical Code® (NEC)

i. Occupational Safety and Health Committee

1. Overview

Each center must establish an Occupational Safety and Health Committee in accordance with 29 CFR 1960.58 to:

(a) Review reported accidents, injuries, and illnesses.

(b) Consider the adequacy of action taken to prevent recurrence of such accidents, injuries, or illnesses.

(c) Plan, promote, and implement DOL and Job Corps occupational safety and health programs.

2. Committee Membership

The Center Director must actively participate on the Occupational Safety and Health Committee. In addition to the Center Director, committee membership must include:

(a) The center Safety Officer (facilitator)

(b) Manager of residential living

(c) A maintenance unit supervisor

(d) A health services supervisor

(e) A CTT supervisor

(f) A recreation supervisor

(g) A food service supervisor

(h) A minimum of two students, selected by their peers

(i) Representatives from other organizational units, as appropriate

3. Duties of Committee Members

Committee member duties must include, but not be limited to, the following:

(a) Assist in safety inspections when requested by the Safety Officer. Student committee members must participate in safety inspections at least monthly.

(b) Observe and report infractions of safety rules and regulations.

(c) Review accident reports to determine if corrective action is necessary or if harmful trends exist.

(d) Review inspection reports prepared by the center Safety Officer identifying unsafe/unhealthful conditions, and suggest techniques or strategies for correction/abatement.

(e) Review all suggestions and concerns submitted by students and staff, and make recommendations for implementation to the Center Director.

(f) Develop and implement a safety awards and recognition program.

4. Training for Committee Members

In accordance with 29 CFR 1960.58, safety committee members must complete training commensurate with the scope of their assigned

responsibilities within six months of appointment. Such training must include:

(a) The center's Occupational Safety and Health program (recommend training within 30 days of appointment)

(b) Section 19 of the OSH Act of 1970

(c) Executive Order 12196 – Occupational safety and health programs for Federal employees

(d) General content contained in 29 CFR 1910, 1926, and 1960

(e) Center procedures for the reporting, evaluation, and abatement of hazards

(f) Center procedures for reporting and investigating allegations of reprisal, and the recognition of hazardous conditions and environments

(g) Identification and use of occupational safety and health standards, and other appropriate rules and regulations

5. Occupational Safety and Health Committee Meetings

Meetings must be held monthly and/or when called by the Center Director or Safety Officer. Copies of minutes must be maintained at the center for three years and made available upon request.

R3. Occupational Safety and Health Program

Center operators must establish and operate an Occupational Safety and Health program in accordance with the requirements established in this section. The center's program must fully comply with current Occupational Safety and Health Administration (OSHA) standards at 29 CFR 1904, 1910, 1926, and 1960, and with U.S. Department of Labor (DOL) regulations, policies, and procedures. It must 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 Occupational Safety and Health Plan, which is updated as needed or as directed by OSHA or the National Office of Job Corps (see R2 above). Center plans must include the following if applicable. See referenced section below for plan details:

1. Personal Protective Equipment (PPE) Plan *(See Section 5.20, R1)*

2. Fire Safety and Prevention Plan *(See Section 5.20, R2)*

3. Emergency Action Plan *(See Section 5.20, R3)*

4. Hazard Communication Plan *(See Section 5.16, R6)*

5. Recreational Safety Plan *(See Section 5.20, R5)*

6. Asbestos Operations and Maintenance Plan *(See Section 5.16, R5)*

7. Confined Space Entry Plan *(See Section 5.20, R7)*
8. Bloodborne Pathogens Plan *(See Section 5.20, R8)*
9. Respiratory Protection Plan *(See Section 5.20, R9)*
10. Hearing Conservation Plan *(See Section 5.20, R10)*
11. Lead Exposure Plan *(See Section 5.16, R4)*
12. Hexavalent Chromium Exposure Plan *(See Section 5.16, R9)*
13. Lockout/Tagout Plan *(See Section 5.20, R13)*
14. Powered Industrial Vehicle Plan *(See Section 5.20, R14)*

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 Occupational Safety and Health Committees

R4. Center Occupational Safety and Health Responsibilities and Duties

a. General Responsibilities

The center operator must be responsible for safeguarding the occupational safety and health of all students and staff and ensuring a safe and healthful environment in which to live, work, and train. This responsibility will be inherent in all aspects of the program, whether stated explicitly or implied.

b. Center Operating Contractors and Federal Agencies

Center operating contractors and agencies will:

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 Occupational Safety and Health Committee.
3. Appoint a center Safety Officer and provide necessary training and equipment for the performance of those duties. The center Safety Officer will 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. Ensure that personal protective equipment (PPE) is worn in the trade programs to comply with OSHA standards.
7. Report fatalities, injuries, and occupational illnesses to DOL in a timely manner.
8. Instruct students and staff in safe practices and methods of operation.

9. Conduct required occupational health and safety inspections and surveys and take prompt corrective action to deal with hazards identified.
10. Provide medical and dental services and supplies for injured and occupationally ill students.
11. Investigate accidents and complete and submit appropriate reports.
12. Encourage and evaluate student suggestions on safety and health improvements.
13. Develop and implement a safety awards and recognition program.
14. Ensure that safety and health evaluation reports provided by the National Office of Job Corps are responded to within 30 days of receipt and that corrective action is taken to abate hazards noted.

c. Job Corps Regional Offices

Job Corps Regional Offices will:

1. Ensure that centers have adequate Occupational Safety and Health programs.
2. Approve abatement plans for occupational safety and health violations.
3. Monitor centers' quarterly environmental health reports and ensure corrective action is applied.

d. National Office of Job Corps

The National Office of Job Corps will:

1. Implement DOL occupational safety and health standards, policies, procedures, and programs.
2. Develop and disseminate programs to promote occupational safety and health in Job Corps.
3. Ensure the accurate and timely reporting of accidents, occupational illnesses, injuries, and environmental hazards.
4. Monitor the current status of injury and occupational illness claims by students.
5. Provide occupational safety and health literature to Job Corps centers and related training and technical assistance, as needed.
6. Develop an annual Occupational Safety and Health Work Plan in cooperation with OSHA.
7. Conduct annual safety and health reviews of centers in accordance with 29 CFR 1960.25, 1960.78, 1960.79, and 1960.80.
8. Provide a written report to the Job Corps Regional Director and Center Director within 30 days after annual Occupational Safety and Health (OSH) Program Review.

11. 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 and Center Director.

12. Provide regions and centers with up-to-date information and regulations concerning occupational safety and environmental health issues such as polychlorinated biphenyls (PCBs), underground tanks, asbestos, and small-quantity hazardous waste.

e. Center Director

The Center Director will:

1. Ensure that all occupational safety and health requirements are implemented.

2. Provide leadership, direction, enforcement, and accountability for the center safety program.

3. Develop a center Occupational Safety and Health program and plan.

4. Ensure that personal protective equipment (PPE) is worn in the trade programs to comply with OSHA standards.

5. Ensure a training, living, and working environment that is free from recognized hazards. Maintain facilities and grounds in a sanitary and healthful manner.

6. Participate in all Occupational Safety and Health Committee meetings.

7. Appoint a center Safety Officer and provide necessary training and equipment for the performance of those duties. The center Safety Officer will report directly to the Center Director on matters of safety.

8. Terminate any activity where a hazard exists; additionally, the authority to terminate any such hazardous activity may be given to a designee (e.g., Safety Officer).

9. Enforce occupational health and safety rules, regulations, and standards.

10. Report fatalities, injuries, and occupational illnesses to DOL in a timely manner.

11. Instruct students and staff in safe practices and methods of operation.

12. Conduct required occupational health and safety inspections and surveys and take prompt corrective action to deal with hazards identified.

13. Provide medical and dental services and supplies for injured and occupationally ill students.

14. Investigate accidents and complete and submit appropriate reports.

15. Encourage and evaluate student suggestions on safety and health improvements.

16. Establish a formal written safety awards and recognition program, and use it to recognize students and staff who make significant contributions toward the prevention of injury or illness.

17. Review safety awards and recognition programs annually.

18. Ensure that safety and health evaluation reports provided by the National Office of Job Corps are responded to within 30 days of receipt and that corrective action is taken to abate hazards noted.

f. Center Safety Officer

The center Safety Officer will:

1. Assist the Center Director in preparing the center Occupational Safety and 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 and OSHA regulations.

7. Advise the Center Director of safety and health concerns.

8. Facilitate required Occupational Safety and Health Committee meetings; retain meeting minutes for three years and make them available upon request.

9. Coordinate with other safety and health staff (e.g., nurse, maintenance supervisor, CTT/education instructors, and others) to ensure a safe and healthful environment in which to live, work, and train.

10. Retain exposure monitoring results on center for 30 years in accordance with 29 CFR 1910.1020, *Access to Employee Exposure and Medical Records.*

R5. Center Occupational Safety and Health Orientation and Training

In accordance with 29 CFR 1960.58, centers shall provide the appropriate safety and occupational health training to students and staff including specialized training appropriate to the training or work tasks performed. Center safety and health orientation and training shall include the following:

a. Introduction to Center Life (New Students) - CPP
(See Chapter 2, Section 2.2.)

b. New Staff Training
(See Exhibit 5-4.)

c. Ongoing Staff Training

The center must provide required occupational safety and health training included as part of the center's annual training plan. Each plan must include anticipated occupational safety and health training needs, such as 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).

d. Training Standards and Documentation

Safety training must be conducted in accordance with current OSHA standards 29 CFR 1904, 1910, 1926, and 1960 and DOL guidance provided by the National Office of Job Corps. Center Safety Officers must have and maintain these references and regulations on hand at all times. Further, all completed training must be properly documented and maintained on center in the individual's personnel or continuing education file for up to three years, and one year beyond employment. Training records must be available upon request.

e. Minimum Training Requirements for Center Safety Officers

1. Center Human Resources Manager will implement a professional development program (signed by the Center Director) for the Safety Officer that shall include but is not limited to the courses listed in Exhibit 5-4.

2. Safety Officer shall complete the Occupational Safety and Health for Other Federal Agencies course with expanded segment on accident/incident investigation training (OSHA 600) within the first 180 days of initial assignment.

3.. Safety Officer shall complete Asbestos Identification and Handling course (competent person) (if applicable) within 90 days of initial assignment.

4. Safety Officer shall complete Lead Based Paint Identification and Handling course (competent person) (if applicable) within 90 days of initial assignment.

5. The center operator and Center Director must ensure that the Safety Officer receives training in the remaining safety-related courses referenced in Exhibit 5-4 within 18–24 months of appointment.

6. In accordance with PRH Chapter 5, Section 5.3, annual advanced or refresher training must be provided to the Safety Officer after basic required courses are completed.

7. In accordance with DLMS 4, Chapter 800, Paragraph 822, the Center Director must ensure that a written professional development plan is developed and implemented for the Safety Officer. Further, all completed courses must be properly documented and maintained on center in the individual's personnel or professional development file for the duration of employment, and one year beyond employment. Training records must be available upon request.

QUALITY INDICATORS

Q1. Centers comply with federal, state, and local regulations and Job Corps policy regarding environmental safety and occupational health.

Q2. Center operators establish and operate an Occupational Safety and Health program.

5.15 SAFETY INSPECTIONS, OBSERVATIONS, AND OSH PROGRAM REVIEW

PURPOSE

P1. To ensure that students and staff work and live in environmentally healthy surroundings.

P2. To provide a training, living, and working environment that ensures the occupational safety and health of students and staff.

REQUIREMENTS

R1. 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 must be immediately removed from the area and not permitted to return until the problem is corrected. The Safety Officer must immediately notify the Center Director of the hazard and recommend corrective action. The Center Director must take appropriate action(s) to correct the hazard. If the hazard cannot be corrected promptly by the center, the Center Director must consult the appropriate Regional Office and/or the National Office of Job Corps for advice and assistance in correcting the hazard. The action recommended by the Safety Officer and the resulting action taken must be documented in writing and maintained on center for a period of three years.

R2. Required Inspections and Observations

a. All occupational safety and health inspections and observations must be:

1. Conducted by appropriate center staff in accordance with 29 CFR 1960.25 and DLMS 4 Chapter 800, paragraph 825.
2. Submitted according to Exhibit 5-2, Plan and Report Submission Requirements.
3. The responsibility of the center Safety Officer, managers, supervisors, and instructors.
4. Documented and maintained on center for a period of five years, then destroyed.

b. Observations on a daily basis, and weekly or monthly inspections are required for all center:

1. Buildings
2. Facilities
3. Career Technical Training (CTT) facilities
4. Career Technical Skills Training (CTST) projects
5. Academic classrooms
6. Cafeterias

7. Dormitories
8. Health services
9. Administrative offices
10. Recreation areas
11. Gymnasiums
12. Swimming pools
13. Child development center facilities, including playgrounds
14. Equipment
15. Vehicles used to transport students

Identified deficiencies must be corrected promptly. Weekly and monthly inspections, and hazards identified during daily observations, must be documented. Records of inspections and actions taken to correct deficiencies must be maintained by the center Safety Officer for three years, and made available upon request.

c. Daily Observations

1. Food service supervisors must check food preparation and food serving areas of cafeterias.
2. Residential advisors must check dormitories, snack bars, and canteens and document their findings in a log book.
3. The Safety Officer, and CTT and academic managers/instructors, must check classrooms/shops (including CTST projects), motor vehicles, and all equipment to be used by students and staff.
4. Child development supervisors must check the child development center, equipment and toys, and the playground.
5. Recreation supervisors/staff must check the gymnasium, exercise equipment, and other frequently used recreation areas.

d. Weekly Inspections

The center Safety Officer must inspect:

1. All food service facilities, including cafeterias, culinary arts facilities, snack bars, and canteens.
2. Gymnasiums, exercise equipment, and swimming pools during times of operation.
3. CTT facilities and CTST projects.

e. Monthly Inspections

The center Safety Officer must inspect:

1. Dormitories

2. Child development center
3. CTT facilities and CTST projects (see Chapter 3, Section 3.2)
4. Academic classrooms
5. Health services
6. Administrative offices, warehouses, and other buildings occupied by students and staff

f. Quarterly Inspections

Centers must 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. Educational facilities, including offices, classrooms, recreational facilities, and wellness center
5. Water supply and distribution facilities, when not a part of municipal systems
6. Wastewater treatment facilities, except for septic systems, which must be inspected annually, and municipal sewer systems, which are exempt from this requirement
7. Child development center, where appropriate

Centers must submit quarterly environmental health reports and necessary corrective action, simultaneously, to the Regional Office and the National Office of Job Corps within seven days of receipt. (See Exhibit 5-2, Plan and Report Submission Requirements.)

g. CTST and Other Projects

The center Safety Officer and appropriate instructor must inspect all CTST projects daily. The center Safety Officer must inspect and approve all final CTST projects, on and off center, before site occupancy and project completion. Inspection checklists, photographs, and associated corrective actions must be maintained on center indefinitely and made available upon request.

R3. Annual Occupational Safety and Health (OSH) Program Reviews

a. The annual Occupational Safety and Health (OSH) Program Review is conducted in accordance with Executive Order 12196, Title 29 Code of Federal Regulations (CFR) part 1960, Department of Labor Manual Series (DLMS) 4, Chapter 800, and the Job Corps Policy and Requirements Handbook (PRH). The review verifies that each center has implemented the Occupational Safety and Health program outlined in the PRH and identifies any outstanding occupational health and safety deficiencies.

b. The review is conducted using the Job Corps Program Assessment Guide (PAG), Chapter 5, Sections 5.14–5.20. The PAG is a companion to the PRH. It provides a standardized approach and framework for the review and evaluation of contractors/operators' delivery of services as specified in the PRH. The review consists of an on-site visit including opening and closing conferences, walk-through of facilities, document verification, and student/staff interviews.

c. The review process is designed to determine the extent to which program operations meet the government's requirements and expected outcomes. The PRH requirements and quality indicators set benchmarks for the government's expectations. Job Corps uses an adjectival rating system to assign ratings to each requirement, quality indicator, and overall program component. The adjectival rating system uses five adjectives, as recommended by the Office of Federal Procurement Policy, to define the degree to which expectations are met. Adjectival ratings are defined as follows:

Exceptional
Programs, procedures, and systems are well organized, clearly communicated, and administered to ensure quality delivery of all requirements and achievement of quality indicators. Innovative approaches result in program enhancements and improved outcomes. Through rigorous self-assessments and quality assurance, the operator safeguards program assets and maintains the integrity of program data.

Very Good
Programs, procedures, and systems are consistently in place to ensure delivery of requirements and achievement of quality indicators. Some innovative approaches are employed to promote continuous improvement. A viable quality assurance plan ensures integrity and accountability of program assets and data.

Satisfactory
Requirements and quality indicators are generally evident in applicable program areas with minor exceptions. A quality assurance plan is in place that demonstrates adequate controls to ensure integrity and accountability of program assets and data.

Marginal
Requirements and/or quality indicators are missing or minimally evident in applicable program areas. Quality assurance is minimal, resulting in inconsistencies in accountability and integrity of program assets and data.

Unsatisfactory
Critical requirements are missing or minimally evident. Quality indicators are not achieved. The program lacks procedures and controls necessary to ensure compliance, quality, and data integrity.

d. For the purpose of the OSH Program Review, the adjectival ratings definitions are designed to assist evaluators in assigning scores for each requirement and Quality Indicator by describing what is expected for each adjectival level.

The ratings are made against a 10-point scale, as shown below.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

e. At the end of each PAG section, the ratings for each requirement and quality indicator are averaged. The average compliance and quality ratings for all sections 5.14-5.20 are then averaged to produce final ratings. The final compliance and quality ratings constitute the final OSH Program Review score.

f.. Documentation Examined During Review

Documentation is critical. Reviewers will assess only the documentation provided to them while they are on center. Should the required documentation not be presented, the center will not be credited with the associated item. The reviewer will give the center Safety Officer (or designee) an opportunity to present any omitted documentation before the end of the review. Documentation that is created during or after the opening day of the review, however, will not be considered. OSH Program Review rebuttals based upon missing or unaccepted documentation at the time of the review will be rejected and the final score will not be changed.

g. Interviews During the Review

The strategies outlined in the PAG necessitate interviews with the Center Director, staff members, and students to determine knowledge and involvement. In cases where verbal statements and documentation conflict, reviewers will use their professional judgment in deciding whether to award credit. Rebuttals or scoring changes based upon discussions with the reviewer that are not substantiated by the rationale for rating or other documentation will be rejected and the final score will not be changed.

h. Documentation of Deficiencies and Abatement Activities

National Office OSH Program Reviewers are required to document deficiencies in the Abatement Tracking System (ATS) website. Job Corps centers are required to document and post deficiencies manually on the DOL Form DL1-2029. Blank forms can be obtained from the Job Corps Community website. Center abatement activities must be documented in ATS. The ATS website can be accessed at: http://ats.dol.gov/.

R4. Occupational Safety and Health Facility Survey (Pre-Occupancy)

a. An Occupational Safety and Health Environmental Facility Survey (Pre-Occupancy) must be conducted before moving students into:

1. A new center, dormitory, or classroom; or

2. A facility that has been renovated so as to change any building structural system or major mechanical, electrical, plumbing, egress, or fire and safety system.

b. Centers must contact the Regional Office (RO) Project Manager to schedule a pre-occupancy survey 30 days prior to project completion.

c. The pre-occupancy survey must be coordinated through the RO and conducted by the center Safety Officer and/ or the National Office of Job Corps (NO). The NO will determine who will conduct the pre-occupancy inspection.

d. Major deficiencies must be corrected before occupancy.

e. The survey report will be distributed prior to occupancy, and it will be maintained by the NO, RO, and the center.

R5. 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 occupational safety and health of students at private employer work sites, appropriate career development staff and/or the center Safety Officer must:

a. Visually survey the work site for potential hazards and discuss safety and health requirements with the employer.

b. Ensure the employer signs a written agreement that specifically states 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.

c. 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.

d. Document the injuries of students who are injured on work-based learning sites in the Safety and Health Information Management System (SHIMS), as they are covered by the Federal Employees' Compensation Act (FECA).

R6. Abatement Plans for Violations Identified in Annual Occupational Safety and Health (OSH) Program Review

a. Abatement Procedures and Time Frames

The following procedures shall be followed by centers and Regional Offices (ROs) in responding to safety and health violations cited during annual safety and health reviews:

1. As part of the OSH Program Review, the center will receive a detailed verbal briefing regarding all hazards identified. The center must immediately begin to address those concerns. A log of the corrected

item(s) must be maintained, indicating what action was taken, by whom, and the date of action.

2. The center and the RO will receive a formal OSH Program Review report from the National Office of Job Corps (NO) within 60 days of a review. Violations must be documented manually on Form DL1-2029, Notice of Unsafe or Unhealthful Condition, which is to be created by the center. The violations documented on the DL1-2029 are the same as those documented in the Abatement Tracking System (ATS), which is the Web-based system designed to facilitate an information exchange between the reviewer, the RO, and the center, and to allow the NO to monitor case status to ensure prompt and timely hazard abatement.

3. The roles of each ATS user are as follows:

   (a) At the national level, the NO inputs DL1-2029 center violation data into ATS and transmits the data to the RO to initiate tracking.

   (b) At the regional level, both the Job Corps Regional Director and the center's Project Manager are authorized to access ATS to view new cases transmitted from the NO and centers' abatement responses. Either individual in the RO can transmit the DL1-2029 in ATS to the Job Corps center. The RO can edit the center response and can close out the case only after all violations have been abated.

   (c) At the center level, the Center Director and the Safety Officer are authorized to access ATS to view new cases transmitted from the RO and can respond to violations. Most violations should be abated within 30 days. If abatement is not completed, an abatement plan is required. Centers can indicate in ATS whether the response is a corrective action or an abatement plan. Funding requests can also be indicated. After the center transmits the response electronically to the RO, the RO will determine whether to accept the abatement response in part or in whole.

Note: ATS is not capable of providing users e-mail notification, so the system should be checked frequently.

b. Posting Requirements

Official response to violations noted during the occupational safety and health review occurs via ATS. A copy of the paper DL1-2029, which must be created by the center, is to be posted by the center at or near each place where an unsafe or unhealthful condition is referred to in the notice. It must remain posted until all violations cited are abated, or for three training days, whichever is longer.

QUALITY INDICATORS

Q1. Centers comply with federal, state, and local regulations and Job Corps policy regarding environmental safety and occupational health.

Q2. Residential and dining facilities are clean and neat in appearance.

Q3. Few safety and health hazards are cited during inspections by the Safety Officer, during annual Occupational Safety and Health (OSH) Program Reviews, and during environmental inspections.

5.16 ENVIRONMENTAL HAZARDS

PURPOSE

P1. To ensure that students and staff work and live in environmentally healthy surroundings.

P2. To provide a training, living, and working environment that ensures the occupational safety and health of students and staff.

REQUIREMENTS

R1. Hazardous Materials Management

a. Centers must comply with federal, state, and local regulations and Job Corps policy regarding hazardous waste generation, storage, and disposal.

1. Centers that ship hazardous materials off center must comply with pre-transportation regulations per 49 CFR 262 Subpart C.

2. Centers that store or handle hazardous materials, such as flammable/combustible materials, acids, caustics, compressed gases, oxidizers, etc., must comply with OSHA 1910 Subpart Z and all applicable substance-specific standards.

3. Centers that use hazardous or toxic chemicals must comply with the regulations of the Emergency Planning and Community Right-to-Know Act (EPCRA) of 1986.

4. Centers must notify the Environmental Protection Agency (EPA), the Job Corps Regional Director, and the National Office of Job Corps safety team leader 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.

5. Emergency response to a spill or leak of hazardous materials must be performed by the local hazardous materials response team or licensed contractor.

6. Chemical-specific information such as Material Safety Data Sheets (MSDSs) must be readily accessible to emergency response personnel.

R2. Polychlorinated Biphenyls (PCBs)

a. Centers must comply with federal, state, and local regulations and Job Corps policy regarding polychlorinated biphenyls (PCBs) in electrical transformers.

1. Centers that are using electrical equipment known to contain PCBs must register with the EPA's Transformer Registration and PCB Activity Database. A copy of the registration certificate can be obtained from EPA and must be maintained on center indefinitely, and must be available for review upon request.

2. Centers must prepare an inventory of all center equipment, including transformers, capacitors, fluorescent lights and ballasts, and hydraulic oils that may contain PCBs. The inventory shall include the following:

(a) Type of equipment, installation date, and manufacturer

(b) Overall condition

(c) Contact information for nearest PCB waste hauler

R3. Underground Storage Tanks (USTs) / Aboveground Storage Tanks (ASTs)

a. Centers must comply with federal, state, and local regulations and Job Corps policy regarding underground storage tanks (USTs) and aboveground storage tanks (ASTs). Each center operator, Center Director, and Safety Officer must coordinate to ensure that all ASTs and USTs comply with 40 CFR Parts 112 and 280, and all applicable state requirements.

R4. Lead

a. Centers must comply with federal, state, and local regulations and Job Corps policy regarding lead-containing building materials.

Lead was a common paint additive used until 1978. Due to the age of many Job Corps center facilities, it is assumed that lead-based paint is present in buildings constructed prior to 1978 unless testing has proven otherwise. Centers that plan to disturb a surface that may contain lead must perform dust, air, and/or water sampling to determine the potential for exposure to lead. Centers in which there is a potential exposure to lead by students, staff, or young children (in child development or residential facilities) must develop a written lead-based paint compliance program in conformance with 29 CFR 1926.62 that includes the following:

1. Designation and training of a competent person, capable of identifying existing and predictable lead hazards in the surroundings or working areas and having the authority to take prompt corrective action.

2. Procedures to ensure that all CTST projects involving construction work will be tested for lead prior to initiation. No student or staff may be exposed to lead at concentrations greater than 50 micrograms per cubic meter of air (50 ug/m^3) averaged over an eight-hour period.

3. Procedures for notifying staff and students of the health hazards of lead-based paint. Inventory documentation must be maintained on center and with the National Office of Job Corps and Regional Office Project Manager.

4. Appropriate hazard warning will be posted in all regulated areas.

5. Annual student and staff awareness training will be provided in accordance with the minimum requirements of 29 CFR 1926.62.

R5. Asbestos Operations and Maintenance

a. Centers must comply with federal, state, and local regulations and Job Corps policy regarding asbestos-containing building materials (ACBM).

b. ACBM not immediately removed must be managed as part of an Asbestos Operations and Maintenance (O&M) program, in conformance with 29 CFR

1910.1001 and 40 CFR Part 763. Centers in which there are 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, and laboratory analysis and exposure monitoring results, which must be maintained on center in a centralized asbestos record depository indefinitely, and made available upon request.
2. Designation of an Asbestos Coordinator who must be responsible for ensuring compliance with all asbestos regulations and policies. The designated Asbestos Coordinator must receive initial training in asbestos O&M within one month of appointment. Training must consist of a minimum of 16 hours of both classroom and practical asbestos O&M training provided by an EPA-accredited training provider.
3. Annual asbestos awareness training for all employees (including custodial and maintenance employees) and contract employees. Initial training must consist of a minimum of two hours of training in accordance with 29 CFR 1910.1001(j) within one 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 as well as the individual's personnel file.
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 must meet the requirements specified in 29 CFR 1910.1001, and must be posted so as to be visible immediately upon entering the room or workspace.
7. Inclusion of employees and contract employees working in areas where ACBM is present in the center's respiratory protection program and medical surveillance program.
8. 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 that presents a potential health hazard must be reported to the National Office of Job Corps and Regional Office via the Significant Incident Reporting (SIR) system.

9. Repair or abatement of ACBM must be performed by licensed asbestos abatement contractors. Clean-up of damaged ACBM by Job Corps personnel is strictly prohibited.

10. Review and documentation of all CTST or center-managed renovation projects by the Asbestos Coordinator to ensure that no ACBM will be affected by the proposed project. The center's Asbestos Coordinator will ensure that the proper warning signs are posted in the work area per 29 CFR 1910.1001.

R6. Hazard Communication

a. Centers must comply with federal, state, and local regulations and Job Corps policy regarding chemical hazard communication. Each center operator, Center Director, and center Safety Officer must coordinate and ensure that hazards associated with 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 must be communicated to affected students and staff via a comprehensive written hazard communication program in accordance with 29 CFR 1910.1200. The Center Director must ensure that the Safety Officer or other designee structures the hazard communication program to include:

1. A complete chemical inventory or master list of chemical products used on center and a process to keep the inventory current. The inventory must include the name of the product and the location(s) where it is used. Ensure that students and staff know the location of the chemical inventory.

2. Organization and ongoing maintenance of Material Safety Data Sheets (MSDSs) for all chemical products purchased by or used at the center. MSDSs for chemical products used in a given area must be available to and easily accessible by all staff and students. MSDSs can be stored in a three- ring binder or be accessible via computer.

3. Clearly readable identifying labels securely placed on all incoming containers of hazardous chemical products, and such labels are not removed or defaced. Chemicals transferred to other approved containers must be labeled accordingly as well. Labels must contain at least:

   (a) Product identification

   (b) Hazard warning showing what parts of the body could be affected (HMIS or NFPA system)

   (c) Name and address of the manufacturer or supplier

4. Supervisor/instructor maintenance of up-to-date MSDS file for each hazardous chemical product used within their respective areas.

5. Proper training and instruction delivered to all users of hazardous chemical products, including:

   (a) Identification of such products

(b) The specific hazards associated with such products

(c) Measures that users can take to protect themselves (including PPE requirements)

(d) Methods and observations that may be used to detect the presence or release of hazardous chemicals

(e) Potential physical health effects of chemicals used in the workplace

6. Proper communication of chemical hazards associated with non-routine tasks.

7. An established and approved chemical products purchase list. MSDSs must be reviewed by the Safety Officer before the products are used in the workplace.

R7. Mercury

a. Centers must comply with EPA standards, 40 CFR Part 261, Hazardous Waste Identification Regulations, 40 CFR Part 273, Universal Waste Regulations, as well as state and local regulations and Job Corps policy regarding mercury in fluorescent lamps and thermometers.

1. Each center operator, Center Director, and Safety Officer must coordinate to ensure that all sources of mercury have been identified and are properly disposed of in accordance with the local/state health department or department of the environment regulations.

2. All mercury-containing paints, batteries, thermometers, blood pressure meters, thermostats, light ballasts, etc., currently in use should be replaced when it is fiscally possible. Center students/staff are strictly prohibited from attempting to clean up spills or releases. Clean-up must be performed by the local fire department, hazmat team, or a licensed contractor.

R8. Freon 113 and Other Ozone-Depleting Chemicals

a. Centers must comply with federal, state, and local regulations and Job Corps policy regarding Freon 113 and other ozone-depleting chemicals in the replacement and disposal of air conditioning and refrigeration units.

b. Air conditioning and refrigeration units installed before 1995 that may contain ozone-depleting chemicals must be disposed of in accordance with federal and state hazardous materials regulations.

R9. Hexavalent Chromium

a. Centers must comply with OSHA standard 29 CFR 1910.1026 and Job Corps policy regarding hexavalent chromium (Cr(VI)).

1. Centers that offer trades that may potentially expose students/staff to hexavalent chromium (Cr(VI)) must develop, implement, and maintain an exposure control plan that contains the following minimum requirements:

(a) Trade(s) or center functions that may result in exposure

(b) Exposure-monitoring results for the affected trade(s) or center functions

(c) Engineering controls used to maintain Cr(VI) concentrations below the permissible exposure limit (PEL) and action level

(d) Personal protective equipment (PPE) required during performance of training or center function

(e) Method(s) of communicating hazards associated with Cr(VI) (See hazard communication training, Section 5.16, R6.)

2. Centers offering the welding trade must perform one round of initial and confirmation exposure monitoring no matter how often welding of stainless steel occurs. No additional monitoring is necessary if both the initial and confirmation sample results are below the PEL of 5.0 $\mu g/m^3$ and the action level of 2.5 $\mu g/m^3$ calculated as eight-hour time-weighted averages (TWAs).

3. Centers must maintain exposure monitoring results and product MSDS on center for 30 years in accordance with 29 CFR 1910.1200 and 29 CFR 1910.1020.

QUALITY INDICATOR

Q1. Centers comply with federal, state, and local regulations and Job Corps policy regarding environmental hazards.

5.17 FOOD HANDLING AND STORAGE, PEST CONTROL, UNSANITARY CONDITIONS, AND WATER TREATMENT

PURPOSE

P1. To ensure that students and staff work and live in environmentally healthy surroundings.

P2. To provide a training, living, and working environment that ensures the occupational safety and health of students and staff.

REQUIREMENTS

R1. Food Handling

Centers must ensure that food handling practices comply with the state, local, or U.S. Public Health Service Food Code, whichever is more stringent. Centers must develop and implement a Hazard Analysis and Critical Control Point (HACCP) program as outlined in Annex 4 of the U.S. Public Health Service Food Code. All meat products must meet U.S. Department of Agriculture standards.

R2. Food Storage

Centers must ensure that storage of food complies with the state, local, or U.S. Public Health Service Food Code, whichever is more stringent, and does 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 six inches above the floor in a manner that protects the food from splash, dust, 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, and milk containers in plastic crates.

   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.

e. All refrigeration equipment (refrigerators and freezers) must be monitored to ensure proper temperature ranges are maintained at all times.

f. Open food containers, cooked and fresh, are covered, labeled, and dated to ensure proper usage.

R3. Pest Control

Centers must:

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 that pesticides are applied only by a licensed professional pest control contractor in food service, residential, and education facilities. The following information must be obtained from the contractor and kept on file for at least three 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. MSDSs for the chemicals used

c. Ensure that pesticides are not stored for usage on centers except those that are approved by EPA for use in landscaping and gardening projects. Proper training on storage, use, and application of these chemicals must be provided to staff and students.

R4. Unsanitary Conditions

In accordance with Section 5(a) of the Occupational Safety and Health Act of 1970, centers must 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.

R5. Water Treatment

Centers must 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 National Primary Drinking Water Regulations (40 CFR 142).

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 of Job Corps, 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. 1251 et seq.

f. Records are maintained documenting the water/wastewater treatment pursuant to standards set by the EPA and local authorities and should be maintained on center indefinitely. 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 wastewater treatment.

h. The analysis of all influent and effluent, as required by the discharge permit, is performed by a certified laboratory.

QUALITY INDICATORS

Q1. Centers comply with federal, state, and local regulations and Job Corps policy regarding food sanitation and water treatment standards.

Q2. Residential and dining facilities are clean and neat in appearance.

5.18 STUDENT AND STAFF INJURY REPORTS AND RECORDKEEPING

PURPOSE

P1. To ensure documentation of compliance with required elements of the center's Occupational Safety and Health program and ensure compliance with OSHA and all other applicable statutes.

P2. To notify appropriate officials that an injury, occupational illness/disease, or death has occurred.

P3. To record hazards identified and corrective actions taken, indicate trends, and provide a basis for formulating future plans.

P4. To permit an evaluation of progress being made in preventing accidents.

P5. To document incidents for assurance of proper medical treatment and potential processing of claims.

REQUIREMENTS

R1. Occupational Safety and Health Administration (OSHA) Notification Requirements

In accordance with 29 CFR 1904.39(a), centers must contact OSHA within six (6) hours of one of more of the following events:

a. Death of an active student
b. Death of a staff member on-duty
c. Hospitalization of three or more active students or on-duty staff

Centers must orally report the fatality/multiple hospitalization by telephone or in person to the Area OSHA Office nearest to the site of the incident, or use the OSHA toll-free central telephone number, 1-800-321-OSHA (1-800-321-6742). Should no one answer the National toll free number you must leave a telephone message with the following information:

1. Establishment name;
2. The location of the incident;
3. The time of the incident;
4. The number of fatalities or hospitalized employees;
5. The names of any injured employees;
6. Your contact person and his or her phone number and;
7. A brief description of the incident.

R2. Student Injury, Occupational Illness/Disease, and Fatality Recordkeeping

Note: Occupational illness/disease in this context is defined as illness or disease acquired from/due to the Job Corps training and/or living environment (e.g., hearing loss, coronary/vascular condition, asbestos-related illness, carpal tunnel syndrome, etc.).

Student injuries and occupational illnesses/diseases must be documented in the Department of Labor's Safety and Health Information Management System (SHIMS). SHIMS is an electronic database that assists the Department in meeting the reporting requirements of both the Occupational Safety and Health Administration (OSHA) and the Office of Workers' Compensation Programs (OWCP). The only injuries and occupational illnesses/diseases that should not be documented in SHIMS are those that occur while the student is:

- At home on pass or leave;
- Engaged in leisure time employment; or
- AWOL.

Regardless of the severity of the injury or occupational illness/disease, an incident will minimally require the submission, in SHIMS, of the two documents below:

- The OSHA 301, Injury and Illness Incident Report; and
- One of the forms below:
    1. OWCP CA-1, Notice of Traumatic Injury and Claim for Compensation
    2. OWCP CA-2, Notice of Occupational Disease and Claim for Compensation. The CA-2 submission is rarely used; if you think a CA-2 is warranted, contact the National Office.

Student fatalities are not documented in SHIMS. These incidents should be reported to the National Office of Job Corps immediately. Centers are required to complete the OWCP CA-6 manual form. The National Office will complete any other recordkeeping requirement.

A complete list of the OSHA and OWCP forms, and a description of their use, are below. Please note that all occupational safety and health records must be maintained for a five-year period, unless otherwise indicated by a specific OSHA standard, the Department of Labor Manual Series (DLMS), or the PRH.

Electronic Forms Submitted in SHIMS

a. **OSHA 301, Injury and Illness Incident Report,** is completed in SHIMS for each student injury or occupational illness in accordance with 29 CFR 1904. The OSHA form is required to be retained for five years.

b. **OSHA 300, Log of Work-Related Injuries and Illnesses:** For OSHA 301 Incident Reports that are **work-related** (see definition in criterion 1, below), centers must maintain a single current log in SHIMS, known as the OSHA 300 Log. For an incident to be entered in the OSHA 300 Log, it must meet each of the three OSHA-recordable criteria below:

1. The injury or occupational illness is work-related. For Job Corps purposes, this means that the injury or occupational illness occurred while the student was involved in training or educational activities;
2. The injury or occupational illness represents a new case in the system; and
3. The injury or occupational illness results in one or more of the following:
   (a) Days away from work (training or educational activities)
   (b) Restricted work or transfer to another job
   (c) Medical treatment beyond first aid
   (d) Loss of consciousness
   (e) A significant injury or illness diagnosed by a physician or other licensed health care professional
   (f) A needlestick or sharp injury exposing the student to another person's blood or potentially infectious material
   (g) A Standard Threshold Shift (STS) in hearing in one or both ears where the employee's total hearing level is at least 25 decibels above audiometric zero in the same ear(s) as the STS
   (h) Exposure to persons with a case of active tuberculosis (TB), where the student subsequently develops a TB infection.

Student injuries resulting from horseplay while engaged in training or educational activities must be recorded as well. For example: Two students, while participating in welding instruction, engage in playful teasing and pushing. One student becomes angry and the teasing escalates to a fight. One student is injured, resulting in medical treatment beyond first aid. The student injury must be recorded in the OSHA 300 Log in SHIMS.

The OSHA 300 Log is required to be retained for five years.

c. **CA-1, Notice of Traumatic Injury and Claim for Compensation**, is completed in SHIMS within seven calendar days of supervisor notification.

In the event that an injury requires separation from Job Corps, center staff must obtain National Office approval prior to forwarding a CA-1 to OWCP. When the CA-1 is filed with OWCP at separation, a CA-16 manual form, Authorization for Examination and/or Medical Treatment, and an OWCP-1500 manual form, the Health Insurance Claim Form, are sent to the provider. If the injury is not severe enough to cause separation, the CA-1 should be completed, electronically filed in SHIMS within seven calendar days of supervisor notification, printed, signed by the student, and filed in the student's health folder.

d. **CA-2, Notice of Occupational Disease and Claim for Compensation**, is rarely used in Job Corps because there are very few cases of occupational disease or illness related to enrollment in Job Corps. If such a situation does occur, contact the National Office of Job Corps before filing a CA-2.

Manual Forms

e. **CA-6, Official Supervisor's Report of Employee's Death**, is filed with the OWCP district office if a student dies as a result of an illness/injury incurred while in performance of duty. In the event of a student fatality, the Center Director should notify OWCP immediately by telephone or fax, and mail the CA-6 to the OWCP district office. Do not document student fatalities in SHIMS.

The Center Director must report student fatalities to the National and Regional Offices within six hours of the event via Significant Incident Report (SIR).

f. **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 complete the CA-7 and have the student sign and date Section 7 of the form. In the event that the student is unable to sign the CA-7, the Center Director may sign as his or her authorized representative.

Upon National Office approval to forward a CA-1 or CA-2 to OWCP in SHIMS, the center should fax or e-mail a copy of the completed CA-7 to the National Office for submission to OWCP. The National Office must file the copy sent to them by the center with OWCP within five days of the student's signature.

The original CA-7, signed by the student, should be filed in the student's health folder.

g. **CA-16, Authorization for Examination and/or Treatment:** Whenever a student separates from Job Corps and needs examination and/or treatment as a result of traumatic injury, the Center Director should issue a CA-16 to the physician or medical facility. This form authorizes the injured student's examination and/or treatment from a physician or medical facility. When a CA-2 is electronically submitted to OWCP in cases of separation because of work-related illness or disease, a CA-16 is issued only if prior approval is obtained from OWCP. If a CA-16 is submitted, do not submit a CA-20.

This form provides OWCP with an initial medical report and the physician or medical facility with a billing form for emergency treatment. Issuance of the CA-16 authorizes OWCP to pay medical expenses incurred.

Part A is completed by the student's supervisor and submitted to the physician or medical facility within 48 hours of examination and/or treatment. Part B is completed by the attending physician as promptly as possible after initial examination and sent to the appropriate OWCP district office.

When there is a need for medical follow-up for the work-related injury by a second health-care provider, the center should mail the name and address of that provider to OWCP or instruct the student (in writing) to do so.

h. **OWCP-1500 (also known as HCFA-1500)—Health Insurance Claim Form:** This form accompanies the CA-16 to all medical care providers, except hospitals.

It is issued by health-care providers to bill the OWCP district office for services rendered.

i. **CA-20, Attending Physician's Report:** This report provides medical support of claims for compensation. It is submitted to OWCP upon completion of the medical examination and treatment. It is also used to provide additional medical information regarding the claim. If a CA-20 is submitted, do not submit a CA-16.

R3. Definitions and Procedures for Handling Job Corps Student Injuries

a. Job Corps Injuries Designated "First Aid"

1. First aid is 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.

2. First aid injuries must be documented in SHIMS.

3. The following procedures are generally considered first aid treatment (e.g., one-time treatment and subsequent observation of minor injuries):

(a) Application of antiseptics during initial visit to medical personnel

(b) Treatment of first degree burn(s)

(c) Application of bandage(s) during any visit to medical personnel

(d) Use of elastic bandage(s) during initial visit to medical personnel

(e) Removal of foreign bodies from wound if procedure is uncomplicated (e.g., by tweezers or other simple technique)

(f) Use of nonprescription medications and administration of single dose of prescription medication on initial visit for minor injury or discomfort

(g) Soaking therapy on initial visit to medical personnel or removal of bandages by soaking

(h) Application of hot or cold compress(es) during first visit to medical personnel

(i) Application of ointments to abrasions to prevent drying or cracking

(j) Application of heat therapy during first visit to medical personnel

(k) Negative x-ray diagnosis

(l) Observation of injury during visit to medical personnel

4. 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 filed in SHIMS for other reasons.

b. More Serious Injuries Not Resulting in Student's Separation

1. This category includes injuries that result in medical treatment beyond first aid, but do not require a medical separation but are serious enough to need a specialized referral.
2. An example of this type of injury would be: a student sustained a strain or sprain, but is able to continue training with restrictions.
3. These injuries must be documented in SHIMS.

   Some examples of this category of injury are:

   (a) Fractures
   (b) Head injuries with loss of consciousness
   (c) Positive x-ray diagnosis
   (d) Lacerations with nerve or tendon damage
   (e) Injuries needing sutures/SteriStrips/adhesive butterfly
   (f) Foreign body embedded in the eye
   (g) Jaw fractures/dental damage
   (h) Treatment of infection
   (i) Treatment of 2nd or 3rd degree burns
   (j) Food poisoning
   (k) Dislocated shoulder

c. Injuries Resulting in Separation From Job Corps

1. This category includes injuries resulting in the student's death or serious injuries that result in the student's separation from Job Corps.
2. An example of this type of injury would be: a student sustained a traumatic injury in the performance of duty that requires surgery, additional medical treatment that can not be provided on center, or the student can no longer perform in the program.
3. These injuries must be documented in SHIMS.
4. Section 8143 of the Federal Employees' Compensation Act (FECA) states that while students are enrolled in Job Corps, students are considered employees of the federal government for purposes of medical coverage under FECA. The "performance of duty" does not include an act of an enrollee while absent from his or her assigned post of duty, except while participating in an activity (including an activity while on pass or during travel to or from the post of duty) authorized by or under the direction and supervision of Job Corps.

R4. Staff Injury, Occupational Illness/Disease, and Fatality Recordkeeping

Note**:** Staff is defined as all contractors, federal employees, and temporary employees who work at a Job Corps center.

All work-related staff injuries and occupational illnesses must be documented in the Department of Labor's Safety and Health Information Management System (SHIMS) in accordance with 29 CFR 1960 Subpart I and 29 CFR 1904. These regulations require that a single OSHA 300 Log be maintained for each federal agency establishment; each Job Corps center is classified as an establishment. As such, all work-related injuries and occupational illnesses suffered by federal employees and contractors at the establishment must be captured on the same OSHA 300 Log. This requirement has no bearing on the requirements of the corporate office or other federal agency.

Centers are only required to report the death of a staff member if the fatality occurs while in duty status on or off center. The Center Director must report staff deaths to the National and Regional Offices within six hours of the event via Significant Incident Report (SIR).

A CA-1 or CA-2 is never completed for staff in the Department of Labor's SHIMS.

a. **OSHA 301, Injury and Illness Incident Report,** is completed in SHIMS for each staff injury or occupational illness in accordance with 29 CFR 1904. The OSHA form is required to be retained for five years.

b. **OSHA 300, Log of Work-Related Injuries and Illnesses:** All centers must maintain a single current log in SHIMS of all **work-related** accidents, injuries, and occupational illnesses incurred by students and staff in accordance with 29 CFR 1904. The OSHA 300 Log is required to be retained for five years.

   Staff injuries resulting from horseplay while engaged in work-related tasks or activities must be recorded as well. For example: Two staff members engage in playful teasing and pushing while repairing a piece of equipment. One staff member becomes angry and the teasing escalates to a fight. One staff member is injured resulting in medical treatment beyond first aid. The staff injury must be recorded in SHIMS.

R5. OSHA Form 300A, Summary of Work-Related Injuries and Illnesses

Each year, Job Corps centers are required to post OSHA Form 300A, also called the OSHA 300A Summary, from February 1 through April 30 in accordance with 29 CFR 1904.32. OSHA Form 300A summarizes data contained in the OSHA 300 Log, which is maintained electronically in SHIMS, for the calendar year just prior to posting for the purpose of notifying students and staff of the injuries that have occurred on center. This report may be generated through SHIMS reports.

Following the required three-month posting period, the OSHA 300A must be retained for five years.

QUALITY INDICATORS

Q1. Centers document student and staff injuries and occupational illnesses in accordance with federal, state, and local regulations and Job Corps policy.

Q2. Centers report all staff and student injuries and fatalities within the time frames required by federal standards and Job Corps policy.

5.19 VEHICLE SAFETY AND ACCIDENT RECORDKEEPING

PURPOSE

P1. To ensure student and staff safety while traveling in government vehicles on and off center.

P2. To ensure documentation of accidents involving government vehicles.

REQUIREMENTS

R1. Overview of Center Director Responsibilities

Each Center Director must be responsible for:

a. Administration of the motor vehicle safety program.

b. A program for training, testing, and licensing students.

c. A comprehensive vehicle maintenance and inspection program.

d. Promotion and incentive awards programs to encourage traffic safety.

e. Compliance with state and local motor vehicle laws.

f. An effective accident investigation and analysis system.

g. An on-center system of traffic control to include appropriate signs and lines.

R2. Overview of Requirements

a. Government-owned or leased vehicles (collectively, GOV) shall be operated by individuals meeting the following qualifications:

1. Drivers must possess a valid state driver's license.

2. Drivers must posses a valid federal employee identification or Job Corps identification.

b. Student operation of GOV must be authorized by the Center Director and limited to driver's training only.

c. All over-the-road vehicles must be equipped with fire extinguishers, emergency warning lights, and well-maintained first aid kits.

d. In GOV, all drivers and passengers must wear seat belts in all over-the-road vehicles (except buses where seat belts are not available). When infants and/or children are being transported, safety restraints must meet applicable state requirements for size/weight.

e. Drivers shall not engage in text messaging, or use personal or government-supplied electronic equipment, when operating GOV or when driving privately-owned vehicles (POV) while on official government business.

f. No vehicle will be loaded (with personnel or materials) beyond the vehicle's rated capacity.

g. All operators shall adhere to applicable federal, state, and local vehicle operator licensing and safe operator requirements. Federal requirements may include, but

are not limited to, Hours of Service (Part 395 of the Federal Motor Carrier Safety Administration [FMCSA] regulations).

h. Students will not be transported in the back bed of a pickup truck or other open-bed vehicle, including vehicles equipped with caps covering the bed of the truck, unless such vehicle has been equipped with appropriately designed and constructed seating and safety restraints.

i. If a bus has an auxiliary gas tank that powers the air conditioner, the vehicle must have that tank properly guarded.

j. Aisles in buses and vans must be kept free of obstructions that may hinder orderly evacuation of the vehicle during an emergency. Passengers must be seated at all times. Tools, equipment, luggage, and other personal belongings must be properly stored and secured before operating the vehicle.

k. No bus transporting students or staff shall have the emergency door locked or constricted.

l. All vehicles that are driven by staff and students on center must meet appropriate federal and state safety requirements.

m. While a commercial driver's license (CDL) is preferred for those drivers operating 12- and 15-passenger vans, operators must, at a minimum, adhere to the vehicle operator licensing and safe operator requirements for the state or local jurisdiction.

n. All 12-passenger vans currently leased or owned by Job Corps contractors and agencies are to be operated in a manner that reduces the risk of vehicle rollover and other known risks associated with operating the vehicles. Job Corps contractors and agencies are permitted to purchase new vans and retain 12-passenger vans that are currently in their GSA fleet inventory. The vans shall be operated in accordance with the guidelines and restrictions detailed below:

   1. The 12-passenger vans will carry a maximum of eight passengers, including the driver. If there is a need to transport more than eight passengers, it must be done using multiple vehicles.

   2. Roof racks must be removed, except those that carry only light loads (e.g., ladder rack, rowing oars, etc.). No loads over 60 pounds should be placed on the roof.

   3. Rear seats must be removed.

o. All 15-passenger vans currently leased or owned by Job Corps contractors and agencies are to be modified and operated in a manner that decreases known risks associated with operating the vehicles. Job Corps contractors and agencies are permitted to retain 15-passenger vans that are currently in their GSA fleet inventory in accordance with the guidelines and restrictions detailed below; however, centers are encouraged to explore other fiscally responsible transportation options before purchasing, leasing, or renting additional 15-passenger vans.

1. All 15-passenger vans will carry a maximum of 10 passengers, including the driver. If there is need to transport more than 10 passengers, it must be done using a higher capacity vehicle, or by using multiple smaller vehicles.
2. Roof racks must be removed, except those that carry only light loads (e.g., ladder rack, rowing oars, etc.). No loads over 60 pounds should be placed on the roof.
3. Rear seats must be removed.

R3. Vehicle Accident Recordkeeping

a. 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.

b. 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.

QUALITY INDICATOR

Q1. Centers comply with federal, state, and local regulations and Job Corps policy regarding vehicle safety and recordkeeping.

5.20 OCCUPATIONAL SAFETY AND HEALTH (OSH) PROGRAM AND WRITTEN PLANS

PURPOSE

P1. To develop, implement, and evaluate a safety and occupational health program that includes written plans in accordance with 29 CFR 1960, the OSHA Act of 1970, Executive Order 12196, and Job Corps policy.

P2. To develop and document all of the plans described in the following requirements, if applicable.

REQUIREMENTS

R1. Personal Protective Equipment (PPE) Plan

In accordance with 29 CFR 1910.132, centers are required to develop, implement, and maintain a written PPE plan and program that includes at least the following:

a. Perform hazard assessments for all trades and/or work areas to assess the need for PPE. Maintain hazard assessment records that identify hazards and risks, and document the type of PPE required. Develop procedures to notify the Safety Officer when new processes are introduced or when existing processes change.

Note: If a new trade is introduced, a hazard assessment must be performed to determine PPE needs according to training activities. Hazard assessment based upon other trades and activities cannot be the bases of the PPE requirements for a new trade.

b. Select PPE based on hazard assessments by the trade supervisor in conjunction with the Safety Officer. Methods for selecting PPE are well-documented, appropriate, and properly implemented.

c. Develop a PPE training program that will address student and staff needs. The written training program includes:

1. When PPE use is necessary.
2. What PPE is necessary.
3. How to properly don (put on), doff (remove), adjust, and wear PPE.
4. The proper care, maintenance, useful life, and disposal of PPE.

d. Maintain PPE training records for students and staff for three years. Additional retention requirements are as follows:

1. Retain student training records for one year following completion of training or termination of enrollment.
2. Retain staff training records for one year following resignation or termination of employment.

e. Establish procedures to inspect, clean, and maintain PPE. Ensure that supervisors, staff, and students are trained in these procedures and follow the established criteria.

f. Establish procedures to remove damaged equipment from service.

R2. Fire Safety and Prevention Plan

All centers must develop and implement a Fire Safety and Prevention Plan that addresses the National Fire Protection Association (NFPA) Life Safety Code 101 requirements as referenced in 29 CFR 1910.39 and 1910.157.

Centers will establish a policy, based upon the proximity to emergency response personnel (i.e., fire and/or hazardous materials response teams) that specifies full evacuation or incipient stage fire suppression by staff in response to a fire alarm.

a. Fire Prevention Plan

The center Safety Officer will perform the following activities to ensure that students and staff are familiar with all center fire alarms and evacuation procedures:

1. Center Safety Officers will perform and log monthly inspections of:
   - (a) Fire alarm systems
   - (b) Sprinkler systems
   - (c) Illuminated exit signs
   - (d) Emergency lighting
   - (e) Fire extinguishers
2. Centers will conduct monthly fire drills during high student/staff activity levels and when students are in the dormitories. Center Safety Officers will document the accountability and timeliness of fire drills.
3. Centers will establish and implement a Fire Watch Plan, included as part of the Fire Prevention Plan, to be implemented when there is a nonfunctional alarm system. The Fire Watch Plan will include the following:
   - (a) Establish fire warden and security staff duties and responsibilities
   - (b) Establish minimum required equipment for security staff
   - (c) Establish process for reporting fires and notifying building occupants

b. Fire Safety Plan Elements

The Safety Officer must ensure that at least the following elements are included in the Fire Safety Plan:

1. List of major fire hazards and proper handling and storage procedures for hazardous materials

2. List of all potential ignition sources, control procedures, and the type of fire protection equipment or suppression system used to control a fire
3. List of staff responsible for maintaining fire protection equipment or systems to prevent or control ignition fires
4. List of staff responsible for control of fuel source hazards
5. List of staff responsible for sounding alarms and contacting local fire department or other appropriate officials
6. Evacuation and accountability procedures, including the posting of evacuation maps, assembly areas, and maintaining safe distance from affected buildings until areas are cleared for occupancy
7. Emergency notification telephone numbers
8. List of temporary shelters and contacts
9. List of staff responsible for assessing damage to center and coordinating re-entry to center or affected buildings
10. List of staff responsible for communications with local media, Regional Office, and National Office of Job Corps

c. Training

All centers must provide ongoing fire prevention and fire extinguisher training for staff and students according to their roles and responsibilities within the Fire Prevention Plan. Training resources include state or local fire marshals, insurance companies, universities, or the Occupational Safety and Health Administration (OSHA). Training programs must be tailored to center location, offerings, and programs, and must include the following elements, as appropriate:

1. Fire wardens and security staff
   (a) Fire classes and the appropriate extinguishing agent
   (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) Fire watch system and alternative warning systems
   (f) Fire warden responsibilities
   (g) Fire safety inspections, including housekeeping practices, flammable and combustible waste materials accumulation, and inspection and maintenance of fire equipment or systems
2. Students
   (a) Assigned evacuation routes and assembly areas
   (b) Procedures for reporting a fire or potential for fire

(c) Procedures for disposal of combustible and flammable materials

(d) Location of smoking areas and receptacles

3. Staff

(a) Proper use of fire extinguishers

(b) Assigned evacuation routes and assembly areas

(c) Procedures for reporting a fire or potential for fire

(d) Procedures for disposal of combustible and flammable materials

(e) Location of smoking areas and receptacles

d. Documentation

Documentation of fire safety training, drills, and inspections must be maintained on center for three years and made available for review upon request.

e. Incipient Fire Suppression and Portable Fire Extinguishers

1. OSHA defines "incipient fire" as a fire in the initial or beginning stage that can be controlled or extinguished using a portable fire extinguisher, Class II standpipe, or small hose system without the need for protective clothing or equipment (e.g., breathing apparatus). OSHA requires centers to provide fire extinguishing equipment for incipient fire. However, OSHA allows centers to address incipient fires and building evacuation in two ways:

(a) Evacuation of all or most of the building's occupants to a safe area without attempting to fight the fire; or

(b) Evacuation of all building occupants except those who are properly trained and designated to use portable fire extinguishers.

2. Fire prevention plans must comply with 1910.157, Portable Fire Extinguishers, according to the center's established policy concerning incipient fires.

3. Incipient fire fighting should be based upon a thorough hazard assessment, and proximity and response time of local fire department or emergency response team.

R3. Emergency Action Plan

Centers are required to develop an Emergency Action Plan (EAP) in accordance with 29 CFR 1910.38 if fire extinguishers are located in each building and students and staff are required to evacuate the building in the event of fire or other emergency.

a. Emergency Action Plan (EAP) Elements

1. Procedures to handle hazards and threats including:

(a) Natural disasters typical for the geographic area in which the center is located; e.g., earthquakes, hurricanes, tornadoes,

severe/extreme weather, blackouts, utility failures, and weather-related conditions.

(b) Criminal activity including arson/fire, bomb threats, suspicious packages, vandalism, civil disturbance, and weapons on center.

(c) Terrorist threats including radioactive, biological, or cyber attacks.

(d) Medical emergencies, such as pandemic influenza or food poisoning (*E. coli* or *Salmonella*) outbreaks.

(e) Other hazards specific to the surrounding area, such as hazardous materials spills or explosion.

2. A list of emergency personnel and contact information. The Center Director or his or her designee shall act as the responsible official during the emergency.

3. The Center Director or his or her designee must ensure that an emergency coordinator and area/floor monitors are identified, and ensure that assistance is available for the physically challenged.

4. Procedures for emergency situations that require centers to shelter-in-place, evacuate, and provide for mass care for students and staff.

5. Identification of assembly areas on and off center for students and staff to relocate depending upon the nature of the emergency.

6. Evacuation route maps indicating emergency exits, primary and secondary evacuation routes, location of fire extinguishers and fire alarm pull stations, and assembly points must be posted in all center buildings, including but not limited to:

(a) Residential facilities

(b) Child development centers, if applicable

(c) Academic facilities

(d) Food service facilities

(e) CTT facilities and classrooms

(f) Recreation areas

(g) Warehouse(s)

(h) Center maintenance

(i) Administration facilities

7. Procedures for staff required to remain on center after an evacuation to perform critical activities (e.g., shut down utilities) and secure the center.

8. Procedures to account for students and staff after evacuation to assembly areas on and off center, including students training or working off center at the time of the emergency.

9. Procedures for transporting students and staff to off-center assembly areas, including students training or working off center.

10. Procedures for staff and students responsible for providing medical assistance. The plan should also provide for instances when individuals responsible for providing medical assistance are not available.

11. An alarm system must be implemented that provides a distinctive sound or tone for each purpose (type of emergency and procedure) in accordance with 29 CFR 1910.165.

12. Procedures for returning the center to normal operations following an emergency. Procedures should be emergency-specific.

b. Emergency Response Drills

1. Centers must perform fire drills on a monthly basis. The drills should be performed during normal business hours and after hours.

2. Centers shall participate in federal, state, and local emergency preparedness drills, including terrorist attack and pandemic outbreak response, when possible.

3. Centers shall establish and maintain contact with federal, state, and local emergency response coordinators to ensure that current information regarding emergency response procedures is maintained.

4. All drill and post-drill activities designed to improve student and staff performance during drills must be documented and kept on file in the Safety Officer's office and made available upon request.

5. Copies of drill performance and improvement reports must be maintained on the center for three years and made available for review upon request.

6. Centers shall coordinate with the local emergency management authority, local health department, and local fire department to participate in federal, state, or local emergency response drills.

R4. Hazard Communication Plan
(See Section 5.16, R6.)

R5. Recreational Safety Plan

a. Water Safety (See Chapter 3, Section 3.18, R5)

1. Job Corps centers operating swimming pools shall incorporate the Centers for Disease Control and Prevention (CDC) chlorine disinfection timetable for killing common germs.

2. Cleaning and disinfecting procedures shall also include the area surrounding the pool, including chairs, towels, floors, etc., to prevent the onset of recreational water-related illnesses.

3. Provide staff and students with awareness training on the prevention of recreational water-related illnesses.

4. Ensure that swimming pool areas are secured after hours to prohibit unauthorized access.

5. Post proper warning signs, safety rules, and emergency response procedures.

6. Ensure that necessary rescue equipment is maintained in good working order and easily accessible.

b. General Recreational Safety

The Center Director must:

1. Ensure that 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 and reducing the risk of injury.

3. Advise students that "horseplay" is not tolerated during recreational activities.

4. Ensure that all recreational facilities and equipment are of safe design and free of known hazards.

5. Ensure that recreational and athletic equipment purchases meet safety guidelines established by agencies nationally recognized by the Consumer Product Safety Commission (CPSC).

c. Gymnasium and Recreational Equipment

1. Gym equipment must be positioned to allow for an unrestricted route of egress from the area during an emergency.

2. Personal protective equipment such as helmets, padding, wrap-around eye protection, and gloves must be provided for students involved in recreational activities such as:

(a) Bicycling

(b) Skate boarding

(c) Rollerblading

(d) Racquet ball

3. Recreational facilities and equipment must be inspected daily. Damaged equipment must be immediately removed from use and repaired or replaced as soon as fiscally possible.

d. Competitive Sports

To ensure student and staff safety and security during on- and off-center events, centers are encouraged to prepare plans that contain the following elements, at minimum:

1. Consider limiting participants and spectators to current Job Corps students and staff.
2. Ensure that there is sufficient supervision for off-center games and events. The recommended ratio is one staff member for every five students.
3. Coordinate security arrangements between visiting and host centers in advance of each activity. Visiting centers shall provide a list of team members, Job Corps spectators, and player family members at least one week prior to the event. Limit entry into events to pre-approved spectators with proper identification.
4. Host centers are encouraged to arrange for additional security through local law enforcement when there is a history of past serious incidents.
5. Communicate safety and security procedures to athletes, staff, and spectators prior to the event.

R6. Asbestos Operations and Maintenance Plan

(See Section 5.16, R5.)

R7. Confined Space Entry Plan

a. Overview

A confined space is one that is large enough and configured in a manner that would allow a person to enter the space to perform work. The space has limited or restricted means of entry or exit and is not designed for continuous human occupancy. Hazards may also exist in the space, such as combustible gases, toxic materials, or mechanical or electrical hazards, or the space may be oxygen deficient.

A Confined Space Entry Plan is not necessary if:

1. There are no confined spaces on center; or
2. Students and staff are prohibited from entering or performing work in any confined space.

b. Confined Space Inventory

1. Centers must conduct a survey to identify and label all confined spaces located on center. Each space must be identified as “non-permit required” or “permit required.”

   (a) A permit-required confined space is one that contains one or more of the following characteristics:

      (1) Contains or has the potential to contain a hazardous atmosphere

      (2) Contains a material that has the potential for engulfment or entrapment

      (3) Has an internal configuration such that an entrant could be trapped or asphyxiated

(4) Contains any other serious safety hazard

(b) Non-permit-required confined space does not contain or have the potential to contain a hazardous atmosphere or any other hazard capable of causing death or serious physical harm.

(c) Re-evaluate all confined spaces annually and maintain documentation.

(d) Permit-required confined spaces are marked as such with appropriate signage.

(e) Ensure that permit-required confined spaces are locked or blocked to deter access (if possible).

2. Centers that require students, staff, or contractors to perform work in confined spaces are required to develop, implement, and maintain a Confined Space Entry program in accordance with 29 CFR 1910.146. The plan must consist of the following elements:

(a) Designated confined space entry coordinator

(b) Entrant and supervisor responsibilities

(c) Non-permit-required confined space entry procedures

(d) Location-specific, permit-required confined space entry procedures

(e) List of center departments and/or career technical training trades that require confined space entry

(f) Emergency procedures

(g) Training and documentation of training

3. Maintain confined-space-entry training records for students and staff for three years. Additional retention requirements are as follows:

(a) Retain student training records for one year following completion of training or termination of enrollment.

(b) Retain staff training records for one year following resignation or termination of employment.

4. Maintain cancelled entry permits for one year.

R8. Bloodborne Pathogens Plan

a. Centers must develop, implement, and maintain a Bloodborne Pathogens Control Plan that is in compliance with the OSHA Occupational Exposure to Bloodborne Pathogens; Needlestick and Other Sharp Injuries; Final Rule (29 CFR 1910.1030). The plan, which is submitted to the Regional Office, must be reviewed and approved by the Regional Health Consultant. Once the plan has been approved, the plan should not be submitted again until at least one of the following occurs:

1. New or revised PRH or regulatory standards necessitate revision of the plan;

2. Center introduces a new trade resulting in new potential exposure to bloodborne pathogens; or

3. New engineering controls, including safer equipment or procedures, are introduced.

b. The plan must contain the following minimum requirements:

1. Identification of job classifications where there is high, medium, or low risk of exposure to blood or other potentially infectious materials.

2. 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.

3. Schedule and method of implementation for administering Hepatitis B vaccination and conducting post-exposure evaluation and follow-up.

(a) Job classifications with high risk of exposure shall be provided the Hepatitis B vaccine.

(b) Job classifications with medium risk of exposure should be offered the vaccine or administered the vaccine as needed (i.e., post-exposure vaccine).

Staff trained in CPR and first aid and required to render aid in an emergency as part of their job duties must be offered the Hepatitis B vaccine or administered the vaccine as stated above.

(c) Job classifications with low risk of exposure should be administered the vaccine as needed (i.e., post-exposure vaccine).

Note: Regardless of job classification, individuals who decline the Hepatitis B vaccine must sign a declination form in accordance with 29 CFR 1910.1030 Appendix A.

4. Schedule and method of implementation for communicating hazards to employees.

5. Schedule and method of implementation for recordkeeping.

6. Procedures for evaluating the circumstances of an exposure incident.

R9. Respiratory Protection Plan

a. Centers must develop and implement a Respiratory Protection program, including a written plan in accordance with 29 CFR 1910.134, if any of the following conditions exist:

1. Center offers trades that could potentially expose students or staff to airborne contaminants that meet or exceed the OSHA eight-hour Permissible Exposure Limits (PELs) or action levels for known respiratory hazards;

2. Asbestos-containing building materials (ACBMs) are present and may be disturbed during routine maintenance, housekeeping, renovation, or demolition activities;

3. Lead-based paint or other materials are present and may be disturbed during renovation and demolition activities; or

4. Students and staff are exposed or may be potentially exposed to airborne contaminants and disease through contact with individual(s) engaged in providing student and staff health services or engaged in allied health training.

b. Centers are not required to implement a written Respiratory Protection program if filtering face piece respirators (i.e., dust masks) are used on a voluntary basis and there is no potential for airborne particulate levels to meet or exceed the OSHA eight-hour PEL or action levels.

Note: Voluntary use of tight-fitting, negative pressure air-purifying or powered air-purifying respirators requires a written plan, in accordance with 29 CFR 1910.134, Appendix D.

c. Centers must identify and evaluate respiratory hazards in the workplace through:

1. Air sampling and exposure monitoring;

2. NIOSH trade-specific data regarding airborne contaminants; or

1. General or construction industry accepted best practices.

d. The Respiratory Protection program must contain worksite-specific procedures and elements for required respirator use.

e. Center Director or his or her designee must select a Respiratory Protection Program Coordinator to manage the center's Respiratory Protection program.

f. The written Respiratory Protection Plan must contain the following elements:

1. Respirator selection procedures and criteria that ensure that exposure to hazardous substances occurs at or below maximum use concentrations

2. Medical surveillance for staff and students required to wear respirators

3. Fit-testing procedures for tight-fitting respirators

4. Procedures for the proper use of respirators in routine and emergency situations

5. Procedures and timelines for cleaning, disinfecting, storing, inspecting, repairing, discarding, and general maintenance of respirators

6. Procedures for ensuring air quality, quantity, and flow of breathing air for atmosphere-supplying respirators if applicable

7. Student and staff initial and annual refresher training that includes:

(a) Potential respiratory hazards during routine or emergency situations

(b) Proper use, donning, removal of respirators

(c) Limitations of respirator use

(d) Regular maintenance of respirators

8. Procedures for evaluating the effectiveness of the program

9. Medical evaluations conducted by a licensed health care professional in accordance with 29 CFR 1910.134(e)(1) through (e)(7)(iv)

10. Maintenance of respiratory protection training records for students and staff for three years. Additional retention requirements are as follows:

(a) Retain student training records for one year following completion of training or termination of enrollment.

(b) Retain staff training records for one year following resignation or termination of employment.

g. Centers must establish a cartridge change-out schedule in accordance with OSHA and manufacturers' recommendations to ensure cartridge effectiveness.

h. Qualitative and quantitative fit-testing of tight-fitting respirators shall be done in accordance with 29 CFR 1910.134 Appendix A, Fit Testing Procedures (Mandatory). Fit-testing of respirators used to protect against asbestos or lead exposure shall be done in accordance with the appropriate OSHA standards.

R10. Hearing Conservation Plan

a. Centers must conduct noise monitoring at least every other year to identify potential sources of hazardous noise or whenever new noise sources are introduced into the working or training environment.

b. Centers must identify hazardous noise areas with warning signs or markings to ensure that hearing protection is used in those areas.

c. Centers must develop and implement a Hearing Conservation program in accordance with 29 CFR 1910.95 if the following conditions exist:

1. Results of noise measurements have identified hazardous noise sources that may result in staff or student exposures that exceed 85dB (decibels).

2. Exposure monitoring indicates that student and staff noise exposures equal or exceed an eight-hour time weighted average (TWA) of 85dB measured on the A-scale (slow response) or 50 percent dose.

d. The Hearing Conservation program (HCP) must consist of the following elements:

1. Monitoring program that identifies students and/or staff for inclusion in the HCP and to facilitate selection of appropriate hearing protectors.

2. Audiometric testing to monitor staff and students whose exposures equal or exceed an eight-hour TWA of 85dB, including:

(a) Baseline audiogram to be administered within six months of the initial exposure equal to or in excess of 85dB to be compared against subsequent audiograms.

(b) Audiograms administered at least annually following the baseline audiogram.

(c) Audiogram evaluation.

(d) Purchase of audiometric testing equipment is not required. However, if the center conducts audiometric testing, equipment and the testing environment must meet the requirements set forth in 29 CFR 1910.95, Appendices C and D.

If the center does not conduct audiometric testing, the center must ensure that individuals included in the Hearing Conservation program are administered audiograms in accordance with the OSHA standard.

(e) Audiometric testing must be performed by a licensed or certified audiologist, otolaryngologist, or other physician, or by a technician certified by the Council of Accreditation in Occupational Hearing Conservation, or who has demonstrated competence in administering audiometric examinations, obtaining valid audiograms, and properly using, maintaining, and checking calibration and proper function of the audiometers being used.

A technician who performs audiometric tests using a microprocessor audiometer does not need to be certified but must be responsible to an audiologist, otolaryngologist, or physician.

(f) Centers located in rural areas that are not equipped to conduct audiometric testing on center or find it difficult to locate audiometric testing centers must contact the Job Corps Regional Office Project Manager who will contact the National Office of Job Corps safety representative.

3. Hearing protector evaluation for specific hazardous noise environments to ensure attenuation to below 85dB. Evaluation methods should be done in accordance with 29 CFR 1910.95 Appendix B, “Methods for Estimating the Adequacy of Hearing Protection Attenuation.”

4. Selection and distribution of hearing protectors.

(a) Hearing protectors must be provided at no cost to staff or students.

(b) The hearing protectors selected should be appropriate for the task and provide the required noise attenuation.

(c) Students and staff who have not yet had a baseline audiogram should be issued hearing protection.

(d) Students or staff who have experienced a standard threshold shift must be issued hearing protectors.

5. Training that will be administered annually that includes but is not limited to the following:
   (a) Effects of noise on hearing
   (b) Purpose of hearing protectors
   (c) Disadvantages, attenuation of various types of hearing protectors
   (d) Instructions on selection, fitting, use, and care of hearing protectors
   (e) Purpose of audiometric testing and an explanation of the test procedures
6. Staff and students, or their representatives, must have access to monitoring results, audiometric test results, and training materials in accordance with 29 CFR 1910.95.
7. Centers must maintain records as follows:
   (a) Exposure monitoring results are maintained for two years.
   (b) Audiometric testing results are maintained for the duration of the student's enrollment and the duration of staff employment.
   (c) Student and staff hearing protection attenuation and selection, and training records are maintained for two years.
8. Centers must retain all records associated with the hearing conservation program, upon transfer of center operations to another operator.

R11. Lead Exposure Plan
(See Section 5.16, R4.)

R12. Hexavalent Chromium Exposure Plan
(See Section 5.16, R9.)

R13. Lockout/Tagout Plan

a. Centers must develop written procedures for the control of hazardous energy in accordance with 29 CFR 1910.147 if students and staff are responsible for servicing or performing maintenance of machines or equipment.

b. A Lockout/Tagout Plan is not required when:
   1. Servicing equipment that is powered by plugging into an electrical outlet and is under complete control of the individual performing the work; or
   2. Making normal adjustments, including minor tool changes and other minor servicing activities that take place during normal production operations which are routine, repetitive, and integral to the use of that production equipment, as long as workers are effectively protected by alternative measures that provide effective machine safeguarding protection.

c. When a written Lockout/Tagout Plan is required, the program must include the following minimum elements:

1. Name of the machines or equipment and purpose of the procedure
2. Compliance requirements (policy)
3. Type of compliance enforcement for violation of policy
4. Name of students or staff affected and method of communication
5. Name of students or staff authorized to perform lockout/tagout
6. Type and magnitude of energy, its hazards, and the methods to control the energy
7. Type and location of machine or equipment operating controls
8. Type and location of energy isolating devices; lockout/tagout devices are sufficient in number, uniform, legible, understandable, and durable
9. Types of stored energy—methods to dissipate or restrain
10. Methods of verifying the isolation of the equipment
11. Training for affected and authorized students and staff
12. Method for evaluating lockout/tagout procedures at least annually and documenting results
13. Procedures for removing locks/tags when the owner of the lock or tag is not available
14. Plan is updated when changes in process, equipment, procedures, or audit warrants revision

R14. Powered Industrial Vehicle Plan

a. Centers that own or provide access to gas-powered or electric-powered fork trucks, tractors, platform lift trucks, motorized hand trucks (pallet jacks) or other specialized vehicles must develop a written Powered Industrial Vehicle Plan.

b. The plan must address the requirements outlined in 29 CFR 1910.178.

c. The plan must also include:

1. Complete list of covered vehicles
2. Fuel handling and storage procedures (if applicable)
3. Battery charging, changing, and storage procedures (if applicable)
4. Spill response procedures and fire prevention
5. Areas where trucks are used
6. Operator training
7. Daily inspection process
8. Process for removing vehicles from service

d. Powered industrial truck operators must be at least 18 years of age in accordance with the Fair Labor Standards Act.

e. Operator training must be conducted by a certified trainer and the training must be in accordance with 29 CFR 1910.178(l).

QUALITY INDICATOR

Q1. Center management fully implements all required occupational safety and health plans and actively promotes and maintains a safe and healthy living and working environment on center for students and staff.

5.21 NAMING OF JOB CORPS CENTERS AND FACILITIES

PURPOSE

P1. To ensure a consistent and transparent policy for naming Job Corps centers.

REQUIREMENTS

R1. Naming and Renaming of Job Corps Centers

a. Job Corps centers will be named or renamed in accordance with procedures outlined by the U.S. Department of Labor.

b. Job Corps centers may not be named or renamed by center operators or any other party.

c. Interested parties may petition the U.S. Department of Labor to name or rename a Job Corps center by making a formal request to the Assistant Secretary for Employment and Training.

R2. Naming and Renaming of Job Corps Facilities and Property

a. The naming or renaming of Job Corps facilities and real property, including signage, will be done in consultation with the Office of Job Corps.

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 and as required by contract modifications		Regional Office National Office	Chapter 5	X		
ETA 2181, OA and CTS Budget	Annually and 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		
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		
Health Services Time Distribution	Annually	8/15	Regional Office National Office	Chapter 6	X		

REPORT TITLE	FREQUENCY	DUE DATE	DESTINATION	PRH REFERENCE	CENTERS	OUTREACH/ ADMISSIONS	CTS
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		
CAREER TECHNICAL TRAINING REPORTS							
CTS-1/CTS-2	Annually and as revised	2/1	Regional Office	Chapter 3	X		
CTS-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
Bloodborne Pathogen Control Plan	Annually		Regional Office	Chapter 5	X		

REPORT TITLE	FREQUENCY	DUE DATE	DESTINATION	PRH REFERENCE	CENTERS	OUTREACH/ ADMISSIONS	CTS
VST Plan	Annually	2/1	Regional Office	Chapter 3, Appendix 303	X		
OCCUPATIONAL SAFETY AND HEALTH REPORTS AND FORMS							
OSHA 301, Incident Report	As needed	Within 7 calendar days of supervisor notice	Safety and Health Information Management System (SHIMS)	Chapter 5	X		
OSHA 300, Log of Work-Related Injuries and Illnesses	As needed	Within 7 calendar days of supervisor notice	Safety and Health Information Management System (SHIMS)	Chapter 5	X		
OSHA 300A, Summary of Work-Related Injuries and Illnesses	Annually	2/1 through 4/30	Post On-Center	Chapter 5	X		
CA-1, Employee Notice of Traumatic Injury	As needed	Within 7 calendar days of supervisor notice	Safety and Health Information Management System (SHIMS)	Chapter 5	X		
CA-2, Employee Notice of Occupational Disease	As needed	Within 7 calendar days of supervisor notice	Safety and Health Information Management System (SHIMS)	Chapter 5	X		

REPORT TITLE	FREQUENCY	DUE DATE	DESTINATION	PRH REFERENCE	CENTERS	OUTREACH/ ADMISSIONS	CTS
CA-6, Official Superior's Report of Employee's Death	As needed	Within 10 workdays after knowledge by supervisor of an employee's work-related death	Appropriate OWCP district office (Paper form)	Chapter 5	X		
CA-7, Claim for Compensation	As needed	Within 5 calendar days of student signature	National Office (Paper form) by e-mail or fax	Chapter 5	X		
CA-16, Authorization for Examination and/or Treatment	As needed	As promptly as possible after initial medical examination	U.S. Department of Labor, DFEC Central Mailroom (Paper form)	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 (fiscal year)	3/31, 6/30, 9/30, 12/31; reports must be submitted within 15 days following end of quarter	Regional Office National Office	Chapter 5	X		

REPORT TITLE	FREQUENCY	DUE DATE	DESTINATION	PRH REFERENCE	CENTERS	OUTREACH/ ADMISSIONS	CTS
OA/Contractor Application Data Report	Monthly	10th of each month	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		
NON-RECURRING REPORTS							
Significant Incident Reports: • Initial • Supplemental • Final	As needed	• Within 24 hrs • Every 30 days • Upon 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	X	X	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's 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's experience in sales, marketing, or counseling- related services
Outreach and Admissions/Career Transition Specialist Project Director	Provides oversight and management of Outreach and Admissions/Career Transition Specialist operations	• Bachelor's degree or 4 years' experience working with youth • 1 year's experience in project management • 3 years' 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 (RO may waive if center is

POSITION	PRIMARY DUTIES	MINIMUM QUALIFICATIONS[1]
		unable to hire certified teachers, but the candidate must pursue certification)
Career Technical Training Instructor	Conducts and manages vocational training	• Certified, licensed, or accredited in the state in which the center is located, or is accredited by a professional trade organization • For NTC, instructor must be certified by union or trade organization, or by a national trade certifying organization (RO may waive if center is unable to hire certified or licensed instructors, but candidates must pursue certification)
Residential Advisor	Manages dormitory living	• High school diploma or GED
Senior Residential Advisor	Conducts social development training	• High school diploma or GED, and 1 year's experience working with youth
Residential Manager	Supervises residential program	• Postsecondary 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's experience in counseling or related field
Senior Counselor/Supervisor	Provides supervision to center counselors	• As above for counselor,

POSITION	PRIMARY DUTIES	MINIMUM QUALIFICATIONS[1]
		plus 2 years' experience
Recreation Specialist	Organizes, conducts, and supervises recreation and leisure time activities	• Associate of arts degree or 1 year of 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 (RO approval required)
Physician	Provides medical services and program supervision	• State license (RO approval required)
Dentist	Provides dental care to students	• State license (RO approval required)
Dental Hygienist	Provides prophylactic dental services	• State license
Dental Assistant	Assists dentist in providing services	• State certification
TEAP Specialist	Conducts Trainee Employee Assistance Program (TEAP) regarding alcohol and other drugs of abuse	• State certification

[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	1st 18-24 Months	Yearly	All Center Staff	Residential Advisors	Recreation	Security	Safety	Food	Maintenance	Counselors	Health Staff	Academic Instructors	TABE Administrator and Back-up	Career Technical Training 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 Awareness Training (2 hours)				X	X													
CPR/First Aid (as needed for certification)				X	X													

TRAINING REQUIREMENT	FREQUENCY				STAFF													
	1st 90 Days	1st 180 Days	1st 18-24 Months	Yearly	All Center Staff	Residential Advisors	Recreation	Security	Safety	Food	Maintenance	Counselors	Health Staff	Academic Instructors	TABE Administrator and Back-up	Career Technical Training Instructors	Admissions Counselors	Career Transition Specialists
SafetyNet Toolkit				X	X													
Nutrition, Exercise, and Weight Management				X	X													
Professional Development (5 hours)				X	X												X	X
Bloodborne Pathogens		X		X	X													
Incident Report Writing		X			X													
Disability Program				X	X													
Environmental Health • Air quality and environmental noise • Housing sanitation and safety • Swimming pools and recreational facilities • Disaster sanitation • Zoonoses, vectors, pests, and weeds • Wastewater • Solid and hazardous waste		X			X													
Small Group Facilitation Skills						X			X			X						
Water Safety/Recreation Safety					X													
Health Standing Orders	X												X					
Asbestos Identification and Handling (competent person) (if applicable)	X			X					X		X					X		
Asbestos Awareness (if applicable)		X			X													
Lead Based Paint Identification and Handling (competent person) (if applicable)	X			X					X		X					X		
Lead Based Paint Awareness (if applicable)		X			X													
Nonhealth Standing Orders	X			X	X													

TRAINING REQUIREMENT	FREQUENCY				STAFF													
	1st 90 Days	1st 180 Days	1st 18-24 Months	Yearly	All Center Staff	Residential Advisors	Recreation	Security	Safety	Food	Maintenance	Counselors	Health Staff	Academic Instructors	TABE Administrator and Back-up	Career Technical Training Instructors	Admissions Counselors	Career Transition Specialists
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 600) *		X							X									
Fire Protection and Life Safety Course *[1]			X						X									
Machine Guarding Course *[1]			X						X									
Basic Electrical Course *[1]			X						X									
Construction Standards Course *[1]			X						X									
General Industry Standards Course *[1]			X						X									
Introduction to Industrial Hygiene*[1]			X						X									
Principles of Scaffolding *[1] • 20 hours for safety officers • 32 hours for instructors using scaffolding			X						X							X		
Hazard Communication*[1]			X						X									
Welding*[1] (if applicable)			X						X									
Lockout/Tagout *[1]			X						X									
Occupational Noise/Hearing Conservation *[1]			X						X									
Confined Space Entry *[1] (if applicable)			X						X									
Instructor Professional Development • Knowledge of academic, vocational, and social concepts and subject matter				X										X		X		

TRAINING REQUIREMENT	FREQUENCY				STAFF													
	1st 90 Days	1st 180 Days	1st 18-24 Months	Yearly	All Center Staff	Residential Advisors	Recreation	Security	Safety	Food	Maintenance	Counselors	Health Staff	Academic Instructors	TABE Administrator and Back-up	Career Technical Training Instructors	Admissions Counselors	Career Transition Specialists
• 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																		
Tests of Adult Basic Education (TABE) Administration and Use of Student Testing System (STS)	X			X											X			

*Course requirement established by OSHA.
[1] Courses that are included in safety officer's professional development plan must be completed within the first 18-24 months of initial assignment.

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**

U.S DEPARTMENT OF LABOR | 2110 Report | OFFICE OF JOB CORPS

JOB CORPS CONTRACT CENTER FINANCIAL REPORT

1. Center Name	2. Contractor Name		3. Report Period End Date (Month, Day, Year) 3a. Comment:	
4. Contract Number	5. Latest Contract Mod Number	6a. Approved Budget No.	6b. Pending Proposal Date	7. Duration of Contract (Month, Day, Year) Begins: Ends:

8. Student Years (SYs) Produced, Contract Year to Date (CYTD		10. Expected Underrun if OBS is Less Than	98.0%
a. Current Month Planned Average OBS	see comment	a. Expected Savings per SY Not Delivered	
b. Current Month Actual Average OBS	see comment	(block 9a x 15%)	
c. Capacity Percent Current Month		b. SY Shortfall, CYTD (block 8d less 8e)	
d. Planned SY, CYTD	see comment	c. Minimum Expected Underrun (a x b)	
e. Actual SY, CYTD	see comment	d. Reported Variance (pg2, ln30)	
f. Capacity Percent, CYTD		e. Underrun Deficit (c-d; blank if c < d)	
g. Slot Capacity @End of Report Period			
9. Student Year Cost (In Dollars)		11. Signature of Authorized Contractor Representative	
a. Planned Cost/SY for CYTD		a. Signature	see comment Date:
b. Actual Cost/SY, CYTD		b. Typed Name/Title:	

NOTE 1	JCDC should design and install a more precise methodology - one which displays results two places past the decimal. The methodology would actually compute the solutions out further behind the scenes, but would round (NOT TRUNCATE) the contract-year-to-date solutions to two places past the decimal. The methodology should accumulate the planned and actual SY's on a daily basis. This means that what happens in a month with 31 days has slightly greater weight than what happens in a month with 30 days.

ETA 2181

U.S DEPARTMENT OF LABOR

Office of Job Corps

Contract Center Operations Budget

Center Name

Contractor Name

Contract Number

Budget Number

Contract Yr Nmbr

Approved or Pending

Ending

Current Year / Next Year / Base Year 3

	Expense Categories	Prior Budget	Adjustments	Revised Budget
1	Academic Personnel Expense			
2	Other Academic Expense			
3	Career Tech Training Personnel Expense			
4	Other Career Tech Training Expense			
5	Career Success Personnel Expense			
6	Other Career Success Expense			
7	Food			
8	Clothing			
9	Support Service Personnel Expense			
10	Other Support Service Expense			
11	Medical Personnel Expense			
12	Other Medical Expense			
13	CP/CTR Personnel Expense			
14	Other CP/CTR Expense			
15	Administrative Personnel Expense			
16	Other Administrative Expense			
17	Indirect Administrative Expense			
18	Facilities Maintenance Personnel Expense			
19	Other Facilties Maintenance Expense			
20	Security Personnel Expense			
21	Other Security Expense			
22	Communications			
23	Utilities and Fuel			
24	Facility Lease Cost			
25	Insurance			
26	Motor Vehicle Expense			
27	Travel and Training			
28	Contractor's Fixed/Base Fee			
29	Contractor's Incentive/Award Fee			
30	Net Center Operations Expense (Lines 1 thru 29)			
31	Cumulative Expense Thru Prior Year			
32	Budgeted Inventory Change			
	(a) Desired Inventory Level			
	(b) Carry Over From Prior Contract			
	(c) Net Inventory Change Budgeted			
33	Cumulative Budgeted Expense (Line 30+31+32c)			
34	Reconciliation to Current Estimated Cost	34a Current Estimated Cost of Contract		
		34b Per Mod Number		
		34c Difference (33 - 34a)		

CONTRACTOR SUBMITTAL:

Signature: _____

Name: _____

Date Submitted: _____

REGIONAL OFFICE APPROVAL:

Signature: _____

Name: _____

Date Approved: _____

NOTES CONCERNING CHANGES IN THE 2181 FOR CENTER CONTRACTS			
Note No.	**Topic**	**Notes**	**PRH Reference**
1	**General**	Changes are being requested in the yellow-highlighted cells. The changes are described in comment balloons that are appended to those cells. A number of these changes are discussed further in these notes as deemed necessary.	The basic requirement for submitting the 2181 is covered in PRH Appendix 502, Section G.
2	**Cut-Over Issues**	It appears that center contractors should be required to enter the initial 2181 using the new format during a window that starts after the submittal of the June 2009 2110 using the old format (due 07/20/2009) through 08/06/2009 (which is two weeks prior to the due date for the July 2009 2110 using the new format. This provides ample time for RO's to review and approve the new 2181's before the July 2009 2110's are due.	These requirements would be issued in special implementation / cut-over guidelines rather than as PRH/Appendix language.
3	**Base Year 3**	With the recent procurement policy change that allows for a 3-year base period under certain circumstances, it is necessary that the FMS be modified to allow for not only the current year and next year 2181's, but also a base-year 3 2181 when such a contract is in the first year of its base period.	PRH Appendix 502, Section G.3.d.
4	**Line Item Changes - Lines 13, 14**	Another important change is to eliminate the **Child Care** line items and establish a new line in its place: **CP/CTR Staff (Career Preparation/Career Transition Readiness).** This is not a simple label change, but reflects a material change in the chart of accounts.	Appendix 502, Section C.5.a (contract centers).
4a	**Disposition of Child Care Expense**	In the new version, **Child Care Expense** will be reported in and subsumed under the **Other Support Expense** lines.	Same as preceding.
4b	**Current Classification of CP/CTR Expense**	**CP/CTR Expenses** are currently budgeted in a variety of different lines: Academic, Academic Other, Career Technical Training, Career Success, and possibly others. For all practical purposes, it will not be possible to accomplish an airtight 2181 crosswalk of CP/CTR from the old line item structure to the new line item structure. It does not appear that this will be the source of any serious problems.	Same as preceding.
5	**Line Item Changes - Lines 28, 29**	Another set of changes affects lines 28 and 29. In the 2110 for center contracts, line 29 will no longer be used for FECA Chargeback (CCC). Instread, it will be used to report that portion of a contractor's fee that consists of Incentive / Award Fee. Line 28 will be changed to report only the portion of a contractor's fee that consists of Base / Fixed Fee. Please note that FECA Chargeback (CCC) will continue to be reported by CCC agencies on line 29 in the 2110F.	Appendix 502, Section C.5.a (contract centers).
6	**Archive Issues**	It is recommended that JCDC-FMS draw a bright line between pre-cut-over 2181s and post-cut-over 2181s (PY 2009 and later). If a 2181 or 2110 monthly report or national roll-up report is requested for a pre-cut-over period (essentially any report ending date of 06/30/2009 or earlier), the pre-cut-over labeling should be used when the reports or files are generated. There need not be any functionality that would attempt to translate the old labeling and categories into the new labeling or categories.	NA

U.S DEPARTMENT OF LABOR **OFFICE OF JOB CORPS**

JOB CORPS CONTRACT CENTER FINANCIAL REPORT

A. Center Name	B. Contractor Name	C. Period End Date	D. Contract Number
E. Basis For Planned Expense, CYTD	Prorated 2181:	Custom Detail Budget:	
F. Contract Year Begins:	Ends:		

G. NET CENTER OPERATIONS EXPENSE

	Expense Categories	(a) Current Month Actual	(b) Budget for This Contract Year	(c) Planned Expense CYTD	(d) Actual Expense CYTD	(e) Variance (c-d)	(f) Variance Threshold	(g) Cum Expense From Inception
1	Academic Personnel Expense						see comment	
2	Other Academic Expense							
3	Career Tech Training Personnel Expense							
4	Other Career Tech Training Expense							
5	Career Success Personnel Expense							
6	Other Career Success Expense							
7	Food							
8	Clothing							
9	Support Service Personnel Exp							
10	Other Support Service Expense							
11	Medical Personnel Expense							
12	Other Medical Expense							
13	CP/CTR Personnel Expense							
14	Other CP/CTR Expense							
15	Admin Personnel Expense							
16	Other Administrative Expense							
17	Indirect Administrative Expense							
18	Facilities Maint Personnel Exp							
19	Other Facilties Maint Expense							
20	Security Personnel Expense							
21	Other Security Expense							
22	Communications							
23	Utilities and Fuel							
24	Facility Lease Cost							
25	Insurance							
26	Motor Vehicle Operating Expense							
27	Travel and Training							
28	Contractor's Fixed/Base Fee							
29	Contractor's Incentive/Award Fee							
30	**Net Center Operations Expense**						see comment	

U.S DEPARTMENT OF LABOR **OFFICE OF JOB CORPS**

JOB CORPS CONTRACT CENTER FINANCIAL REPORT

A. Center Name	B. Contractor Name	C. Period End Date	D. Contract Number

E. NET CENTER ACTUAL EXPENSE - ALL CATEGORIES		(a) Current Month	(b) Contract Year To Date	(c) Cumulative Through Prior Year	(d) Cumulative From Inception
	Expense Categories				
1	Center Operations				
1a	Center Operations - Reimbursable	see comment			
1b	Center Operations - Fee (Pg 2, Lines 28 + 29)				
1c	Net Center Operations (1a+1b; or Pg 2, Line 30)	see comment			
2	Construction/Facility Rehab				
3	Equipment/Furniture				
4	GSA Vehicles Rental				
5	Career Technical Skills Training				
6	Student Transport/Meal Allowance				
7	Outreach/Admissions				
8	Career Transition Services				
9	Other				
10	Other				
11	Grand Total (Lines 1c - 10) 11a Subtotal of Operating Expense				

F.	Center Operations Inventory Change From Inception of Contract Through Report Date	(a) Clothing	(b) Food	(c) Medical and Dental	(d) Fuel Oil and Propane	(e) Other	(f) Total	(g) Contract Value Amount for Inventory Change, If Any
12	Value of Inventory at Contract Inception							
13	Net Inventory Change							see comment
14	Value of Inventory at Report Date (Lines 12 + 13)							

G.	Center Operations Expense - Reconciliation of Contract Value with 2110 Data (For Contract Years 2 and Above):	
15	Cumulative Cost Through Prior Year (line 1c, col c)	
16	Budget for Current Year (page 2)	
17	Implied Contract Value (line 15 + 16 +13g)	
18	Contract Value per Latest Mod	
19	Variance (line 17 - 18)	

H.	Center Operations Expense - Reconciliation of 2181 Prior Year Cum With 2110 Data (for Contract Years 2 and Above):	
20	Cumulative Cost Through Prior Year (line 1, col c)	
21	Prior Year Cum per Approved 2181	
22	Variance (line 20 - 21)	

U.S DEPARTMENT OF LABOR **OFFICE OF JOB CORPS**

JOB CORPS CONTRACT CENTER FINANCIAL REPORT

A. Center Name	B. Contractor Name	C. Period End Date	D. Contract Number

E. CONTRACTOR OBLIGATIONS Expense Categories	(a) Vouchered Reimbursable Expense		(b) Unvouchered Reimbursable Expense	(c) Unvouchered Accts Payable	(d) Undelivered Commitments	(e) Total Obligations (a+b+c+d)	(f) Contract Funding	(g) % Funding Obligated	(h) Contract Value	(i) % Value Obligated
1 Net Center Operations										
2 Construction/Facility Rehab										
3 Equipment/Furniture										
4 GSA Vehicles Rental										
5 Career Technical Skills Training										
6 Student Transport/Meal Allowance										
7 Outreach/Admissions										
8 Career Transition Services										
9 Other										
10 Other										
11 Grand Total										
11a Subtotal of Operating Expense	see comment							see comment		see comment

Percent of Performance Period Completed:

F. VOUCHER RECONCILIATION Cumulative Vouchered Through This Period Per Voucher # _____ Dated: _____		(a) Operating Expense	(b) Facility Cnst And Rehab (CRA)	(c) Total	
12 Cumulative Vouchered					see comment
13 Difference with Sec E, Col (a)					Any differences are to be explained in Variance/Reasons Section.

G. ADJUSTMENTS TO EXPENSE		(a) Operating Expense	(b) Facility Cnst And Rehab (CRA)	(c) Total	
14 Page 4 Total Expense (Line 11, Columns a+b+c)					
15 Page 3 Cumulative Expense, Column d (Ops @Line 11a; CRA @Line 2)					
16 Net Adjustment (Line 14 - 15)					
(a) Pre-Paids					
(b) Center Ops Inventory Change (Page 3, Line 13, Col f)					
(c) Other Adjustments (Line 16 - 16a - 16b)					Other adjustments are to be explained in Variance/Reasons Section.

U.S DEPARTMENT OF LABOR **OFFICE OF JOB CORPS**

JOB CORPS CONTRACT CENTER FINANCIAL REPORT

A. Center Name	B. Contractor Name	C. Period End Date	D. Contract Number

E. VARIANCE REASONS/RESOLUTIONS

Expense Categories

2 Other Academic Expense	Variance: $	
Reason		Resolution
8 Clothing	Variance: $	
Reason		Resolution
Page 3, Line 19 (Est Cost Variance)	Variance: $	
Reason		Resolution
Page 4, Line 13 (Voucher Variance-Ops)	Variance: $	
Reason		Resolution
Page 4, Line 13 (Voucher Variance-CRA)	Variance: $	
Reason		Resolution
Page 4, Line 16c (Other Adjustment-Ops)	Variance: $	
Reason		Resolution
Page 4, Line 16c (Other Adjustment-CRA)	Variance: $	
Reason		Resolution
Page 3 - Correction of Previous Errors	Net of All Corrections: $	
		Resolution
Page 3 - Adjustment Per Physical Inventory	Expense Adjustment: $	
Reason		Resolution

NOTES CONCERNING CHANGES IN THE 2110 FOR CENTER CONTRACTS			
Note No.	**Topic**	**Notes**	**PRH Reference**
1	**General**	Changes are being requested in the yellow-highlighted cells. The changes are described in comment balloons that are appended to those cells. A number of these changes are discussed further in these notes as deemed necessary.	The basic requirement for submitting the 2110 is covered in PRH Appendix 502, Section D.
2	**Cut-Over Issues**	In order for FMS to generate appropriate monthly cost amounts and CYTD amounts in the initial 2110 which uses the new format (which will be the report submitted for the period ending 07/31/2009), it will be necessary for operators to submit a special, one-time base-line report of center operating expense for the period ending 06/30/2009. This special base-line report would be submitted after the final pre-cut-over report is submitted for period ending 06/30/2009 but before the 07/31/2009 2110 report is submitted using the new format. This special report would be limited to manual entries in the page 2 columns in the new format for **Actual Expense-CYTD** and **Cum Expense from Inception**. With this information, FMS will be able to automatically populate the **Current Month Actual** amounts and the **Actual Expense CYTD** amounts in the 07/31/2009 and later reports. However, special algorithms might be needed during the remainder of the contract year that is in effect when the cut-over occurs.	These requirements would be issued in special implementation / cut-over guidelines rather than as PRH/Appendix language.
3	**Service Year Computation**	Reference is to 2110 page 1, block 8, lines a, b, d,and e. If this has not been done already, It is important that JCDC correct and revise the process that populates these cells.	Appendix 502, Section D.8.a.8 (a, b, d, e)
4	**Line Item Changes - Lines 13, 14**	Another important change is to eliminate the **Child Care** line items and establish a new line in its place: **CP/CTR Staff (Career Preparation/Career Transition Readiness).** This is not a simple label change, but reflects a material change in the chart of accounts.	Appendix 502, Section C.5.a (contract centers).
4a	**Disposition of Child Care Expense**	In the new version, **Child Care Expense** will be reported in and subsumed under the **Other Support Expense** lines.	Same as preceding.
4b	**Current Classification of CP/CTR Expense**	**CP/CTR Expenses** are currently budgeted in a variety of different lines: Academic, Academic Other, Career Technical Training, Career Success, and possibly others. For all practical purposes, it will not be possible to accomplish an airtight 2181 crosswalk of CP/CTR from the old line item structure to the new line item structure. It does not appear that this will be the source of any serious problems.	Same as preceding.
5	**Line Item Changes - Lines 28, 29**	Another set of changes affects lines 28 and 29. In the 2110 for center contracts, line 29 will no longer be used for FECA Chargeback (CCC). Instread, it will be used to report that portion of a contractor's fee that consists of Incentive / Award Fee. Line 28 will be changed to report only the portion of a contractor's fee that consists of Base / Fixed Fee. Please note that FECA Chargeback (CCC) will continue to be reported by CCC agencies on line 29 in the 2110F.	Appendix 502, Section C.5.a (contract centers).
6	**Variance Thresholds**	Variance thresholds that are reported on 2110 page 2, Section G, column f are changed and will require a reworking of the software that populates these cells. Please see the referenced section in the new Appendix 502.	Appendix 502, Section A.5.
7	**Inventory Reporting**	Substantial changes are made in the reporting of inventory activity on 2110 page 3, Section F. This section has been totally redesigned and simplified. Please see the referenced section in the new Appendix 502. The record lay-out and data entry process will need to be substantially revised.	Appendix 502, Section D.8.c, Heading F INVENTORY ACTIVITY.
8	**Archive Issues**	It is recommended that JCDC-FMS draw a bright line between pre-cut-over 2110s and post-cut-over 2110s (PY 2009 and later). If a 2110 monthly report or national roll-up report is requested for a pre-cut-over period (essentially any report ending date of 06/30/2009 or earlier), the pre-cut-over labeling should be used when the reports or files are generated. There need not be any functionality that would attempt to translate the old labeling and categories into the new labeling or categories.	NA

Standard Form 1034
Revised October 1987
Department of the Treasury
1 TFM 4-2000
1034-122

PUBLIC VOUCHER FOR PURCHASES AND SERVICES OTHER THAN PERSONAL

VOUCHER NO. 12

U.S.DEPARTMENT, BUREAU, OR ESTABLISHMENT AND LOCATION
OFFICE OF JOB CORPS, USDOL
CHICAGO REGIONAL OFFICE
1111 SOUTH WACKER DRIVE, RM 5005
CHICAGO, IL 55555

DATE VOUCHER PREPARED: 09/09/2011

CONTRACT NUMBER AND DATE: AE99999999 03/01/2011

REQUISITION NUMBER AND DATE

SCHEDULE NO.

PAID BY

PAYEE'S NAME AND ADDRESS
XYZ CORPORATION
202 HILL STREET
PLEASANTVILLE, OH 44444

DATE INVOICE RECEIVED

DISCOUNT TERMS

PAYEE'S ACCOUNT NUMBER

SHIPPED FROM TO WEIGHT

GOVERNMENT B/L NUMBER

NUMBER AND DATE OF ORDER	DATE OF DELIVERY OR SERVICE	ARTICLES OR SERVICES *(Enter description, item number of contract or Federal supply schedule, and other information deemed necessary)*	QUAN-TITY	UNIT PRICE COST	UNIT PRICE PER	AMOUNT ([1])
		JOB CORPS OPERATING EXPENSE				$450.000.00
		JOB CORPS CONSTRUCTION /REHAB EXPENSE				$20,000.00

(Use continuation sheets if necessary) **(Payee must NOT use the space below)** **TOTAL** $470,000.00

PAYMENT:
- ☐ PROVISIONAL
- ☐ COMPLETE
- ☐ PARTIAL
- ☐ FINAL
- ☐ PROGRESS
- ☐ ADVANCE

APPROVED FOR =$

EXCHANGE RATE =$1.00

DIFFERENCES

BY[2]

Amount verified; correct for

TITLE

(Signature or initials)

Pursuant to authority vested in me, I certify that this voucher is correct and proper for payment.

(Date) *(Authorized Certifying Officer)*[2] *(Title)*

ACCOUNTING CLASSIFICATION

CHECK NUMBER ON ACCOUNT OF U.S. TREASURY

CHECK NUMBER ON *(Name of bank)*

CASH $ DATE

PAYEE[3] XYZ CORPORATION

[1] When stated in foreign currently, insert name of currency.

[2] If the ability to certify and authority to approve are combined in one person, one signature only is necessary; otherwise the approving officer will sign in the space provided, over his official title.

[3] When a voucher is receipted in the name of a company or corporation, the name of the person writing the company or corporate name, as well as the capacity in which he signs, must appear. For example: "John Doe Company, per John Smith, Secretary" or "Treasurer", as the case may be.

PER JOHN J. SMITH

TITLE CHIEF FINANCIAL OFFICER

Previous edition usable

NSN 7650-00-634-4206

PRIVACY ACT STATEMENT
The information requested on this form is required under the provisions of 31 U.S.C. 82b and 82c, for the purpose of disbursing Federal money. The information requested is to identify the particular creditor and the amounts to be paid. Failure to furnish this information will hinder discharge of the payment obligation.

VOUCHER BACK-UP SHEET FOR JOB CORPS CENTER OPERATIONS CONTRACT

A.	IDENTIFYING INFORMATION	
1	Contractor Name……	XYZ CORPORATION
2	Contract Number……	AE99999999
3	This Voucher Number……	12
4	For Reimbursement of Expenses Incurred Through……	8/31/2011
5	Current Contract Modification Number……	9

B.	AMOUNTS VOUCHERED VERSUS CONTRACT FUNDING	Operating Expense	CRA Expense	Total
1	Payments Actually Received to Date	$3,960,000.00	$100,000.00	$4,060,000.00
2	Pending Payments Based on Vouchers Previously Submitted	$445,000.00	$8,000.00	$453,000.00
3	Amount Requested on this Voucher	$450,000.00	$20,000.00	$470,000.00
4	Cumulative to Date, Including this Voucher (B1+B2+B3)	$4,855,000.00	$128,000.00	$4,983,000.00
5	Current Contract Funding	$6,800,000.00	$145,000.00	$6,945,000.00
6	Balance of Contract Funding Remaining After This Voucher	$1,945,000.00	$17,000.00	$1,962,000.00

C. COMMENTS

INSTRUCTIONS

SECTION A:

1. Self-Explanatory
2. Self-Explanatory
3. Vouchers must be numbered sequentially.
4. Normally either the last day of the month or the 15th.
5. Number of the most recent contract modification when the voucher is submitted.

SECTION B - Enter Amounts for Operating Expense, CRA, and Totals Under The Appropriate Columns

B1. Amount of payments actually received by the contractor for this contract as of voucher submittal date.
B2. Amount of payments that are pending for this contract based on vouchers previously submitted by the contractor.
B3. Amount of payment requested on this voucher (taken from SF 1034)
B4. Enter total of Lines B1, B2, and B3.
B5. Enter contract funding amount per current contract modification.
B6. Enter result of Contract Funding minus Cumulative Vouchered Amount to Date. All columns should be positive.

SECTION C

Contractor may use this section to provide any comments deemed appropriate, such as identifying the previous vouchers that were paid in amounts other than requested.

* In vouchers that are prepared for expense through the end of a month, these amounts should be in agreement with the cumulative vouchered reimbursable expense amounts shown in page 4, Section E, of the 2110 cost report that is submitted for that month.

U.S DEPARTMENT OF LABOR EMPLOYMENT AND TRAINING ADMINISTRATION

JOB CORPS MONTHLY CENTER STAFF VACANCY AND SEPARATION REPORT

Center Name.....	Roundtop	Residential Slots.....		348
Current Center Operator.....	XYZ Corp	Nonresidential Slots.....		12
Report for Month Ending.....	12/31/2001 0:00	Off-Ctr Training Slots (FTE).....		30
Total Center Slot Capacity.....	360	On-Center Slots.....		330
Position Categories	FTE Pos Authorized	On Board (End of Mo)	Vacancies (End of Mo)	Separations This Month
Academic Instructors	7.0	7.0	0.0	0.0
Other Academic Staff	2.0	2.0	0.0	0.0
Career Tech Instructors-Ctr	4.0	4.0	0.0	0.0
Career Tech Instructors-NTC	7.0	7.0	0.0	0.0
Other Career Tech Staff	2.0	2.0	0.0	1.0
Counselors	6.0	6.0	0.0	0.0
Residential Advisors	19.0	18.0	1.0	1.0
Arts/Recreation Specialists	6.0	6.0	0.0	0.0
Other Social Skills Staff	6.0	6.0	0.0	1.0
Food Service	9.0	9.0	0.0	0.0
Other Support Staff	6.0	6.0	0.0	0.0
Nurses	3.5	3.5	0.0	0.0
Other Medical Staff	3.0	3.0	0.0	0.0
Child Care Staff	1.0	1.0	0.0	0.0
Administration Staff	16.0	15.0	1.0	1.0
Maintenance Staff	9.0	8.0	1.0	1.0
Security Staff	13.0	11.0	2.0	1.0
Totals	119.5	114.5	5.0	6.0

ETA 2110S (May 2002)

U.S DEPARTMENT OF LABOR

OFFICE OF JOB CORPS

Outreach/Admissions and Career Transition Services Financial Report

A. Contract Scope

B. Contractor Name

C. Report Period End Date

D. Contract Number

C.1. Comment:

E. Latest Contract Mod#

F. Contract Duration Begins:

G. Current Contract Year Begins:

Ends:

H. OA EXPENSE

Approved OA Budget: Ends:

	Expense Categories	(a) Current Month Expense	(b) Budget for This Contract Year	(c) Planned-CYTD Pro Rata	(d) Actual-CYTD Expense	(e) Variance (c-d)	(f) Variance Threshold	(g) Cum Expense From Inception
1	OA Personnel Expense						see comment	
2	Staff Travel/Training Expense							
3	Facilities Expense							
4	Media Advertising Expense							
5	Indirect Administrative Expense							
6	Contractor's Fixed/Base Fee							
7	Contractor's Incentive/Award Fee							
8	Other OA Operating Expense							
9	Total OA Operating Expense (Lines 1 thru 8)						see comment	
10	OA Equipment Expense							
11	OA GSA Vehicle Rental							
12	TOTAL OA EXPENSE (Line 9 thru 11)						see comment	

I. CTS EXPENSE

Approved CTS Budget:

	Expense Categories	(a) Current Month Expense	(b) Budget for This Contract Year	(c) Planned-CYTD Pro Rata	(d) Actual-CYTD Expense	(e) Variance (c-d)	(f) Variance Threshold	(g) Cum Expense From Inception
1	CTS Personnel Expense						see comment	
2	Staff Travel/Training Expense							
3	Facilities Expense							
4	Media Advertising Expense							
5	Indirect Administrative Expense							
6	Contractor's Fixed/Base Fee							
7	Contractor's Incentive Fee							
8	Other CTS Operating Expense							
9	Total CTS Operating Expense (Lines 1 - 8)						see comment	
10	CTS Furniture/Equipment Expense							
11	CTS GSA Vehicles Rental							
12	TOTAL CTS EXPENSE (Line 1 - 11)						see comment	

J. SIGNATURE OF AUTHORIZED CONTRACTOR REPRESENTATIVE see comment

Typed Name / Title: _____ Signature: _____ Date Submitted: _____

U.S DEPARTMENT OF LABOR

OFFICE OF JOB CORPS

Outreach/Admissions and Career Transition Services Financial Report

A. Contract Scope	B. Contractor Name	C. Period End Date	D. Contract Number

E. NET CONTRACT ACTUAL EXPENSE - ALL CATEGORIES			(a) Current Month	(b) Contract Year To Date	(c) Cumulative Through Prior Year	(d) Cumulative From Inception
	see comment					
1	OA Expense					
1a	OA - Reimbursable	see comment				
1b	OA - Fee (Pg 1/Sec H, Lines 6 + 7)	see comment				
1c	Total OA Expense (Line 1a+1b)	see comment				
2	CTS Expense					
2a	CTS - Reimbursable	see comment				
2b	CTS - Fee (Pg 1/Sec I, Lines 6 + 7)	see comment				
2c	Total CTS Expense (Line 2a+2b)	see comment				
3	Student Transportation Expense	see comment				
4	Other Expense (Non-OA/CTS)	see comment				
5	Total Expense (Lines 1c+2c+3+4)					

F. CONTRACTOR OBLIGATIONS		(a) Vouchered Reimbursable Expense	(b) Unvouchered Reimbursable Expense	(c) Unvouchered Accts Payable	(d) Undelivered Commitments	(e) Total Obligations (a+b+c+d)	(f) Contract Funding	(g) % Funding Obligated	(h) Contract Value	(i) % Value Obligated
	see comment									
1	OA Expense									
2	CTS Expense									
3	Student Transportation Expense									
4	Support Expense (Non-OA/CTS)									
	Totals (lines 1 thru 4)									

% of Contract Completed

G. VOUCHER DATA (Only if Stand Alone)

Per Voucher # _____ Dated: _____

1	Cumulative Vouchered Under This Contract	
2	Difference with Reimbursable Expense Above	

Explain Difference (Authorized Advance, Unfounded Expense, Etc): see comment

H. RECONCILIATION OF CONTRACT VALUE WITH EXPENSE AND PLAN DATA

	OA EXPENSE	CTS EXPENSE
1 Cumulative Cost Thru Prior Year		
2 Budget for Current Contract Year		
3 Implied Contract Value (lines 1 + 2)		
4 Contract Value per Latest Mod		
5 Variance (line 3 - line 4); explain if not zero.		

I. PLANNED CONTRACT YEAR GOALS / WORKLOAD AND ACTUALS TO DATE

% of Year Completed

see comment

OA Goals and Performance	
Contract Year Arrival Goals	
Actual Arrivals to Date	
As Percent of Contract Year Goal	

see comment see comment

CTS New Assignees - Planned and Actual	Grads	Former Enrollees
Planned New Assignees for Services		
Actual New Assignees for Services		
As Percent of Planned Contract Year New Assignees		

Outreach/Admissions and Career Transition Services Financial Report

A. Contract Scope	B. Contractor Name	C. Period End Date	D. Contract Number

E. VARIANCE REASONS/RESOLUTIONS

Expense Categories

Outreach/Admissions

2 Staff Travel/Training Expense **Variance: $**

Reason **Resolution**

Page 2 - Correction of Previous Errors **Variance: $**

Reason **Resolution**

NOTES CONCERNING CHANGES IN THE 2110 FOR OACTS CONTRACTS			
Note No.	**Topic**	**Notes**	**PRH Reference**
1	**General**	Changes are being requested in the yellow-highlighted cells. The changes are described in comment balloons that are appended to those cells. A number of these changes are discussed further in these notes as deemed necessary.	The basic requirement for submitting the 2110 is covered in PRH Appendix 503, Section D.
2	**Cut-Over Issues**	With respect to OACTS financial data, there are no changes in data content or record layout, unlike the case with center operations costs. Consequently, there does not appear to be any need for users to enter a special June 2009 baseline 2110-OACTS using the new procedures / data entry screens. Morevover, depending on JCDC's assessment of workload and technical concerns, JCDC may either: draw a bright line between pre-cutover and post-cutover outputs OR allow pre-cutover reports to display data that is crosswalked into post-cutover formats.	These requirements would be issued in special implementation / cut-over guidelines rather than as PRH/Appendix language.
3	**Repositioned Line Items**	As per requests from a majority of workgroup members, two of the line items that are the equivalent of "below-the-line" capital categories in center operations contracts have been repositioned so that they appear "below-the-line", the "line" being a subtotal of "operational" expense categories. The two line items thus affected are Equipment and GSA Vehicle Rental.	PRH Appendix 503, Section C.6.a.
4	**Line Item Changes - Lines 6 and 7**	Another set of changes affects new lines 6 and 7, which provide a breakout of the amount that had previously been entered in line 8 of the old layout. Line 6 in the new layout will be changed to report only the portion of a contractor's fee that consists of Base / Fixed Fee. Line 7 will be used to report that portion of a contractor's fee that consists of Incentive / Award Fee.	PRH Appendix 503, Section C.6.a.
5	**Variance Thresholds**	Variance thresholds that are reported on 2110-OACTS page 1, column f are changed and will require a reworking of the software that populates these cells. Please see the referenced section in the new Appendix 503.	Appendix 503, Section B.5.
6	**Page 2, Section E and F in Printed Reports**	In the currrent printed version of a submitted 2110-OACTS, Section E and F data is supressed in instances where the OA and/or CTS expenses are being reported under a center operations contract. This should be modified in FMS to permit the display of data on lines 1 and 2 in Sections E and F (but continuing to suppress the data on lines 3, 4, and 5).	Appendix 503, Section D.8(page 2).
7	**Importation of Workload Data**	It appears that FMS requires users to manually enter OA and CTS contract year goals / workload numbers along with CYTD actuals. It appears that the FMS contract mod data entry process should be able to supply the contract year planned numbers and that other JCDC database sources should be able to supply the CYTD actuals. JCDC is asked to address this situation and to determine whether these particular data cells can be populated automatically instead of via manual entry in each month's OACTS cost report.	Appendix 503, Section D.8(page 2).
8	**Special Explanations**	Per review of FMS Technical Guide, it does not appear that OACTS stand-alone contractors have data entry screens that require entry of an explanation in instances where: the cumulative vouchered amount differs from the cumulative cost amount (Page 2, Section G, Line 2); or the current month's cost report incorporates corrections to errors that were made in the prior month's report. Such explanations, when required to be entered, should be displayed in the Page 3 Variance Explanations / Resolutions. This functionality needs to be added with respect to OACTS stand-alone contracts.	Appendix 503, Section D.6. and Section D.8 (Page 2).
9	**Archive Issues**	It is recommended that JCDC-FMS draw a bright line between pre-cut-over 2110s and post-cut-over 2110s (PY 2009 and later). If a 2110 monthly report or national roll-up report is requested for a pre-cut-over period (essentially any report ending date of 06/30/2009 or earlier), the pre-cut-over labeling should be used when the reports or files are generated. There need not be any functionality that would attempt to translate the old labeling and categories into the new labeling or categories.	NA

U.S DEPARTMENT OF LABOR | OFFICE OF JOB CORPS

JOB CORPS MONTHLY CENTER STAFF VACANCY AND SEPARATION REPORT

Center Name:	Roundtop	Residential Slots:		348
Current Center Operator:	XYZ Corp	Nonresidential Slots:		12
Report for Month Ending:	12/31/2010	Off-Ctr Training Slots (FTE):		30
Total Center Slot Capacity:	360	On-Center Slots:		330
Position Categories	FTE Pos Authorized	On Board (End of Mo)	Vacancies (End of Mo)	Separations This Month
Academic Instructors	7.00	7.00	0.00	0.00
Other Academic Staff	2.00	2.00	0.00	0.00
Career Tech Instructors-Ctr	4.00	4.00	0.00	0.00
Career Tech Instructors-NTC	7.00	7.00	0.00	0.00
Other Career Tech Staff	2.00	2.00	0.00	1.00
Counselors	6.00	6.00	0.00	0.00
Residential Advisors	19.00	18.00	1.00	1.00
Arts/Recreation Specialists	6.00	6.00	0.00	0.00
Other Career Succes Staff	6.00	6.00	0.00	1.00
Food Service	9.00	9.00	0.00	0.00
Other Support Staff	6.00	6.00	0.00	0.00
Nurses	3.50	3.50	0.00	0.00
Other Medical Staff	3.00	3.00	0.00	0.00
CP/CTR Staff	5.00	4.00	1.00	0.00
Administration Staff	16.00	15.00	1.00	1.00
Maintenance Staff	9.00	8.00	1.00	1.00
Security Staff	13.00	11.00	2.00	1.00
Totals	123.50	117.50	6.00	6.00

ETA 2110S (July 2009)

NOTES CONCERNING CHANGES IN THE 2110S REPORT			
No.	**Topic**	**Notes**	**PRH Reference**
1	**General**	Changes are being requested in the yellow-highlighted cells. The changes are described in comment balloons that are appended to those cells. A number of these changes are discussed further in these notes as deemed necessary.	The basic requirement for submitting this report is covered in new PRH Appendix 510, Section A.
2	**Cut-Over Issues**	If practical, it would be desirable for operators to submit dual reports for June 2009 - one using the old structure/format and the other using the new structure/format. This would provide a way to determine how many authorized FTE are being moved around from which categories. If dual reports for June 2009 are deemed troublesome, then the new format would first be used in the July 2009 reports - and comparison could be made of the July 2009 reports versus the June 2009 reports to quantify the reclassifications of authorized FTE to the new CP/CTR category.	If adopted, this requirement would be issued in special implementation / cut-over guidelines rather than as PRH/Appendix language.
3	**Import Most of the Slot Level Numbers**	Student slot levels should be imported from the Student Strength Database rather than entered manually by operators. The only exception would be continued manual entry of **Off-Center Training Slots** and the automatic formula update of **On-Center Training Slots** (which is set equal to Total Center Slots minus Off-Center Training Slots.	PRH Appendix 510, Section A.6 / Total Center Slots
4	**Line Item Changes**	The primary change is to eliminate the **Child Care Staff** line and establish a new line in its place: **CP/CTR Staff (Career Preparation/Career Transition Readiness).** This is not a simple label change, but involves the re-categorization of numerous staff positions.	PRH Appendix 510, refers the User to Appendix 502, Section C.5.a (contract centers) and new Appendix 509, Section C.1 /Center Operations Expense (CCCs).
5	**Disposition of Child Care Staff**	In the new version, **Child Care Staff** will be reported in and subsumed under the **Other Support Staff** line.	Same as preceding.
6	**Current Classification of CP/CTR Staff**	**CP/CTR Staff** are currently being reported in a variety of different lines: Academic Instructor, Academic Other, Career Tech Instructor, Other Career Tech Staff, Other Career Success Staff, and possibly others. For all practical purposes, it will be impossible to accomplish an airtight crosswalk of Career Prep/Transition Readiness Staff in the **Rolling 12 Reports** that are generated for July 2009 through May 2010.	Same as preceding.
7	**Issues with Rolling 12 Reports**	Options and recommendations would be appreciated from JCDC concerning the treatment of the Rolling 12 Reports during the July 2009 - May 2010 period.	PRH Appendix 510, Section A.5, JCDC-FMS Output Reports
7a	**One Possible Resolution**	One possible solution would be to shift to a **PY-Cumulative-to-Date** modality during PY2009 and then switch back to **Rolling 12 Reports** in PY 2010 (starting with the July 2010 reports).	
8	**Archive Considerations**	It is recommended that JCDC-FMS draw a bright line between 2110S data from PY 2008 (pre-cut-over) and prior versus data from PY 2009 and later (post-cut-over). That is, JCDC need not develop report-generating software that merges data from these two "eras". In order to accomodate Users who wish to attempt to merge data from the these two "eras", JCDC should develop file download procedures for 2110S data that generates separate files for pre-cutover and post-cutover data, respectively. The Users will then be able to merge the data in whatever ways they see fit. Also, if a 2110S monthly report, rolling 12 report, or file download is requested for pre-cut-over periods, the pre-cut-over labeling should be used when the reports or files are generated.	

ETA 2181 Outreach/Admissions Budget

U.S DEPARTMENT OF LABOR

OFFICE OF JOB CORPS

Contract Scope:

Contract Number:

Contractor Name:

Budget Number:

Budget for the Current Contract Year

Approved or Pending:

Contract Year Nmbr:

Ending:

	Expense Categories	Prior Budget	Adjustments	Revised Budget
1	OA Personnel Expense			
2	Staff Travel/Training Expense			
3	Facilities Expense			
4	Media Advertising Expense			
5	Indirect Administrative Expense			
6	Contractor's Fixed/Base Fee			
7	Contractor's Incentive/Award Fee			
8	Other OA Operating Expense			
9	Total OA Operating Expense (Lines 1 thru 8)			
10	OA Equipment Expense			
11	OA GSA Vehicle Rental			
12	TOTAL OA EXPENSE (Line 9 thru 11)			
13	Prior Year Cumulative			
14	Implied Contract Value			
15	Reconciliation to Current Estimated Cost	15a Current Estimated Cost		
		15b Per Mod Number		
		15c Implied Change		

Budget for the Next Contract Year

Contract Year Nmbr:

Ending:

	Expense Categories	Prior Budget	Adjustments	Revised Budget
1	OA Personnel Expense			
2	Staff Travel/Training Expense			
3	Facilities Expense			
4	Media Advertising Expense			
5	Indirect Administrative Expense			
6	Contractor's Fixed/Base Fee			
7	Contractor's Incentive/Award Fee			
8	Other OA Operating Expense			
9	Total OA Operating Expense (Lines 1 thru 8)			
10	OA Equipment Expense			
11	OA GSA Vehicle Rental			
12	TOTAL OA EXPENSE (Line 9 thru 11)			
13	Prior Year Cumulative			
14	Implied Contract Value			
15	Reconciliation to Current Estimated Cost	15a Current Estimated Cost		
		15b Per Mod Number		
		15c Implied Change		

Budget for Base Year 3 (If Needed)

Contract Year Nmbr: 3

Ending:

	Expense Categories	Prior Budget	Adjustments	Revised Budget
1	OA Personnel Expense			
2	Staff Travel/Training Expense			
3	Facilities Expense			
4	Media Advertising Expense			
5	Indirect Administrative Expense			
6	Contractor's Fixed/Base Fee			
7	Contractor's Incentive/Award Fee			
8	Other OA Operating Expense			
9	Total OA Operating Expense (Lines 1 thru 8)			
10	OA Equipment Expense			
11	OA GSA Vehicle Rental			
12	TOTAL OA EXPENSE (Line 9 thru 11)			
13	Prior Year Cumulative			
14	Implied Contract Value			
15	Reconciliation to Current Estimated Cost	15a Current Estimated Cost		
		15b Per Mod Number		
		15c Implied Change		

CONTRACTOR SUBMITTAL:

Signature: _____

Name: _____

Date Submitted: _____

REGIONAL OFFICE APPROVAL:

Signature: _____

Name: _____

Date Approved: _____

ETA 2181 Career Transition Services Budget

U.S DEPARTMENT OF LABOR

OFFICE OF JOB CORPS

Contract Scope:

Contract Number:

Contractor Name:

Budget Number:

Budget for the Current Contract Year

Approved or Pending:

Contract Year Nmbr:

Ending:

	Expense Categories	Prior Budget	Adjustments	Revised Budget
1	CTS Personnel Expense			
2	Staff Travel/Training Expense			
3	Facilities Expense			
4	Media Advertising Expense			
5	Indirect Administrative Expense			
6	Contractor's Fixed/Base Fee			
7	Contractor's Incentive/Award Fee			
8	Other CTS Operating Expense			
9	Total CTS Operating Expense (Lines 1 thru 8)			
10	CTS Equipment Expense			
11	CTS GSA Vehicle Rental			
12	TOTAL CTS EXPENSE (Line 9 thru 11)			
13	Prior Year Cumulative			
14	Implied Contract Value			
15	Reconciliation to Current Estimated Cost	15a Current Estimated Cost		
		15b Per Mod Number		
		15c Implied Change		

Budget for the Next Contract Year

Contract Year Nmbr:

Ending:

	Expense Categories	Prior Budget	Adjustments	Revised Budget
1	CTS Personnel Expense			
2	Staff Travel/Training Expense			
3	Facilities Expense			
4	Media Advertising Expense			
5	Indirect Administrative Expens			
6	Contractor's Fixed/Base Fee			
7	Contractor's Incentive/Award Fee			
8	Other CTS Operating Expense			
9	Total CTS Operating Expense (Lines 1 thru 8)			
10	CTS Equipment Expense			
11	CTS GSA Vehicle Rental			
12	TOTAL CTS EXPENSE (Line 9 thru 11)			
13	Prior Year Cumulative			
14	Implied Contract Value			
15	Reconciliation to Current Estimated Cost	15a Current Estimated Cost		
		15b Per Mod Number		
		15c Implied Change		

Budget for Base Year 3 (If Needed)

Contract Year Nmbr: 3

Ending:

	Expense Categories	Prior Budget	Adjustments	Revised Budget
1	CTS Personnel Expense			
2	Staff Travel/Training Expense			
3	Facilities Expense			
4	Media Advertising Expense			
5	Indirect Administrative Expense			
6	Contractor's Fixed/Base Fee			
7	Contractor's Incentive/Award Fee			
8	Other CTS Operating Expense			
9	Total CTS Operating Expense (Lines 1 thru 8)			
10	CTS Equipment Expense			
11	CTS GSA Vehicle Rental			
12	TOTAL CTS EXPENSE (Line 9 thru 11)			
13	Prior Year Cumulative			
14	Implied Contract Value			
15	Reconciliation to Current Estimated Cost	15a Current Estimated Cost		
		15b Per Mod Number		
		15c Implied Change		

CONTRACTOR SUBMITTAL:

Signature: _____

Name: _____

Date Submitted: _____

REGIONAL OFFICE APPROVAL:

Signature: _____

Name: _____

Date Approved: _____

NOTES CONCERNING CHANGES IN THE 2181 FOR OACTS CONTRACTS			
Note No.	**Topic**	**Notes**	**PRH Reference**
1	**General**	Changes are being requested in the yellow-highlighted cells. The changes are described in comment balloons that are appended to those cells. A number of these changes are discussed further in these notes as deemed necessary.	The basic requirement for submitting the 2181 is covered in PRH Appendix 503, Section G.
2	**Cut-Over Issues**	It appears that center contractors should be required to enter the initial 2181 using the new format during a window that starts after the submittal of the June 2009 2110 using the old format (due 07/20/2009) through 08/06/2009 (which is two weeks prior to the due date for the July 2009 2110 using the new format. This provides ample time for RO's to review and approve the new 2181's before the July 2009 2110's are due.	These requirements would be issued in special implementation / cut-over guidelines rather than as PRH/Appendix language.
3	**Base Year 3**	With the recent procurement policy change that allows for a 3-year base period under certain circumstances, it is necessary that the FMS be modified to allow for not only the current year and next year 2181's, but also a base-year 3 2181 when such a contract is in the first year of its base period.	PRH Appendix 503, Section G.3.d.
4	**Repositioned Line Items**	As per requests from a majority of workgroup members, two of the line items that are the equivalent of "below-the-line" capital categories in center operations contracts have been repositioned so that they appear "below-the-line", the "line" being a subtotal of "operational" expense categories. The two line items thus affected are Equipment and GSA Vehicle Rental.	PRH Appendix 503, Section C.6.a.
5	**Line Item Changes - Lines 6 and 7**	Another set of changes affects new lines 6 and 7, which provide a breakout of the amount that had previously been entered in line 8 of the old layout. Line 6 in the new layout will be changed to report only the portion of a contractor's fee that consists of Base / Fixed Fee. Line 7 will be used to report that portion of a contractor's fee that consists of Incentive / Award Fee.	PRH Appendix 503, Section C.6.a.
6	**Archive Issues**	It is recommended that JCDC-FMS draw a bright line between pre-cut-over 2181s and post-cut-over 2181s (PY 2009 and later). If a 2181 or 2110 monthly report or national roll-up report is requested for a pre-cut-over period (essentially any report ending date of 06/30/2009 or earlier), the pre-cut-over labeling should be used when the reports or files are generated. There need not be any functionality that would attempt to translate the old labeling and categories into the new labeling or categories.	NA

VOUCHER BACK-UP SHEET FOR JOB CORPS OA/CTS CONTRACT

A.	IDENTIFYING INFORMATION	
1	Contractor Name……	ACME CORPORATION
2	Contract Number……	AE88888888
3	This Voucher Number……	12
4	For Reimbursement of Expenses Incurred Through……	8/31/2011
5	Current Contract Modification Number……	5

B.	AMOUNTS VOUCHERED VERSUS CONTRACT FUNDING	AMOUNT
1	Payments Actually Received to Date	$440,000.00
2	Pending Payments Based on Vouchers Previously Submitted	$42,000.00
3	Amount Requested on this Voucher	$45,000.00
4	Cumulative to Date, Including this Voucher (B1+B2+B3)	$527,000.00
5	Current Contract Funding	$780,000.00
6	Balance of Contract Funding Remaining After This Voucher	$253,000.00

C. COMMENTS

INSTRUCTIONS

SECTION A:

A1. Self-Explanatory
A2. Self-Explanatory
A3. Vouchers must be numbered sequentially.
A4. Normally either the last day of the month or the 15th.
A5. Number of the most recent contract modification when the voucher is submitted.

SECTION B

B1. Amount of payments actually received by the contractor for this contract as of voucher submittal date.
B2. Amount of payments that are pending for this contract based on vouchers previously submitted by the contractor.
B3. Amount of payment requested on this voucher (taken from SF 1034)
B4. Enter total of Lines B1, B2, and B3.
B5. Enter contract funding amount per current contract modification.
B6. Enter result of Contract Funding minus Cumulative Vouchered Amount to Date. This should be a positive amount.

SECTION C

Contractor may use this section to provide any comments deemed appropriate, such as identifying the previous vouchers that were paid in amounts other than requested.

* In vouchers that are prepared for expense through the end of a month, the cumulative amount should be in agreement with the cumulative vouchered reimbursable expense amounts shown in page 2, Section F, of the 2110-OA/CTS cost report that is submitted for that month.

Standard Form 1034
Revised October 1987
Department of the Treasury
1 TFM 4-2000
1034-122

PUBLIC VOUCHER FOR PURCHASES AND SERVICES OTHER THAN PERSONAL

VOUCHER NO. 12

U.S.DEPARTMENT, BUREAU, OR ESTABLISHMENT AND LOCATION
OFFICE OF JOB CORPS, USDOL
CHICAGO REGIONAL OFFICE
1111 SOUTH WACKER DRIVE, RM 5005
CHICAGO, IL 55555

DATE VOUCHER PREPARED: 09/09/2011

CONTRACT NUMBER AND DATE: AE88888888 03/01/2011

REQUISITION NUMBER AND DATE

SCHEDULE NO.

PAID BY

PAYEE'S NAME AND ADDRESS
ACME CORPORATION
303 OAK STREET
RIVERVILLE, MO 55555

DATE INVOICE RECEIVED

DISCOUNT TERMS

PAYEE'S ACCOUNT NUMBER

SHIPPED FROM TO WEIGHT

GOVERNMENT B/L NUMBER

NUMBER AND DATE OF ORDER	DATE OF DELIVERY OR SERVICE	ARTICLES OR SERVICES *(Enter description, item number of contract or Federal supply schedule, and other information deemed necessary)*	QUAN-TITY	UNIT PRICE COST	UNIT PRICE PER	AMOUNT ([1])
		SERVICES DURING 08/16/2011 THROUGH08/31/2011				$45.000.00

(Use continuation sheets if necessary) **(Payee must NOT use the space below)** **TOTAL** $45,000.00

PAYMENT:
- ☐ PROVISIONAL
- ☐ COMPLETE
- ☐ PARTIAL
- ☐ FINAL
- ☐ PROGRESS
- ☐ ADVANCE

APPROVED FOR =$

EXCHANGE RATE =$1.00

DIFFERENCES

BY[2]

TITLE

Amount verified; correct for

(Signature or initials)

Pursuant to authority vested in me, I certify that this voucher is correct and proper for payment.

(Date) *(Authorized Certifying Officer)*[2] *(Title)*

ACCOUNTING CLASSIFICATION

CHECK NUMBER ON ACCOUNT OF U.S. TREASURY

CHECK NUMBER ON *(Name of bank)*

CASH $ DATE

PAYEE[3] XYZ CORPORATION

[1] When stated in foreign currently, insert name of currency.

[2] If the ability to certify and authority to approve are combined in one person, one signature only is necessary; otherwise the approving officer will sign in the space provided, over his official title.

[3] When a voucher is receipted in the name of a company or corporation, the name of the person writing the company or corporate name, as well as the capacity in which he signs, must appear. For example: "John Doe Company, per John Smith, Secretary" or "Treasurer", as the case may be.

PER JOHN J. SMITH

TITLE CHIEF FINANCIAL OFFICER

Previous edition usable

NSN 7650-00-634-4206

PRIVACY ACT STATEMENT
The information requested on this form is required under the provisions of 31 U.S.C. 82b and 82c, for the purpose of disbursing Federal money. The information requested is to identify the particular creditor and the amounts to be paid. Failure to furnish this information will hinder discharge of the payment obligation.

U.S DEPARTMENT OF LABOR

OFFICE OF JOB CORPS FORM 2110F

JOB CORPS CIVILIAN CONSERVATION CENTER FINANCIAL REPORT

A. Center Name	B. Agency Name	C. Period End Date Qtr Number End Date
D. Status		

E. Student Years (SYs) Produced, Program Year to Date (PYTD)	G. Expected Underrun if OBS is Less Than	98.0%
1. Current Quarter Planned Average OBS	1. Expected Savings per SY Not Delivered (block F1 x 15%)	
2. Current Quarter Actual Average OBS	2. SY Shortfall, PYTD (block E4 less E5)	
3. Capacity Percent Current Quarter	3. Minimum Expected Underrun (G1 x G2)	
4. Planned SY, PYTD	4. Reported Variance (Pg2, Line 30)	
5. Actual SY, PYTD	5. Underrun Deficit (G3-G4; blank if G3 < G4)	
6. Capacity Percent, PYTD		
7. Slot Capacity @End of Quarter		
F. Student Year Cost (in Dollars)	H. Signature of Authorized Agency Representative	
1. Planned for PYTD	1. Signature	Date:
2. Actual Cost/SY, PYTD	2. Name/Title:	

JOB CORPS CIVILIAN CONSERVATION CENTER FINANCIAL REPORT

A. Center Name	B. Agency Name		C. Period End Date Quarter Number End Date
D. Status	E. Basis For Planned Expense, CYTD: __Prorated POP __ Custom Detail Budget		

F. Net Center Operations Expense		(a)	(b)	(c)	(d)	(e)	(f)
	Cost Categories	Current Quarter Actual	Full Program Year Budget	Planned Expense PYTD	Actual Expense PYTD	Variance (c-d)	Variance Threshold
1	Academic Personnel Expense						
2	Other Academic Expense						
3	Career Technical Training Personnel Expense						
4	Other Career Technical Training Expense						
5	Career Success Personnel Expense						
6	Other Social Skills Expense						
7	Food						
8	Clothing						
9	Support Service Personnel Expense						
10	Other Support Service Expense						
11	Medical Personnel Expense						
12	Other Medical Expense						
13	Career Prep/TR Personnel Expense						
14	Other Career Prep/TR Expense						
15	Administrative Personnel Expense						
16	Other Administrative Expense						
17	Line Reserved for Later Use						
18	Facilities Maintenance Personnel Expense						
19	Other Facilties Maintenance Expense						
20	Security Personnel Expense						
21	Other Security Expense						
22	Communications						
23	Utilities and Fuel						
24	Facility Lease Cost						
25	Insurance						
26	Motor Vehicle Expense						
27	Travel and Training						
28	Line Reserved for Later Use						
29	FECA Charge Back						
30	Subtotal of Direct Expense (Lines 1 thru 29)						
31	Program Direction Expense (Allocated)						
32	Total Center Operations Expense (Lines 30+31)						

JOB CORPS CIVILIAN CONSERVATION CENTER FINANCIAL REPORT

A. Center Name	B. Agency Name	C. Report Period End Date
	D. Status of Report	Quarter Number

		(a)	(b)	(c)	(d)	(e)	(f)
E.	Status of Operating (Non-CRA) Funds			Program Year to Date (PYTD) Expense			
	Categories of Expense	Budget for Program Year	Current Quarter Expense	Expense Paid (or Being Paid) From Current Funds	Expense Paid (or Being Paid) From Expired Funds	Total PYTD Expense (c + d)	Total PYTD Expense As % PY Budget
1	Center Operations						
	a. Direct Expense						
	b. Program Direction						
	c. Total Center Operations (Lines 1a + 1b)						
2	Equipment/Furniture						
3	Vehicle Rental						
4	CTST Materials						
5	Student Transport/Meal Allowance						
6	Outreach/Admissions						
7	Career Transition Services						
8	Other						
9	Other						
10	Operating Fund Totals (Lines 1 thru 9)						
F.	Status of CRA Funds in Active/Current Approprations	Accounts Expiring This Program Year	Accounts Expiring Next Program Year	Accounts Expiring in Later PY	Total of Current Accounts (a+b+c)		
1	Transfers Budgeted by DOL						
2	Actual Transfers (EOP)						
3	Balance of Transfers Due (Line 1 - 2)						
4	Cumulative Obligations EOP						
5	Cumulative Obligations thru Prior Program Year						
6	Budgeted for Obligation This PY (Line 1 - 5)						
7	Net Obligations This PY (Line 4 - 5)						
8	Unobligated Balance EOP (Line 6 - 7)						
9	Net Obligations This Quarter						

JOB CORPS CIVILIAN CONSERVATION CENTER FINANCIAL REPORT

A. Center Name	**B. Agency Name**	**C. Period End Date** **Qtr Number** **End Date**
D. Status		

E. VARIANCE REASONS/RESOLUTIONS

Expense Categories

2 Other Academic Expense Variance: $

Reason Resolution

8 Clothing Variance: $

Reason Resolution

U.S DEPARTMENT OF LABOR

OFFICE OF JOB CORPS FORM 2110HQ

JOB CORPS CIVILIAN CONSERVATION CENTER NATIONAL ROLL-UP FINANCIAL REPORT

A. Agency Name

B. Quarter End Date

C. Quarter Number

D. Status of Report

		(a)	(b)	(c)	(d)	(e)	(f)
E.	EXPENSE IN CURRENT PROGRAM YEAR (PY)			Program Year to Date (PYTD) Expense			
	Expense Categories	Budget for Program Year	Current Quarter Expense	Expense Paid (or Being Paid) From Current Funds	Expense Paid (or Being Paid) From Expired Funds	Total PYTD Expense (c + d)	Total PYTD Expense As % PY Budget
1	Center Operations						
	a. Direct Expense						
	b. Program Direction						
	c. Total Center Operations (Line 1a + 1b)						
2	Equipment/Furniture						
3	Vehicle Rental						
4	CTST Materials						
5	Student Transport/Meal Allowance						
6	Outreach/Admissions						
7	Career Transition Services						
8	Other 1						
9	Other 2						
10	Subtotal of Operating Funds (Lines 1 thru 9)						
11	Facility Construction/Rehab/Acquisition (CRA)						
12	Grand Total (Lines 10+11)						

F.	NET OBLIGATIONS OF CURRENT/ACTIVE FUNDS IN CURRENT PY (PYTD)				G. NET OUTLAYS IN CURRENT PY (PYTD)		
		Budget for Program Year	PYTD Obligations	PYTD Obligations As % PY Budget (b / a)	From Current / Active Funds	From Expired Funds	Total (d + e)
1	Center Operations						
	a. Direct Expense						
	b. Program Direction						
	c. Total Center Operations (Line 1a + 1b)						
2	Equipment/Furniture						
3	Vehicle Rental						
4	CTST Materials						
5	Student Transport/Meal Allowance						
6	Outreach/Admissions						
7	Career Transition Services						
8	Other 1						
9	Other 2						
10	Subtotal of Operating Funds (Lines 1 thru 9)						
11	Facility Construction/Rehab/Acquisition (CRA)						
	a. Funds Expiring at End of This Program Year						
	b. Funds Expiring at End of Next Program Year						
	c. Funds Expiring in a Later PY						
	d. CRA Total (Lines 11a + 11b +11c)						
12	Grand Total (Lines 10+11d)						

JOB CORPS CIVILIAN CONSERVATION CENTER NATIONAL ROLL-UP FINANCIAL REPORT

A. Agency Name	B. Quarter End Date	D. Status of Report
	C. Quarter Number	

F. Status of Job Corps Operations Funds Received by Agency - Cumulative

(a) Treasury Appropriation Fund Symbol (TAFS)	(b) Appropriation Expiration Date	(c) Amount Transferred	(d) Amount Obligated	(e) Obligs As % of Transfers	(f) Unobligated Balance (EOP)	(g) Unpaid Obligations (EOP)
12-16-0174 8 \ 9	6/30/2009					
12-16-0174 \ 9	6/30/2009					
Current Appropriation Subtotal						
12-16-0174 \ 8	6/30/2008					
12-16-0174 7 \ 8	6/30/2008					
12-16-0174 \ 7	6/30/2007					
12-16-0174 6 \ 7	6/30/2007					
12-16-0174 \ 6	6/30/2006					
12-16-0174 5 \ 6	6/30/2006					
12-16-0174 \ 5	6/30/2005					
12-16-0174 4 \ 5	6/30/2005					
12-16-0174 \ 4	6/30/2005					
12-16-0174 3 \ 4	6/30/2005					
Expired Appropriation Subtotal						

G. Status of Job Corps Construction/Rehab Funds Received by Agency - Cumulative

12-16-0174 9 \ 11	6/30/2011					
12-16-0174 8 \ 11	6/30/2011					
12-16-0174 8 \ 10	6/30/2010					
12-16-0174 7 \ 10	6/30/2010					
12-16-0174 7 \ 9	6/30/2009					
12-16-0174 6 \ 9	6/30/2009					
Current Appropriation Subtotal						
12-16-0174 6 \ 8	6/30/2008					
12-16-0174 5 \ 8	6/30/2008					
12-16-0174 5 \ 7	6/30/2007					
12-16-0174 4 \ 7	6/30/2007					
12-16-0174 4 \ 6	6/30/2006					
12-16-0174 3 \ 6	6/30/2006					
12-16-0174 3 \ 5	6/30/2005					
12-16-0174 2 \ 5	6/30/2005					
12-16-0174 2 \ 4	6/30/2005					
12-16-0174 1 \ 4	6/30/2005					
Expired Appropriation Subtotal						

POLICIES AND PROCEDURES FOR JOB CORPS' PROGRAM YEAR 2012 PERFORMANCE MANAGEMENT SYSTEM

Appendix 501
Introduction

Appendix 501a
Center Outcome Measurement System

Appendix 501b
Outreach and Admissions Outcome Measurement System

Appendix 501c
Career Transition Services Outcome Measurement System

Appendix 501d
Career Technical Training Outcome Measurement System

APPENDIX 501

INTRODUCTION
FOR PY 2012

POLICIES AND PROCEDURES FOR JOB CORPS PY 2012 PERFORMANCE MANAGEMENT SYSTEM

INTRODUCTION

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POLICIES AND PROCEDURES FOR JOB CORPS' PY 2012 PERFORMANCE MANAGEMENT SYSTEM

INTRODUCTION

A. **General.** Job Corps has established a comprehensive performance management system to assess program effectiveness across multiple components of services and programs offered to Job Corps students. This detailed system evaluates the performance of Outreach and Admissions (OA) agencies, Job Corps center operators, Career Transition Services (CTS) agencies, and Career Technical Training (CTT) programs, based on the outcomes of program participants. The performance management system serves three primary purposes:

1) To meet accountability requirements for establishing performance measures (also known as metrics) and reporting student outcomes for the Job Corps system per the Workforce Investment Act of 1998 (WIA) legislation, Common Performance Measures for federal youth training programs, and U.S. Department of Labor (DOL) priorities;

2) To assess centers' and 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 has a vast array of performance metrics that are interwoven to meet multiple reporting requirements. For some, the system can seem complex and overwhelming. However, Job Corps' performance management system is actually quite simple. The system is designed to answer three basic questions:

1) Are Job Corps students effectively recruited and retained in the program?

2) What do students achieve while they are enrolled in Job Corps?

3) Are Job Corps students successfully transitioning into the workforce, enrolling in additional education, or entering the military after they leave the program?

In short, Job Corps' performance management system conveys Job Corps' effectiveness in executing the program's mission and supporting the Secretary of Labor's vision of "Good Jobs for Everyone." By doing so, this system meets the legislative intent of the WIA and

other reporting requirements.

Job Corps' performance management system is comprised of four Outcome Measurement System (OMS) Report Cards, each of which is designed to reflect results in a specific area of student services, and represent a discrete pool of students. At the same time, the system is designed with intentional overlap of performance metrics across multiple Report Cards to represent a comprehensive picture of performance throughout all phases of students' Job Corps experience. This overlap encourages collaboration across service providers, as they strive to meet clearly defined program goals. The four Report Cards are as follows:

- ✓ Outreach and Admissions (OA) Report Card OAOMS
- ✓ Center Report Card OMS
- ✓ Career Transition Services (CTS) Report Card POMS
- ✓ Career Technical Training (CTT) Report Card CTT

To add to the quantitative components of the performance management system, there is an additional element that evaluates center quality, providing a more comprehensive view of the program's performance. This Center Quality Assessment is composed of three factors: an On-Board Strength (OBS) rating, a Quality Rating (QR), and a Student Satisfaction Survey (SSS) rating. More information regarding the quality assessment of centers can be found in Appendix 501a.

B. **Background.** The WIA of 1998, the authorizing legislation for the Job Corps program, dictates an increased focus on accountability, and contains core indicators of performance for recruitment, education and placement rates, wages, and long-term outcomes of graduates after initial placement that relate to the Government Performance and Results Act (GPRA).

In PY 2004, Job Corps began the process of reporting student outcomes via four indicators specified by Common Performance Measures (Common Measures) for federal youth programs. Under the Common Measures, Job Corps reports results for placement in employment or higher education; attainment of a degree or certificate, literacy and numeracy gains; and efficiency/cost per participant. Today, Job Corps reports Common Measures per the Employment and Training Administration- (ETA) issued guidelines as approved by the Office of Management and Budget (OMB), which includes reporting outcomes for graduates and former enrollees, and using the cost per new enrollee measure for efficiency purposes. The OMS Report Cards collectively drive the performance to fulfill these requirements.

Overall, the system has changed minimally since the inception of the Career Development Services System (CDSS) in 2001. OMS performance metrics continue to be based on WIA and DOL requirements, complemented by additional areas of emphasis to drive results leading to students' long-term career success and economic stability. In PY 2010, five new metrics were added or reintroduced – credential attainment, combination graduate, former enrollee placement, graduate full-time placement, and graduate rate – to reinforce this commitment.

C. **Approach.** The customary process for updating and refining the performance management system is to assemble a team of Job Corps professionals (representatives from Job Corps centers, center operators and agencies, Regional Offices, and Job Corps senior management) to evaluate the current system and provide input to the National Director for the upcoming program year.

For PY 2012, a workgroup was convened comprised of National and Regional Office staff and subject matter experts from centers, center operators, OA/CTS operators and National Training Contractors (NTC). The OMS Workgroup recommended several changes to the performance goals on the four OMS Report Cards, as well as modifications to related policies. The Office of Job Corps also solicited input from the Job Corps community via a release of the proposed PY 2012 system prior to full implementation on July 1, 2012.

For PY 2013, the Office of Job Corps will engage Department of Labor (DOL) and external stakeholders in the formulation of the PY 2013 outcome measurement system design to further improve the system's reporting and evaluation capacity.

D. **Design of the PY 2012 Performance Management System.** The PY 2012 performance management system incorporates slight modifications to the previous program year's OMS. The Office of Job Corps' intent is to refine aspects of the system to ensure it: continues to align with legislative requirements and DOL, Job Corps and OMB priorities; reflects current labor market conditions; considers any recent programmatic changes that impact centers and agencies; and ensures effective delivery of services to students. Modifications to the system include changes to some performance goals so that emphasis is more appropriately tied to the level of accountability for achieving positive student outcomes. The design of the performance management system is as follows:

1. Core Components

Each OMS Report Card consists of four basic components: results-oriented measures, goals, weights, and ratings, including an overall rating, described as follows:

- Performance *measures* are the categories of outcomes under evaluation, such as High School Diploma (HSD) or General Educational Development (GED) attainment. Measures reflect the program priorities and objectives important to Job Corps' mission.
- Performance *goals* are quantitative benchmarks for each measure that are set to establish a desired level of performance.
- Relative *weights* are assigned to performance measures to indicate areas of emphasis among responsibilities for serving students. Each weight is expressed as a percentage with the sum of all weights in a Report Card totaling 100%.
- The *rating* is the performance (actual percent of goal achieved) on each measure, expressed as a percentage. The *overall rating* is the aggregate of all individual performance measure ratings expressed as a percentage.

The Center Quality Assessment is composed of three discrete measures – On-Board Strength (OBS), which measures student capacity utilization on Job Corps centers; the Quality Rating (QR), which is issued during Regional Office compliance assessments of OA, center, and CTS contracts; and the Student Satisfaction Survey (SSS), which gauges student satisfaction with respect to safety. Each of these elements is independent of the others and there is no aggregation of results across the measures.

These three measures are valuable management tools that complement the other systems by assessing the quality of services provided by Job Corps and capturing information on aspects of center life that are not reflected in the other management systems.

2. Performance Goals

As stated above, performance goals are the quantitative benchmarks for each of the four Report Cards. Each outcome measure is scored against its performance goal to report a percentage of the goal achieved.

> *Example:* If the goal for HSD or GED Attainment Rate in the Center Report Card is 50%, and a center has a HSD or 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 or model-based, as follows:

(a) **National Goals.** National goals are set and applied to all centers, OA, CTS, and CTT providers equally for the same measure.

(b) **Model-Based Goals.** Model-based goals are used for specific measures that require adjustments that ensure equity in making comparisons of performance across centers and agencies. As such, model-based goals are statistically adjusted for circumstances that are beyond the operator's control. A model helps to ensure fairness by recognizing that actual performance on a given outcome measure depends not only on management practices, but also in part on the abilities of the students enrolled and the characteristics of the environment in which it operates. Setting individualized goals that adjust for differences in key factors that are beyond the operator's control helps to "level the playing field" in assessing performance.

A model is calculated, based on regression analysis, by estimating the effect of various factors on the achievement of the measure using a regression model. The cumulative effect of these factors provides the percentage by which the national goal should be adjusted (upward or downward) for each center and CTS agency (the OA Report Card and CTT Report Card have only national goals). Note that the model-based goals for one center can significantly differ from those of other centers in the same state or region, as the goals are calculated using a combination of center-specific and local county economic data.

(1) **PY 2012 Model-Based Goals.** The following measures in the Center and CTS Report Cards, as applicable, use model-based goals:

- HSD or GED Attainment Rate
- Combination HSD or GED, and Career Technical Training (CTT) 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 are meant to

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 ***only if*** there are new or extenuating circumstances that cannot be resolved during the program year, and that have not already been factored into the model. 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 that 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 Office of Job Corps will review the request and documentation and determine if the appeal will be granted.

The appeal is to be sent to the following address **no later than November 1, 2012**:

U.S. Department of Labor/Office of Job Corps
200 Constitution Avenue, NW, Room N-4507
Washington, DC 20210
Attention: Program Performance Team

3. Weights and Overall Rating

Weights are assigned to each measure of the four Report Cards to underscore the relative importance in accountability for achieving student outcomes. Each weight is expressed as a percentage with the sum of all weights in a Report Card totaling 100%. Results across each of the weighted measures are aggregated to create an overall rating. These ratings are reviewed to assess program effectiveness and play a key role in the procurement process. The overall rating is the aggregate of all individual performance measure ratings expressed as a percentage and are also used to determine the performance ranges for performance-based service contracting. The table provided below is an illustration of how an overall rating is calculated:

SAMPLE OMS REPORT CARD:

Measure	Actual Performance	Goal	% of Goal Achieved*	Weight	Rating**
Measure 1	79%	75%	105%	40%	**42.0%**
Measure 2	54%	60%	90%	25%	**22.5%**
Measure 3	90%	95%	95%	35%	**33.3%**
Formulas: ***Actual Performance / Goal = % of Goal Achieved** ****% of Goal Achieved x Weight = Rating** *****Sum of Ratings = Overall Report Card Rating**					**97.8% Overall Report Card Rating*****

4. Job Corps Students in the Performance Management System

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

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

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

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

(3) Uncommitted Student – one who has remained in Job Corps less than 60 calendar days (regardless of achievement), or who has exited for a Level 1 ZT infraction at any time.

(b) Zero Tolerance (ZT) for Purposes of Exclusion in OMS Pools. The Job Corps program has a strict policy of zero tolerance for drugs and violence, and requires that all students sign a commitment to remain drug- and violence-free. Students who violate Job Corps' ZT Policy are automatically separated from the program and generally not allowed to re-enter the program. Exceptions can be found in PRH, Chapter 3, Exhibit 3-1.

A ZT separation is defined as one who has remained in Job Corps less than 30 days and exits under code 5.1a or 5.2b, or one who has remained in Job Corps less than 45 days and exits under code 5.2a (Level 1 ZT infractions). Level 1 ZT infractions generally include offenses that are deemed violent or involve drugs, as detailed below.

Note: Students who exit due to Level 1 ZT infractions within 30/45 days are *not* included in the Center Report Card. Students who exit due to Level 1 ZT infractions after 30/45 days, however, are included in all pools for on-center measures and credit will be given for academic and CTT credentials earned prior to exit.

However, since all students who exit due to Level 1 ZT infractions, regardless of timing (within or after 30/45 days), are not considered former enrollees or graduates, they are ineligible for post-center services, and are, therefore, *excluded* from all post-center pools in both the Center and CTS Report Cards.

The list of Level 1 ZT infractions can be found in the Job Corps Policy and Requirements Handbook (PRH), Chapter 3, Exhibit 3-1 (Infraction Levels and Appropriate Center Actions).

(c) Students Who Are Medical Separations With Reinstatement Rights (MSWR). Per the PRH, Chapter 6, Section 6.4, R5.a, students who are medically separated with reinstatement rights are allowed an expedited return within 180 days if the medical condition has been resolved.

The Job Corps Data Center (JCDC) will report the student outcomes only at the time of *final* separation. Thus, OMS outcomes for an MSWR student will be recorded either at 180 days after MSWR, if the student does not return to the program, or at final separation, if the student resumes participation in the program.

The following summarizes how specific instances are recorded on the OMS:

(1) Student is reinstated back to the Job Corps center before the 180 days ends. Student outcomes will be reported at the time of separation.

(2) Student did not return to the Job Corps center within the 180 days. In this case, at the end of the 180 days, the system will automatically "close out" the MSWR. At that time, the system will determine the student's separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active for CTS providers to enter placement data in CTS. The placement service period will start at the

181st day and the 6- and 12-month follow-up time frames will be based on the date the student initially reported to work or school.

(3) **Student notifies the center before the 180 days end that he or she does not intend to return to the Job Corps center.** In this case, the center will perform "MSWR Early Close-Out" in the Center Information System (CIS). The "close-out"" date will be the date the student officially notified the center. At that time, the system will determine the student's separation status and placement service eligibility status. If the student is eligible for placement services, he or she will be active in the CTS system for CTS providers to enter placement data. The 6- and 12-month follow-up time frames will still be based on the placement date reported if the student is employed or enrolled in an education program.

(d) **Students Who Are Administrative Separations With Reinstatement Rights (ASWR).** Per the PRH, Chapter 6, Section 6.4, R5.a, administrative separations with reinstatement rights are allowed an expedited return within 12 months.

JCDC will report the student outcomes only at the time of *final* separation. Thus, OMS outcomes for an ASWR student will be recorded either at 12 months after ASWR if the student does not return to the program or at final separation if the student resumes participation in the program.

The following summarizes how specific circumstances are recorded on the OMS:

(1) **Student is reinstated back to the Job Corps center before the 12 months end.** Student outcomes will be reported at the time of final separation.

(2) **Student did not return to the Job Corps center within the 12 months.** In this case, at the end of the 12 months, the system will automatically "close out" the ASWR. At that time, the system will determine the student's separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active for CTS providers to enter placement data in CTS. The placement service period will start at the 366th day, and the 6- and 12-month follow-up time frames will be based on the date the student initially reported to work or school.

(3) **Student notifies the center before the end of the 12 months that he or she does not intend to return to the Job Corps center.** In this case, the center will perform "ASWR Early Close-Out" in CIS. The "close-out" date will be

the date the student officially notified the center. At that time, the system will determine the student's separation status and placement services eligibility status. If the student is eligible for placement services, he or she will be active in the CTS system for CTS providers to enter placement data. The 6- and 12-month follow-up time frames will still be based on the placement date reported if the student is employed or enrolled in an education program.

(e) **Deceased Students.** In the event of a student's death, either during or after enrollment in Job Corps, he or she will be removed from applicable performance data pools. If the death occurs during enrollment and the student is separated as a death separation, the student will be removed from *all* Center, CTS, and CTT Report Card outcome pools. For this situation, the student will also be removed from all OA Report Card outcome pools *with the exception* of the pools of the Total Arrivals and, where appropriate, Female Arrivals measures. In the event of death after separation and during the eligible CTS period, the CTS agency should enter the student's death into the CTS system, and the student will be removed from all initial placement measure pools and, when appropriate, from follow-up survey queues. Please note that center and CTS agency staff must adhere to Job Corps policy and federal reporting requirements regarding student deaths.

5. Format of Performance Reports

In PY 2012, there are two report formats for reporting performance for all Report Cards:

(a) **Rolling 12-Month Report:** The rolling 12-month report covers a 12-month reporting period and "rolls over" each month to a new 12-month period. This report is continuous and *does not* begin anew at the start of a new program year.

(b) **Program Year (PY) Cumulative Report:** The PY cumulative report begins with data for the first month of the PY (July) and continues to incorporate monthly data as the PY progresses, culminating with 12 months of data by June 30th of the following year. This report *does* begin anew at the start of a new program year.

Data will continue to be reported using the 12-month rolling format when a new contractor takes over the operation of an existing center. New centers, however, will begin with one month of data and will build up to a rolling report by the 13th month.

6. Effective Date

Data reporting under the PY 2012 system begins on July 1, 2012. The first reports reflecting

PY 2012 outcomes (period ending July 31, 2012) are expected to be issued in August 2012.

E. <u>Additional Policies</u>. Provided below are additional policies in effect for PY 2012:

1. Grace Period for New Job Corps Centers. Prior to PY 2007, new centers were granted a one-year grace period during which they were not held accountable, to the same degree as more established centers, for outcomes and performance results. Effective PY 2007, the grace period for newly opened centers was increased from 1 year to 2 years, primarily to allow sufficient time for students to enroll and progress through all stages of CDSS, and to have student data populate in all performance pools. The grace period was extended to 2 full years based upon average length of stay for all students and for graduates, as well as time required for students to populate the 6- and 12-month follow-up survey pools. The two-year grace period is calculated from the start date of the contract, not when the center enrolls its first student. Performance outcome data will still be captured in the CIS as students enter and are separated, but the center will not be held accountable for purposes of OMS, Performance-Based Service Contracting (PBSC), and Automated Past Effectiveness.

2. Policy for Crediting Transfers to Advanced Training (AT) Programs. Job Corps offers both basic and advanced CTT programs. Graduates are encouraged to enroll in a Job Corps AT program to earn additional industry-recognized credentials and enhance their employability. 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. Please note that <u>this policy does not apply to Advanced Career Training (ACT) transfers</u>.

(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 on-center accomplishments achieved at the sending center, nor can they obtain credit for any on-center measures beyond that of CTT completion and

credential attainment when the student completes the AT program.

In those cases where both the sending center and the AT center are credited for the same measure, the regional total and national total count the credit only once. In other words, the regional and national totals do not double-count credits for one student's accomplishments.

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 or GED attainment, CTT completion, Combination Attainment, Credential Attainment, Average Literacy Gains, and Average Numeracy Gains) upon separation from Job Corps. Additionally, the Minimum Productivity Rule (MPR) for the CTT Report Card will not be adversely impacted when the student enters the AT program at the same center.

Please note for PY 2012, the MPR will be reinstated for informational purposes only.

(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 the Graduate Initial Placement Rate measure. This education placement will in turn be replaced by applicable placement credits if the student is subsequently placed in a job after separating from the AT center.
- The sending center will receive applicable credits for all on-center measures. For PY 2012, this includes:
  - ✓ HSD or GED Attainment Rate;
  - ✓ Career Technical Training (CTT) Completion Rate;
  - ✓ Combination HSD or GED, and CTT Attainment Rate;

- ✓ Average Literacy Gain;
- ✓ Average Numeracy Gain; and
- ✓ Industry-Recognized Credential Attainment Rate.

(2) Credits at Separation, Placement, and Post-Placement. At the time of separation from the AT center:

- The sending center will not receive any credits for on-center measures that are earned while the student is at the AT center.
- The sending center will receive "flow-back" credits as applicable for the placement and post-placement measures. Specifically, if the student is placed in a job after terminating from the AT center, the student will be placed in the sending center's Graduate Average Hourly Wage at Placement and will receive credit as applicable. If the placement is a Job Training Match to the student's training received at the sending center, then the student will also be placed in the sending center's Job Training Match (JTM)/Post-secondary Credit (PSC) pool and will receive credit as applicable. If a student is placed in post-secondary education/training after terminating from the AT center, the student will be placed in the sending center's JTM/PSC pools and will receive credit as applicable.
- For students who respond to the 6-month survey, the student will be put in the sending center's pool for the 6-Month Follow-up Placement Rate measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the 6-Month Average Weekly Earnings measure pool and the sending center will receive credit for the student's earnings as calculated based on the information provided in the survey.
- For students who respond to the 12-month survey, the student will be placed in the sending center's pool for the 12-Month Follow-up Placement Rate measure, and 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 and Credential Attainment Rate measures. The credit for these measures will only be based on the student's accomplishments while at the AT center. For example, if the student completed his or her CTT program at the sending center, but did not complete the trade at the AT center, the AT center would not receive credit for the CTT Completion Rate measure. Similarly, if the student attained a credential linked to his or her CTT program at the sending center, but did not attain a credential at the AT center, the AT center would not receive credit for the Industry-Recognized Credential Attainment Rate measure. However, from the perspective of the Job Corps program, the student will be regarded as a CTT completer (having completed a CTT program at the sending center) and as noted below, will be included in the JTM/PSC pool if he or she is placed in a job or post-secondary education/training after separation.
- The student will not be included in the pool for the HSD/GED Attainment Rate, Combination Attainment Rate, Average Literacy Gain, or Average Numeracy Gain measures at the AT center.
- The AT center will receive credits as applicable for the placement and post-placement measures. Specifically, the student will be placed in the AT center's pools for the Graduate Initial Placement Rate measure, and will receive credit as applicable. If the student is placed in a job or post-secondary education/training, the student will be placed in the JTM/PSC Placement pool for the AT center and the center will receive credits as applicable. If placed in a job, the student will also be placed in the Graduate Average Hourly Wage at Placement pool and the Graduate Full-Time Job Placement Rate pool for the AT center and the center will receive credits as applicable.
- For students who respond to the 6-month follow-up survey, the student will be put in the AT center's pool for the 6-Month Follow-up

Placement Rate measure and will receive credit as applicable for that measure based on the answers to the survey questions. If the placement is a full- or part-time job, the student will be placed in the 6-Month Weekly Earnings measure pool and receive credits for the student's earnings as calculated based on the information provided in the survey.

- For students who respond to the 12-month follow-up survey, the student will be put in the AT center's pool for the 12-Month Follow-up Placement Rate measure, and 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 <u>only</u> center that will receive an automatic education credit for the placement measure. No subsequent center that the student transfers from will receive an automatic placement education credit at the time of the transfer.
- The student will be placed in the CTT completion pool at all subsequent new centers transferred to, regardless of whether a CTT program is completed while at that center. **Note**: If the student transfers back to the sending center, the student will not be placed in that center's CTT completion pool again.
- The first center and all subsequent centers are accountable for post-center measures, regardless of which center the student finally separates from.

3. Policy for Crediting Career Transition Services (CTS) Agencies When CTS-Assigned Students Relocate to a Different Service Area. CTS agencies are responsible for providing placement and transition services to graduates and former enrollees after program separation. 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."

(a) **Former Enrollees.** The policy for CTS agency credit for former enrollees differs from that for graduates since the former enrollee placement window is limited to only three months. For former enrollees, credit is applied as follows:

- If the receiving CTS 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 2012 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 (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).
- If the graduate is placed by the initial CTS 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 (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).
- If neither the initial nor the receiving CTS 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 (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).
- If the initial CTS 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 (JTM/PSC Placement Rate, Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate).

(2) Graduates — Long-Term Placement Measures:

- If the graduate relocates to a new address covered by a different CTS provider with **60 or more calendar days** remaining in their placement window, the receiving 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 Rate and Graduate 6-Month Average Weekly Earnings). If there is no further transfer, the receiving CTS agency is also responsible for the Graduate 12-Month Follow-up Placement Rate 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 Rate and Graduate 6-Month Average Weekly Earnings). If there is no further transfer, the receiving CTS agency is responsible for the Graduate 12-Month Follow-up Placement Rate 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 follow-up survey results (Graduate 12-Month Follow-up Placement Rate).
- 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 follow-up survey results (Graduate 12-Month Follow-up Placement Rate).

(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.

4. **Timelines for Reporting Placement Data.** Per the PRH, Chapter 4, Section 4.5, the timelines surrounding reporting, verifying, and entering placement data are as follows:

(a) **Reported Date:** This is the date the student first enters a placement during their initial placement window, regardless of whether they meet Job Corps' placement definition, and regardless of when the CTS provider first learns of the student's placement. The Reported Date must occur within the placement service window time frame.

Exceptions to the Reported Date policy are currently allowed in the following circumstances:

- If the student enters a placement prior to their separation date, the Reported Date must be recorded as the date following the separation date.
- If the student transfers from one CTS provider to another, the Reported Date cannot be earlier than the transfer date; therefore, if the student is placed prior to the transfer date, the Reported Date must be recorded as the date of transfer.

(b) **Placed Date:** This is the date the student meets the Job Corps definition for

placement, and must be at least 7 calendar days after the Reported Date in order to ensure that the placement criteria have been met.

(c) **Verified Date:** This is the date that documentation is received verifying the placement (including the hours, duration, and/or wage as appropriate**).**

(d) **Approved Date:** This is the date, after all the placement and verification information is entered into the CTS System, that the placement is approved by either a CTS Manager or Coordinator.

Note: In order to be considered a valid placement, the placement verification must be received and reported to the JCDC via the CTS System within 90 days of Placed Date. The Placed Date, Verified Date, and Approved Date are not required to be in the Active Service window. However, the time from the Placed Date to the Approved Date must be 90 days or less.

Note: If the placement is not considered valid because the verification is not received and/or the information is not entered into the CTS system within the above-specified time frame, the CTS provider will not receive the initial placement credit for this student. However, if the student is a graduate, and responds to the follow-up surveys, the CTS agency may receive 6-month and 12-month placement credits.

5. **Placement Upgrades.** Placement upgrades occurring while the student's initial placement window is active will continue to be credited in PY 2012. As in prior years, placement upgrades that occur during the placement window are credited for the short-term CTS measures (JTM/PSC Placement, Former Enrollee Initial Placement, Graduate Initial Placement, Graduate Average Hourly Wage at Placement, and Graduate Full-Time Job Placement Rate). All students (graduates and former enrollees) are eligible for upgrades that occur while their placement windows are active.

Example: A graduate separates from a center and is initially reported placed in a $7.50 per hour, non-JTM, full-time job. Credit for that student is given for the Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement (at $7.50 per hour), and Graduate Full-Time Job Placement Rate in the Center Report Card. During the placement window, the graduate obtains another full-time position that is a JTM and has an hourly wage of $8.00; a placement record for this job should be submitted since the wage increase occurred. Upon submission, the higher

wage and job information replaces the lower, thereby "upgrading" the result for the student. That is, credit for the Graduate Initial Placement Rate, Graduate Average Hourly Wage at Placement and Graduate Full-Time Job Placement Rate is replaced by the $8.00 per hour job, and credit is now also given for the JTM/PSC Placement Rate.

Note: All subsequent placements that occur after the initial placement, yet during the placement window, should be recorded in CDSS for informational purposes, regardless of whether the placement is an upgrade. However, only those placements that are upgrades are credited for the short-term CTS measures.
A chart outlining the placement upgrade hierarchy is attached to Appendices 501a, 501c, and 501d. Upgrades are credited to align the systems with the CTT Report Card, emphasize the importance of continuous progress in the workforce, and encourage JTM and PSC placements.

6. **Filing a Request to Add a Placement Code to the Job Training Match (JTM) Crosswalk.** The process created in PY 2007 for requesting the addition of an O*NET-SOC placement code to the JTM Crosswalk will continue to be available for PY 2012. A request should be submitted only if the current JTM Crosswalk does not already contain a specific placement code that: (a) is the most appropriate O*NET-SOC code to describe a placement outcome, and (b) is directly related to one of the Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code. Please ensure that requests are filed using the PY 2012 version of the Request Form located in Appendices 501a, 501c, and 501d.

7. **Minimum Productivity Rule (MPR).** The Minimum Productivity Rule (MPR) is a measure of efficiency that establishes a benchmark for the number of placements in a program year relative to the investment made in Job Corps' training programs to include facilities, instructors, equipment and other resources on a center for a given number of contracted slots. The MPR requires all CTT programs to place a minimum of 51% of students (CTT completers only) occupying contracted training slots every program year.

The MPR was suspended beginning in PY 2007 to allow time for centers to transition to using more rigorous training guidelines and completion elements reflective of nationally recognized industry standards and credential requirements. **For PY 2012, the MPR will be reinstated for informational purposes only.** The CTT-10 report will contain trade performance data relative to MPR but overall ratings will not be impacted as they were in the past application of the measure. Consistent with the informational aspect of this year's performance in this area, programs failing to meet the MPR threshold will be indicated with an asterisk. MPR data will be collected throughout the year to monitor related outcomes and inform efforts to fully implement this measure in PY 2013.

8. **Military Wage at Placement.** Job Corps uses a standardized hourly military wage rate of $14.67 to record the salary of Job Corps students entering the military. This figure was calculated to reflect the base salary of an E-1 enlistment and the estimated value of several additional non-wage benefits, such as government quarters value, basic subsistence allowance, and clothing allowance.

This rate also accounts for the military base pay percentage increases determined by the House Armed Services Committee, as well as increases in the allowances rates. Correspondingly, the average weekly earnings rate for students who are initially placed in the military and continue to be enlisted at 6 months after initial placement is $650.00. These rates are effective for all students who enter an initial placement (based upon date reported), have a placement upgrade, or who complete the 6-month follow-up survey as of November 2, 2009, or later.

Note: While students who enlist in the military may be eligible for incentive/special pays, bonuses, retirement, vacation, and education assistance, these additional benefits are not included in the calculation of the standardized wage rate in order to ensure a degree of uniformity of measurement with the wages recorded for students who are in civilian positions (which do not include any benefits that may be received, such as free or subsidized medical coverage, subsidized transportation, retirement savings contributions, etc.).

9. **6-Month and 12-Month Follow-up Survey.** Job Corps reports graduate placement and earnings outcomes at 6 and 12 months after initial placement, and collects this data via a survey issued to initially placed graduates. Over the past several years, Job Corps worked with the OMB and ETA to explore alternative means to collect this information, including the use of state wage records. Provided below is a

description of the survey process and requirements:

(a) **Data Validity.** Job Corps is committed to the highest standards of data validity and integrity for all data collected and used in the performance management systems. In particular, this applies to all information obtained from students through the 6- and 12-month post-placement surveys. To ensure the validity and integrity of these data, it is important that all Job Corps staff recognize the policies and procedures that need to be followed when collecting data from human subjects. Provided below is background on the information provided to students when the surveys are administered, followed by examples of behaviors that potentially threaten the validity and integrity of the data.

All research conducted with human subjects must abide by guidelines ensuring that the rights of participants are protected. The Office of Job Corps and the survey research contractors are committed to the ethical conduct of the follow-up survey data collection. This includes providing participants with information about the survey and their rights as participants so that they can make an informed decision about whether to participate. The survey is voluntary, which means that participants have the right to refuse to participate and must not be subject to coercion or otherwise made to feel that a benefit of the program will be denied to them if they do not participate.

(b) **Survey Protocol.** Before beginning the questionnaire, survey staff read each participant a statement of "informed consent" that includes the following guidelines and principles:

- Their participation in the survey is voluntary;
- They have the right to refuse to participate in the survey or to refuse to answer any questions they do not wish to answer;
- Their refusal to participate in the survey will not impact any benefit they are eligible to receive as participants in the Job Corps program; and
- The information they provide will be confidential and will only be used by Job Corps for purposes of program evaluation.

(c) **Prohibited Activities.** To ensure that participation in Job Corps' follow-up survey remains voluntary and that Job Corps program staff 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, survey results should never be used to give or deny students any payments, awards, or benefits for which they are otherwise eligible.
- Instructing students that they should not participate in the survey unless they are employed or in school is inappropriate and would lead to invalid measures of program performance.
- Coaching students on their responses, such as by providing or suggesting "correct" or "incorrect" answers to questions is inappropriate.
- Listening in on the telephone while the student takes a confidential survey is inappropriate. If former students call the survey line from a counselor's office, the counselor should leave the room so that the participant can answer the survey in private.
- Requesting students whose responses to the survey resulted in zero credit to call the survey line and take the survey over again is inappropriate. Moreover, if a student has already completed the survey, the Survey Contractor will not administer a second survey. **Note**: If a student's survey resulted in no credit and the center or CTS agency believes the student was in a qualified placement, the appropriate step is to file an appeal.
- Withholding known contact information for students who do not currently have a Job Corps-valid job or educational placement is inappropriate and will lead to invalid outcome measures.

The Office of Job Corps actively responds to violations of this policy. Consequences for unethical or fraudulent contact would include:

- Dismissal of the responsible contractor staff;

- Invalidation of any credits received for the 6-month and/or 12-month follow-up surveys (as applicable) in the Center, CTS, and CTT Report Cards;
- Administrative movement of the contractor to the bottom of the Report Cards, affecting their performance and incentive bonus, as well as their internal scores for earning future contracts; and/or
- Cancellation of the contract.

Note: These or similar repercussions may be imposed when such behavior is identified.

(d) **Appeal Process.** The Office of Job Corps has developed an appeals procedure for the 6- and 12-month follow-up placement and earnings measures. Appeals of these outcomes can be made by the center from which the student separated, the CTS 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 a center or CTS verification form, school/training institution transcript, or *The Work Number)* ***only if*** the documentation details the student's employment information in such a way as to meet Job Corps' placement requirements that corresponds to the student's applicable survey week. The appeal form and the documentation are to be faxed to (202) 693-2764, scanned/e-mailed, or mailed to:

U.S. Department of Labor/Office of Job Corps
200 Constitution Avenue, NW, Room N-4507
Washington, DC 20210
Attention: Program Performance Team

Appeals must be submitted by Close of Business (COB), 2 working days prior to the last working day of the month in order to be processed within that month.

The following timetable outlines the dates during which appeals must be

received by the National Office, Program Performance Team, in order to be processed for each month in PY 2012:

Appeals for:	Received from	To COB
July 2012	6/27/12	7/26/12
August 2012	7/27/12	8/28/12
September 2012	8/29/12	9/25/12
October 2012	9/26/12	10/26/12
November 2012	10/27/12	11/27/12
December 2012	11/28/12	12/26/12
January 2013	12/27/12	1/28/13
February 2013	1/29/13	2/25/13
March 2013	2/26/13	3/26/13
April 2013	3/27/13	4/25/13
May 2013	4/26/13	5/28/13
June 2013	5/29/13	6/25/13

The Office of Job Corps will review the appeal form and supporting documentation (according to the timetable above) and reach a decision on whether or not to grant credit for the 6- and/or 12-month follow-up placement and earnings measures. Approved appeal information is forwarded to the Job Corps Data Center (JCDC) the last working day of each month. Outcomes of the approved appeal information will then be incorporated in subsequent performance reports. Notifications of outcomes for all processed appeals will be e-mailed by the Office of Job Corps to the appealing entity in the month following processing. For example, notifications for appeals processed in July will be e-mailed in August.

Please ensure that appeals are filed using the PY 2012 version of the Appeals Form located in Appendices 501a, 501c, and 501d.

F. **Data Integrity.** Job Corps' performance management system is comprehensive. It is the basis not only for Job Corps' national performance reporting, but also for continuous program improvement and performance-based contracting. In order to maintain the highest level of data integrity, the Office of Job Corps has established a Data Integrity Audit (DIA) system to ensure the validity and reliability of the information supporting the performance

management systems. Using targeted samples, DIAs identify and report on specific instances of improperly reported or anomalous data, as well as on management practices that could potentially affect data integrity. The Office of Job Corps conducts DIAs on center records pertaining to HSD/GED attainment, CTT completion, student leave, and CTS agency records. All validated errors and discrepancies are corrected, and regional offices impose liquidated damages as appropriate. As a system, each level of program staff is responsible for the integrity of the data it generates, collects, or records. As a program, the Office of Job Corps continues to conduct rigorous DIAs, and remains vigilant and responsive to all data integrity issues.

G. **Major Changes for PY 2012.** Provided on the following pages are summary tables depicting the major changes that affect the PY 2012 performance management system. See Appendices 501a, 501b, 501c, and 501d for specific information on the individual outcome measurement systems, including changes, for PY 2012.

PY 2012 CENTER REPORT CARD					
Measure	**Definition**	**Goals**		**Weights**	
		PY 11	**PY 12**	**PY 11**	**PY 12**
Direct Center Services – 50%					
High School Diploma (HSD) or General Educational Development (GED) Attainment Rate*	No. of Students who attain either a HSD or GED No. of Students without a HSD or GED at entry	55%	**60%**	15%	**15%**
Career Technical Training Completion Rate	No. of Students who complete a Career Technical Training program No. of Separated Students	60%	**65%**	15%	**15%**
Combination High School Diploma (HSD) or General Educational Development (GED), and Career Technical Training (CTT) Attainment Rate*	No. of Students who complete a Career Technical Training program and attain either a HSD or GED No. of Students without a HSD or GED at entry	45%	**50%**	5%	**5%**
Average Literacy Gain*	Sum of Grade Level Equivalent gains attained 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	2.5 GLE	**2.75 GLE**	5%	**5%**
Average Numeracy Gain*	Sum of Grade Level Equivalent gains attained 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	2.5 GLE	**2.75 GLE**	5%	**5%**
Career Technical Training Industry-Recognized Credential Attainment Rate	No. of Career Technical Training Students who attain an approved industry-recognized credential or complete an NTC program No. of Students Assigned to a Career Technical Training program	50%	**80%**	5%	**5%**
Short-Term Career Transition Services – 32.5%					
Career Technical Training Completer Job Training Match/Post-secondary Credit Placement Rate	No. of Career Technical Training program completers placed in a training-related job, the military, or post-secondary education/training No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training	75%	**75%**	5%	**5%**
Former Enrollee Initial Placement Rate	No. of Former Enrollees placed in a job, the military, or education/training No. of Former Enrollees whose placement records are due or received	50%	**50%**	5%	**5%**
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, or education/training or who transfer to an Advanced Training program at another center No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	**90%**	15%	**15%**
Graduate Average Hourly Wage at Placement*	Sum of hourly wages of Graduates placed in a job or the military No. of Graduates placed in a job or the military	$9.50	**$9.70**	7.5%	**7.5%**
Graduate Full-Time Job Placement Rate	No. of Graduates placed in a full-time job or the military No. of Graduates placed in a job or the military	80%	**80%**	0%	**0%**
Long-Term Career Transition Services – 17.5%					
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%	**70%**	10%	**10%**
Graduate 6-Month Average Weekly Earnings*	Sum of weekly earnings of Graduates who report they are in a job, the military, or education/training 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	**$425**	5%	**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%	**70%**	2.5%	**2.5%**
*Model-based goal				**100%**	**100%**

PY 2012 OUTREACH AND ADMISSIONS (OA) REPORT CARD					
Measure	**Definition**	**Goals**		**Weights**	
		PY 11	**PY 12**	**PY 11**	**PY 12**
Quantity/Production – 45%					
Female Arrivals	No. of female arrivals Total female contracted quota	100%	**100%**	25%	**25%**
Total Arrivals	No. of total arrivals Total contracted quota	100%	**100%**	20%	**20%**
Quality/Commitment – 55%					
Arrivals With Level 1 Zero Tolerance (ZT) Non-Separation Rate	No. of Students in the pool who do not separate for a Level 1 ZT infraction under codes 5.1A or 5.2B within the first 30 calendar days or under code 5.2A within the first 45 calendar days All Student arrivals with the opportunity to stay in the program for at least 45 calendar days	98%	**98%**	25%	**25%**
Arrivals With 90-Day Commitment Rate	No. of Students in the pool who stay for 90+ calendar days No. of Student arrivals with the opportunity to stay for at least 90 calendar days	85%	**85%**	25%	**25%**
Graduate Rate	No. of Students who separate as Graduates No. of Separated Students	65%	**70%**	2.5%	**2.5%**
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, or education/training or who transfer to an Advanced Training program at another center No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	**90%**	2.5%	**2.5%**
				100%	**100%**

PY 2012 CAREER TRANSITION SERVICES (CTS) REPORT CARD					
Measure	**Definition**	**Goals**		**Weights**	
		PY 11	**PY 12**	**PY 11**	**PY 12**
Short-Term Career Transition Services – 60%					
Career Technical Training Completer Job Training Match/Post-secondary Credit Placement Rate	No. of Career Technical Training program completers placed in a training-related job, the military or post-secondary education/training / No. Career Technical Training program completers placed in a job, the military, or post-secondary education/training	75%	**75%**	10%	**10%**
Former Enrollee Initial Placement Rate	No. of Former Enrollees placed in a job, the military, or education/training / No. of Former Enrollees whose placement records are due or received	50%	**50%**	10%	**10%**
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, or education/training, or who transfer to an Advanced Training program at another center / No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	**90%**	25%	**25%**
Graduate Average Hourly Wage at Placement*	Sum of hourly wages of Graduates placed in a job or the military / No. of Graduates placed in a job or the military	$9.50	**$9.70**	15%	**15%**
Graduate Full-Time Job Placement Rate	No. of Graduates placed in a full-time job or the military / No. of Graduates placed in a job or the military	80%	**80%**	0%	**0%**
Long-Term Career Transition Services – 40%					
Graduate 6-Month Follow-up Placement Rate	No. of Graduates who report they are in a job, the military, or education/training on the 6-Month Follow-up Survey / No. of initially placed Graduates who complete the 6-Month Follow-Up Survey	70%	**75%**	20%	**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	**$425**	15%	**15%**
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%	**70%**	5%	**5%**
*Model-based goal				**100%**	**100%**

PY 2012 CAREER TECHNICAL TRAINING (CTT) REPORT CARD					
Measure	**Definition**	**Goals**		**Weights**	
		PY 11	**PY 12**	**PY 11**	**PY 12**
Career Technical Training Program Completion Rate	No. of Students who complete a Career Technical Training program No. of Separated Students assigned to a Career Technical Training program	75%	**75%**	15%	**15%**
Career Technical Training Industry-Recognized Credential Attainment Rate	No. of Career Technical Training Students who attain an approved industry-recognized credential or complete an NTC program No. of Students Assigned to a Career Technical Training program	50%	**80%**	5%	**5%**
Career Technical Training Completer Placement Rate	No. of Career Technical Training completers placed in a job, the military, or education/training, or who transfer to an Advanced Training program at another center No. of Career Technical Training completers whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	**90%**	20%	**20%**
Career Technical Training Completer Average Hourly Wage at Placement	Sum of hourly wages of Career Technical Training completers placed in a job or the military No. of Career Training Completers placed in a job or the military	$9.50	**$9.85**	10%	**10%**
Career Technical Training Completer Full-Time Job Placement Rate	No. of Career Technical Training completers placed in a full-time job or the military No. of Career Technical Training completers placed in a job or the military	80%	**80%**	0%	**0%**
Career Technical Training Completer Job Training Match/Post-secondary Credit Placement Rate	No. of Career Technical Training completers placed in a training-related job, the military, or post-secondary education/training No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training	75%	**75%**	10%	**10%**
Career Technical Training Completer Job Training Match Average Wage	Sum of Hourly Wages of Career Technical Training completers placed in a Training-Related Job or the Military No. of Career Technical Training program completers placed in a training-related job or the military	$10.00	**$10.40**	5%	**5%**
Career Technical Training Completer 6-Month Follow-up Placement Rate	No. of initially placed Career Technical Training completers who report they are in a job, the military, or education/training on the 6-Month Follow-up Survey No. of initially placed Career Technical Training completers who complete the 6-Month Follow-up Survey	70%	**70%**	15%	**15%**
Career Technical Training Completer 6-Month Follow-up Average Weekly Earnings	Sum of weekly earnings of initially placed Career Technical Training completers who report they are in a job or the military on the 6-Month Follow-up Survey No. of Career Technical Training completers who report they are in a job or the military on the 6-Month Follow-up Survey	$425	**$425**	15%	**15%**
Career Technical Training Completer 12-Month Follow-up Placement Rate	No. of initially placed Career Technical Training completers who report they are in a job, the military, or education/training on the12-Month Follow-up Survey No. of initially placed Career Technical Training completers who complete the 12-Month Follow-up Survey	70%	**70%**	5%	**5%**
				100%	**100%**

APPENDIX 501a

POLICIES AND PROCEDURES
FOR PY 2012
CENTER OUTCOME MEASUREMENT SYSTEM
AND
CENTER QUALITY ASSESSMENT

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I. CENTER REPORT CARD FOR PY 2012

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 Program Year (PY) 2012 Outcome Measurement System (OMS) Report Cards.

A. **Overview**. The Center Report Card is one of two systems that assess Job Corps center performance. The Center Report Card measures and accounts for performance across all Job Corps centers. This system collects and evaluates data regarding students' academic and Career Technical Training (CTT) attainments, placements, and continued placement at 6 and 12 months following the initial placement. The performance measures (also known as metrics) are derived from Workforce Investment Act of 1998 (WIA) and Common Performance Measures requirements, as well as U.S. Department of Labor (DOL) priorities.

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 2012 Changes in Appendix 501a**. Provided below is a description of changes to the Center Report Card for PY 2012.

In PY 2012, the performance measures and weights for the Center Report Card will remain intact. However, performance goals in select measures are being minimally increased. Job Corps center performance in PY 2011 improved significantly over previous years. In fact, performance far exceeded goals in several categories. In PY 2012, goals are being adjusted to recalibrate the measurement system and reestablish progressive, yet attainable, goals.

Changes in the PY 2012 Center Report Card are as follows:

1. **High School Diploma (HSD) or General Educational Development (GED) Attainment:** For PY 2012, the goal for HSD or GED Attainment is increased from 55% to 60%. Centers and regions have model-based goals for this measure.
2. **Career Technical Training (CTT) Completion Rate:** For PY 2012, the goal for CTT Completion is increased from 60% to 65%.

3. **Combination High School Diploma (HSD) or General Educational Development (GED), and Career Technical Training (CTT) Attainment Rate:** For PY 2012, the goal for the Combo HSD or GED and CTT rate is increased from 45% to 50%. Centers and regions have model-based goals for this measure.
4. **Average Literacy Gain:** For PY 2012, the goal for Average Literacy Gain is increased from 2.5 Grade Level Equivalents (GLEs) to 2.75 GLEs. Centers and regions have model-based goals for this measure.
5. **Average Numeracy Gain:** For PY 2012, the goal for Average Numeracy Gain is increased from 2.5 GLEs to 2.75 GLEs. Centers and regions have model-based goals for this measure.
6. **Career Technical Training (CTT) Industry-Recognized Credential Attainment Rate:** The Industry-Recognized Credential Attainment Rate measure was introduced in PY 2010 for informational purposes only in order to allow centers time to establish baselines and track their progress in meeting goals. The initial goal of 50% was based on historical data for PY 2010; actual performance during PY 2011 far exceeded the goal. For PY 2012, the goal for Industry-Recognized Credential Attainment is increased from 50% to 80%.
7. **Graduate Average Hourly Wage at Placement:** In PY 2012, the goal for Graduate Average Hourly Wage at Placement is increased from $9.50 per hour to $9.70 per hour. Centers and regions have model-based goals for this measure.

Provided on the next page is a summary table outlining the PY 2012 Center Report Card.

PY 2012 CENTER REPORT CARD			
Measure	**Definition**	**Goal**	**Weight**
Direct Center Services – 50%			
High School Diploma (HSD) or /General Educational Development (GED) Attainment Rate*	No. of Students who attain either a HSD or GED No. of Students without a HSD or GED at entry	60%	15%
Career Technical Training Completion Rate	No. of Students who complete a Career Technical Training program No. of Separated Students	65%	15%
Combination High School Diploma (HSD) or General Educational Development (GED), and Career Technical Training (CTT) Attainment Rate*	No. of Students who complete a Career Technical Training program **and** attain either a HSD or GED No. of Students without a HSD or GED at entry	50%	5%
Average Literacy Gain*	Sum of Grade Level Equivalent gains attained 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	2.75 GLE	5%
Average Numeracy Gain*	Sum of Grade Level Equivalent gains attained 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	2.75 GLE	5%
Career Technical Training Industry-Recognized Credential Attainment Rate	No. of Career Technical Training Students who attain an approved industry-recognized credential or complete an NTC program No. of Students Assigned to a Career Technical Training program	80%	5%
Short-Term Career Transition Services – 32.5%			
Career Technical Training Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate	No. of Career Technical Training program completers placed in a training-related job, the military, or post-secondary education/training No. Career Technical Training program completers placed in a job, the military, or post-secondary education/training	75%	5%
Former Enrollee Initial Placement Rate	No. of Former Enrollees placed in a job, the military, or education/training No. of Former Enrollees whose placement records are due or received	50%	5%
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, or education/training or who transfer to an Advanced Training program at another center No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	15%
Graduate Average Hourly Wage at Placement*	Sum of hourly wages of Graduates placed in a job or the military No. of Graduates placed in a job or the military	$9.70	7.5%
Graduate Full-Time Job Placement Rate	No. of Graduates placed in a full-time job or the military No. of Graduates placed in a job or the military	80%	0%
Long-Term Career Transition Services – 17.5%			
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%	10%
Graduate 6-Month Average Weekly Earnings*	Sum of weekly earnings of Graduates who report they are in a job, the military, or education/training 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*			**100%**

C. Impact of Level 1 Zero Tolerance (ZT) Separations on the Center Report Card. Students who separate due to Level 1 ZT infractions under code 5.1A or code 5.2B in 30 days or less, or under code 5.2A 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.

The list of 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).

D. Direct Center Services Measures. Provided below is a description of the on-center, or direct center services, performance measures.

1. High School Diploma (HSD) or General Educational Development (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 diploma. This measure supports the mission of Job Corps, as the achievement of an academic credential is linked to enhanced employment opportunities.

Pool: All separated students without a HSD or GED at entry into Job Corps (excluding 30/45 day Level 1 ZTs).

Measure: The percentage of separated 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.

Goal: The national goal is 60%; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the abilities of students at entry and unique barriers to GED testing) that have been shown to impact their outcomes for this

measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Attachment 1 for a template of the factors utilized in the models and for specific goals.

Weight: 15%

Formula: $\frac{\text{Number of Students who attain either a HSD or GED}}{\text{Number of Students without a HSD or GED at entry}}$

2. **Career Technical Training (CTT) Completion Rate.** The Career Technical Training (CTT) Completion Rate measure also occurs during the CDP of the CDSS. During this time, intensive instruction is provided to assist students in completing a CTT program. This measure is important to ensure placement success, and also supports the mission of Job Corps to provide students with the necessary skills and education to become employable in the 21st century economy.

Pool: All students who separate from the program (excluding 30/45 day Level 1 ZTs).

Measure: The percentage of separated students who have completed a CTT program.

Goal: The national goal is 65%.

Weight: 15%

Formula: $\frac{\text{Number of Students who complete a Career Technical Training program}}{\text{Number of Separated Students}}$

3. **Combination High School Diploma (HSD) or General Educational Development (GED), and Career Technical Training (CTT) Attainment Rate.** This indicator encourages the completion of both academic and CTT programs as a basis for long-term success in employment, and recognizes the additional effort required of the center and the student to achieve both.

Pool: All separated students without a HSD or GED at entry into Job Corps (excluding 30/45 day Level 1 ZTs).

Measure: The percentage of separated students who complete a CTT program **and** attain either a HSD or GED while enrolled in Job Corps.

Goal: The national goal is 50%; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the abilities of students at entry and unique barriers to GED testing) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Attachment 1 for a template of the factors utilized in the models and for specific goals.

Weight: 5%

Formula:

$$\frac{\text{Number of Students who complete a Career Technical Training program } \textbf{and} \text{ attain either a HSD or GED}}{\text{Number of Students without a HSD or GED at entry}}$$

4. 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 Learner (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 Tests of Adult Basic Education (TABE) score of 552 (751 in the TABE Español test, levels E and M)—which corresponds to a Grade Level Equivalent (GLE) of 8.0—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 calendar days on center.

Measure: The average of all of the positive GLE gains (negative gains will be counted as a zero gain) 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: The national goal is 2.75 GLE; centers and regions have model-based goals for this measure. A model statistically adjusts each

center's goal to account for factors beyond the operator's control, such as differences in students' academic abilities at entry, that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Attachment 1 for a template of the factors utilized in the models and for specific goals.

Weight: 5%

Formula:

$$\frac{\text{Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE reading test}}{\text{Number of Students who score 552 or lower on the initial TABE reading test and Students who do not take a valid initial reading test during the first 21 days on center}}$$

Note: For crediting purposes, initial TABE tests must be administered within the first 21 calendar days on center. **Note:** Summer and winter breaks and time separated under medical separation with reinstatement rights (MSWR) and administrative separations with reinstatement rights (ASWR) do not count toward the 21 calendar day count. 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).

GLEs range from 0.0 to 12.9 and each GLE is linked to a specific scale score. A gain is made when a student attains a higher GLE on a follow-up TABE test than the GLE of their initial TABE test; credit is given for the difference between the GLE of the highest follow-up TABE test score and the GLE of the initial TABE test. For example, moving from a GLE of 7.2 on the initial TABE test to a GLE of 8.5 on the highest subsequent TABE test equals a 1.3 credit for that student. If the student's highest subsequent TABE

test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

5. **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 a Grade Level Equivalent (GLE) of 8.0 — 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 of the positive GLE gains (negative gains will be counted as a zero gain) 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: The national goal is 2.75 GLE; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control, such as differences in students' academic abilities at entry, that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Attachment 1 for a template of the factors utilized in the models and for specific goals.

   Weight: 5%

Formula: Sum of Grade Level Equivalent gains attained on the highest valid subsequent TABE math test / Number of Students who score 551 or lower on the initial TABE math test and Students who do not take a valid initial math test during the first 21 days on center

Note: For crediting purposes, initial TABE tests must be administered within the first 21 days on center. **Note:** Summer and winter breaks and time separated under MSWR and ASWR do not count toward the 21 calendar day count. 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).

GLEs range from 0.0 to 12.9 and each GLE is linked to a specific scale score. A gain is made when a student attains a higher GLE on a follow-up TABE test than the GLE of their initial TABE test; credit is given for the difference between the GLE of the highest follow-up TABE test score and the GLE of the initial TABE test. For example, moving from a GLE of 7.2 on the initial TABE test to a GLE of 8.5 on the highest subsequent TABE test equals a 1.3 credit for that student. If the student's highest subsequent TABE test result is lower than the initial TABE test result, a 0 credit will be given for that student. The center's average gain is then calculated by dividing the sum of all credits received (including zero gains) by the number of students in the pool.

6. Career Technical Training Industry-Recognized Credential Attainment Rate. This measure also occurs during the CDP of the CDSS. With the alignment of training programs with industry-based standards, Job Corps has begun placing increased emphasis on providing students with opportunities to receive industry-recognized credentials that will lead to better employment opportunities. The measure supports the mission of Job Corps to provide students

with the necessary skills and education to become employable in the 21st century economy, and also aligns the OMS with a new national reporting mandate that requires Job Corps to report on the number of credentials attained by its students.

Pool: All students who are assigned to a CTT program (excluding 30/45 day Level 1 ZTs).

Measure: The percentage of separated students who have attained an approved industry-recognized credential that is linked to their CTT program or students who have completed a training program offered by a National Training Contractor (NTC).

Goal: The national goal is 80%.

Weight: 5%

Formula:

$$\frac{\text{Number of Career Technical Training Students who attain an approved industry-recognized credential or Students who complete an NTC program}}{\text{Number of Students Assigned to a Career Technical Training program}}$$

E. Short-Term Career Transition Services Measures. Provided below is a description of the post-center, short-term career transition services performance measures. The following criteria apply to these measures:

- The federal minimum wage requirement applies for all states (except for Puerto Rico, U.S. Virgin Islands, and U.S. 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 timelines 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 Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate.** In PY 2005, a Job Training Match (JTM) Placement rate measure, crediting CTT completers initially placed in training-related jobs or the military, was added into the Center Report Card. The measure 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 that enter a post-secondary education or post-secondary training as Post-secondary Credit (PSC). In 2010, 2011, and 2012, the Office of Job Corps issued revised versions of the JTM Crosswalk to refine alignment with O*NET-SOC, the industry-recognized national occupational database.

Pool: All CTT completers placed in a job or the military, or who enter post-secondary education or post-secondary training.

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, post-secondary education, or post-secondary training.

Goal: The national goal is 75%.

Weight: 5%

Formula:

$$\frac{\text{Number of Career Technical Training program completers placed in a training-related job, the military, post-secondary education, or post-secondary training}}{\text{Number of Career Technical Training program completers placed in a job, the military, post-secondary education, or post-secondary training}}$$

The process created in PY 2007 for requesting the addition of an O*NET-SOC placement code to the JTM Crosswalk will continue to be available for PY 2012. A request should be submitted only if the current JTM Crosswalk does not already

contain a specific placement code that: (a) is the most appropriate O*NET-SOC code to describe a placement outcome, and (b) is directly related to one of the Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code. Please see Attachment 5 for the request form and instructions.

2. **Former Enrollee 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 students who graduate from the program.

Pool: All former enrollees whose initial placement records are due or received[1].

Measure: The percentage of 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.

Goal: The national goal is 50%.

Weight: 5%

Formula:

$$\frac{\text{Number of Former Enrollees placed in a job, the military, an educational program, or a job/school combination}}{\text{Number of Former Enrollees whose initial placement records are due or received}}$$

3. **Graduate Initial Placement Rate.** The Graduate Initial 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 engagement and retention in the workforce.

Pool: All graduates whose initial placement records are due or received,

[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."*

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 in PRH, Chapter 4, Exhibit 4-1, or who transfer to an approved AT program at another center.

Goal: The national goal is 90%.

Weight: 15%

Formula:

$$\frac{\text{Number of Graduates placed in a job, the military, an educational program, or a job/school combination or who transfer to an approved Advanced Training program at another center}}{\text{Number of Graduates whose initial placement records are due or received or who transfer to an approved Advanced Training program at another center}}$$

4. Graduate Average Hourly Wage at Placement. The Graduate Average Hourly 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 self-sufficiency.

Pool: All graduates placed in a job or the military according to the Job Corps placement definition in PRH, Chapter 4, Exhibit 4-1.

Measure: The average hourly wage of graduates in the pool associated with their initial or upgrade placement in a job or the military.

Goal: The national goal is $9.70; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Attachment 1 for a template of the factors utilized in the models and for specific goals.

Weight: 7.5%

Formula:

$$\frac{\text{Sum of hourly wages of Graduates placed in a job or military}}{\text{Number of Graduates placed in a job or military}}$$

5. **Graduate Full-Time Job Placement Rate.** The status of job placements as part-time and full-time is required to be reported under WIA. This measure also serves to reinforce the importance of ensuring graduates are placed in gainful employment with long-term attachment to the workforce and a defined career path.

Pool: All graduates placed in a job or the military according to the Job Corps placement definition in PRH, Chapter 4, Exhibit 4-1.

Measure: The percentage of graduates in the pool who are placed in a full-time job or the military.

Goal: The national goal is 80%.

Weight: 0%

Formula:

$$\frac{\text{Number of Graduates placed in a full-time job or military}}{\text{Number of Graduates placed in a job or military}}$$

F. **Long-Term Career Transition Services Measures.** Provided below is a description of the post-center, long-term career transition services performance 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 in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in PRH, Chapter 4, Exhibit 4-1) during the week prior to the survey.

Goal: The national goal is 70%.

Weight: 10%

Formula:

$$\frac{\text{Number of initially placed Graduates who report they are in a job, the military, an educational program, or a job/school combination on the 6-Month Follow-up Survey}}{}$$

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 or in the military (that meets the Job Corps placement definition in PRH, Chapter 4, Exhibit 4-1).

Measure: The average weekly earnings of placed graduates in the pool.

Goal: The national goal is $425; centers and regions have model-based goals for this measure. A model statistically adjusts each center's goal to account for factors beyond the operator's control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each center, and adjusts the national goal accordingly for that center, to set a center-specific goal. See Attachment 1 for a template of the factors utilized in the models and for specific goals.

Weight: 5%

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 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 in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in PRH, Chapter 4, Exhibit 4-1) during the week prior to the survey.

Goal: The national goal is 70%.

Weight: 2.5%

Formula:

$$\frac{\text{Number of Graduates who report they are in a job, the military, an education/training program, or a job/college combination on the 12-Month Follow-up Survey}}{\text{Number of initially placed Graduates who complete the 12-Month Follow-up Survey}}$$

G. **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, where available, have been conducted to assist in establishing reasonable and attainable goals for the system.

The following measures have *national* goals:

- Career Technical Training (CTT) Completion Rate;
- CTT Industry-Recognized Credential Attainment Rate;
- CTT Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate;
- Former Enrollee Initial Placement Rate;
- Graduate Initial Placement Rate;
- Graduate Full-Time Job 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 or GED Attainment Rate;
- Combination HSD or GED, and CTT Attainment Rate;
- Average Literacy Gain;
- Average Numeracy Gain;
- Graduate Average Hourly Wage at Placement; and
- Graduate 6-Month Average Weekly Earnings.

Details regarding model-based goals can be found in the PRH, Chapter 5, Appendix 501, Introduction, D.2.(b).

H. **Weights**. A weight is assigned to each measure to reflect: 1) areas of emphasis in

centers' accountability for achieving positive student outcomes; 2) the importance attached to each measure; and 3) the number of students in the pool for each measure.

The weighting scheme of the Center Report Card remains intact for PY 2012. As indicated in the summary table, the Center Report card remains evenly balanced at 50% between Direct Center Services (on-center measures) and Short-Term/Long-Term Career Transition Services (post-center measures).

I. **Overall Rating**. Results across each of the 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 2012

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 (On-Board Strength [OBS]);
- The center quality rating (Quality Rating [QR]) based on an on-site review by a team of federal representatives; and
- Students' perception of safety (Student Satisfaction Survey [SSS]).

The results of each center's OBS, QR, and SSS stand alone; there is no aggregation of performance results across 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 percent 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 (QIs) and strategies for assessing the quality in each area of the PRH. The center is given a score of 0 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 4.0 or above is considered satisfactory.

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 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 to all students enrolled in Job Corps, including new arrivals, and is available in both English and Spanish. Beginning in August 2008, per Job Corps Program Instruction 08-06, the frequency of SSS administration was reduced from

quarterly to *semi-annually*, and is now administered in September and March.

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 on the day of the survey 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 the survey protocol is followed explicitly. Every 6 months, staff must carefully read the instructions and materials to ensure their familiarity with the protocol for that semi-annual 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 occur 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 semi-annual 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 semi-annually 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., six 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 seven 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 seven 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	Never or Not in the Last Month	Once or Twice

between students on center?		
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 Office of Job Corps is responsible for establishing national policy for the Job Corps center performance measurement system; providing center-specific HSD/GED Attainment, Combination Attainment, Average Literacy and Numeracy Gains, Graduate Hourly Average Wage, and Graduate 6-Month Weekly 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.

Regional Offices use center performance pursuant to the Center Report Card and Center Quality Assessment to make contract recommendations. 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 will also be taken into account in procurement-related decisions.

C. **Center Operators**. Center operators, including the U.S. Department of Agriculture, Forest Service, 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).

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).** 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 Center Quality Assessment components (OBS, SSS, and QR) 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, 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 2012 Center Goals for HSD/GED Rate, Combination HSD/GED/CTT Rate, Average Literacy Gain, Average Numeracy Gain, Graduate Average Wage, and Graduate 6-Month Average Weekly Earnings

Center		HSD/GED	Combination HSD/GED/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
	National Goals	60.0	50.0	2.75	2.75	$9.70	$425
10100	Grafton	61.0	50.5	2.69	2.79	$10.26	$441
10200	Northlands	58.6	48.4	2.80	2.74	$10.36	$455
10300	Penobscot	60.0	48.9	2.73	2.77	$9.80	$433
10400	Westover	58.7	49.1	2.71	2.74	$10.22	$441
10500	New Haven	53.1	45.0	2.62	2.76	$9.98	$423
10600	Loring	63.5	52.1	2.77	2.75	$10.11	$447
10700	Shriver	67.7	54.2	2.81	2.76	$10.56	$451
10800	Exeter	61.3	49.7	2.74	2.78	$9.89	$432
10900	Hartford	53.1	45.1	2.69	2.75	$10.32	$428
20100	Arecibo	67.3	60.8	7.58	6.31	$7.79	$327
20200	Barranquitas	68.0	61.1	7.64	6.35	$7.61	$325
20300	Cassadaga	55.9	46.9	2.69	2.76	$9.48	$418
20400	Delaware Valley	57.3	48.3	2.69	2.72	$9.49	$406
20500	Edison	58.2	48.8	2.71	2.76	$9.71	$418
20700	Glenmont	55.4	46.5	2.69	2.76	$9.47	$412
20800	Iroquois	52.0	44.5	2.75	2.75	$9.55	$420
20900	Oneonta	55.0	46.2	2.64	2.71	$9.76	$429

Center		HSD/GED	Combination HSD/GED/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
21000	Ramey	67.0	60.4	7.54	6.35	$7.42	$323
21100	South Bronx	57.2	48.3	2.77	2.76	$9.61	$416
30100	Blue Ridge	61.2	51.2	2.65	2.82	$9.58	$411
30200	Charleston	59.1	49.7	2.77	2.77	$9.61	$413
30400	Flatwoods	62.6	51.9	2.76	2.75	$10.10	$456
30500	Harpers Ferry	62.4	51.4	2.74	2.77	$10.00	$423
30600	Keystone	59.9	49.9	2.72	2.78	$9.69	$420
30700	Old Dominion	58.2	48.8	2.73	2.76	$9.71	$425
30800	Philadelphia	62.0	51.4	2.74	2.79	$9.60	$405
30900	Pittsburgh	62.1	51.3	2.75	2.78	$9.82	$425
31000	Potomac	61.5	51.2	2.77	2.74	$10.05	$441
31100	Red Rock	61.7	50.8	2.76	2.75	$9.58	$427
31200	Woodland	57.5	48.7	2.71	2.76	$9.82	$419
31300	Woodstock	57.9	48.9	2.77	2.74	$9.86	$431
31500	Carl D.Perkins	67.5	54.5	2.87	2.71	$9.58	$425
31600	Earle C. Clements	60.9	51.0	2.74	2.76	$9.78	$442
31700	Frenchburg	56.8	48.0	2.69	2.76	$9.49	$411
31800	Great Onyx	61.7	51.1	2.74	2.73	$9.73	$433
31900	Pine Knot	64.5	52.7	2.71	2.77	$9.85	$452
32000	Whitney Young	59.1	49.6	2.77	2.75	$9.47	$416
32100	Muhlenberg	60.8	50.9	2.73	2.78	$9.80	$442
32200	Wilmington	58.8	48.6	2.63	2.74	$9.73	$409
40100	Atlanta	60.3	50.4	2.67	2.77	$9.39	$401
40200	Bamberg	63.1	52.2	2.70	2.76	$9.47	$418

Center		HSD/GED	Combination HSD/GED/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
40300	Finch-Henry	54.7	47.2	2.73	2.71	$9.06	$401
40400	Brunswick	58.8	49.6	2.71	2.74	$9.46	$417
40800	Gainesville	55.5	46.7	2.69	2.76	$9.42	$416
41000	Gulfport	60.4	50.6	2.68	2.74	$9.43	$415
41100	Jacksonville	62.0	51.5	2.68	2.78	$9.55	$420
41200	Jacobs Creek	61.4	51.0	2.75	2.74	$9.80	$446
41300	Kittrell	58.2	48.4	2.69	2.74	$9.36	$401
41500	Lyndon Johnson	54.5	46.1	2.72	2.73	$9.65	$428
41600	Miami	60.0	50.1	2.69	2.77	$9.28	$396
41700	Mississippi	56.3	47.8	2.71	2.73	$9.08	$394
41800	Oconaluftee	63.2	51.2	2.94	2.68	$9.43	$415
42000	Schenck	60.0	49.3	2.71	2.74	$9.93	$461
42100	Turner	59.9	50.1	2.70	2.74	$9.55	$423
42400	Gadsden	60.6	50.4	2.68	2.76	$9.10	$395
42500	BL Hooks/Memphis	55.0	47.3	2.69	2.74	$9.60	$426
42600	Montgomery	56.5	48.2	2.69	2.74	$9.23	$406
42700	Homestead	57.0	48.2	2.77	2.75	$9.36	$410
42800	Pinellas County	58.8	49.3	2.73	2.77	$9.43	$415
50100	Atterbury	62.9	51.8	2.75	2.75	$9.64	$425
50200	Blackwell	61.2	50.4	2.73	2.70	$10.00	$447
50300	Cincinnati	57.9	49.2	2.68	2.77	$9.49	$411
50400	Cleveland	56.2	47.9	2.76	2.76	$9.41	$407
50500	Dayton	62.2	51.6	2.71	2.77	$9.48	$412
50600	Detroit	54.3	46.6	2.64	2.79	$9.29	$394

Center		HSD/GED	Combination HSD/GED/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
50700	Golconda	59.6	49.6	2.68	2.70	$10.00	$464
50800	Gerald R. Ford	55.4	47.0	2.71	2.77	$9.08	$392
50900	Hubert H. Humphrey	61.4	51.1	2.81	2.77	$9.76	$423
51000	Joliet	62.1	51.3	2.67	2.74	$9.58	$410
51100	Flint/Genesee	56.2	47.7	2.68	2.78	$9.25	$405
51200	Paul Simon Chicago	63.5	52.2	2.65	2.73	$9.81	$427
51300	Milwaukee	59.4	49.7	2.63	2.75	$9.57	$418
51400	Ottumwa	59.4	49.7	2.70	2.75	$9.57	$418
60100	Albuquerque	61.2	50.6	2.68	2.72	$9.65	$428
60200	Cass	60.2	49.8	2.66	2.77	$9.80	$445
60300	David Carrasco	57.2	47.9	2.90	2.69	$8.70	$389
60400	Gary	60.9	50.6	2.79	2.74	$9.72	$430
60500	Guthrie	61.2	50.4	2.77	2.75	$9.50	$417
60600	Laredo	46.3	41.0	2.95	2.64	$8.21	$373
60700	Little Rock	57.4	48.2	2.67	2.78	$9.08	$397
60800	North Texas	59.1	49.4	2.77	2.76	$9.58	$413
60900	New Orleans	55.7	47.2	2.68	2.72	$9.35	$398
61000	Ouachita	52.4	44.5	2.82	2.70	$9.68	$436
61100	Roswell	62.3	51.0	2.75	2.72	$9.08	$408
61200	Shreveport	50.9	43.6	2.65	2.65	$8.90	$381
61300	Talking Leaves	68.6	54.6	2.95	2.68	$9.12	$404
61400	Treasure Lake	56.7	47.5	2.84	2.75	$9.52	$421
61500	Tulsa	58.4	48.7	2.80	2.75	$9.41	$415
61600	Carville	56.8	48.2	2.71	2.69	$9.42	$413

Center		HSD/GED	Combination HSD/GED/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
70100	Denison	58.7	48.1	2.74	2.79	$9.62	$429
70200	Excelsior Springs	60.4	49.9	2.64	2.78	$9.73	$429
70300	Mingo	61.1	50.4	2.69	2.69	$9.59	$443
70400	Pine Ridge	55.8	46.5	2.79	2.74	$9.77	$448
70500	St Louis	57.4	48.4	2.72	2.74	$9.64	$422
70600	Flint Hills	56.4	47.2	2.81	2.76	$9.54	$428
80100	Anaconda	65.2	52.8	2.76	2.78	$10.02	$467
80200	Boxelder	67.4	54.1	2.75	2.74	$9.74	$444
80300	Clearfield	64.4	52.7	2.80	2.77	$10.03	$447
80400	Collbran	61.5	50.1	2.70	2.77	$9.79	$426
80500	Kicking Horse	58.8	48.2	2.70	2.77	$9.54	$423
80600	Trapper Creek	63.9	52.0	2.87	2.76	$9.89	$452
80700	Weber Basin	62.0	50.3	2.72	2.80	$9.64	$433
80800	Burdick	63.4	51.5	2.76	2.76	$9.56	$431
90100	Hawaii	61.4	50.9	2.87	2.73	$9.68	$422
90200	Inland Empire	60.5	50.5	2.73	2.80	$10.15	$435
90300	Los Angeles	60.2	50.6	2.82	2.78	$10.26	$422
90400	Phoenix	59.1	49.5	2.76	2.71	$9.59	$420
90500	Sacramento	60.6	50.4	2.78	2.76	$10.49	$450
90600	San Diego	60.0	50.0	2.87	2.75	$10.47	$446
90700	San Jose	61.8	51.2	2.81	2.76	$10.51	$447
90800	Sierra Nevada	61.9	51.4	2.80	2.75	$9.66	$436
90900	Treasure Island	62.6	51.4	2.89	2.75	$10.18	$425
91000	Fred G. Acosta	58.1	48.8	2.80	2.75	$9.45	$419

Center		HSD/GED	Combination HSD/GED/CTT	Literacy Gain	Numeracy Gain	Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
91100	Long Beach	60.5	50.4	2.81	2.77	$10.23	$425
100100	Angell	66.6	53.7	2.76	2.79	$10.60	$471
100200	Cascades	65.3	52.5	2.82	2.76	$10.38	$442
100300	Columbia Basin	67.7	54.0	2.74	2.79	$10.48	$448
100400	Curlew	68.2	54.6	2.79	2.78	$10.77	$478
100500	Fort Simcoe	67.8	54.5	2.82	2.75	$10.56	$470
100600	Centennial	68.1	54.5	2.77	2.77	$10.08	$448
100700	Springdale	63.6	51.9	2.72	2.80	$10.05	$420
100800	Timber Lake	62.9	50.5	2.76	2.79	$10.65	$471
100900	Tongue Point	68.2	54.6	2.83	2.78	$10.62	$460
101000	Wolf Creek	69.3	55.0	2.78	2.78	$10.53	$463
101100	Alaska	59.3	49.1	2.84	2.75	$10.67	$451
	Regional Totals						
1	Boston Region Total	59.3	50.0	2.76	2.74	$9.67	$417
2	Philadelphia Region Total	60.7	50.5	2.74	2.76	$9.74	$428
3	Atlanta Region Total	58.6	49.2	2.71	2.75	$9.42	$413
4	Dallas Region Total	59.9	49.6	2.78	2.74	$9.55	$423
5	Chicago Region Total	59.1	49.4	2.71	2.75	$9.59	$422
6	San Francisco Region Total	62.7	51.5	2.81	2.76	$10.24	$441

Center Model
PY 2012 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	14.0	14.0	0.0	-0.0802	0.0000
% Age 17 at Enrollment	21.7	21.7	0.0	-0.0629	0.0000
% Age 18 at Enrollment	22.3	22.3	0.0	-0.0435	0.0000
Initial TABE					
% Initial Reading TABE Grade Level <3	5.9	5.9	0.0	-0.2367	0.0000
% Initial Reading TABE Grade Level 3-4	14.5	14.5	0.0	-0.2442	0.0000
% Initial Reading TABE Grade Level 5-6	32.4	32.4	0.0	-0.1900	0.0000
% Initial Reading TABE Grade Level 7-8	19.7	19.7	0.0	-0.0977	0.0000
% Initial Reading TABE Grade Level 9-10	17.1	17.1	0.0	-0.0286	0.0000
% Initial Math TABE Grade Level <3	3.5	3.5	0.0	-0.3701	0.0000
% Initial Math TABE Grade Level 3-4	27.5	27.5	0.0	-0.2812	0.0000
% Initial Math TABE Grade Level 5-6	35.8	35.8	0.0	-0.1931	0.0000
% Initial Math TABE Grade Level 7-8	18.3	18.3	0.0	-0.0823	0.0000
% Initial Math TABE Grade Level 9-10	7.4	7.4	0.0	-0.0175	0.0000
Initial TABE Español					
% Initial Reading TABE Grade Level <3 PR	0.9	0.9	0.0	-0.2877	0.0000
% Initial Reading TABE Grade Level 3-4 PR	0.6	0.6	0.0	-0.1983	0.0000
% Initial Reading TABE Grade Level 5-6 PR	0.3	0.3	0.0	-0.1238	0.0000
% Initial Math TABE Grade Level <3 PR	0.2	0.2	0.0	-0.1909	0.0000
% Pre-Test Barriers to GED Attainment	16.3	16.3	0.0	-0.0439	0.0000
				Subtotal	0.0
				National Goal	60.0%
				Model Adjusted Goal	60.0%

Center Model
PY 2012 Combination HSD/GED/CTT 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	14.0	14.0	0.0	-0.0775	0.0000
% Age 17 at Enrollment	21.7	21.7	0.0	-0.0640	0.0000
% Age 18 at Enrollment	22.3	22.3	0.0	-0.0471	0.0000
Initial TABE					
% Initial Reading TABE Grade Level <3	5.9	5.9	0.0	-0.1363	0.0000
% Initial Reading TABE Grade Level 3-4	14.5	14.5	0.0	-0.1373	0.0000
% Initial Reading TABE Grade Level 5-6	32.4	32.4	0.0	-0.0937	0.0000
% Initial Reading TABE Grade Level 7-8	19.7	19.7	0.0	-0.0519	0.0000
% Initial Reading TABE Grade Level 9-10	17.1	17.1	0.0	-0.0189	0.0000
% Initial Math TABE Grade Level <3	3.5	3.5	0.0	-0.2631	0.0000
% Initial Math TABE Grade Level 3-4	27.5	27.5	0.0	-0.1779	0.0000
% Initial Math TABE Grade Level 5-6	35.8	35.8	0.0	-0.1163	0.0000
% Initial Math TABE Grade Level 7-8	18.3	18.3	0.0	-0.0620	0.0000
% Initial Math TABE Grade Level 9-10	7.4	7.4	0.0	-0.0296	0.0000
Initial TABE Español					
% Initial Reading TABE Grade Level <3 PR	0.9	0.9	0.0	-0.1078	0.0000
% Initial Math TABE Grade Level <3 PR	0.2	0.2	0.0	-0.1649	0.0000
% Pre-Test Barriers to GED Attainment	16.3	16.3	0.0	-0.0337	0.0000
			Subtotal		0.0
			National Goal		50.0%
			Model Adjusted Goal		50.0%

Center Model
PY 2012 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 8 or Lower at Enrollment	14.1	14.1	0.0	-0.0025	0.0000
% Initial Reading TABE Grade Level <2	2.9	2.9	0.0	0.0137	0.0000
% Initial Reading TABE Grade Level 2-3	16.0	16.0	0.0	0.0112	0.0000
% Initial Reading TABE Grade Level 4	14.1	14.1	0.0	0.0063	0.0000
% Initial Reading TABE Grade Level 5-6	50.6	50.6	0.0	0.0050	0.0000
% Initial Math TABE Grade Level <3	5.4	5.4	0.0	-0.0167	0.0000
% Initial Math TABE Grade Level 3-4	37.9	37.9	0.0	-0.0111	0.0000
% Initial Math TABE Grade Level 5-6	38.3	38.3	0.0	-0.0074	0.0000
% Initial Math TABE Grade Level 7-8	13.6	13.6	0.0	-0.0042	0.0000
				Subtotal	0.00
				National Goal	2.75
				Model Adjusted Goal	2.75

Center Model
PY 2012 Average Literacy Gain Model Worksheet (Puerto Rican Centers)
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 8 or Lower at Enrollment	14.1	14.1	0.0	0.0025	0.0000
% Initial Tests Taken in TABE Español	2.5	2.5	0.0	0.0476	0.0000
% Initial Reading TABE Grade Level <2	2.9	2.9	0.0	0.0137	0.0000
% Initial Reading TABE Grade Level 2-3	16.0	16.0	0.0	0.0112	0.0000
% Initial Reading TABE Grade Level 4	14.1	14.1	0.0	0.0063	0.0000
% Initial Reading TABE Grade Level 5-6	50.6	50.6	0.0	0.0050	0.0000
% Initial Math TABE Grade Level <3	5.4	5.4	0.0	0.0167	0.0000
% Initial Math TABE Grade Level 3-4	37.9	37.9	0.0	0.0111	0.0000
% Initial Math TABE Grade Level 5-6	38.3	38.3	0.0	0.0074	0.0000
% Initial Math TABE Grade Level 7-8	13.6	13.6	0.0	0.0042	0.0000
				Subtotal	0.00
				National Goal	2.75
				Model Adjusted Goal	2.75

Center Model
PY 2012 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 8 or Lower at Enrollment	13.2	13.2	0.0	-0.0028	0.0000
% Initial Math TABE Grade Level <3	4.3	4.3	0.0	0.0048	0.0000
% Initial Math TABE Grade Level 3-4	32.7	32.7	0.0	0.0032	0.0000
% Initial Math TABE Grade Level 5-6	44.8	44.8	0.0	0.0026	0.0000
% Initial Reading TABE Grade Level <3	7.5	7.5	0.0	-0.0054	0.0000
% Initial Reading TABE Grade Level 3-4	17.1	17.1	0.0	-0.0046	0.0000
% Initial Reading TABE Grade Level 5-6	35.3	35.3	0.0	-0.0042	0.0000
% Initial Reading TABE Grade Level 7-8	19.9	19.9	0.0	-0.0031	0.0000
% Initial Reading TABE Grade Level 9-10	14.9	14.9	0.0	-0.0020	0.0000
				Subtotal	0.00
				National Goal	2.75
				Model Adjusted Goal	2.75

Center Model
PY 2012 Average Numeracy Gain Model Worksheet (Puerto Rican Centers)
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 8 or Lower at Enrollment	13.2	13.2	0.0	0.0028	0.0000
% Initial Tests Taken in TABE Español	2.0	2.0	0.0	0.0375	0.0000
% Initial Math TABE Grade Level <3	4.3	4.3	0.0	0.0048	0.0000
% Initial Math TABE Grade Level 3-4	32.7	32.7	0.0	0.0032	0.0000
% Initial Math TABE Grade Level 5-6	44.8	44.8	0.0	0.0026	0.0000
% Initial Reading TABE Grade Level <3	7.5	7.5	0.0	0.0054	0.0000
% Initial Reading TABE Grade Level 3-4	17.1	17.1	0.0	0.0046	0.0000
% Initial Reading TABE Grade Level 5-6	35.3	35.3	0.0	0.0042	0.0000
% Initial Reading TABE Grade Level 7-8	19.9	19.9	0.0	0.0031	0.0000
% Initial Reading TABE Grade Level 9-10	14.9	14.9	0.0	0.0020	0.0000
				Subtotal	0.00
				National Goal	2.75
				Model Adjusted Goal	2.75

Center Model
PY 2012 Graduate Average Wage Model Worksheet
National Total

Local Adjustment Factors	(1) Center Average	(2) National Average	(3) Differences (1 - 2)	(4) Weights	Effect of Factor on Expected Performance (3 x 4)
Average Age at Enrollment	19.3	19.3	0.0	0.1032	0.0000
% High School Diploma or GED at Enrollment	42.6	42.6	0.0	0.0022	0.0000
% Initial Reading TABE Grade Level 8-9	22.9	22.9	0.0	0.0015	0.0000
% Initial Reading TABE Grade Level 10-11	16.1	16.1	0.0	0.0019	0.0000
% Initial Reading TABE Grade Level 12	11.9	11.9	0.0	0.0031	0.0000
% Initial Math TABE Grade Level 6-7	27.8	27.8	0.0	0.0023	0.0000
% Initial Math TABE Grade Level 8-9	15.1	15.1	0.0	0.0034	0.0000
% Initial Math TABE Grade Level 10-11	9.6	9.6	0.0	0.0054	0.0000
% Initial Math TABE Grade Level 12	8.5	8.5	0.0	0.0077	0.0000
% Training in Advanced Manufacturing	6.1	6.1	0.0	0.0091	0.0000
% Training in Construction	24.6	24.6	0.0	0.0035	0.0000
% Training in Finance and Business	13.5	13.5	0.0	-0.0067	0.0000
% Training in Health Care	27.4	27.4	0.0	-0.0034	0.0000
% Training in Hospitality	9.9	9.9	0.0	-0.0078	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.0044	0.0000
% Training in Retail Sales and Services	1.2	1.2	0.0	-0.0069	0.0000
% Training in Transportation	3.6	3.6	0.0	0.0092	0.0000
% Training in Other Industry	12.6	12.6	0.0	-0.0014	0.0000
Average Wage in All Industries in County ($1,000's)	44.5	44.5	0.0	0.0277	0.0000
% Placed in Job in State With High Minimum Wage	15.7	15.7	0.0	0.0081	0.0000
Average Percent of Families in Poverty in County	11.1	11.1	0.0	-0.0411	0.0000
				Subtotal	0.00
				National Goal	$9.70
				Model Adjusted Goal	$9.70

Center Model
PY 2012 Graduate 6-Month Average Weekly Earnings 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	19.3	19.3	0.0	6.2488	0.0000
% Initial Reading TABE Grade Level 8-9	23.0	23.0	0.0	0.0632	0.0000
% Initial Reading TABE Grade Level 10-11	17.2	17.2	0.0	0.1016	0.0000
% Initial Reading TABE Grade Level 12	13.0	13.0	0.0	0.0674	0.0000
% Initial Math TABE Grade Level 6-7	27.8	27.8	0.0	0.1878	0.0000
% Initial Math TABE Grade Level 8-9	15.9	15.9	0.0	0.3232	0.0000
% Initial Math TABE Grade Level 10-11	10.5	10.5	0.0	0.3709	0.0000
% Initial Math TABE Grade Level 12	10.2	10.2	0.0	0.5235	0.0000
% Training in Advanced Manufacturing	5.7	5.7	0.0	0.7132	0.0000
% Training in Construction	23.9	23.9	0.0	0.1864	0.0000
% Training in Finance and Business	14.9	14.9	0.0	-0.6219	0.0000
% Training in Health Care	28.2	28.2	0.0	-0.2946	0.0000
% Training in Hospitality	9.0	9.0	0.0	-0.6321	0.0000
% Training in Renewable Resources and Energy	1.0	1.0	0.0	0.4306	0.0000
% Training in Retail Sales and Services	1.3	1.3	0.0	-0.5677	0.0000
% Training in Transportation	3.6	3.6	0.0	0.7914	0.0000
% Training in Other Industry	12.6	12.6	0.0	-0.0054	0.0000
Average Wage in All Industries in County ($1,000's)	44.4	44.4	0.0	0.4019	0.0000
% Placed in Job in State With High Minimum Wage	16.8	16.8	0.0	0.1997	0.0000
Average Percent of Families in Poverty in County	11.3	11.3	0.0	-2.1872	0.0000
				Subtotal	0
				National Goal	$425
				Model Adjusted Goal	$425

Attachment 2

PY 2012 INITIAL PLACEMENT AND ALLOWABLE UPGRADES	
INITIAL PLACEMENT CATEGORY	**ALLOWABLE UPGRADES**
A. Full-time JTM Job Placement	• Full-time JTM with wage increase
B. Post-secondary 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 • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job with wage increase
D. Part-time JTM Job Placement	• Full-time JTM Job Placement with same or higher wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Part-time JTM Job with higher wage
E. Part-time Job/College Combination (PSC)	• Full-time JTM Job Placement • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Part-time JTM Job Placement
F. Part-time Non-JTM Job Placement	• Full-time JTM with same or higher wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement with same or higher wage • Part-time JTM Job with same or higher wage • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job with wage increase
G. High School, Other Training Program, OJT/Subsidized Employment	• Full-time JTM Job Placement • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement • Part-time JTM Job Placement • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job Placement

Attachment 3

PY 2012 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, Combo Attainment, Credential Attainment, Literacy & Numeracy Gains	As applicable	As applicable	n/a	n/a
		Graduate Placement	1	1	n/a	n/a
		JTM/PSC Placement	0	0	n/a	n/a
		Full-Time Job Placement	0	0	n/a	n/a
Graduate Separates from AT Center		CTT Completion Credential Attainment	n/a	n/a	1	1/0 As applicable
Graduate Placed or Placement Window Closes	Placed in Job/ Military	Graduate Placement	n/a	n/a	1	1/0
		JTM/PSC Placement	As applicable	As applicable	1	1/0
		Full-Time Job Placement	n/a	n/a	1	1/0
		Graduate Wage at Placement	n/a	add wage to total	n/a	add wage to total
	Placed in School	Graduate Placement	n/a	n/a	1	1
		JTM/PSC Placement	As applicable	As applicable	1	1
	Placed in combination of School & Job	Graduate Placement	n/a	n/a	1	1
		JTM/PSC Placement	As applicable	As applicable	1	1
	Not Placed	Graduate Placement	n/a	n/a	1	0
6- and 12-Month Follow-up Surveys	If placed graduate and survey completed	Graduate 6- and/or 12-Month Follow-up Placement	1 As applicable	1/0 As applicable	1 As applicable	1/0 As applicable
	If placed graduate and 6-month survey completed and student is working in a job or the military	Graduate 6-Month Average Weekly Earnings	n/a	add earnings to total As applicable	n/a	add earnings to total As applicable

Note: This does not apply to Advanced Career Training (ACT) transfers.

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 via fax at (202) 693-2764, scan/e-mail, or mail to:

   U.S. Department of Labor/Office of Job Corps

   200 Constitution Avenue, NW, Room N-4507

   Washington, DC 20210

   Attention: Program Performance Team
6. See the timetable in Appendix 501 Introduction, 9(d) Appeal Process for dates during which appeals must be received by the National Office in order to be processed for each month in PY 2012.

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 PRH, Chapter 4, Exhibit 4-1.
3. Check the appropriate box to indicate the student's earnings unit (i.e., if the student was paid hourly, weekly, monthly, or daily) as indicated on the student's pay stub.
4. Enter the dollar amount of earnings on the line that corresponds with the earnings unit selected as indicated on the student's pay stub. **Note:** The student must have earned at least federal minimum wage for this to qualify as a Job Corps Job Placement.
5. If the student earned other payments from this job during the survey week (e.g., bonus, tips, commission, etc.), enter the dollar amount on the appropriate line of item 4.

You must attach written documentation of employment information. Pay information must either: (1) at a minimum, include the complete 7-day period (Sunday through Saturday) prior to the date surveyed; and (2) show that the student worked a minimum of 20 hours during the dates that cover the survey week. For example: The survey week is from September 4th to September 10th. The student is paid by the week and the pay stub covers September 6th to September 12th when the student worked 22 hours. The overlap in dates and the documentation of the minimum required hours will serve as valid documentation. **Written documentation may include: a pay stub, written statement on letterhead, or a business card/official stamp affixed to an employer verification form**. Documentation through *The Work Number* detailing the student's employment information (such as employment verification, hours and payment) in such a way as to meet Job Corps' placement requirements is also accepted for verification. **Please see PRH, Chapter 4, Exhibit 4-2 for further information regarding documentation requirements.**

Section B: Education

If you are appealing data on education status, complete Section B.

1. Print the name of the school or training institution.
2. Check the appropriate box to indicate the type of school, college, or training program the student attends. The student must have attended school/training for the minimum number of hours required, or be enrolled for the minimum number of credits, to meet Job Corps'

educational placement definition during the 7-day period represented by the survey week for the placement to qualify for credit. Additionally, the educational placement must meet any additional criteria as stipulated in PRH, Chapter 4, Exhibit 4-1.

3. Enter information on attendance/enrollment in this column. If the student:

   a. is enrolled in high school, enter the grade level and the number of hours the student attended during the survey week. The student must be enrolled in 9th grade or higher to qualify.

   b. was enrolled in a post-secondary CTT or technical school, enter the number of hours the student attended during the survey week.

   c. was enrolled in college, record the number of course credit hours the student was registered to take for the period that includes the dates of the survey week.

   d. was enrolled in an on-the-job training program or was working in a subsidized job, enter the number of hours the student worked during the survey week.

   e. was enrolled in an "other" program (e.g., a program to obtain a GED, etc.), enter the number of hours the student attended during the survey week.

4. If other training was completed during the survey week, please specify the type of program and training.

You must attach written documentation from the school or training program or college (on official letterhead or with an official stamp) documenting that the student was enrolled/attending during the 7-day period covered by the survey week. Please see PRH, Chapter 4, Exhibit 4-2 for further information regarding documentation requirements.

Information of Person Completing the Form

1.. Print your name where indicated.

2.. Record the name of the center or placement agency where you work and the appropriate six-digit identification code for your center/agency.

3.. Record the telephone number at which you may be reached.

4.. Record the e-mail address at which you may be reached.

5. Sign your name where indicated.

6. Print the date you submitted the form.

U.S. Department of Labor

PY 2012 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:
❑ Post-secondary 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. Agency Name/Code (six-digit ID Code):
3. Your Telephone: ( )	4.Your e-mail address:
5. Signature:	6. Date form submitted:
National Office Use Only:	Reviewed by: Date:
❑ Approved ❑ Not Approved	Reason for Denial:

Attachment 5

Instructions for Filing a Request to Add a Placement Code to the Job Training Match (JTM) Crosswalk

GENERAL INSTRUCTIONS

1. This form is to be used to request that a Placement Code be added to the Job Training Match (JTM) Crosswalk. This form should be submitted only if the current JTM Crosswalk does not already contain an appropriate placement job code that: (a) is the most appropriate O*NET-SOC code to describe a specific placement outcome, and (b) is directly related to one of the new Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code.
2. The request must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, CTT-20, or CTS OMS-20.
3. Job Corps centers, CTS agencies, and National Training Contractors (NTCs) may file a request.
4. Submit the appeal with documentation to:

U.S. Department of Labor/Office of Job Corps

200 Constitution Avenue, NW, Room N-4507

Washington, DC 20210

Attention: Career Technical Training Team

INSTRUCTIONS FOR COMPLETING THE REQUEST FORM

Student Information

1. Enter the student's Job Corps Student Identification Number in the box.
2. Print the student's last name, followed by middle initial, and first name.
3. Print the name of the center from which the student separated.
4. Record the month, day, and year that the student reported to work.

Proposed Job Training Match Codes

1. Enter the proposed official placement code, as found in O*NET-SOC, Example: 31-1011.00
2. Enter the proposed official job title as found in O*NET-SOC, Example: Home Health Aides
3. Enter the proposed Training Program Area(s) (TPAs) that should receive a JTM credit whenever a student placement outcome is assigned the proposed placement code, Example: BRICK & CMENT. (Do not list a TAR code or title here.)
4. Provide rationale for the proposed placement code/title addition to the JTM Crosswalk. Appropriate JTM placement codes/titles must correspond to the training received by the student.

Information about You (Bottom of Form)

1-2. Print your name and sign the form in the appropriate boxes.

3. Record the name of the center or placement 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. Record the e-mail address at which you may be reached.
6. Enter the date you are submitting the appeal form.

NATIONAL OFFICE OF JOB CORPS
PY 2012 FORM TO REQUEST ADDITION OF A PLACEMENT CODE TO THE JOB TRAINING MATCH CROSSWALK

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

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

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Signature:
3. Agency/Center Name and Six-Digit ID Code:	4. Your Telephone: ( )
National Office Use Only:	5. Your E-mail Address:
Reviewed by:	6. Date Form Submitted:
Date:	□ Approved □ Not Approved

APPENDIX 501b

POLICIES AND PROCEDURES
FOR PY 2012
OUTREACH AND ADMISSIONS
OUTCOME MEASUREMENT SYSTEM

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I. OUTREACH AND ADMISSIONS (OA) REPORT CARD FOR PY 2012

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 Program Year (PY) 2012 Outcome Measurement System (OMS) Report Cards.

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, the initial retention of those students in the program, and positive program outcomes.

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 eligible students who are committed to staying in Job Corps, thus ensuring positive 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. **PY 2012 Changes in Appendix 501b.** Provided below is a description of changes to the OA Report Card for PY 2012.

In PY 2012, the performance measures and weights for the OA Report Card will remain intact. However, the performance goal for one measure is minimally increased.

1. **Graduate Rate:** This measure, which highlights the importance of enrolling committed and prepared students who will successfully complete the program, was introduced in the PY 2010 OA Report Card.

For PY 2012, the goal for the Graduate Rate measure is increased from 65% to 70%.

Provided below is a chart outlining the PY 2012 OA Report Card.

PY 2012 OA REPORT CARD			
Measure	**Definition**	**Goal**	**Weight**
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%			
Arrivals With Level 1 Zero Tolerance (ZT) Non-Separation Rate	No. of Students in the pool who do not separate for a Level 1 ZT infraction under codes 5.1A or 5.2B within the first 30 calendar days or under code 5.2A within the first 45 calendar days / All Student arrivals with the opportunity to stay in the program for at least 45 calendar days	98%	25%
Arrivals With 90-Day Commitment Rate	No. of Students in the pool who stay for 90+ calendar days / No. of Student arrivals with the opportunity to stay for at least 90 calendar days	85%	25%
Graduate Rate	No. of Students who separate as Graduates / No. of Separated Students	70%	2.5%
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, or education/training or who transfer to an Advanced Training program at another center / No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	2.5%
			100%

C. **Quantity/Production Measures.** These measures are consistent with the need for Job Corps centers to operate at full capacity, per Workforce Investment Act of 1998 (WIA) requirements. 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' Geographic Assignment Plans and represent the OA agencies'

obligation to ensure the centers they serve reach full capacity.

The goals for the arrival measures are set at 100% of OA agencies' contractual goals. Thus, if a Regional Office needs to adjust an OA agency's input schedule to meet changing regional or center needs, this 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 45% 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 General Educational Development (GED), or a Career Technical Training (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 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 2012 would include all students who entered Job Corps between May 17, 2012, and May 16, 2013, as all these students had the opportunity to stay in the program for 45 or more calendar days by June 30, 2013.

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: 25%

Formula:

$$\frac{\text{Number of Student arrivals in the pool who do not separate for a Level 1 ZT infraction under codes 5.1A or 5.2B within the first 30 calendar days, or under code 5.2A within the first 45 calendar days}}{\text{All Student arrivals with the opportunity to stay in the program for at least 45 calendar days}}$$

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 2012 would include all students who entered Job Corps between April 2, 2012, and April 1, 2013, as all these students had the opportunity to stay in the program for 90 or more calendar days by June 30, 2013.

Goal: The national goal is 85%.

Weight: 25%

Formula:

$$\frac{\text{Number of Student arrivals in the pool who stay in the program for 90 or more calendar days}}{\text{All Student arrivals with the opportunity to stay in the program for at least 90 calendar days}}$$

3. Graduate Rate. The Graduate Rate measure serves as an indicator of the OA agency's success in arriving committed and prepared students who can benefit from the program.

Pool: All separated students.

Measure: The percentage of students in the pool who meet the requirements for graduate status, as defined in PRH, Chapter 4, Section 4.2, at the time of separation.

Goal: The national goal is 70%.

Weight: 2.5%

Formula:

$$\frac{\text{Number of Students who separate as Graduates}}{\text{Number of Separated Students}}$$

4. Graduate Initial Placement Rate. This measure encourages collaboration between OA, centers, and CTS agencies in providing support and encouragement to students to successfully complete the program and enter into the workforce.

Pool: All graduates whose initial placement records are due or received, or who transfer to an approved Advanced Training (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: 2.5%

Formula:

$$\frac{\text{Number of Graduates placed in a job, the military, an educational program, or a job/school combination, or who transfer to an approved Advanced Training program at another center}}{\text{Number of Graduates whose initial placement records are due or received or who transfer to an approved Advanced Training program at another center}}$$

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: 1) areas of emphasis in OA agencies' accountability for achieving positive student outcomes; 2) the importance attached to each measure; and 3) the number of students in the pool for each measure.

The weighting scheme of the OA Report Card remains intact in PY 2012. As indicated in the summary table, more emphasis is placed on the commitment measures (weighted at 55%) than on the production measures (weighted at 45%). Within the production measures, greater weight is placed on female arrivals (25%) to reinforce Job Corps' commitment to meeting female enrollment goals. Within the commitment measures, equal emphasis is placed on the Level 1 ZT Non-Separation Rate and the 90-day Commitment Rate (25% each); Graduate Rate and Graduate Initial Placement Rate are weighted at 2.5% each.

G. **Overall Rating.** Results across each of the weighted 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 procurement process. Overall ratings are also used to determine the program ranges for performance-based service contracting.

II. ROLES AND RESPONSIBILITIES

A. **National Office.** The National Office of Job Corps is responsible for establishing national policy for the OA OMS; 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 RFPs include language that informs the agency that new arrival quotas 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 arrival quotas are established by the Regional Office. Additionally, the Regional Office must ensure that all OA contracts include the **monthly** arrival quotas that represent realistic expectations of monthly performance based on their past achievements and centers' needs; the Regional Office must also ensure that the arrival quotas 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 both 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. 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 Inspector General (OIG) audits and special review findings, should also be taken into account in procurement-related decisions.

C. **OA Agencies.** All agencies, whether they are federal, state, or private, 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 must 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 Identification 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).** 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 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, reporting and oversight of OASIS, Help Desk services to 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 2012
CAREER TRANSITION SERVICES
OUTCOME MEASUREMENT SYSTEM

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I. CAREER TRANSITION SERVICES (CTS) REPORT CARD FOR PY 2012

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 Program Year (PY) 2012 Outcome Measurement System (OMS) Report Cards.

A. **Overview.** Entities with Career Transition Services (CTS) responsibilities play a vital role in the continuum of service delivery to students, as outlined in the Career Development Services System (CDSS) and reinforced in Workforce Investment Act of 1998 (WIA) and Common Performance Measures requirements. In support of the Secretary of Labor's vision of "Good Jobs for Everyone," Job Corps emphasizes students' long-term success as a major indicator of the program's effectiveness. CTS agencies have primary responsibility for ensuring that graduates and former enrollees 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 graduates and former enrollees, and the earnings of graduates.

B. **PY 2012 Changes in Appendix 501c.** Provided below is a description of changes to the CTS Report Card for PY 2012.

There are eight performance measures included in the CTS Report Card. To align the goals of centers and CTS agencies, these performance measures closely parallel the short-term and long-term post-center measures on the Center Report Card and placement measures on the Career Technical Training (CTT) Report Card.

In PY 2012, the performance measures and weights for the CTS Report Card will remain intact. However, performance goals in select measures are being minimally increased. Job Corps center performance in PY 2011 improved significantly over previous years. In fact, performance far exceeded goals in several categories. In PY 2012, goals are being adjusted to recalibrate the measurement system and reestablish progressive, yet attainable, goals.

Provided below is a description of changes to the CTS Report Card for PY 2012.

1. **Graduate Average Hourly Wage at Placement:** In PY 2012, the goal for Graduate Hourly Wage at Placement is increased from $9.50 per hour to $9.70 per hour. CTS agencies and regions have model-based goals for this measure.

2. **Graduate 6-Month Follow-up Placement Rate:** In PY 2012, the goal for Graduate 6-Month Placement is increased from 70% to 75%. Provided on the next page is a summary table outlining the PY 2012 CTS Report Card.

Provided on the next page is a summary table outlining the PY 2012 CTT Report Card.

PY 2012 CAREER TRANSITION SERVICES (CTS) REPORT CARD			
Measure	**Definition**	**Goal**	**Weight**
Short-Term Career Transition Services – 60%			
Career Technical Training Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate	No. of Career Technical Training program completers placed in a training-related job, the military or post-secondary education/training No. Career Technical Training program completers placed in a job, the military, or post-secondary education/training	75%	10%
Former Enrollee Initial Placement Rate	No. of Former Enrollees placed in a job, the military, or education/training No. of Former Enrollees whose placement records are due or received	50%	10%
Graduate Initial Placement Rate	No. of Graduates placed in a job, the military, or education/training, or who transfer to an Advanced Training program at another center No. of Graduates whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	25%
Graduate Average Hourly Wage at Placement*	Sum of hourly wages of Graduates placed in a job or the military No. of Graduates placed in a job or the military	$9.70	15%
Graduate Full-Time Job Placement Rate	No. of Graduates placed in a full-time job or the military No. of Graduates placed in a job or the military	80%	0%
Long-Term Career Transition Services – 40%			
Graduate 6-Month Follow-up Placement Rate	No. of Graduates who report they are in a job, the military, or education/training on the 6-Month Follow-up Survey No. of initially placed Graduates who complete the 6-Month Follow-Up Survey	75%	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	15%
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 goal*			**100%**

C. <u>Impact of Level 1 Zero Tolerance (ZT) Separations on the CTS Report Card</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.

The list of 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).

D. <u>Career Transition Services Measures</u>. Provided below is a description of the career transition services performance measures.

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 Puerto Rico, U.S. Virgin Islands, and U.S. 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 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 Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate. In PY 2005, a Job Training Match (JTM) Placement rate measure, crediting CTT completers initially placed in training-related jobs or the military, was added into the Center Report Card. The measure 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 post-secondary education or post-secondary training as Post-secondary Credit (PSC). In 2010, 2011, and 2012, the Office of Job Corps issued revised versions of the JTM Crosswalk to refine alignment with O*NET-SOC, the industry-recognized national occupational database.

Pool: All CTT completers placed in a job or the military, or who enter post-secondary education or post-secondary 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, post-secondary education or post-secondary training.

Goal: The national goal is 75%.

Weight: 10%

Formula:

$$\frac{\text{Number of Career Technical Training program completers placed in a training-related job, the military, post-secondary education, or post-secondary training}}{\text{Number of Career Technical Training program completers placed in a job, the military, post-secondary education, or post-secondary training}}$$

The process created in PY 2007 for requesting the addition of an O*NET-SOC placement code to the JTM Crosswalk will continue to be available for PY 2012. A request should be submitted only if the current JTM Crosswalk does not already contain a specific placement code that: (a) is the most appropriate O*NET-SOC code to describe a placement outcome, and (b) is directly related to one of the Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code. Please see Attachment 5 for the request form and instructions.

2. **Former Enrollee 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 students who graduate from the program.

Pool: All former enrollees whose initial placement records are due or received[1].

Measure: The percentage of 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.

Goal: The national goal is 50%.

Weight: 10%

Formula:

$$\frac{\text{Number of Former Enrollees placed in a job, the military, an educational program, or a job/school combination}}{\text{Number of Former Enrollees whose initial placement records are due or received}}$$

3. Graduate Initial Placement Rate. The Graduate Initial 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 engagement and retention 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 in PRH, Chapter 4, Exhibit 4-1, or who transfer to an approved AT program at another center.

Goal: The national goal is 90%.

Weight: 25%

Formula:

$$\frac{\text{Number of Graduates placed in a job, the military, an educational program, or a job/school combination, or who transfer to an approved Advanced Training program at another center}}{\text{Number of Graduates whose initial placement records are due or received or who transfer to an approved Advanced Training program at another center}}$$

[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."*

4. **Graduate Average Hourly Wage at Placement.** The Graduate Average Wage at Placement is a measurement required under the WIA. CTS agencies are 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: The national goal is $9.70; CTS agencies and regions have model-based goals for this measure. A model statistically adjusts each agency's goal to account for factors beyond their control (such as the characteristics of the labor market) that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each agency, and adjusts the national goal accordingly for that agency, to set an agency-specific goal. See Attachment 1 for a template of the factors utilized in the models and for specific goals.

Weight: 15%

Formula:

$$\frac{\text{Sum of hourly wages of Graduates placed in a job or military}}{\text{Number of Graduates placed in a job or military}}$$

5. **Graduate Full-Time Job Placement Rate.** The status of job placements as part-time and full-time is required to be reported under WIA. This measure also serves to reinforce the importance of ensuring graduates are placed in gainful employment with long-term attachment to the workforce and a defined career path.

Pool: All graduates placed in a job or the military according to the Job Corps placement definition in PRH, Chapter 4, Exhibit 4-1.

Measure: The percentage of graduates in the pool who are placed in a full-time job or the military.

Goal: The national goal is 80%.

Weight: 0%

Formula:

$$\frac{\text{Number of Graduates placed in a full-time job or military}}{\text{Number of Graduates placed in a job or military}}$$

Long-Term Career Transition Services Measures

1. Graduate 6-Month Follow-Up Placement Rate. This measure both 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 in the survey that they are employed, in the military, or enrolled in an educational program (that meets the Job Corps placement definition in PRH, Chapter 4, Exhibit 4-1) during the week prior to the survey.

Goal: The national goal is 75%.

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 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 placement definition in PRH, Chapter 4, Exhibit 4-1) or in the military.

Measure: The average weekly earnings of placed graduates in the pool.

Goal: The national goal is $425; CTS agencies and regions have model-based goals for this measure. A model statistically adjusts each agency's goal to account for factors beyond their control (such as the characteristics of the labor market), that have been shown to impact their outcomes for this measure. The model aggregates the effects of the various factors for each agency, and adjusts the

national goal accordingly for that agency, to set an agency-specific goal. See Attachment 1 for a template of the factors utilized in the models and for specific goals.

Weight: 15%

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 that complete the 12-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 (that meets the Job Corps placement definition in PRH, Chapter 4, Exhibit 4-1) during the week prior to the survey.

Goal: The national goal is 70%.

Weight: 5%

Formula:

$$\frac{\text{Number of Graduates who report they are in a job, the military, an education/training program, or a job/college combination on the 12-Month Follow-Up Survey}}{\text{Number of initially placed Graduates who complete the 12-Month Follow-Up Survey}}$$

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, where available, have been conducted to assist in establishing reasonable and attainable goals for the system.

The following measures have *national* goals:

- Career Technical Training Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate;

- Former Enrollee Initial Placement Rate;
- Graduate Initial Placement Rate;
- Graduate Full-Time Job 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 Hourly Wage at Placement; and
- Graduate 6-Month Average Weekly Earnings.

Details regarding model-based goals can be found in the PRH, Chapter 5, Appendix 501, Introduction, D.2.(b).

F. **Weights.** A weight is assigned to each measure to reflect: 1) areas of emphasis in CTS agencies' accountability for achieving positive student outcomes; 2) the importance attached to each measure; and 3) the number of students in the pool for each measure.

The weighting scheme of the CTS Report Card remains intact in PY 2012. As indicated in the summary table, the combined short-term measures are weighted at 60% and the combined long-term measures are weighted at 40%.

Within the short-term CTS measures, heavier emphasis is placed on graduate outcomes (40% combined for Graduate Initial Placement Rate and Graduate Average Hourly Wage at Placement), with the JTM/PSC Placement Rate and Former Enrollee Initial Placement Rate each weighted at 10%. The Graduate Full-Time Job Placement Rate measure remains not weighted for PY 2012. Under the long-term CTS measures, the 6-Month Follow-Up Placement measure and the 6-Month Average Weekly Earnings are weighted at 20% and 15% respectively due to the importance of both sustaining employment and having that employment lead to economic self-sufficiency. The 12-Month Placement is weighted at 5%.

G. **Overall Rating.** Results across each of the weighted measures are aggregated to create an overall rating. CTS 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 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 is responsible for: establishing national policy for the CTS outcome measurement system; providing agency-specific Graduate Wage at Placement and 6-Month Follow-Up Weekly 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 are 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 Performance Team 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 Inspector General (OIG) audits and special review findings, will also be taken into account in procurement-related decisions.

C. **CTS Agencies.** All contractors, whether they are federal, state, or private, providing career transition services, as well as centers with CTS contractor 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 Career Transition System, the approved Web-based application, is used to provide maximum benefit to Job Corps students eligible for post-center services;
- 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

also negatively reflects the integrity of 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).** 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 CTS agency data and reporting, and training and services to the regions on CTS.

Attachment 1

PY 2012 CTS Agency Goals for Graduate Average Wage and Graduate 6-Month Average Weekly Earnings

Center			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
National Goals			$9.70	$425
01	CTCSNH	NEW HAVE OA	$10.32	$457
01	CTETHA	HARTFORD JCC	$10.48	$440
01	MAAAFD	FT DEVENS JC	$10.58	$451
01	MAAAGR	GRAFTON OA J	$10.36	$447
01	MAAET0	WESTOVER JCC	$10.34	$449
01	MECSLO	LORING	$10.17	$453
01	MECSPE	PENOBSCOT OA	$9.76	$440
01	NEDJR1	NEW ENGLAND	$10.07	$434
01	NJRCED	EDISON JCC	$9.65	$414
01	NYAAGL	GLENMONT OAC	$9.52	$414
01	NYCHNJ	NW/NJ CHP	$9.76	$421
01	NYETIR	IROQUOIS ETR	$9.67	$426
01	NYETON	ONEONTA JCC	$9.78	$429
01	NYGACA	CASSADAGA JC	$9.50	$418
01	NYJPBR	BROOKLYN OA &	$9.73	$418
01	NYMTDV	D VALLEY CTS	$9.44	$402
01	PRJPPR	RSCARE PR/VI	$8.09	$346
01	RIAAEX	EXETER OA JC	$9.99	$436
01	VTAPNO	NORTHLANDS	$10.61	$475
02	DCCHPO	POTOMAC JCC	$10.18	$438
02	DEMTWI	WILMINGTON	$9.84	$422
02	KYINTG	KENTUCKY OAC	$9.65	$430
02	MDAAWS	WOODSTOCK JC	$9.98	$433
02	PAAARR	RED ROCK	$9.61	$419
02	PACSPB	PITTSBURGH	$9.79	$425
02	PAJPPH	PHILA JCC	$9.62	$406
02	VAIN00	VI INSGTS	$9.68	$426
02	WVHYCH	CHARLESTON	$9.49	$425
03	ALAB00	ALABAMA ABC	$9.38	$410
03	FLCSJC	FLORIDA CSI	$9.52	$419
03	GACHP0	GEORGIA CHP	$9.46	$413

Center			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
03	MSJP00	MS JP OACTS	$9.15	$404
03	MSJPBA	FINCH-HENRY	$8.85	$387
03	MSJPMI	MISSISSIP JC	$8.71	$384
03	NCWE00	NC OA/CTS	$9.62	$425
03	SCAEBA	BAMBERG	$9.56	$421
03	TNCP00	TN OACTS CHP	$9.60	$431
04	AROM00	AR OMG OACTS	$9.31	$421
04	COCHWY	CO/WY CHP	$9.87	$442
04	LADSCV	CARVILLE JCC	$9.48	$415
04	LAMNSP	SHREVEPORT	$8.81	$375
04	LAOMNO	NEW ORLEANS	$9.28	$395
04	NDJPBU	BURDICK OA&P	$9.61	$441
04	NMDJAB	ALBUQUERQUE	$9.45	$417
04	OKJPOC	GUTHRIE JCC	$9.37	$414
04	OKJPTL	TALKING LEAV	$9.01	$398
04	OKRCTU	TULSA JCC	$9.29	$410
04	SDMC00	S. DAKOTA	$9.56	$433
04	TXCONT	N. TX OA/CTS	$9.62	$417
04	TXJPCR	DL CARRASCO	$8.54	$383
04	TXJPLA	LAREDO JCC	$8.09	$371
04	TXMTGY	MTC GARY JCC	$9.59	$426
04	UTMTMT	UT/MT OA/CTS	$9.80	$443
05	IACSJC	IOWA	$9.60	$428
05	ILDSCH	IL/WI DESI	$9.79	$427
05	INABC0	IN ABC OA/CT	$9.66	$424
05	KSJPFH	FLINT HILLS	$9.57	$431
05	MIOM00	MICHIGAN OA	$9.42	$408
05	MNCH00	CHP MN OACTS	$9.91	$431
05	MODS00	MO DESI OA/C	$9.54	$441
05	MOMIKC	EXCL SPRINGS	$9.70	$427
05	MOMISL	ST LOUIS JCC	$9.77	$430
05	NEOM00	NEBRASKA OA/	$9.80	$447
05	OHDJOH	OHIO OA/CTS	$9.50	$415
06	AKCG00	ALASKA	$10.67	$451
06	AZJPFA	FRED ACOSTA	$9.49	$421
06	AZMNPX	PHOENIX JCC	$9.64	$422
06	CAAATI	TREASURE ISL	$10.42	$437
06	CAHZSM	SACRAMENTO J	$10.52	$455

Center			Graduate Average Wage	Graduate 6-Month Average Weekly Earnings
06	CAJPIE	INL. EMPIRE	$10.21	$438
06	CAJPLA	LA JCC	$10.41	$428
06	CAJPSD	S. DIEGO JCC	$10.63	$450
06	CAJPSJ	SAN JOSE JCC	$10.47	$446
06	CAOMLB	LONG BEACH	$10.41	$434
06	HIJPHI	HAWAII JCC	$9.67	$429
06	NVJPSN	SN NEV JCC	$9.77	$438
06	NWDESI	NW DESI OA/C	$10.48	$456

CTS Agency Model

PY 2012 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 Separation	20.3	20.3	0.0	0.1316	0.0000
% High School Diploma or GED at Separation	94.9	94.9	0.0	0.0040	0.0000
% Vocational Completion at Separation	93.4	93.4	0.0	0.0059	0.0000
% Reading TABE Grade Level 8-9 at Separation	36.0	36.0	0.0	0.0016	0.0000
% Reading TABE Grade Level 10-11 at Separation	30.1	30.1	0.0	0.0025	0.0000
% Reading TABE Grade Level 12 at Separation	19.1	19.1	0.0	0.0042	0.0000
% Math TABE Grade Level 6-7 at Separation	17.7	17.7	0.0	0.0012	0.0000
% Math TABE Grade Level 8-9 at Separation	31.1	31.1	0.0	0.0031	0.0000
% Math TABE Grade Level 10-11 at Separation	26.7	26.7	0.0	0.0049	0.0000
% Math TABE Grade Level 12 at Separation	17.2	17.2	0.0	0.0065	0.0000
% Training in Advanced Manufacturing	6.1	6.1	0.0	0.0094	0.0000
% Training in Construction	24.6	24.6	0.0	0.0033	0.0000
% Training in Finance and Business	13.6	13.6	0.0	-0.0066	0.0000
% Training in Health Care	27.4	27.4	0.0	-0.0031	0.0000
% Training in Hospitality	9.9	9.9	0.0	-0.0077	0.0000
% Training in Renewable Resources and Energy	1.1	1.1	0.0	0.0042	0.0000
% Training in Retail Sales and Services	1.2	1.2	0.0	-0.0074	0.0000
% Training in Transportation	3.6	3.6	0.0	0.0090	0.0000
% Training in Other Industry	12.6	12.6	0.0	-0.0011	0.0000
Average Wage in All Industries in County ($1,000's)	44.5	44.5	0.0	0.0269	0.0000
% Placed in Job in State With High Minimum Wage	15.7	15.7	0.0	0.0078	0.0000
Average Percent of Families in Poverty in County	11.1	11.1	0.0	-0.0481	0.0000

Subtotal	0.00
National Goal	$9.70
Model Adjusted Goal	$9.70

CTS Agency Model
PY 2012 Graduate 6-Month Average 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 Separation	20.3	20.3	0.0	6.3903	0.0000
% High School Diploma or GED at Separation	95.2	95.2	0.0	0.2252	0.0000
% Vocational Completion at Separation	94.9	94.9	0.0	0.2575	0.0000
% Reading TABE Grade Level 10-12 at Separation	51.1	51.1	0.0	0.0640	0.0000
% Math TABE Grade Level 6-7 at Separation	16.6	16.6	0.0	0.1571	0.0000
% Math TABE Grade Level 8-9 at Separation	30.9	30.9	0.0	0.3294	0.0000
% Math TABE Grade Level 10-11 at Separation	27.5	27.5	0.0	0.3918	0.0000
% Math TABE Grade Level 12 at Separation	19.0	19.0	0.0	0.4944	0.0000
% Training in Advanced Manufacturing	5.6	5.6	0.0	0.7170	0.0000
% Training in Construction	23.9	23.9	0.0	0.1785	0.0000
% Training in Finance and Business	14.9	14.9	0.0	-0.6180	0.0000
% Training in Health Care	28.2	28.2	0.0	-0.2836	0.0000
% Training in Hospitality	9.0	9.0	0.0	-0.6278	0.0000
% Training in Renewable Resources and Energy	1.0	1.0	0.0	0.4223	0.0000
% Training in Retail Sales and Services	1.3	1.3	0.0	-0.5906	0.0000
% Training in Transportation	3.6	3.6	0.0	0.7905	0.0000
% Training in Other Industry	12.5	12.5	0.0	0.0116	0.0000
Average Wage in All Industries in County ($1,000's)	44.4	44.4	0.0	0.3736	0.0000
% Placed in Job in State With High Minimum Wage	16.8	16.8	0.0	0.1759	0.0000
Average Percent of Families in Poverty in County	11.3	11.3	0.0	-2.6154	0.0000
				Subtotal	0
				National Goal	$425
				Model Adjusted Goal	$425

Attachment 2

PY 2012 INITIAL PLACEMENTS AND ALLOWABLE UPGRADES	
INITIAL PLACEMENT CATEGORY	**ALLOWABLE UPGRADES**
A. Full-time JTM Job Placement	• Full-time JTM with wage increase
B. Post-secondary 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 • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job with wage increase
D. Part-time JTM Job Placement	• Full-time JTM Job Placement with same or higher wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Part-time JTM Job with higher wage
E. Part-time Job/College Combination (PSC)	• Full-time JTM Job Placement • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Part-time JTM Job Placement
F. Part-time Non-JTM Job Placement	• Full-time JTM with same or higher wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement with same or higher wage • Part-time JTM Job with same or higher wage • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job with wage increase
G. High School, Other Training Program, OJT/Subsidized Employment	• Full-time JTM Job Placement • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement • Part-time JTM Job Placement • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job Placement

Attachment 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."

STUDENT CATEGORY	IME OF TRANSFER		HICH 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 Former Enrollee Initial Placement measure.	
	If placed by receiving CTS agency within the placement window …			Receiving CTS agency gets credit for the Former Enrollee Initial 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 Former Enrollee Initial Placement measure.	Receiving CTS agency gets credit for the Former Enrollee Initial Placement measure <u>only</u> if the placement is an upgrade.
	With <u>60 or more</u> calendar days left in placement window	***With <u>less than 60</u> 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* <u>only</u> 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 9 months.

***Short-term placement measures** include: Former Enrollee Initial Placement Rate; JTM/PSC Placement Rate; Graduate Initial Placement Rate; Graduate Average Wage at Placement; and Full-Time Job Placement.

STUDENT CATEGORY	IME OF TRANSFER		HICH CTS AGENCY GETS CREDIT?	
	Within Allowable Time Frame	*After Allowable Time Frame*	**Credits for Long-Term Placement Measures**	
			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 via fax at (202) 693-2764, scan/e-mail, or mail to:

   U.S. Department of Labor/Office of Job Corps

   200 Constitution Avenue, NW, Room N-4507

   Washington, DC 20210

   Attention: Program Performance Team
6. See the timetable in Appendix 501 Introduction, 9(d) Appeal Process for dates during which appeals must be received by the National Office in order to be processed for each month in PY 2012.

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 PRH, Chapter 4, Exhibit 4-1.
3. Check the appropriate box to indicate the student's earnings unit (i.e., if the student was paid hourly, weekly, monthly, or daily) as indicated on the student's pay stub.
4. Enter the dollar amount of earnings on the line that corresponds with the earnings unit selected as indicated on the student's pay stub. **Note:** The student must have earned at least federal minimum wage for this to qualify as a Job Corps Job Placement.
5. If the student earned other payments from this job during the survey week (e.g., bonus, tips, commission, etc.), enter the dollar amount on the appropriate line of item 4.

You must attach written documentation of employment information. Pay information must either: (1) at a minimum, include the complete 7-day period (Sunday through Saturday) prior to the date surveyed; and (2) show that the student worked a minimum of 20 hours during the dates that cover the survey week. For example: The survey week is from September 4th to September 10th. The student is paid by the week and the pay stub covers September 6th to September 12th when the student worked 22 hours. The overlap in dates and the documentation of the minimum required hours will serve as valid documentation. **Written documentation may include: a pay stub, written statement on letterhead, or a business card/official stamp affixed to an employer verification form**. Documentation through *The Work Number* detailing the student's employment information (such as employment verification, hours and payment) in such a way as to meet Job Corps' placement requirements is also accepted for verification. **Please see PRH, Chapter 4, Exhibit 4-2 for further information regarding documentation requirements.**

Section B: Education

If you are appealing data on education status, complete Section B.

1. Print the name of the school or training institution.
2. Check the appropriate box to indicate the type of school, college, or training program the student attends. The student must have attended school/training for the minimum number of hours required, or be enrolled for the minimum number of credits, to meet Job Corps' educational placement definition during the 7-day period represented by the survey week

for the placement to qualify for credit. Additionally, the educational placement must meet any additional criteria as stipulated in PRH, Chapter 4, Exhibit 4-1.

3. Enter information on attendance/enrollment in this column. If the student:

   a. is enrolled in high school, enter the grade level and the number of hours the student attended during the survey week. The student must be enrolled in 9th grade or higher to qualify.

   b. was enrolled in a post-secondary CTT or technical school, enter the number of hours the student attended during the survey week.

   c. was enrolled in college, record the number of course credit hours the student was registered to take for the period that includes the dates of the survey week.

   d. was enrolled in an on-the-job training program or was working in a subsidized job, enter the number of hours the student worked during the survey week.

   e. was enrolled in an "other" program (e.g., a program to obtain a GED, etc.), enter the number of hours the student attended during the survey week.

4. If other training was completed during the survey week, please specify the type of program and training.

You must attach written documentation from the school or training program or college (on official letterhead or with an official stamp) documenting that the student was enrolled/attending during the 7-day period covered by the survey week. Please see PRH, Chapter 4, Exhibit 4-2 for further information regarding documentation requirements.

Information of Person Completing the Form

1.. Print your name where indicated.

2.. Record the name of the center or placement agency where you work and the appropriate six-digit identification code for your center/agency.

3.. Record the telephone number at which you may be reached.

4.. Record the e-mail address at which you may be reached.

5. Sign your name where indicated.

6. Print the date you submitted the form.

U.S. Department of Labor

PY 2012 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:
❑ Post-secondary 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. Agency Name/Code (six-digit ID Code):
3. Your Telephone: ( )	4.Your e-mail address:
5. Signature:	6. Date form submitted:
National Office Use Only:	Reviewed by: Date:
❑ Approved ❑ Not Approved	Reason for Denial:

Attachment 5

Instructions for Filing a Request to Add a Placement Code to the Job Training Match (JTM) Crosswalk

GENERAL INSTRUCTIONS

1. This form is to be used to request that a Placement Code be added to the Job Training Match (JTM) Crosswalk. This form should be submitted only if the current JTM Crosswalk does not already contain an appropriate placement job code that: (a) is the most appropriate O*NET-SOC code to describe a specific placement outcome, and (b) is directly related to one of the new Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code.
2. The request must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, CTT-20, or CTS OMS-20.
3. Job Corps centers, CTS agencies, and National Training Contractors (NTCs) may file a request.
4. Submit the appeal with documentation to:

U.S. Department of Labor/Office of Job Corps

200 Constitution Avenue, NW, Room N-4507

Washington, DC 20210

Attention: Career Technical Training Team

INSTRUCTIONS FOR COMPLETING THE REQUEST FORM

Student Information

1. Enter the student's Job Corps Student Identification Number in the box.
2. Print the student's last name, followed by middle initial, and first name.
3. Print the name of the center from which the student separated.
4. Record the month, day, and year that the student reported to work.

Proposed Job Training Match Codes

1. Enter the proposed official placement code, as found in O*NET-SOC, Example: 31-1011.00
2. Enter the proposed official job title as found in O*NET-SOC, Example: Home Health Aides
3. Enter the proposed Training Program Area(s) (TPAs) that should receive a JTM credit whenever a student placement outcome is assigned the proposed placement code, Example: BRICK & CMENT. (Do not list a TAR code or title here.)
4. Provide rationale for the proposed placement code/title addition to the JTM Crosswalk. Appropriate JTM placement codes/titles must correspond to the training received by the student.

Information about You (Bottom of Form)

1-2. Print your name and sign the form in the appropriate boxes.

3. Record the name of the center or placement 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. Record the e-mail address at which you may be reached.
6. Enter the date you are submitting the appeal form.

NATIONAL OFFICE OF JOB CORPS
PY 2012 FORM TO REQUEST ADDITION OF A PLACEMENT CODE TO THE JOB TRAINING MATCH CROSSWALK

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

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

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Signature:
3. Agency/Center Name and Six-Digit ID Code:	4. Your Telephone: ( )
National Office Use Only:	5. Your E-mail Address:
Reviewed by:	6. Date Form Submitted:
Date:	□ Approved □ Not Approved

APPENDIX 501d

POLICIES AND PROCEDURES
FOR PY 2012
CAREER TECHNICAL TRAINING
OUTCOME MEASUREMENT SYSTEM

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Attachment 2: PY 2012 Regional Office Appeals Form

Attachment 3: PY 2012 Initial Placements and Allowable Upgrades

Attachment 4: PY 2012 CTT Report Card Pools and Credits for CTT Completers Transferred to Advanced Training Programs

Attachment 5: Instructions for Filing an Appeal of 6- or 12-Month Follow-up Survey Data/Appeal Form

Attachment 6: PY 2012 Instructions for Filing a Request to Add a Placement Code to the JTM Crosswalk/Request Form

I. CAREER TECHNICAL TRAINING (CTT) REPORT CARD FOR PY 2012

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 Program Year (PY) 2012 Outcome Measurement System (OMS) Report Cards.

A. **Overview.** The Career Technical Training (CTT) Report Card is a comprehensive system used to measure the performance of all Job Corps career technical training (CTT) programs, both center-operated and National Training Contractor (NTC)-operated.

The CTT Report Card provides data regarding students' participation in CTT programs, as well as achievement of long-term employment at sustainable earnings. The CTT Report Card also supports the mission of the Career Development Services System (CDSS) and Workforce Investment Act of 1998 (WIA) requirements.

B. **PY 2012 Changes in Appendix 501d.** Provided below is a description of changes to the CTT Report Card for PY 2012.

The Minimum Productivity Rule (MPR) will be reinstated in PY 2012 for informational purposes only. The MPR was suspended beginning in PY 2007 to allow time for centers to transition to using more rigorous training guidelines and completion elements reflective of nationally recognized industry standards and credential requirements. Additional details can be found in Section H.

Since PY 2010, goals have been added to all the measures of the CTT Report Card to align with the Center, Outreach and Admissions (OA), and Career Transition Services (CTS) Report Cards. As with the other Report Cards, ratings relative to the goals are used to determine overall performance. In addition, performance that exceeds the goal will be rated accordingly and will be displayed on the CTT Report Card. This will encourage those programs that are already meeting their goals to continue striving for higher levels of performance. The CTT Evaluation Scale has been redesigned to align with the CTT Report Card's transition to a new rating system (relative to goals). Additional details can be found in Section I.

In PY 2010, an improved Job Training Match (JTM) Crosswalk was introduced that more directly aligns training programs with jobs. The JTM Crosswalk provides the link to determine whether students' placement in employment is related to the career technical

training received in Job Corps. The JTM Crosswalk is the fundamental data source for the JTM measures; therefore, it is essential that the Crosswalk accurately links relevant jobs to appropriate training. While updates have been made to the JTM Crosswalk since its introduction in 1998 (for example, the conversion to O*NET-SOC 2009 placement codes), a major overhaul of the Crosswalk and its structure was necessary to ensure the continued accuracy and validity of the outcomes reported. The 2011 and 2012 versions of the Crosswalk reflect enhanced alignment among Training Achievement Records (TARs), Training Program Areas (TPAs), and O*NET-SOC, the industry-recognized national occupational database – including the addition of placements recommended by practitioners from the field.

Changes in the PY 2012 CTT Report Card are as follows:

1. **Career Technical Training (CTT) Industry-Recognized Credential Attainment Rate:** The Industry-Recognized Credential Attainment Rate measure was introduced in PY 2010 for informational purposes only in order to allow centers time to establish baselines and track their progress in meeting goals. The initial goal of 50% was based on historical data for PY 2010; actual performance during PY 2011 far exceeded the goal. In order to align with the Center Report Card, the goal for CTT Industry-Recognized Credential Attainment is increased in PY 2012, from 50% to 80%.

2. **Career Technical Training (CTT) Completer Average Hourly Wage at Placement:** For PY 2012, the goal for CTT Completer Average Hourly Wage is increased from $9.50 per hour to $9.85 per hour.

3. **Career Technical Training (CTT) Completer Job Training Match Average Wage:** For PY 2012, the goal for CTT Completer Job Training Match Average Wage is increased from $10.00 to $10.40 per hour.

NOTE: The Career Technical Training Completer Full-Time Job Placement Rate, introduced in PY 2010, will continue to be reported for information purposes only, and will not be weighted in PY 2012.

Provided on the next page is a summary table outlining the PY 2012 CTT Report Card.

PY 2012 CTT REPORT CARD			
Measure	**Definition**	**Goal**	**Weight**
Career Technical Training Program Completion Rate	No. of Students who complete a Career Technical Training program / No. of Separated Students assigned to a Career Technical Training program	75%	15%
Career Technical Training Industry-Recognized Credential Attainment Rate	No. of Career Technical Training Students who attain an approved industry-recognized credential or complete an NTC program / No. of Students Assigned to a Career Technical Training program	80%	5%
Career Technical Training Completer Placement Rate	No. of Career Technical Training completers placed in a job, the military, or education/training, or who transfer to an Advanced Training program at another center / No. of Career Technical Training completers whose placement records are due or received or who transfer to an Advanced Training program at another center	90%	20%
Career Technical Training Completer Average Hourly Wage at Placement	Sum of hourly wages of Career Technical Training completers placed in a job or the military / No. of Career Training Completers placed in a job or the military	$9.85	10%
Career Technical Training Completer Full-Time Job Placement Rate	No. of Career Technical Training completers placed in a full-time job or the military / No. of Career Technical Training completers placed in a job or the military	80%	0%
Career Technical Training Completer Job Training Match (JTM) /Post-secondary Credit (PSC) Placement Rate	No. of Career Technical Training completers placed in a training-related job, the military, or post-secondary education/training / No. of Career Technical Training program completers placed in a job, the military, or post-secondary education/training	75%	10%
Career Technical Training Completer Job Training Match Average Wage	Sum of Hourly Wages of Career Technical Training completers placed in a Training-Related Job or the Military / No. of Career Technical Training program completers placed in a training-related job or the military	$10.40	5%
Career Technical Training Completer 6-Month Follow-up Placement Rate	No. of initially placed Career Technical Training completers who report they are in a job, the military, or education/training on the 6-Month Follow-up Survey / No. of initially placed Career Technical Training completers who complete the 6-Month Follow-up Survey	70%	15%
Career Technical Training Completer 6-Month Follow-up Average Weekly Earnings	Sum of weekly earnings of initially placed Career Technical Training completers who report they are in a job or the military on the 6-Month Follow-up Survey / No. of Career Technical Training completers who report they are in a job or the military on the 6-Month Follow-up Survey	$425	15%
Career Technical Training Completer 12-Month Follow-up Placement Rate	No. of initially placed Career Technical Training completers who report they are in a job, the military, or education/training on the12-Month Follow-up Survey / No. of initially placed Career Technical Training completers who complete the 12-Month Follow-up Survey	70%	5%
			100%

C. Impact of Level 1 Zero Tolerance (ZT) Separations on the CTT Report Card. Students who separate due to Level 1 ZT infractions or students who are enrolled in Job Corps for less than 60 days will *not* be included in the CTT Report Card since they are ineligible for post-center services.

The list of 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.

D. Career Technical Training Measures. Provided below is a description of the CTT performance measures. The following criteria pertain to the CTT placement measures, as applicable:

- The federal minimum wage requirement applies for all states (except for Puerto Rico, U.S. Virgin Islands, and U.S. Territories) to all these 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 3 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 4 for a chart outlining allowable CTT Report Card 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 requirements for verification and/or reporting timelines specified in PRH, Chapter 4, Section 4.5, R2 and R3, shall be included in the CTT 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) Completion Rate.

Pool: All separated students who entered a CTT program.

Students who entered more than one CTT program but did not complete any CTT program, shall be included in the CTT completion pool of the program in which they were enrolled the longest. Students who completed one or more CTT offerings are assigned to the CTT completion pool of each training program completed.

Measure: The percentage of students in the pool who complete a CTT program.

Goal: The national goal is 75%.

Weight: 15%

Formula:

$$\frac{\text{Number of Students who complete a Career Technical Training program}}{\text{Number of Separated Students who entered a Career Technical Training program}}$$

2. Career Technical Training (CTT) Industry-Recognized Credential Attainment Rate.

Pool: All students who are assigned to a CTT program (excluding 30/45 day Level 1 ZTs)

Measure: The percentage of separated students who have attained an approved industry-recognized credential that is linked to their CTT program or students who have completed a training program offered by a National Training Contractor (NTC).

Goal: The national goal is 80%.

Weight: 5%

Formula:

$$\frac{\text{Number of Career Technical Training Students who attain an approved industry-recognized credential or Students who complete an NTC program}}{\text{Number of Students Assigned to a Career Technical Training Program}}$$

3. Career Technical Training (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 CTT programs are assigned to the placement pool of each program completed.

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 CTT offering shall remain in those pools, whether placed or not, and shall be included in the calculation for the placement measure of each of those training programs.

Goal: The national goal is 90%.

Weight: 20%

Formula**:**

$$\frac{\text{Number of Career Technical Training completers placed in a job, the military, an education/training program, or a job/school combination, or who transfer to an approved Advanced Training program at another center}}{\text{Number of Career Technical Training completers whose initial placement records are due or received, or who transfer to an approved Advanced Training program at another center}}$$

4. Career Technical Training (CTT) Completer Average Hourly 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.

Goal: The national goal is $9.85.

[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."*

Weight**:** 10%

Formula**:**

$$\frac{\text{Sum of hourly wages of Career Technical Training completers placed in a job or the military}}{\text{Number of Career Technical Training completers placed in a job or the military}}$$

5. Career Technical Training (CTT) Completer Full-Time Job Placement Rate.

Pool: All CTT completers placed in a job or the military according to the Job Corps placement definition.

Measure: The percentage of CTT completers in the pool who are placed in a full-time job or the military.

Goal: The national goal is 80%.

Weight: 0%

Formula:

$$\frac{\text{Number of Career Technical Training completers placed in a full-time job or military}}{\text{Number of Career Technical Training completers placed in a job or military}}$$

6. Career Technical Training (CTT) Completer Job Training Match (JTM)/Post-secondary Credit (PSC) Placement Rate.

In PY 2005, a Job Training Match (JTM) Placement rate measure, crediting CTT completers initially placed in training-related jobs or the military, was added into the Center Report Card. The measure 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 that enter a post-secondary education or post-secondary training as Post-secondary Credit (PSC). In 2010, 2011, and 2012, the Office of Job Corps issued revised versions of the JTM Crosswalk to refine alignment with O*NET-SOC, the industry-recognized national occupational database.

Pool: All CTT completers who are placed in a job, the military, or who enter post-secondary education or post-secondary training.

Students who completed one or more CTT programs 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, post-secondary education, or post-secondary 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 post-secondary education or post-secondary 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 to only 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.

Goal: The national goal is 75%.

Weight: 10%

Formula**:**

$$\frac{\text{Number of Career Technical Training completers placed in a training-related job, the military, post-secondary education, or post-secondary training}}{\text{Number of Career Technical Training completers placed in a job, the military, post-secondary education, or post-secondary training}}$$

The process created in PY 2007 for requesting the addition of an O*NET-SOC placement code to the JTM Crosswalk will continue to be available for PY 2012. A request should be submitted only if the current JTM Crosswalk does not already contain a specific placement code that: (a) is the most appropriate O*NET-SOC code to describe a placement outcome, and (b) is directly related to one of the Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code

will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code. Please see Attachment 6 for the request form and instructions.

7. Career Technical Training (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.

Goal: The national goal is $10.40.

Weight**:** 5%

Formula**:**

$$\frac{\text{Sum of hourly wages of Career Technical Training completers placed in a training-related job or the military}}{\text{Number of Career Technical Training completers placed in a training-related job or the military}}$$

8. Career Technical Training (CTT) 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).

Goal: The national goal is 70%.

Weight: 15%

Formula:

$$\frac{\text{Number of initially placed Career Technical Training completers who report they are in a job, the military, an education/training program, or a job/school combination on the 6-Month Follow-up Survey}}{\text{Number of initially placed Career Technical Training completers who complete the 6-Month Follow-up Survey}}$$

9. Career Technical Training (CTT) 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 (that meets the Job Corps definition of placement) or the military.

Measure**:** The average weekly earnings of placed CTT completers in the pool.

Goal: The national goal is $425.

Weight**:** 15%

Formula**:**

$$\frac{\text{Sum of Weekly Earnings of Career Technical Training completers who report they are in a job or the military on the 6-Month Follow-up Survey}}{\text{Number of Career Technical Training completers who report they are in a job or the military at the 6th month after initial placement}}$$

10. Career Technical Training (CTT) 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).

Goal: The national goal is 70%.

Weight: 5%

Formula:

$$\frac{\text{Number of initially placed Career Technical Training completers who report they are in a job, the military, an education/training program, or a job/school combination on the 12-Month Follow-up Survey}}{\text{Number of initially placed Career Technical Training Completers who complete the 12-Month Follow-up Survey}}$$

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. A thorough analyses of

historical data, where available, has been conducted to assist in establishing reasonable and attainable goals for the system.

All the measures in the CTT Report Card have *national* goals.

F. **Weights**. A weight is assigned to each measure to reflect: 1) areas of emphasis in CTT programs' accountability for achieving positive student outcomes; 2) the importance attached to each measure; and 3) the number of students in the pool for each measure.

The weighting scheme of the CTT Report Card remains intact in PY 2012.

G. **Overall Rating.** Results across each of the weighted measures are aggregated to create an overall rating. CTT program 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.

H. **Minimum Productivity Rule (MPR).** The Minimum Productivity Rule (MPR) is a measure of efficiency that establishes a benchmark for the number of placements in a program year relative to the investment made in Job Corps' training programs to include facilities, instructors, equipment and other resources on a center for a given number of contracted slots. The MPR requires all CTT programs to place a minimum of 51% of students (CTT completers only) occupying contracted training slots every program year.

The MPR was suspended beginning in PY 2007 to allow time for centers to transition to using more rigorous training guidelines and completion elements reflective of nationally recognized industry standards and credential requirements**. For PY 2012, the MPR will be reinstated for informational purposes only.** The CTT-10 report will contain trade performance data relative to MPR but overall ratings will not be impacted as they were in the past application of the measure. Consistent with the informational aspect of performance in this area for PY 2011, programs failing to meet the MPR threshold will be indicated with an asterisk. MPR data will be collected throughout the year to monitor related outcomes and inform efforts to fully implement this measure in PY 2013.

I. **Program Performance:** The primary purpose of the CTT Report Card, consistent with other OMS reports, is to account for results based on established program parameters and

goals. The measures on the CTT Report Card represent key indicators of program success related to student preparation for the labor market and overall employment. Performance is ultimately determined based on the degree to which goals are met or exceeded and the ability of programs to strategically and proficiently demonstrate a focus on maximizing student outcomes on a consistent basis. 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;
- work to improve programs that exhibit average performance to prevent further decline;
- actively assist, at the earliest indication, programs that demonstrate unsatisfactory performance; and
- initiate corrective action for programs that consistently perform at an unsatisfactory level.

Based on the PY 2012 CTT Report Card, programs will receive an overall rating and will be graded on the basis of the following scale:

A	*Exceptional performance*	*110.0% and higher*
B	*Above average performance*	*95.0% – 109.9%*
C	*Average performance*	*80.0% – 94.9%*
D	*Unsatisfactory performance*	*0 – 79.9%*

The CTT Report Card will display each program's score and grade for the preceding program year.

1. Grade A (Exceptional Performance)

Programs in Grade A status will be recognized as appropriate by their respective Regional Office.

2. Grade B (Above Average Performance)

Programs in Grade B status will also be recognized as appropriate by their respective Regional Office.

3. Grade C (Average Performance)

Regional Offices may require programs with performance in Grade C (including National Training Contractors [NTC] programs) to have a Performance Improvement Plan (PIP), especially those that repeatedly have overall ratings between 80.0% and 84.9% (low Grade C). 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)

a. First Year of Grade D Performance:

At the end of PY 2012, Regional Offices are required to identify all CTT programs in Grade D for the first year (including NTC programs) and initiate a process for corrective action – which will include an opportunity for operators/Center Directors and, as applicable, NTCs, to (within 20 business days) appeal the proposal for corrective action by presenting evidence of mitigating circumstances that they believe caused or contributed to 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 corrective action and 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 a PIP.

Regional Offices are required to submit to the National Office of Job Corps, Division of Educational Services, a composite list of those programs designated to serve probation and a copy of the PIP for each targeted center.

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.

b. 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 a corrective action and 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:

  U.S. Department of Labor/ Office of Job Corps
  200 Constitution Avenue, NW, Room N-4507
  Washington, DC 20210
  Attention: Career Technical Training Team

- 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 Regional Office to develop 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.

I. ROLES AND RESPONSIBILITIES

A. National Office. The National Office of Job Corps will be responsible for:

- establishing overall policy regarding the weight structure for the CTT Report Card 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 CTT Report Card 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 PIPs for all programs in Grade D and, as determined by the Regional Office, those in low 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. Job Corps Centers. Job Corps centers 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 and/or National 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 Representative (COR) and center staff, will be responsible for:

- coordinating with Regional Office staff, operators, and center staff to implement the new CTT Report Card;
- 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/or 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.

E. **Job Corps Data Center (JCDC).** JCDC is responsible for ensuring that the CTT Report Card and other reports are issued in accordance with the target release dates. JCDC coordinates specifications of the CTT 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 CTT program data, including NTC data, reporting and oversight of CIS and CTS, Help Desk services to the National Office of Job Corps and Regional Offices regarding CTT program data and reporting, and training and services to the regions on CIS and CTS.

Attachment 1

JOB CORPS CTT REPORT CARD

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 REPORT CARD
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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_____

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**
- ☐ **Recommend Closure or Training Slot Reduction**

Attachment 3

PY 2012 INITIAL PLACEMENT AND ALLOWABLE UPGRADES	
INITIAL PLACEMENT CATEGORY	**ALLOWABLE UPGRADES**
A. Full-time JTM Job Placement	• Full-time JTM with wage increase
B. Post-secondary 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 • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job with wage increase
D. Part-time JTM Job Placement	• Full-time JTM Job Placement with same or higher wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Part-time JTM Job with higher wage
E. Part-time Job/College Combination (PSC)	• Full-time JTM Job Placement • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Part-time JTM Job Placement
F. Part-time Non-JTM Job Placement	• Full-time JTM with same or higher wage • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement with same or higher wage • Part-time JTM Job with same or higher Wage • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job with wage increase
G. High School, Other Training Program, OJT/Subsidized Employment	• Full-time JTM Job Placement • Post-secondary School/Training, College Placement or Full-time Job/College Combination (PSC) • Full-time Non-JTM Job Placement • Part-time JTM Job Placement • Part-time Job/College Combination (PSC) • Part-time Non-JTM Job Placement

Attachment 4

PY 2012 CTT Report Card 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
		Credential Attainment	1	1/0	n/a	n/a
		CTT Completer Placement	1	1	n/a	n/a
		JTM/PSC Placement	0	0	n/a	n/a
		Full-Time Job Placement	0	0	n/a	n/a
CTT Completer Separates from AT Center		CTT Completion Credential Attainment	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	1/0
		JTM/PSC Placement	As applicable	As applicable	1	1/0
		Full-Time Job Placement	n/a	n/a	1	1/0
		JTM Wage	n/a	add wage to total	n/a	add wage to total
	Placed in School	CTT Completer Placement	n/a	n/a	1	1
		JTM/PSC Placement	As applicable	As applicable	1	1
	Placed in combination of School & Job	CTT Completer Placement	n/a	n/a	1	1
		JTM/PSC Placement	As applicable	As applicable	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	n/a	add earnings to total As applicable	n/a	add earnings to total As applicable

Note: This does not apply to Advanced Career Training (ACT) transfers.

Attachment 5

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 via fax at (202) 693-2764, scan/e-mail, or mail to:

   U.S. Department of Labor/Office of Job Corps

   200 Constitution Avenue, NW, Room N-4507

   Washington, DC 20210

   Attention: Program Performance Team
6. See the timetable in Appendix 501 Introduction, 9(d) Appeal Process for dates during which appeals must be received by the National Office in order to be processed for each month in PY 2012.

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 PRH, Chapter 4, Exhibit 4-1.
3. Check the appropriate box to indicate the student's earnings unit (i.e., if the student was paid hourly, weekly, monthly, or daily) as indicated on the student's pay stub.
4. Enter the dollar amount of earnings on the line that corresponds with the earnings unit selected as indicated on the student's pay stub. **Note:** The student must have earned at least federal minimum wage for this to qualify as a Job Corps Job Placement.
5. If the student earned other payments from this job during the survey week (e.g., bonus, tips, commission, etc.), enter the dollar amount on the appropriate line of item 4.

You must attach written documentation of employment information. Pay information must either: (1) at a minimum, include the complete 7-day period (Sunday through Saturday) prior to the date surveyed; and (2) show that the student worked a minimum of 20 hours during the dates that cover the survey week. For example: The survey week is from September 4th to September 10th. The student is paid by the week and the pay stub covers September 6th to September 12th when the student worked 22 hours. The overlap in dates and the documentation of the minimum required hours will serve as valid documentation. **Written documentation may include: a pay stub, written statement on letterhead, or a business card/official stamp affixed to an employer verification form**. Documentation through *The Work Number* detailing the student's employment information (such as employment verification, hours and payment) in such a way as to meet Job Corps' placement requirements is also accepted for verification. **Please see PRH, Chapter 4, Exhibit 4-2 for further information regarding documentation requirements.**

Section B: Education

If you are appealing data on education status, complete Section B.

1. Print the name of the school or training institution.
2. Check the appropriate box to indicate the type of school, college, or training program the student attends. The student must have attended school/training for the minimum number of hours required, or be enrolled for the minimum number of credits, to meet Job Corps' educational

placement definition during the 7-day period represented by the survey week for the placement to qualify for credit. Additionally, the educational placement must meet any additional criteria as stipulated in PRH, Chapter 4, Exhibit 4-1.

3. Enter information on attendance/enrollment in this column. If the student:

   a. is enrolled in high school, enter the grade level and the number of hours the student attended during the survey week. The student must be enrolled in 9th grade or higher to qualify.

   b. was enrolled in a post-secondary CTT or technical school, enter the number of hours the student attended during the survey week.

   c. was enrolled in college, record the number of course credit hours the student was registered to take for the period that includes the dates of the survey week.

   d. was enrolled in an on-the-job training program or was working in a subsidized job, enter the number of hours the student worked during the survey week.

   e. was enrolled in an "other" program (e.g., a program to obtain a GED, etc.), enter the number of hours the student attended during the survey week.

4. If other training was completed during the survey week, please specify the type of program and training.

You must attach written documentation from the school or training program or college (on official letterhead or with an official stamp) documenting that the student was enrolled/attending during the 7-day period covered by the survey week. Please see PRH, Chapter 4, Exhibit 4-2 for further information regarding documentation requirements.

Information of Person Completing the Form

1.. Print your name where indicated.

2.. Record the name of the center or placement agency where you work and the appropriate 6-digit identification code for your center/agency.

3.. Record the telephone number at which you may be reached.

4.. Record the e-mail address at which you may be reached.

5. Sign your name where indicated.

6. Print the date you submitted the form.

U.S. Department of Labor

PY 2012 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:
❑ Post-secondary 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. Agency Name/Code (six-digit ID Code):
3. Your Telephone: ( )	4.Your e-mail address:
5. Signature:	6. Date form submitted:
National Office Use Only:	Reviewed by: Date:
❑ Approved ❑ Not Approved	Reason for Denial:

Attachment 6

Instructions for Filing a Request to Add a Placement Code to the Job Training Match (JTM) Crosswalk

GENERAL INSTRUCTIONS

1. This form is to be used to request that a Placement Code be added to the Job Training Match (JTM) Crosswalk. This form should be submitted only if the current JTM Crosswalk does not already contain an appropriate placement job code that: (a) is the most appropriate O*NET-SOC code to describe a specific placement outcome, and (b) is directly related to one of the new Training Achievement Records (TARs), released in PY 2006 or thereafter, as they are aggregated into Training Program Areas (TPAs) within the crosswalk. If the request is approved, the proposed O*NET-SOC placement code will be added to the placement portion of the JTM Crosswalk, and JTM credit will be given to every student who completes any TAR in the same TPA and is placed in a position that is properly assigned the identified placement code.
2. The request must be filed within 90 days of the month in which the student's record first appears on the Center OMS-20, CTT-20, or CTS OMS-20.
3. Job Corps centers, CTS agencies, and National Training Contractors (NTCs) may file a request.
4. Submit the appeal with documentation to:

U.S. Department of Labor/Office of Job Corps
200 Constitution Avenue, NW, Room N-4507
Washington, DC 20210
Attention: Career Technical Training Team

INSTRUCTIONS FOR COMPLETING THE REQUEST FORM

Student Information

1. Enter the student's Job Corps Student Identification Number in the box.
2. Print the student's last name, followed by middle initial, and first name.
3. Print the name of the center from which the student separated.
4. Record the month, day, and year that the student reported to work.

Proposed Job Training Match Codes

1. Enter the proposed official placement code, as found in O*NET-SOC, Example: 31-1011.00
2. Enter the proposed official job title as found in O*NET-SOC, Example: Home Health Aides
3. Enter the proposed Training Program Area(s) (TPAs) that should receive a JTM credit whenever a student placement outcome is assigned the proposed placement code, Example: BRICK & CMENT. (Do not list a TAR code or title here.)
4. Provide rationale for the proposed placement code/title addition to the JTM Crosswalk. Appropriate JTM placement codes/titles must correspond to the training received by the student.

Information about You (Bottom of Form)

1-2. Print your name and sign the form in the appropriate boxes.

3. Record the name of the center or placement 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. Record the e-mail address at which you may be reached.
6. Enter the date you are submitting the appeal form.

NATIONAL OFFICE OF JOB CORPS
PY 2012 FORM TO REQUEST ADDITION OF A PLACEMENT CODE TO THE JOB TRAINING MATCH CROSSWALK

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

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

INFORMATION OF PERSON COMPLETING THE FORM:

1. Print Your Name:	2. Signature:
3. Agency/Center Name and 6-Digit ID Code:	4. Your Telephone: ( )
National Office Use Only:	5. Your E-mail Address:
Reviewed by:	6. Date Form Submitted:
Date:	□ Approved □ Not Approved

APPENDIX 502

FINANCIAL MANAGEMENT FOR CENTER CONTRACTS

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A. INTRODUCTION

1. Scope.

Appendix 502 contains instructions and requirements for budgeting and reporting the costs of operating Job Corps contract centers. Financial management requirements for federally administered Job Corps CCCs are located in Appendix 509.

This Appendix is not intended to supersede the proposal development requirements prescribed in the standard 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.

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:

X Periodic, detailed review of actual expenses and, in the case of contract centers, a comparison between planned (budgeted) versus actual expense.
X The reliable identification of variances from budget that may require corrective action.
X The ratification of appropriate adjustments in current year and out-year budgets.
X 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 (i) comparability between centers, and (ii) 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.

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 final year of a center contract, 2181 budgets are normally prepared in sets of two: one providing a line-item budget for the current contract year and another 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.

If a contract is in the first year of a three-year base period, it is also necessary to have an additional 2181 budget in place to cover the 3rd contract year. This is to ensure that 2181's are in place to cover the full initial performance period of the contract.

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.

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, etc., whichever is in effect at the time) and cumulative from contract inception.

4. Comparing Actual Versus Planned Costs.

For center operating expense, the cost reports for contract centers require a comparison of actual expenses versus planned expenses. 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 contract 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 is done **on the basis of days rather than months**. This second method, though not as precise as the first, is deemed to be generally 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

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.

For individual line items, 01-29, an explanation is required if the variance is 5% or more (plus or minus) of the line item amount budgeted for the entire contract year. However, no explanation is required if the dollar amount of the variance for an individual line item represents less than 0.1% of the total center operations budget (line 30) for the entire contract year. To illustrate: if the contract year budget for a particular line item is $100,000, the first alternative variance threshold is $100,000 x 5.0% = $5,000. If the total Center Operations budget for the contract year is $8,000,000, the second alternative variance threshold is $8,000,000 x 0.1% = $8,000. Since $8,000 is the larger of the two dollar amounts, then $8,000 is used as the variance threshold for the budget line item in question instead of $5,000.

An explanation is further required whenever the current contract year-to-date total Actual Expense for Center Operations exceeds the Planned Total Expense by an amount equating to 1% of the total budget for the current contract year.

Please note that the thresholds for explaining variances are determined as a percentage of the full year's budget amount. This might appear 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 contract 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:

X Spending constraints to reduce or stabilize overruns.
X Increased spending in areas where adequate resources have not been utilized to provide prescribed services.
X Improvements to internal administrative control systems and the provision of training to appropriate staff.
X Budget revision request to more reasonably distribute financial resources between cost categories.
X Initiation of requests for an increase or decrease in the contract estimated cost to adjust for unforeseen cost or program changes.
X 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: (i) there is a need to change the net amount for center operations expense in the estimated cost clause of the contract and the change affects the current contract year; or (ii) a realignment of existing line item amounts is clearly needed to resolve a gross misallocation of costs. However, frequent reshuffling of funds between line items as a means to eliminate reportable variances 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 and Base-Year Three Estimates

As mentioned in section 2 above, 2181 budgets are normally prepared in sets of two: one providing a line-item budget for the current contract year and another for the next contract year. Most center operations contracts are initially awarded with a 2-year base period. In this case, the initial 2181 budgets that are prepared upon contract award are for the first contract year and the second contract year. Except for the final year of the contract, 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 third contract year (which will then be considered as the "next year").

If a contract is initially awarded with a 3-year base period, it will also be necessary for the contractor to maintain a "base year 3" budget, but only during the first contract year. After the first contract year has been completed, the contract returns to the normal pattern, in which the requirement is only for the maintenance of "current year" and "next year" 2181's. This is discussed more fully in the later section that provides detailed requirements for 2181 Contract Center Operations Budgets.

Whenever the current year budget is being revised, it is also necessary to: (1) identify any adjustments that are of an ongoing nature (such as those that might involve permanently deleting or adding slots; (2) accurately calculate the impact of such changes on the next contract year, and (3) revise the 2181 budget for the next year accordingly (also the base-year three budget if one is being maintained.).

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. The current AAPP Estimated Cost Profile, which DOL makes available to the contractor, 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. Questions or concerns about dollar amounts that are contained in AAPP Estimated Cost Profiles may be referred to Job Corps National Office financial staff.

8. Integration of Financial Management Systems.

The requirements and procedures of this Appendix have been designed in way that is intended to ensure or promote consistency of data across different aspects of center financial management: DOL/Job Corps allocation of funds for center contracts; contractual documents concerning cost and funding; detailed operational budgeting; monthly cost reporting; and contractor vouchering for payments.

a. Job Corps Fund Allocation System (JFAS).

JFAS is a web-based in-house IT application that is used by DOL/Job Corps to control the allocation of funds to center operations contracts and other contracts and activities that are to deliver and support the delivery of services to Job Corps students. It is DOL policy to share various types of JFAS reports and documents with center contractors. The JFAS reports and data sheets that are available to contractors include: the Estimated Cost Profile, the Fiscal Plan, the FOP Allocations Report, the CTST Worksheet, the Contract Footprint Report, and the Payments Transaction Report. These reports will help contractors to prepare and plan for future modifications that are scheduled for their contracts (including modifications for incremental contract funding) and also to facilitate the identification of discrepancies and pending issues that require follow-up action.

Pending the development of an IT application that will provide contractors with direct access to their respective JFAS reports and documents, Job Corps Regional Offices are required to provide contractors with copies of these reports (which are normally available in PDF format) on a timely basis upon request. Please note, however, that DOL does not share one contractor's reports with any other contractor. If a Job Corps Regional Office is not able to fulfill its responsibility in this area, a contractor may instead request the DOL Job Corps National Office to supply copies of its JFAS reports and documents.

b. Contract Award and Maintenance.

Contract award and modification documents are currently maintained and executed in ink-signed hard-copy form. These documents contain information about agreed-to contract costs and DOL/Job Corps funding that is available for payment to the contractor. Many items of information in these hard-copy documents must be abstracted and entered into the Job Corps FMS.

c. Job Corps Financial Management System (FMS).

Center contractors fulfill most of their financial reporting and operational budgeting responsibilities using the Job Corps FMS, which is a web-based IT application administered by the Job Corps Data Center (JCDC). The FMS is used to prepare and submit 2110 cost reports, 2110S monthly staff vacancy and separation reports, and 2181 budgets, The FMS is also used to enter key elements of financial data that are abstracted from contract documents and from Job Corps contract vouchers. Data entry procedures can be found on the JCDC website and in training and orientation materials that have been published by JCDC. The FMS is a secure IT system, with access being controlled by user names and passwords.

d. Vouchering.

The great majority of center contractors receive payment from DOL on the basis of hard-copy vouchers and back-up sheets that are submitted to DOL/Job Corps on a semi-monthly schedule. (A small number of governmental and non-profit contractors are eligible to be paid via electronic draw-downs.) Some data items from vouchers must be abstracted and entered into the Job Corps FMS.

C. COST CATEGORY DEFINITIONS

1. Overall Structure of Categories.

The major cost categories that are used on center cost reports and budgets are structured as described below. Detailed definitions and descriptions are provided in a later section:

Center Operations Expense

This major expense group includes 29 different line item categories, which are separately displayed on page 2 of the 2110 cost reports and on the 2181 line-item budgets. These reports and budgets also display 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 typically display the center operating expense total, along with the display of sensitive subcategories of expense, such as contractor fee and indirect administrative expense.

Center Capital Expenses

This group consists of the following four cost categories:

- Construction/Facility Rehab

  Note: Starting in 1988, Congress has appropriated Job Corps funds in two separate accounts: (i) OPERATING FUNDS and (ii) CRA FUNDS (facility construction, rehabilitation and acquisition). DOL ensures separate tracking of these funds by requiring that all CRA FUNDS be reported in the **Construction/Facility Rehab** expense category. Moreover, that expense category is used exclusively for CRA FUNDS. As a consequence, all other expense categories fall under the appropriation for OPERATING FUNDS.

- Equipment/Furniture;
- GSA Vehicle Rental
- Career Technical Skills Training (CTST) Materials.

These above four categories are displayed individually on 2110 cost reports and in the estimated cost and funds available clauses of center contracts.

Student Transport/Meal Allowance Expense

This cost category refers to Job Corps-paid expenses for inter-city transportation of new enrollees and students, including the payment of travel-related meal allowances to new enrollees and students. This expense category is not in common use under center operations contracts, but is available when needed.

Outreach/Admissions Expense

This cost category applies when the center contract expressly includes an estimated cost amount for the provision of activities for the outreach and admission of new students. When a center contract contains an estimated cost amount for Outreach/Admissions, supplementary 2181s and 2110s must be prepared.

Career Transition Services Expense

This cost category applies when the center contract expressly includes an estimated cost amount for the provision of career transition services to graduates and former enrollees. When a center contract contains an estimated cost amount for Career Transition, supplementary 2181s and 2110s must be prepared.

Other Expense Categories Not Pre-Printed on the Forms

Blank lines are provided in the reporting formats for writing in other categories that might be expressly included in the estimated cost and funds available clauses of a center operations contract -- such as special funding for program support functions.

2. Subcontract Expense.

The costs of subcontracts issued by center operators are classified differently depending on the characteristics of the subcontract. For purposes of Job Corps cost classification, subcontracts fall into two different and mutually exclusive categories: Staffing Subcontract; and Non-Staffing Subcontract. Following are definitions and criteria for determining the category that applies to a particular subcontract, along with the cost allocation policies that apply to that category.

a. Staffing Subcontract.

This category applies to any subcontract that provides one or more staff persons who are employed at the center on a full-time basis or any subcontract that provides a number of part-time staff persons who are employed at the center and whose scheduled hours of work at the center collectively represent one or more full-time positions (FTP's). The cost allocation policies that apply to subcontracts in this category are as follows:

- Subcontractor Personnel Expense. The cost of compensation (salaries/wages and benefits) which the subcontractor pays to its staff who work at the center shall be allocated to the appropriate functional or programmatic line item as a personnel expense (e.g., Line 01 Academic Personnel, Line 03 Career Technical Training Personnel, and so forth).

- Other Direct Subcontractor Expense. The direct costs of the subcontractor that are for non-personnel items shall be reported in the appropriate functional or programmatic line item as an "Other" cost (e.g., Line 02

Other Academic Expense, Line 04 Other Career Technical Training Expense, and so forth).

- Subcontractor Indirect Expense (Overhead/G&A). The subcontractor's overhead and G&A expense shall be reported on Line 16 – Other Administrative Expense. Do NOT report these costs on Line 17 – which is used exclusively to report the prime contractor's Overhead/G&A expense.

- Subcontractor Fee. If the terms of the prime contract expressly designate the subcontract as a MAJOR STAFFING SUBCONTRACT and require that the subcontractor fee be paid from a fee pool that is shared with the prime contractor, then subcontractor fee expense shall be reported on Lines 28 and 29, combined with fees that are received by the prime contractor. If the terms of the prime contract DO NOT require such fee pooling for the subcontract in question, then subcontractor fee shall be allocated to the appropriate functional or programmatic line item as a non-personnel cost (e.g., Line 02 Other Academic Expense, Line 04 Other Career Technical Training Expense, and so forth).

In some cases, expenses might not be currently detailed on the subcontractor's invoice because the service is being provided at a fixed price or fixed unit price (e.g., meals served, billable labor hours). In these types of cases, adequate detail can usually be obtained from the subcontractor's proposal as a means to formulate the required break out of total expense into the line items identified above. If detail is not provided in the proposal, then supplementary information should be obtained from the subcontractor.

b. Non-Staffing Subcontract.

This category applies to any subcontract that does not qualify as a Staffing Subcontract. In addition to subcontracts that are solely for the procurement of supplies, equipment, commodities, and so forth, the Non-Staffing category also typically applies to:

- Subcontracts for facility repairs or renovations.
- Subcontracts for intermittent services such as trash collection and pest control.
- Subcontracts with individual medical practitioners who work less than full-time at the center.

The costs of a Non-Staffing subcontract will normally be allocated to 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 other associated personnel compensation costs borne by the employer such as performance bonuses, earned leave upon termination, retirement contributions, social security taxes, life insurance premiums, health insurance premiums, worker's compensation insurance, etc. All direct employees of the center operator as well as employees of Staffing Subcontractors (as defined in the preceding section) are to be included.

If a particular staff position involves work in more than one area such as part-time in academics and part time in career technical training, or if a secretary position is split between two departments, the cost must be broken out between the appropriate line items. The basis for the allocation must be documented in a **salary allocation plan** which briefly explains the rationale for the allocation. The allocation plan must be available for review by DOL auditors. If the duties of the position are substantially changed, the salary allocation plan should be reviewed and amended as appropriate. Salary allocation plans should be reviewed annually as a routine matter to assure that they remain valid.

With regard to managerial positions (which may loosely be defined as those that involve supervision of supervisors), those which oversee three or more different departments or programmatic functions should normally be treated as executive positions whose costs should be allocated to Line 15 – Administrative Personnel. However, this guidance is not a hard and fast rule; and circumstances may exist that justify the formulation of a salary allocation plan for this type of position.

With regard to front-line supervisors who function as team leaders who supervise or coach diverse groups of practitioners that might consist of academic instructors, career technical training instructors, counselors, and so forth, it is recommended that salary allocation plans be formulated which break out the personnel costs into as many line items as are appropriate.

Note: Personnel costs for center employees while they participate in corporate center reviews of other centers will be charged to indirect administrative expense since they are performing corporate functions.

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 career technical training costs.
- 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 (Line 16 – Other Administrative Expense), 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:

- 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 net income is reported.

The following are examples of sources of cash receipts which 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 2110 center cost reports and in the 2181 line-item center budgets. The categories are discussed in the same order as they appear on the 2110 report. 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.

a. 2110 Page 2 – Center Operations Expense Line Item Subcategories:

Line 01-Academic Personnel Expense. Includes the cost of all personnel whose primary duties are in academic programs, including positions such as those listed below:

Managers
Education and Training Manager
Academic Manager

Academic Instructors
Reading Instructor
Math Instructor
GED Instructor
Driver Education Instructor
ESL Instructor
Communications Instructor
Wellness/Safety Instructor
Academic Instructor Substitutes

Support Staff
Academic Testing Coordinator
ACT Coordinator
Career Development Specialist
Sec/Clerical assigned to support academic staff.

Line 02-Other Academic Expense. 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 discussions of accrual and vouchering of prepaid items.

Academic Rentals. Includes the cost of facilities and equipment (but not motor vehicles) rented for student academic programs. Rental of Driver's Education vehicles will 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-Career Technical Training (CTT) Personnel Expense. Includes the cost of all personnel whose primary duties are in the career technical training programs (previously referred to as vocational training) including positions such as those listed below:

Managers
Education and Training Manager
CTT Program Manager

Instructors
CTT Instructors
CTT Instructor Substitutes
Career Exploration Instructor

Support Staff
CTST Coordinator
Work-based Learning Coordinator
CTT Testing Coordinator
Sec/Clerical assigned to support t CTT staff.

Line 04-Other Career Technical Training (CTT) Expense. This category consists of all non-personnel expenses that are immediately related to a center's career technical training programs, including the types of expense listed below.

CTT Materials and Supplies. Includes the cost of all materials and supplies (i.e., books, workbooks, testing materials) used in conducting CTT 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.

CTT Services. Includes the cost of contractual services acquired for student career technical training including repair and maintenance of CTT equipment.

CTT Tuition. Includes the cost of tuition for off-center career technical instruction. If the tuition is prepaid, please see later discussions of accrual and vouchering of prepaid items.

CTT Rentals. Includes the cost of facilities and equipment (but not motor vehicles) rented for career technical training.

Other. Includes other expenses that should be assigned to the CTT operating expense category but which do not match any of the above examples.

Line 05-Career Success Personnel Expense. Includes the cost of all personnel whose primary duties are in the career success programs, including positions such as those listed below.

Managers
Director of Residential Living
Director of Counseling
Residential Living Manager
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 Career Success Expense. This category consists of all non-personnel expenses that are immediately related to a center's career success program, including the types of expense, listed below.

Career Success Materials and Supplies. Includes the cost of supplies and materials used in the counseling program, the dormitory supervision program and any other career success program. Also includes the cost of student incentive programs, including any that focus on academic or career technical training 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).

Career Success Services. Includes the cost of contractual services acquired to implement career success programs and activities.

Career Success Rentals. Includes the cost of facilities and equipment rented to carry out career success 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 career success 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 account 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, career technical training, and recreational trips.

Line 08-Clothing. Includes the cost of clothing and cash clothing allowances furnished to students, including:

Issue Clothing. Issue of personal clothing and ditty bags.

Cash Clothing Allowance. Cost of cash clothing allowances as discussed in PRH Section 6.5, R2, a-b.

Career Technical Training Clothing. Cost of student special clothing such as work clothes, career technical training uniforms and protective clothing as discussed in PRH 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
Child Care Manager
Laundry Manager
Vehicle Fleet Manager

Food Service
Cooks
Dining Hall Workers

Childcare Workers
Childcare Teacher
Childcare Specialist
Childcare Aide/Teacher Aide

Note: It is usually the case that childcare workers at Job Corps centers are employed by local agencies at no cost to Job Corps.

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 is 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 Service. 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.

Child Care Expense. **These costs will usually be reimbursed to the center. These reimbursements should be credited to Line 10.**

- Materials and Supplies. The cost of all supplies, materials, toys, games, diapers, laundry supplies, etc., purchased for the childcare 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.

- Childcare Services. Includes the cost of contractual services acquired for the childcare program, including repair and maintenance of child care furniture and equipment.

- Childcare Rentals. Includes the cost of facilities and equipment (but not motor vehicles) rented for the childcare program.

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 career technical training sites.

Student Lodging Expense. Includes the cost of student lodging expense while on center sponsored trips, (i.e., academic, career technical training, 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
Health Services Administrator

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 between 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 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 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 by separately

Medical 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-Career Preparation and Career Transition Readiness Services. Includes the cost of personnel whose primary duties are in the area of career preparation (CP) and career transition readiness (CTR) services, including positions such as those listed below:

Managers
CP and/or CTR Director or Manager
CP Instructor
CP Coordinator / Specialist
CTR Coordinator / Specialist

Support Staff
Sec/Clerical assigned to above areas

Line 14-Other CP/CTR Expense. This category consists of all non-personnel expenses that are immediately related to CP/CTR services that are available for students who have children, including the types of expenses listed below.

CP/CTR Materials and Supplies. Includes the cost of all materials and supplies (i.e., books, workbooks, testing materials) used in conducting CP/CTR 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.

CP/CTR Services. Includes the cost of contractual services acquired for student CP/CTR services including repair and maintenance of CP/CTR equipment.

CP/CTR Tuition. Includes the cost of tuition for off-center CP/CTR instruction. If the tuition is prepaid, please see later discussions of accrual and vouchering of prepaid items.

CP/CTR Rentals. Includes the cost of facilities and equipment (but not motor vehicles) rented for CP/CTR services.

Other. Includes other expenses that should be assigned to the CP/CTR operating expense category but which do not match any of the above examples.

Line 15-Administrative 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
Training Director

Administration Operations
Administration Manager or Director
Administrative 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 Administrative Expense. This category consists of all non-personnel expenses that are immediately related to administrative support functions at the center, including the types of expenses 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 ink cartridges.

Note: Charge special items used in the academic and career technical 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-Other Career Technical 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 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 allowable costs. 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. Staff 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. See discussion that appears earlier in this Appendix.

Subcontract Overhead/G&A Expense. This includes subcontractor overhead and G&A expense as discussed in Section C.2 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
- 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:

- Incoming freight charges should not 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 will be charged to 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. This line 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. 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.

Note Concerning Indirect Cost Base: It is DOL's preference that the base that is used to compute indirect costs consist NOT of total direct cost (TDC) but instead be comprised of a narrower base that is limited to center operations expense net of indirect cost and fee. This is to avoid indirect costs amounts that are skewed due to the tendency for "cost spikes or lumpiness" in pass-through allocations and expenditures for "capital" items such as construction/rehab projects and furniture/equipment purchases. Contractors are expected to use this narrower base in the indirect cost proposals that they submit to their cognizant agency, whenever possible (cognizant agency is most often DOL). Exceptions will be allowed if it is not feasible for a contractor to utilize this narrower base due to the demands of its parent company or establishment of a TDC base in an indirect cost agreement that has already been finalized with a cognizant agency other than DOL.

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
Maintenance Supervisor

Maintenance Workers
Maintenance Engineer
Maintenance Mechanic
Maintenance Helper
Groundskeeper

Janitorial 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 expenses 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.) Include equipment owned by other agencies (i.e., GSA) 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-Career Technical 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.

Manager
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 expenses 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, 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 USPS postage and/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 utilities and fuel consumed by the center, such as the types of expenses listed below.

- Natural Gas
- Electricity
- Coal
- Heating oil
- Propane
- Water
- Sewage
- Cable TV
- 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 account 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. The amount of prepaid insurance is shown as a negative Unvouchered Accounts Payable. Expense is reduced by the amount of prepaid insurance and this amount is reported as a negative Unvouchered Accounts Payable. Each succeeding month, the portion of prepaid insurance applicable to the period is expensed and the negative Unvouchered Accounts Payable reduced by a like amount. If insurance is billed at a later date, 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 CTST projects. These costs will be charged to Line 35 CTST.
- 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.
- 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, the DOL, regional office, or the DOL national office. Cost includes travel in privately owned vehicles, commercial transportation, leased vehicles, meals, 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.

Lines 28 and 29-Contractor's Base and Incentive Fees. 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 standard vouchering and reporting practices for the fee arrangement that is now in use for center operations contracts, which provides for both base fees and incentive fees. Line 28 is used to report the cost of Base Fees earned per contractual terms. Line 29 is used to report the cost of provisional and earned Incentive Fees. Fee earned for Outreach / Admissions or Career Transition Services, separately stated in the contract, will be reported as OA or CTS expense, as appropriate.

Line 28-Base Fee. For each contract year, the cost of a contractor's Base Fee will be an equal monthly proration of the Base Fee stated or reflected in the contract for that contract year. If the contractor's fee consists solely of Fixed Fee, then fee cost should be reported on Line 28 only, and the monthly costs should be calculated in the same manner as for Base Fee.

Line 29-Incentive 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 to 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. DOL staff are expected to complete the reconciliation of provisional fee to final amount earned and notify the contractor within three months after the completed contract year. 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 and the Fee amounts stipulated for the first contract year (which is exactly one calendar year in duration) are as shown below. The same amounts are also stipulated for the second contract year (which is also exactly one calendar year in duration).

Base Fee	$225,000
Provisional Incentive Fee	$75,000
Total	$300,000

- In the first contract year, the monthly costs equals $300,000 divided by 12 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 of provisional incentive fee.

- In the first two 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 earned based on achievements in the first contract year is $85,000. The notification specifies that the final amount earned is $10,000 above the provisional amount billed and that the contractor should include the $10,000 fee increase on its very next voucher and should reflect the $10,000 of additional fee expense on line 29 of its very next cost report.

This adjustment process also includes a revised 2181 center operating budget, increasing the line 29 incentive fee amount by $10,000 for the current (second) contract year. The incentive fee expense reported in the third month of the second contract year would therefore be $35,000, or $10,000 above the provisional level of $25,000. Thereafter, monthly fee expense and billings would return to the provisional level of $25,000 for the duration of the second contract year.

- Note concerning liquidated damages. Liquidated damages assessments affect fee. Please refer to the later section that addresses liquidated damages.

Line 30-Net Center Operating Expense. 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 A-Center Operations Expense in the internal DOL AAPP/FOP financial management system.

b. 2110 Page 3 - Special Subcategories of Center Operations Expense:

Lines 1a , 1b, 1c - Center Operations .

These lines provide a highly summarized representation of the center operations expense detail provided on page 2. The center operations expense totals on Page 2, Line 30 are broken out into two subcategories that are commonly used in the estimated cost clauses of center operations contracts. These subcategories consist of:

Line 1a, Center Operations-Reimbursable: This subcategory incorporates center operations line items 01 through 27, which comprise the reimbursable expenses within the Center Operations category.

Line 1b, Center Operations-Fee: This subcategory consists of center operations line items 28 and 29, which comprise contractor fee payments that are included within the Center Operations category.

Line 1c, Total Center Operations. This line item displays the sum of amounts on Lines 1a and 1b. These amounts will also be the same as those displayed on Page 2, Line 30.

c. 2110 Page 3 - Capital Expense Categories:

Line 2- Construction/Facility Rehabilitation.

This line is limited to funds that are provided from the Job Corps CRA (Facility Construction, Rehabilitation and Acquisition) appropriation. Moreover, all CRA funds that are made available to a center contract must be reported in this expense category.

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: (i) identified projects for which specific construction/rehab funding has been approved for the contract; and (ii) emergency repairs that are authorized per guidelines contained in PRH Chapter 5, Part 10. Separate records should be maintained on the individual construction/rehab projects that have been approved in the center contract.

The construction and rehabilitation account **does not include**:

- Career Technical Skills Training Activities, funded as CTST 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.

<u>Line 3- Equipment/Furniture</u>.

Includes costs for purchase of NON-EXPENDABLE PERSONAL PROPERTY. Non-expendable personal property (also known as movable durable property) is defined as property that is complete in itself; is not fixed to real property; does not lose its identify

or become a component part of another article when put into use; is movable; is durable; and has an expected service life of at least one year.

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. 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- CTST 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 to center facilities or public property. Records should be maintained separately for each identifiable CTST project. Only projects on the approved CTST plan may be performed with CTST funds.

Note to Regions: This expense category equates to B4-CTST Materials in the internal DOL AAPP/FOP financial management system.

d. 2110 Page 3 – Other Major Expense Categories

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 cost category only if specifically funded in the center contract. If a center contract includes OA funding, a special “2181” and “2110” 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. If a center contract includes CTS funding, a special “2181-OA/CTS” and “2110-OA/CTS” 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 pre-printed standard 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 pre-printed cost categories. DOL Regional Offices will not require separate reporting or vouchering of either phase-in or phase-out expense.

Line 11a - Subtotal of Operating Expense. In 2110 page 3/Sec E and page 4/ Sec E, Line 11 provides the totals of all expense categories. Immediately below, Line 11a shows the subtotal of Operating Expense. This is the Line 11 total minus the amount in Line 2 for Construction/Rehab. The Line 11a Subtotal of Operating Expense is intended to reflect expenses that are financed and paid from Job Corps appropriations of Operating Funds, while Line 2 Construction/Rehab is intended to reflect expenses that are financed and paid from Job Corps appropriations of CRA funds.

D. JOB CORPS CONTRACT CENTER 2110 FINANCIAL REPORT

1. Purpose of the 2110.

The Job Corps 2110 Center Financial Report 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 or National Office.

3. Time Frames.

a. Contract Years.

It is a required practice to segment the performance period of a center operations contract into "contract years". It is desirable that each contract year have a duration of one full calendar year (365 days or 366 days, depending on leap year).

- A Contract Year May Not Exceed One Full Calendar Year. The technical parameters of the JDCD-FMS system do not allow any contract year to have a duration that exceeds one full calendar year.

- A Contract Year May Be of Lesser Duration. JCDC-FMS does permit a contract year to be of lesser duration than a full calendar year. This is to accommodate certain exigencies. A typical example of this would be a unilateral contract extension (usually of about four-month duration) that is issued to provide continuity of operations after the final option year contained in the original contract. In this situation, the extension should be treated as a new contract year.

  Note: If it becomes necessary to issue further contract extensions, these extensions should be incorporated into the contract year that was established via the original extension, provided that the total new contract year duration does not exceed a full calendar year.

b. Reporting Periods.

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, 2, 3, 4, 5, 6, or 7), whichever is in effect at the time).
- Cumulative costs incurred to date from the inception of the contract (i.e., from the first day of the contract performance period).

The 2110 report normally displays data 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 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, 2010 and ends March 14, 2011. In March 2010 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 2011 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. The period-ending date would be reported as March 14, 2011.
- The second report for the month will constitute the initial report of the new contract year, and in the "current month" columns will report expenses during the period of March15 through March 31.

4. Reporting After Contract Expiration (Post-Expiration 2110's).

When a contract expires, it is of course necessary to submit a fully detailed 2110 with a report period ending date that coincides with the contract expiration date. Thereafter, the monthly reporting requirement for the contract continues until all undelivered commitments and unvouchered accounts payable are liquidated. It is necessary to continue to submit 2110 reports until financial activity under the contract has ceased. However, such post-expiration 2110 reports will not display the annual budgets, the planned expense-CYTD, or the variance data that normally appear on page 2 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" in block 3a of page 1 of the 2110. 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 close out. This last report should be marked "FINAL-PENDING CLOSE OUT" in block 3a on page 1 of the 2110. If there are adjustments to costs that need to be reported when the contractor submits its formal close out package to DOL, a final 2110 report must be submitted in FMS to reflect any changes to costs. This report should be marked "FINAL/CLOSE OUT" in block 3a on page 1 of the 2110; and the date entered in block 3 on page 1 of the 2110 should be on or a few days before the submittal date of the contractor's closeout package.

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 purchases are made or when 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. Please note the following points:

- **Earned but unpaid leave will not be accrued, reported as expense, or vouchered.** Earned leave that is paid when an employee terminates from the center will be reported as personnel expense when paid and will be vouchered at that time.
- **Prepaid items should be expensed as consumed**. The full amount of a prepaid item (such as off-center tuition or insurance premiums) may be vouchered, but the portion of the cost that is allocable to future months is not expensed on a 2110 cost report since the cost applies to a future period. The expensing of prepaid items is normally accomplished via simple time-based proration of the full prepaid amount until the time period covered by the pre-payment has been completed.

6. Error Corrections.

A corrected report for a given month may be submitted, but only if the report for the following month has not yet been submitted. Otherwise, any adjustments made to correct erroneous information on past reports (contract to date adjustments) **will be reflected in the current month's expenses;** and the adjustment must be explained in the Variance Exceptions/Comments section. 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. Preparing and Submitting the 2110 Report.

Contractors submit their 2110 reports using DOL's web-based Job Corps Financial Management System (JC-FMS) that is administered by the Job Corps Data Center (JCDC). The JC-FMS has been designed in a way that minimizes the volume of data that must be entered each month and that ensures consistency and accuracy in all internal mathematical operations present in the report. Contractors may obtain detailed guidance and training on FMS procedures for entering and submitting 2110 reports from JCDC representatives.

With respect to time-frames for the submittal of monthly 2110 reports, contractors must prepare and submit them into FMS by no later than the 20th of the month following the reported month.

8. Descriptions and Definitions of 2110 Data Items.

Detailed instructions and guidance for entering 2110 data into FMS is available from JCDC sources. The following discussion is not intended to supply instructions for entry of 2110 data, but is intended to provide detailed definitions and descriptions of the information that appears on a submitted 2110 report when it is viewed in its printable output form.

a. 2110 Page 1

1. Center Name. This is the name used to identify the center for which the report has been submitted as that name has been registered in JCDC-FMS. If the report is for a major component as previously described, the component name will appear after the center name e.g., "Pine Top-Utopia Satellite." Center names are spelled out fully. Abbreviations are not used. The words "Job Corps Center" are not used as part of the center name. The center name appears at the top of each succeeding page of the 2110 report.

2. Contractor Name. This is the name of the contractor organization as that name has been registered in the JCDC-FMS. The expectation is that this name will match that which appears on the formal center contract documents. The contractor name appears at the top of each succeeding page of the 2110 report.

3. Report Period Ending. This is 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 contract year-end reports in contract years which end on any day other than the last day of the month as discussed in previous section on time frame. The report period ending date appears at the top of each succeeding page of the 2110 report.

4. Contract Number. This is the DOL identification number of the contract for which data is being reported as that number has been registered in JCDC-FMS. The contract number appears at the top of each succeeding page of the 2110 report.

5. Latest Contract Modification Number. This is the number of the latest contract modification in effect on the final day of the reporting period and which had been recorded in the JCDC-FMS at the time when the 2110 report is submitted.

6.a. Approved Budget No. This is the number of the latest approved 2181 budget submission.

6.b. Pending Proposal Date. If the contractor has submitted a proposal to the regional office that has not yet been returned to the contractor, this is the date that the budget was sent to the regional office.

7. Duration of Contract.

Begins: This is the inception date of the contract (i.e., the very first day of the contract performance period).

Ends: This is the current expiration date of the contract (i.e., the very last day of the contract performance period as currently stated or reflected in the latest contract modification.

8. Student Years (SY's) Produced, Contract Year-to-date (CYTD)

Note: Block 8 is left blank in post-termination 2110's.

a. Current Month Planned Average OBS. This is the planned average OBS for the month (or partial month) being reported according to information stored in the JCDC-SSR (JCDC-Student Strength Report database).

b. Current Month Actual Average OBS. This is the average number of students on-board during the month (or partial month) as reflected in the JCDC-SSR.

c. Capacity Percent Current Month. This is the current month actual OBS as a percent of planned average OBS. This is calculated as the value in 8b divided by the value in 8a.

d. Planned SY, CYTD. This is the planned number of Student Years for the contract year through the current reporting period according to information stored in JCDC-SSR. This reflects the average planned slot capacity during the CYTD period, which is then prorated to an annualized figure (number of days in CYTD / 365 days) to yield Planned CYTD SY's.

e. Actual SY, CYTD. This is the actual Student Years produced during the CYTD period according to information stored in JCDC-SSR. This reflects the average actual on-board strength during the CYTD period, which is then prorated to an annualized figure (number of days in CYTD / 365 days).

f. Capacity Percent, CYTD This is the contract year-to-date actual student years produced as compared to plan. This is calculated as the value in 8e divided by the value in 8d.

g. Slot Capacity @ End of Report Period. This is the planned slot capacity on the final day of the report period according to information contained in JCDC-SSR

9. Student Year Cost.

Note: Block 9 is left blank in post-termination 2110's.

a. Planned for CYTD. This is the planned cost CYTD from 2110 page 2, line 30, column (c), divided by planned SY CYTD as displayed in item 8d above.

b. Actual Cost/SY, CYTD. This is the actual cost CYTD from 2110 page 2, line 30, column (d), divided by actual SY CYTD as displayed in item 8e above.

10. Expected Underrun if OBS is Less than 98.0%.

Note: Data is shown in this block only if the value in item 8f is less than 98.0%. Also, block 10 is left blank in post-termination 2110's.

a. Expected Savings per SY Not Delivered. Item 9a (Planned Cost per SY) x 15%.

b. SY Shortfall, Contract Year-to-date. Item 8d (Planned SY, CYTD) minus Item 8e (Actual SY, CYTD).

c. Minimum Underrun Expected. Item10a x item 10b.

d. Reported Variance, Excluding. This is the CYTD center operations cost variance reported on page 2, line 30, column (e). An underrun will be positive. An overrun will be negative.

e. Underrun Deficit. If item 10d is greater than item 10c, this data cell is left blank. Otherwise, enter item 10c minus item 10d. Entry in 10e is always required if 10d entry is a negative number. The amount in item 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. This block shows the name of the authorized contractor representative who is submitting the 2110 to DOL via the FMS. The signature line is reserved for use when the necessary e-signature technology is applied.

12. This is the date when the report was formally submitted into JCDC-FMS.

b. 2110 Page 2

A. CENTER NAME. Same as Page 1, Block 1.
B. CONTRACTOR NAME. Same as Page 1, Block 2.
C. PERIOD ENDING (Date). Same as Page 1, Block 3.
D. CONTRACT NO. Same as Page 1, Block 4.

E. Basis for Planned Expense, CYTD (Prorated vs 2181 Custom Detail Budget). This indicates whether the contractor has elected to report Planned Expense-CYTD in column (c) as either a pro-ration of the ETA 2181 full contract year amounts or in amounts that are taken from month by month Custom Detail budget.

F. CONTRACT YEAR BEGINS, ENDS: Beginning and ending dates of the current contract year.

G. NET CENTER OPERATIONS EXPENSE. Following are descriptions 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). This column displays the actual net expenses for the current month for each expense category.

Budget for this Contract Year (b). This column displays 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 will be used since no other budget is available.

Planned Expense-CYTD (c). This column displays the amount of expense for each expense category which has been planned (budgeted) to accumulate from the start of the current contract year through the end of the reporting period (i.e., contract year-to-date/CYTD). The center has an option whether to report budgeted costs derived prorata (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. These amounts are prorated by a factor that is calculated as follows: Days From Start Of Contract Year Through End Of Report Period divided by Days In Full Contract Year.

Budget from Custom Detail Budget. The amount will be the current year's cumulative monthly budget through the end of the current month.

Actual Expense-CYTD (d). This column displays actual net expense that has accumulated since the beginning of the current contract year.

Variance (e). This is the difference between CYTD planned expense versus CYTD actual expense, computed as column (c) less column (d). If the actual expense exceeds the budget (an overrun) the variance will be in brackets (negative variance).

Variance Threshold (f). This column displays the variance thresholds that, if exceeded (plus or minus), require the center operator to enter narrative explanations and corrective action plans that will appear starting on page 5 of the 2110 report. The variance threshold amounts are calculated in accordance with the formulas discussed in the earlier section on Display and Evaluation of Variances.

Cumulative Expense from Inception (g). For each expense category this is the actual net expense that has accumulated since the very beginning of the contract.

Column Totals (Line 30). Column totals appear on line 30.

c. 2110 Page 3

A. CENTER NAME. Same as Page 1, Block 1.
B. CONTRACTOR NAME. Same as Page 1, Block 2.
C. PERIOD END DATE. Same as Page 1, Block 3.
D. CONTRACT NUMBER. Same as Page 1, Block 4.

E. NET CENTER ACTUAL EXPENSE-ALL CATEGORIES.

Following are descriptions and definitions for amounts appearing in columns (a) through (d) in Section E:

Expense Categories Column. See the Cost Category Section of this Appendix for definitions.

Contract Year-to-date (b). This column displays the actual net expense that has accumulated since the beginning of the current contract year.

Cumulative Through Prior Year (c). For each expense category, this column displays the Cumulative From Inception (d) reported through 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, this column displays the actual net expense that has accumulated since the very beginning of the contract

Column Totals (Line 11). Column totals for lines 1 - 10 are displayed on line 11.

F. INVENTORY ACTIVITY.

Contractors are encouraged to maintain inventories at levels necessary to support the mission without unnecessarily crowding storage facilities and creating a burdensome physical inventory system. Centers are permitted to use just-in-time ordering and immediately expense supplies and materials as long as the supplies and materials will not be warehoused, but will be immediately distributed for consumption. Supplies and materials for which on-hand quantities of 30 days or more are maintained will be recorded in the center/contractor accounting system as inventory. 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 records of issues and in the appropriate expense categories.

Inventory records must be maintained for CTST 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 (Column a). This will include career technical training, recreational and issue clothing that will be charged to the appropriate expense category when issued.

- Food (Column b). This will include all stored food items that have not been issued to the kitchen for use.

- Medical/Dental (Column c). This will include all Medical/Dental supplies no matter where stored (consistent with requirements, elsewhere in PRH, pertaining to control inventories of medical supplies until dispensed to users.

- Fuel Oil (Column d). This will include the current value of stored fuel oil and propane, as discussed under "Inventory Valuation Method" which follows.

- Other (Column e). Any inventory which 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 (e.g. 02-Academic Other expense for academic instructional materials, 04-Career Technical Training Other expense for career technical training materials and supplies, and so forth).

- Total (Column f). The total of columns (a) through column (e) on each line.

Contract Value Amount That is Budgeted for Inventory Change (Column g). If this is the first contract for a new center, enter the dollar amount reflected in the current estimated cost of the contract that were expressly budgeted to establish a working inventory. If this is a 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 amount thus included in the contract's estimated cost. Otherwise, this amount is zero.

Stub Item Definitions. Following are descriptions and definitions for the amounts displayed in Rows 12, 13, and 14.

- Row 12 – Value of Inventory at Contract Inception. 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. The amounts on Row 12 represent the value of the inventory reported at the end of the predecessor contract. Any adjustments required as a result of the physical inventory must be recorded on the predecessor contract inventory and the adjusted balance reported as the carryover to the new contract (Value of Inventory at Contract Inception). If inventory is received on the basis of undelivered commitment after expiration of the of the predecessor contract and is paid for under the predecessor contract, it will be treated as a receipt under the predecessor contract and reflected in the new contract on Row 12.

- Row 13 – Net Inventory Change. The amounts on Row 13 represent the net change in the value of inventory since the inception of the contract, which is a function of Receipts less Issues. Following are guidelines for the treatment of receipts and issues.

    - Receipts, The receipts that are reflected in the Net Change amount are cumulative receipts from contract inception through the end of the current reporting period, including accruals. Also recall that receipts resulting from Undelivered Commitments on an expired predecessor contract will be reported on the expired contract. Prior contract inventory carry-over 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,. The issues that are reflected in the Net Change amount are cumulative from contract inception through the end of the current reporting period, 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). Issues out of the prior contract's inventory balance that was carried over will be recorded as issues in this contract.

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) of the 2110 report for the expired contract. 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 excess material is disposed of by Federal Excess Property Procedures, the contractor's inventory records should reflect an appropriate increase in issues ; and this adjustment should be described and explained in the Variance Exceptions and Concerns section of the ETA 2110 (page 5) of the next available 2110 report. Current month expense reported in the 2110 will be increased by the amount of the adjustment.

If a physical inventory reveals an overage, the contractor's inventory records should reflect an appropriate reduction in issues; and this adjustment should be described and explained in the Variance Exception section of the next available 2110 report. Current month expense reported in the 2110 will be reduced 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.

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 value, which is then deducted from the balance value and 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 re-compute 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 when the actual material cannot be identified as to receipt date, and the issue is priced at the cost of the oldest inventory in stock.

- Row 14 – Value of Inventory at Report Date (Lines 12 + 13) These amounts are a function of Value of Inventory at Contract Inception plus Net Inventory Change. Note that this is the current computed book value of the inventories.

G. Center Operations Expense - Reconciliation of Contract Value with 2110 Data (for Contract Years 2 and Above).

This section identifies inconsistencies between a) the official contract estimated cost for center operations expense and b) data contained in the 2110 report.

Line 15 - Cumulative Cost thru Prior Year. This is the same amount as shown on this page 3, in Section E, line 1, column (c).

Line 16- Annual Budget for Current Year. This is the same amount as shown on page 2, in Section G, line 30, column (b).

Line 17 - Implied Contract Value. Calculated as the sum of entries in lines 15 and 16. In the framework of data contained in the 2110, this is the expected cumulative center operations expenditure through the current contract expiration date, but netting out any budgeted expenditure for inventory increase.

Line 18 - 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 19 - Variance (Line 17 less Line18). 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 from DOL to amend the 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

Line 20 - Cumulative Cost thru Prior Year. Same as amount on page 3, in Section E, line 1, column (c).

Line 21 - Prior Year Cum per Approved 2181. In the currently approved 2181, this is the amount on line 31 in the Revised Budget column.

Line 22 - Variance (Line 20 less Line21). 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.

d. 2110 Page 4

A. CENTER NAME. Same as Page 1, Block 1.
B. CONTRACTOR NAME. Same as Page 1, Block 2.
C. PERIOD END DATE. Same as Page 1, Block 3.
D. CONTRACT NO. Same 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 (also referred to as “funds available”) and value (also referred to as “estimated cost”). This information is supplied for each applicable major contract budget line item. Following are descriptions 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 are reported in this Section E. Line 11 is used to report the columnar totals or averages of columns (a) through (h). Line 11a is used to report columnar

subtotals of Operating Expense, which are calculated in terms of Grand Total amounts on Line 11 less Construction/Facility Rehab amounts on Line 2.

Vouchered Reimbursable Expenses (a). The amounts in column (a) for each applicable expense category represent 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). The amounts in column (b) for each applicable expense category represent 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.
- Accounting errors, which omitted items from the voucher.
- Amounts which exceed the amount of funds available in the contract as per discussion of vouchering criteria contained in the later section on Vouchering.

Unvouchered Accounts Payable (c). The amounts in column (c) for each applicable expense category represent the current total of all accruals as per the discussion of accrual reporting contained in a previous section.

Undelivered Commitments (d). The amounts in column (d) for each applicable expense category represent 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 orders, but do include orders placed for current delivery against such open or blanket purchase agreements. This column is **not** used to report subcontracts or long-term leases for equipment or facilities.

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.

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.

Note: It is particularly important that the total obligations (and its constituent parts) be reported accurately in the 2110's that are submitted upon contract expiration. This is so in view of the normal DOL practice to remove excess funding from an expired contract based on the difference of Actual Funding minus Reported Contractor Obligations. At the same time, DOL procurement officials are cautioned to avoid the unnecessary administrative burdens that often result from hasty de-obligation of unvouchered funds which will later be needed to cover a contractor's unvouchered reimbursable expenses and payables and its undelivered commitments.

Contract Funding (f). The amounts in column (f) for each applicable expense category represent 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). These percentages are calculated by dividing the Total Contract Obligations, column (e) by Total Contract Funding, column (f).

Contract Value (h). The amounts in column (h) for each applicable expense category represent 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 as of the end of the reported period.

Percent of Value Obligated (i). These percentages are calculated by dividing Total Contract Obligations, column (e) by Total Contract Estimated cost, column (h).

Percent Performance Period Completed (i). The percentage figure in the cell below Line 11 is provided as a basis of comparison with percentages of contractor obligations versus contract value. The percentage value in this is cell is calculated by dividing the number of days from the inception date of contract through report period end date by the number of days from the inception date of the contract through the current expiration 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, the contractor's identifying number of the voucher submitted for the end of the reported period is supplied, along with 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). The amounts on line 12 represent the contract inception to date totals of amounts vouchered for operating expense and facility construction & rehab, respectively. The combined total of both categories is shown in column (c). This information is 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). Line 13 shows any differences between the amounts appearing on line 12 (taken from the voucher back-up sheet) and the amounts appearing in column (a) of section E above.

Explanations. If any differences are reported on line 13, an explanation should also appear in the space provided.

G. ADJUSTMENTS TO EXPENSE. This section displays information that may be used to help determine the reasonableness of accruals reflected in the expense data that appears on Page 3, Section E of the 2110 report. This is done by accounting for the differences between amounts in Page 3, Section E versus those in Page 4 Section E.

Operating Expense (a) Versus Construction/Facility Rehab (b). 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).

Page 4 Total Expense (Line 14). The amounts on line 14 represent the sums of vouchered reimbursable expense, unvouchered reimbursable expense, and unvouchered accounts payable, and are taken from Page 4, Section E, Columns (a), (b), and (c).

Page 3 Total Expense (Line 15). The amounts on line 15 are taken from Page 3, Section E, Column (d). The Operating Expense amount is taken from Line 11a and the Construction/Rehab amount is taken from Line 2.

Net Adjustment (Line16). The amounts on Line 16 are equal to Line 14 amounts less Line 15 amounts. These represent differences between the Total Obligations reported on Page 4 (excluding Undelivered Commitments) minus the Total Expense amounts reported on Page 3 in Section E. The lines provided immediately below line 16 are used to reconcile these differences and consist of:

Line (a) Prepaids. The amounts on Line 16a represent unaccrued prepaid expense reflected in Line 14, above. The term "prepaids" 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 "prepaids" excludes any items that are reported on page 3 in Section F (Inventory Activity). Typical prepaid items might include insurance premiums and tuition payments for students and staff.

Line (b) Center Ops Inventory Change. This amount is taken from Page 3, Section F, Line 13, Column (f).

Line (c) Other Adjustments. The amounts displayed on Line 16c represent any remaining balances to the Line 16 Net Adjustments that are not resolved by Prepaids and/or Center Operations Inventory Change. Normally, these entries will be "zeros." Any entries other than "0" must be explained in the space provided.

e. 2110 Page 5

A. CENTER NAME. Same as Page 1, Block 1.
B. CONTRACTOR NAME. Same as Page 1, Block 2.
C. PERIOD ENDING (Date). Same as Page 1, Block 3.
D. CONTRACT NO. Same as Page 1, Block 4.

E. VARIANCE REASONS/SOLUTIONS.

This section automatically identifies each Line Item on Page 2 where actual expense differs from planned expense by a significant margin (referred to as the variance threshold). Other reportable anomalies from Pages 3 and 4 are also automatically identified. For each Page 2 Line Item Variance or other anomaly that is listed, there is a block that shows the dollar amount of the variance / anomaly, along with blocks in which preparers of the 2110 report are required to supply both reasons for and the resolutions of these variances and anomalies. The following guidance and advice is provided to those who formulate the reason and resolution statements:

Reasons. The Reason Block is used to explain the cause of the variance or anomaly and its present and future impact on center costs and program performance. It is often the case that the reasons for variances cannot be determined solely by the finance department of the center. Input should normally be sought from appropriate program managers. The discussion of the reasons for a variance or anomaly should be brief, but clearly stated so that they can be understood by a reviewer not aware of specific conditions at the center.

Resolutions. The Resolutions Block is used to briefly explain the action that has been taken or is planned to be taken to correct or resolve the variance or anomaly. Preparers are advised that simple repetition of resolution statements from month

to month to month suggest that the planned actions are either ineffective, inappropriate or not being implemented. If no action is possible, it should be so noted and explained.

E. CONTRACTOR VOUCHERING

If any of the below guidance on vouchering is in conflict with the particular terms of a center contract, the contractual terms shall prevail. The below guidance is intended to describe the standard vouchering practices now in use for center operations contracts and should be followed to the extent not contradicted by specific contractual terms.

1. Basic Parameters.

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.

2. Frequency of Vouchering.

Contract centers may normally submit vouchers no more 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 Reimbursable Expense on page 4 of the 2110 must agree with the month-end vouchers. The voucher for the first through the fifteenth 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.

3. Special Considerations.

The following considerations also apply to vouchering by center contractors:

- The amount vouchered **may not exceed** the current funds available to the contract as stated in the Funds Available Clause of the contract. This restriction applies separately to: (a) Construction/Rehab (CRA) expense; and (b) Operating expense (which consists of the combined total of the following major line items: Center Operations; Equipment; GSA Vehicle Rental, CTST; Outreach / Admissions; Career Transition Services; Student Transportation; and write-in Support expense categories. Due to these particular restrictions on vouchering by contractors, it is important that DOL staff and officials prepare incremental contract funding actions in a timely and accurate manner.
- 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.

- Inventory purchased, but not issued, is not reported as expense, **but the cost is vouchered if it meets the vouchering criteria**.
- Prepaid items (such as insurance premiums or off-center tuition) are expensed as the services are consumed, **but the full cost is vouchered if it meets the vouchering criteria.**
- Base/Fixed fee and Incentive fee are vouchered and expensed as explained in the earlier description of Lines No. 28 and 29.
- 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.
- Vouchers may continue to be submitted after expiration of the contract as circumstances warrant (late billings submitted to and paid by contractor, adjustments for incentive fees, and so forth). Post-expiration vouchers that are submitted prior to formal contract closeout (which cannot occur until final indirect cost rates have been determined) should be marked: **INTERIM FINAL PENDING CLOSEOUT.**

4. Formats and Information Required.

- Center contractors will submit, to the Regional Office only, an original plus two (2) copies of the voucher claiming reimbursement for provisional payment.
- The voucher will be prepared on SF 1034.
- The voucher shall break out the total Job Corps funds being requested into CRA costs and Operating costs for the current voucher period.
- The voucher must bear a certification by the contractor that the amounts vouchered do not exceed the amount of funds available in the contract.
- Month-end voucher backup sheets must reconcile exactly to the Center Financial Report (Form 2110) which is submitted for that month.
- The voucher must be accompanied by a backup sheet to substantiate certain data.
- Provided as Exhibit 502-1 is a sample of a completed voucher, SF 1034.
- Provided as Exhibit 502-2 is a sample of the required backup sheet, including instructions for its preparation.

5. Advance Payment Arrangements.

Some center contractors are eligible to receive advance payments. Those who elect advance payments will receive them in the form of draw-downs from the Health and Human Services Payments Management System (HHS-PMS). Instructions for draw-downs will be provided from the Regional Office.

F. LIQUIDATED DAMAGES

1. Assessment Amounts.

As a means to promote program integrity and to ensure that Job Corps students receive the services for which DOL expends public funds, DOL shall assess contractors for liquidated damages for misreporting of student achievement data. The amount of the assessment for each instance of verified misreporting will be based on the following schedule:

- Invalid HSD/GED Credit: $500 for each instance.
- Invalid Career Technical Training Completion Credit: $750 for each instance.
- Artificially Extending Enrollment and/or Invalid Leave Days: For each day a student is improperly carried as enrolled or carried in an invalid leave status, the assessment shall be 15% of the budgeted cost per day per student. The cost per day per student is calculated as follows: (approved center operations budget that is in place for the contract year in which the misreporting occurs) / (duration of contract year in days) / (contracted student slots for the contract year).
- Invalid Placement Credit: $750 for each instance.

2. JFAS-AAPP/FOP Considerations.

The cognizant Regional Office is responsible for promptly notifying the National Office to enter a liquidated damages assessment in the JFAS-AAPP/FOP system as a planned estimated cost reduction.

3. Contract Modification.

The cognizant DOL Contracting Officer is responsible for promptly preparing a contract modification that reduces the fee contained in the estimated cost clause by the amount of the liquidated damages assessment.

4. Recovery From Contractor Fee.

DOL will recover liquidated damages assessments through reductions in contractor fee. Upon receiving a fully executed contract modification that contains an assessment for liquidated damages, a contractor shall:

- Post the liquidated damages amount as a negative expense in the fee line item in its current year center operations budget. so that it is reflected in the very next 2110 cost report that is due from the contractor. If the contract has Fixed Fee only, the negative expense (credit) is posted in the Base/Fixed Fee line. If the contract has Base Fee and Incentive Fee, the negative expense (credit) is posted in the Incentive Fee line item.
- Duly incorporate the negative fee expense (credit) into the very next invoice that is submitted by the contractor for reimbursement of costs under the contract.

Note Concerning Repayment for Lost or Damaged Government Property: This same mechanism for re-payment via fee reduction may be employed by DOL to obtain reimbursement from a contractor for Government property that the contractor causes to be lost or damaged, or is deemed liable for loss or damage.

5. Data Correction.

The cognizant Regional Office is responsible for promptly notifying the National Office of Job Corps and the Job Corps Data Center to remove invalid credits (General Education Diploma/High School Diploma [GED/HSD], Career Technical Completion, and Placement) from the Outcome Management System (OMS). Invalid credits will be removed from each measure that is affected regardless of the report card (OAOMS, OMS, POMS, Career Technical Training Report Card [CTTRC]) 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 CTTRC 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.

6. Good Faith Errors.

Contracting Officers, after consulting with appropriate DOL Job Corps officials, are permitted to exercise discretion and not assess liquidated damages in cases where it appears that the misreported data is most likely due to good faith error. Another mitigating circumstance might be where data was erroneously recorded but the student outcome was likely achieved - for example a career technical training completion, a GED credit, or a placement credit that was incorrectly reported but where there is verification that the student actually did earn the credit.

Contracting Officers may also, after consulting with appropriate DOL Job Corps officials, exercise discretion and not assess liquidated damages in cases where liability for government property has been determined and where good faith error occurred.

7. If Fraud is Suspected.

When a DOL official or staff member becomes aware of apparent fraud by a center operator or others, the matter will be reported using established channels and procedures.

G. 2181 CONTRACT CENTER OPERATIONS BUDGETS

1. Scope of the 2181.

The instructions in this Section apply only to the treatment of center operating expenses. Section G does not apply to the budgeting of capital cost categories nor to non-center cost categories, such as OA/CTS. Budgeting requirements of OA/CTS contracts or OA/CTS components within center contracts are covered in a separate PRH Appendix. Center operators should follow guidance from the regional offices regarding budgeting requirements for capital cost categories and other miscellaneous categories.

2. Purpose.

This section 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 this section 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 break out of the center operating costs that are summarized in the estimated cost clause of the center operating contract.

3. Overview of Requirements.

a. Format and Method of Preparation and Submittal.

The 2181 is prepared and submitted via entry of data in the JCDC-FMS and used to display approved or proposed line item budgets for:

- Current Contract Year.
- Next contract year, if any remains.
- Base-Year Three, if the contract is in the first year of a three-year base period.

b. Time Frames

Center operating contracts normally last five to seven years, with the final three or four years being option years that are primarily contingent on the demonstration of satisfactory contractor performance.

- Contracts with Two-Year Base Periods. 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, what had been the Next Year budget in Year 1 becomes the “Current” budget for Year 2. At that time, it is required that a new Next Year budget be prepared for contract Year 3.

This pattern is maintained for the life of the contract.

- Contracts with Three-Year Base Periods. The requirements are essentially the same as for contracts with two-year base periods, except during the first contract year. During the first contract year (and only during the first contract year), it is necessary to maintain an additional 2181 covering the 3rd contract year (which is referred to as base-year three).

c. Current Year Line Item Budgets

An approved line item budget (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 in the 2110 cost reports during that year of the contract.

It should be noted that 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 years' spending on a bottom line basis in order to assure reconciliation of data between form 2181 and the estimated cost clause in the contract.

d. Next Year Estimates and Base Year 3 Estimates.

The 2181 is also to maintain an updated “Next-Year” line item budget for the next available contract year, if any. 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 to: (1) identify any adjustments that are of an ongoing nature (e.g., permanently deleting or adding slots), (2) accurately calculate the impact of such changes on the operating budget for the next contract year, and (3) revise the form 2181 next-year line item budget for the next contract year accordingly.

If a contract has a three-year base period, an additional 2181 must be maintained for the third year of the base period, but this requirement applies only during the first contract year. The requirement is intended to enable reconciliation of 2181 dollar amounts and the dollar amounts for center operations expense that are contained in the estimated cost clause of the contract. Again, there is no need to maintain a “Base Year 3” line item budget after the end of the first contract year. Also note that when the second contract year begins, the “Base Year 3” budget becomes the “Next Year” budget.

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 the total center operating cost (up or down), a

revised set of forms 2181 (current year plus next contract year [two 2181 forms]) should be prepared as soon as possible after issuance of 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 contract modification to revise the estimated cost clause is also needed. The key point being made in this section is that the financial data in form 2181 and the data in the estimated cost clause should be kept in agreement. If these documents somehow come into disagreement, steps should be taken to resolve the discrepancy and put them back into agreement.

f. AAPP/FOP Considerations

The acronym AAPP/FOP stands for Annual Advance Procurement Plan/Financial Operating Plan and refers to the previously described JFAS system of the DOL-Office of Job Corps that is used 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 included in a formal contract modification. Pending activation of an IT application that will give contractors direct access to their respective JFAS AAPP/FOP reports, Regional Offices are required to provide contractors with current Estimated Cost Profiles and Fiscal Plans with every contract modification.

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 (SY's) during the contract year x the budgeted cost per SY (i.e., annual operating budget/planned SY's) x 15% = anticipated year-end underrun. Anticipated low-OBS under-run data appears automatically on each month's 2110 cost report if capacity utilization is running less than 98.0%.

If the anticipated "low-OBS" underrun does materialize at the close of the contract year, the unspent funds will be returned to the 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, DOL will consider whether an adverse finding should be noted in the contractor's record of performance, based on a determination of inadequate contractor financial management; and DOL 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 which exceeds the anticipated "low-OBS" underrun, DOL **may** approve the contractor's retention of some or all of the additional underrun amount by rolling it over and adding it to the operating budget for the next contract year. This under-run rollover process is intended to provide contractors with a reasonable measure of flexibility in the timing of purchases and expenditures, to provided resources for payment of staff bonuses earned on the basis of good performance in the just-ended contract year, and to avoid wasteful administrative effort that might result from a rigid requirement for DOL to recover all underrun amounts, regardless of immateriality. Following are general limitations and ground-rules for under-run rollovers:

(1) In contracts that have received an OMS rating in the Excellence range in the just-ended contract year, rollovers may be approved up to an amount that equals 4% of the annual budget for the just-ended contract year or $400,000, whichever is lower.

(2) In contracts that have received an OMS rating below the Excellence range in the just-ended contract year, roll-overs may be approved up to an amount that equals 2% of the annual budget for the just-ended contract year or $200,000, whichever is lower.

(3) The Job Corps National Director, in consideration of overall budgetary conditions, may reduce the rollover limits stated in the preceding subsections, including eliminating all rollovers. Such reductions in rollover limits will be promulgated in writing in the form of a Job Corps Information Notice.

(4) DOL may allow the conversion of any portion of the approved "roll over" amount to Equipment or CTST funding. Such conversions require the issuance of appropriate AAPP/FOP changes.

(5) With respect to treatment of roll-overs in the JFAS-AAPP/FOP system, there are default mechanisms that automatically provide for the approval of the maximum rollover amount that is consistent with current limitations and requirements.

(6) DOL may consider and approve individual exceptions to the above

rollover limits if warranted by special circumstances, such as contractor errors of material dimensions being made in year-end 2110 reports. If a contractor believes that a year-end rollover should be approved in a higher than normal amount, it should prepare and submit a request and justification to its cognizant regional office that can be endorsed and forwarded to the Job Corps National Office for consideration and response. If approved, this request will result in the processing of appropriate AAPP/FOP changes. DOL will strive to address and resolve such requests within two weeks of receipt.

(7) Any portion of a contract year-end underrun that is not approved for rollover will be returned to DOL via contract modification that implements a net reduction in the estimated cost of the contract.

i. Treatment of Overruns.

If a net cost overrun is reported a the end of a contract year and contract performance continues into a new contract year, the JFAS-AAPP/FOP system contains default mechanisms that provide an automatic offset to the overrun via a reduction in the AAPP-approved operating budget for the following contract year. These are internal transactions that have zero net impact on the AAPP-approved estimated cost of the contract. If a contractor believes that a year-end overrun should instead be resolved or covered through a funding increase (to avoid harmful spending reductions in the following contract year), it should prepare and submit a request for budget adjustment. For procedural guidance, refer to the later section that is captioned: Requesting a Budget Adjustment.

Note: Contractors are reminded to be aware of and to comply with any contract clauses which require that they provide DOL with timely, formal notification of pending or actual overruns. Failure to comply with such contract clauses may compromise a contractor's ability to obtain reimbursement for expenses that are in excess of those provided for in the estimated cost clause or funds available clause of the contract.

j. 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 permits a reconciliation with the amounts budgeted in the various personnel expense line items.

The 2181 Supplement is prepared and submitted via entry of data in the JCDC-FMS. The JCDC Supplement output report has been designed, in part, to provide information that will be helpful in determining if and to what extent the staff compensation (salaries and benefits) offered by the center are competitive within

the local labor market. To do this, the spreadsheet compares a center's budgeted compensation rates with model-based compensation rates that are intended to reflect local labor market conditions. The formulation of DOL model-based rates depends heavily on the geographic adjustment factor that has been assigned to each center and which is intended to reflect and compensate for the degree to which the center's local labor rates vary from national averages.

If a center operator believes that a center's geographic adjustment factor is no longer accurate or otherwise believes that the model-based rates are substantially incorrect or unrealistic, the center operator may request DOL to review and amend its model based rates for the center in question. Such requests may be submitted directly to the Job Corps National Office via email (with cc's directed to appropriate Regional Office staff) and should include thorough factual information that supports the need for a DOL review.

Please note that reviews should not be requested in situations where only a few staff positions appear to be affected. There should be no expectation that center compensation rates closely match the DOL model-based rates across the board or that the model-based rates are extremely precise. Moreover, there should be no firm expectation that DOL will be able to provide additional funding in order to remedy perceived compensation gaps even if it is determined that the model-based rates should be amended upward.

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 for each contractor. A separate set of records (contracts, 2181 budgets, 2110 cost reports and contract funding/estimated Cost entries) also 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

Using the JCDC-FMS, the center operator must submit initial 2181 budgets within ten (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 the new contract contains a third base year, then a "base year three" 2181 is also required to be submitted.

Unless extensive follow up or National Office authorizations are required, the Regional Office should normally approve the initial 2181 budgets within 2 weeks after submittal by 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. 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 Close Out and Reconciliation

The following discussion is in the framework of closing out the first contract year. However, the same pattern of events and timeframes 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 Year 3 becomes the "next year." The contractor's proposed new 2181 budget should be submitted into the JCDC-FMS 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. 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 the preceding contract year. The types of questions 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 two 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. 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, 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, which 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 a 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 prepared and submitted using JCDC-FMS 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 incentives are earned and formally incorporated into the estimated cost of the contract via contract modification.

Regional offices should respond promptly to contractors' requests for mid-year budget revisions. Unless extensive follow up is required, the Regional Office should resolve these requests within two weeks after submittal of the contractor's proposal. The Regional Office must ensure, however, that any estimated cost increase is within the limits of the JFAS-AAPP/FOP established by the National Office.

6. Monthly Budgets – Straight Line Versus Custom.

An important feature of the JCDC-FMS is a requirement that monthly 2110 cost reports provide a comparison between actual contract-year-to-date (CYTD) costs against planned CYTD costs. Center operators may elect one of two different methods for determining monthly planned CYTD costs. Once a choice has been elected for a contract year, the operator may not change to the other method during the remainder of that contract year.

- The first choice is to permit the planned costs to be determined automatically by JCDC-FMS by simple prorations of the budget for the full contract year. If the operator selects this option, no further entries are needed.

- The second choice is a manually entered custom budget. If the operator selects this option, it is necessary to enter a planned spending amount for each budget line item for each month of the contract year.

7. Requesting Funding/Budget Adjustments (Operating Expense Only).

Following are basic steps and requirements for preparing and submitting a request for an adjustment in contractually approved budgets or funding for Operating Expense. Please recall that the term Operating Expense can be loosely defined as all categories of expense other than Construction/Rehab – which has its own Congressional appropriation. With respect to Construction/Rehab funding requests, basic procedures and requirements are found in PRH Chapter 5, Section 5.10 (Facility Improvements), Requirement 4 (Emergency Repairs and Requirements).

a. When Is a Request for a Funding/Budget Adjustment Needed?

A request should be prepared and submitted when a center operator believes that a funding/budget adjustment is required in order to maintain the effectiveness of the Job Corps center **AND** when such an adjustment will involve a net change in one or more of the major categories of Operating Expense. The major categories of Operating Expense consist of: A-Center Operations; B2-Equipment; B3-GSA Vehicle Rental; B4-CTST Materials; C1-Outreach and Admissions; C2-Career Transition Services; D-Student Transportation; and S-Support.

b. A Word of Caution.

Center operators are discouraged from submitting Requests for Funding/Budget Adjustments except in the most urgent and compelling cases. The DOL expectation is that center contractors should maintain staffing and deliver services in a satisfactory manner within the contractually agreed budgets and funding levels. DOL's contingency reserves are tightly controlled and restricted.

c. Format.

There are no rigid requirements for formatting a Request for Funding/Budget Adjustment. It is recommended that the request be in the form of a brief explanatory statement along with whatever exhibits or tables are appropriate. Electronic "soft-copy" is preferred over hard copy.

d. Content.

There are no rigid requirements or specifications concerning the content of a Request for Funding/Budget Adjustment. The level of detail depends on the complexity of the situation. Elaborate presentations are not required, but a briefly stated justification for the change in funding, along with appropriate back-up in the form of pricing data and computations is required. The request should also indicate which major categories of operating expense would be affected. In cases where the increase is of an ongoing nature, it is imperative that the request specify the effective date of the change, the net change amount in the current contract year, and the change amount that will be needed in the next contract year.

e. Submitting a Request.

Center contractors should, via email, submit Requests for Funding/Budget Adjustment to the Director of the Job Corps Regional Office that is responsible for their center contract, as well as to their Regional Project Manager. It is recommended that this email and its attachments also be "cc'd" to the Budget Team Leader within the National Office Division of Budget and Acquisition Support. These types of requests may be submitted at any time. Center contractors should strive to submit these types of requests as soon as possible after the need for a funding adjustment becomes evident.

f. Turn-Around Time.

The Office of Job Corps will strive to provide the center contractor with a substantive response to its request within two weeks of submittal, depending on the complexity and/or policy implications of the issues that need to be addressed.

8. Submittal Procedures and Requirements.

Contractors submit 2181 budgets using DOL's web-based Job Corps Financial Management System (JC-FMS), administered by the Job Corps Data Center (JCDC). The JC-FMS has been designed in a way that minimizes the volume of data that must be entered for the 2181, and ensures consistency and accuracy in internal mathematical operations that are present in the budget. Contractors may obtain detailed guidance concerning FMS procedures for entering and submitting 2181s by referring to the FMS Technical Guide that is available from the JCDC/FMS website.

9. Descriptions and Definitions of 2181 Data Items.

Form 2181 budgets are prepared, submitted, and approved in sets, consisting most often of a Form 2181 for the CURRENT CONTRACT YEAR and an additional form 2181 for the NEXT CONTRACT YEAR , if any. In some instances, as described above, it is necessary to submit and maintain a third form 2181 for BASE YEAR 3. Following are brief descriptions of the elements of information that appear on the form 2181.

HEADING INFORMATION

Center Name. This is the name of the Job Corps center. If the form is being prepared for a "major component" rather than an entire center, the component name will appear after the center name e.g., "Pine Top-Utopia Satellite." Center names are spelled out fully. Abbreviations are not used. The words "Job Corps Center" are not used as part of the center name.

Contractor Name. This is the name of the contractor organization as that name has been registered in the JCDC-FMS. The expectation is that this name will match that which appears on the formal center contract documents.

Contract Number. This is the DOL identification number of the contract for which data is being reported and as that number has been registered in JCDC-FMS.

Budget Number. The initial set of 2181's for the first and second contract years (and possibly the third contract year) are numbered "1" and all later pairs of **approved** 2181's 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 2181's in a given set. For example, the set of 2181s for budget number "1" will include a number 1 budget for the first contract year, a number 1 budget for contract year 2, and (if applicable) a number 1 budget for base-year three.

Contract Year Number. This is the number of the contract year for which the form 2181 has been prepared.

Approved or Pending. If the budget has been approved by the Regional Office, the term "**Approved"** will appear**.** If the budget is a proposal that is still pending

regional approval, the term "**Pending"** will appear.

Ending. This is the ending date (mm/dd/yyyy) of the contract year identified in the block for Contract Year Number.

Current Year / Next Year / Base Year 3. If the form applies to the current contract year, the term "**Current Year"** will appear. If the form applies to the next contract year, the term "**Next Year"** will appear. If the form applies to Base Year 3, the term "**Base Year 3"** will appear.

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 display 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 requested or 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 Expenses 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. When the contract is in its final base year or in an option year, these lines will appear only in the 2181 for the current contract year. However, if the contract is still within its base period, but in a contract year that is prior to the final year of the base period, these lines will appear in the 2181 that applies to the final year of the base period – which will be either the form 2181 for the Next Year or the form 2181 for Base Year 3, whichever is appropriate.

Line 31: Cumulative Expense through Prior Year.

This line displays the actual or budgeted cost through the immediately preceding 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 build up even though the build up 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 subtracted 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 the contract is within its base period, this information appears in the form 2181 that applies to the final year of the base period (either the form 2181 for the Next Year or the form 2181 for Base Year 3, whichever applies.

Line 33: Cumulative Budgeted Expense: This line displays the cumulative budgeted expense through the end of the contract year and consists of the actual or budgeted cost through the end of the preceding contract year plus the budgeted cost of the contract year for which the 2181 applies. This represents the contract value that is implied in the 2181 data.

Line 34a – 34c: Reconciliation to Current Estimated Cost. The information on these rows is intended to reveal whether and to what extent there is disagreement between the form 2181 line item budgets and the official estimated cost of the contract, with respect to center operations expense. This information includes:

Line 34a: Current Estimated Cost of Contract: This is the current estimated cost of the contract for center operations expense per financial information entered into JCDC-FMS that has been abstracted from the original contract and its subsequent modifications.

Line 34b: Per Mod Number: This is the most recent contract modification number for which information has been entered into JCDC-FMS.

Line 34c: Difference (33 – 34a): This is the dollar difference between the implied estimated cost of the contract per the form 2181 and the official estimated cost of the contract per the most recent contract modification. If the result is not zero, then there is disagreement between the contract and the 2181. If disagreement exists, the reasons for the disagreement should be researched and identified and appropriate corrective action taken.

NOTE: When a contract is still within its base period, the data on line 34a – 34c will appear only on the form 2181 that applies to the final year of the base period. Depending on the number of years in the base period and the number of the current contract year, this could be the 2181 for the CURRENT CONTRACT YEAR, THE NEXT CONTRACT YEAR, or BASE YEAR 3.

CONTRACTOR SUBMITTAL BLOCK

This block shows the name of authorized contractor representative who is submitting a proposed new 2181 to the Contracting Officer and the date submitted. The signature line is reserved for use when the necessary e-signature technology can be applied

REGIONAL OFFICE APPROVAL BLOCK

This block shows the name of authorized DOL representative who has approved the new 2181 and the date of that approval. The signature line is reserved for use when the necessary e-signature technology can be applied.

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 cost reporting and budgeting under Job Corps Outreach/Admissions (OA) expense and Career Transition Services (CTS) contracts. This appendix is applicable to Job Corps contract centers that are expressly funded to perform OA and/or CTS functions, as well as to stand-alone contracts for the performance of OA and/or CTS functions. This appendix is not applicable to CCCs that are funded for OA or CTS. CCC agencies that are funded for OA and/or CTS activities are referred instead to Appendix 509 for guidance on cost reporting and budgeting.

This appendix is not intended to supersede the proposal development requirements prescribed in the OA and/or CTS Request for Proposal (RFP). However, the cost categories established in this appendix will be incorporated into the OA and/or CTS RFP's. The requirements of this Appendix become applicable after award of an OA/CTS 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.

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 OA 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.

2. Initial Budget Formulation

The initial budget is normally formulated during the procurement process through which the contract is awarded. The approved budget for OA and/or CTS expense 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 OA expense always be backed up by a current line-item budget that is prepared using the Form 2181-OA, 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 final year of a contract, 2181 budgets are normally 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.

If a contract is in the first year of a three-year base period, it is necessary to have an additional 2181 budget in place to cover the third contract year. This is to ensure that 2181's are in place for the full initial performance period of the contract.

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 (year 1, year 2, year 3, etc., 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 Expense Versus Expected Expense

The 2110-OA and the 2110-CTS that is generated by the JCDC-FMS based on contractor input provides a comparison of actual expense versus expected expense. This comparison is in the context of the line-item budget that is in place during the Current Contract Year. The methodology is to compute the Current Year expenses that are "planned" through the end of the current month via a simple straight-line pro-ration of the approved budget for the entire Current Year. The pro-ration of planned expenses is done on the basis of days rather than months.

5. Display 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 pro-ration of the contract-year 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 more (plus or minus) of the Current Year budget for that line item, or 1% of the total OA or CTS budget for the Current Contract Year (whichever is the higher). To illustrate: if the contract year OA budget for a particular line item is $20,000, the first alternative variance threshold is $20,000 x 5% = $1,000. If the total OA budget for the contract year is $200,000, the second alternative variance threshold is $200,000 x 1% = $2,000. Since $2,000 is the higher of the two dollar amounts, then $2,000 is used as the variance threshold for the budget line item in question instead of $1,000.

An explanation is further required whenever the Current Contract Year to date total Actual Expense for either OA or CTS exceeds the Planned Total Expense by an amount equating to 2% of the total budget for OA or CTS, whichever is applicable, for the Current Contract Year.

Please note that the threshold for explaining variances is determined as a percentage of the full contract year 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 2181-OA or 2181-CTS line-item budgets only when there is: (i) a need to change the net amount for either OA expense or CTS expense in the estimated cost clause of the contract and the change affects the Current Contract Year; or (ii) a realignment of existing line item amounts is clearly needed to resolve a gross misallocation of costs. However, frequent reshuffling of funds between line items as a means to eliminate reportable variances is not generally considered a useful or legitimate practice. The 2181-OA 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 Plan (AAPP) administration guidelines to identify circumstances where prior National Office clearances are needed for bottom-line estimated cost changes.

7. Next-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. Except for the final year of the contract, 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 third contract year (which will be the "next year").

If a contract is initially awarded with a three-year base period, it will also be necessary for the contractor to maintain a "base year 3" budget, but only during the first contract year. After the first contract year has been completed, the contract returns to the normal pattern, in which the requirement is only for the maintenance of "current year" and "next year" 2181's. This is discussed more fully in the later section that provides detailed requirements for 2181 Budgets.

Whenever the current year OA 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 OA or CTS workload), (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. The current AAPP Estimated Cost Profile, which is available for viewing and downloading by the contractor via the JCDC-FMS, will facilitate the preparation of "next year" budgets. Under normal conditions Regional Offices are expected to keep OA and/or CTS contracts in agreement with the AAPP Estimated Cost Profiles. Questions or concerns about dollar amounts that are contained in AAPP Estimated Cost Profiles may be referred to Job Corps National

Office financial staff. In certain situations it will be necessary for the contractor to maintain a "base year 3" budget. This is discussed more fully in the later section that provides detailed requirements for 2181 Contract Center Operations Budgets.

8. Integration of Financial Management Systems

The requirements and procedures of this Appendix have been designed in a way that is intended to ensure or promote consistency of data across different aspects of OA/CTS financial management: DOL/Job Corps allocation of funds for OA/CTS contracts; contractual documents concerning cost and funding; line-item budgeting; monthly cost reporting; and contractor vouchering for payments.

a. Job Corps Fund Allocation System (JFAS).

JFAS is a web-based in-house IT application that is used by DOL/Job Corps to control the allocation of funds to OA/CTS contracts and other contracts and activities that support the delivery of services to Job Corps students. It is DOL policy to share various types of JFAS reports and documents with OA/CTS contractors.

The JFAS reports and data sheets that are available to contractors include: the Estimated Cost Profile, the Fiscal Plan, the FOP Allocations Report, the Contract Footprint Report, and the Payments Transaction Report. These reports will help contractors to prepare and plan for future modifications that are scheduled for their contracts (including modifications for incremental contract funding) and also to facilitate the identification of discrepancies and pending issues that require follow-up action.

Pending the development of an IT application that will provide contractors with direct access to their respective JFAS reports and documents, Job Corps Regional Offices are required to provide contractors with copies of these reports (which are normally available in PDF format) on a timely basis upon request. Please note, however, that DOL does not share one contractor's reports with any other contractor. If a Job Corps Regional Office is not able to fulfill its responsibility in this area, a contractor may instead request the DOL Job Corps National Office to supply copies of its JFAS reports and documents.

b. Contract Award and Maintenance.

Contract award and modification documents are currently maintained and executed in ink-signed hard-copy form. These documents contain information about agreed-to contract costs and DOL/Job Corps funding that is available for payment to the contractor. Many items of information in these hard-copy documents must be abstracted and entered into the Job Corps FMS.

c. Job Corps Financial Management System (FMS)

OA/CTS contractors fulfill most of their financial reporting and budgeting responsibilities using the Job Corps FMS, which is a web-based IT application administered by the Job Corps Data Center (JCDC). The FMS is used to prepare and submit 2110-OA/CTS cost reports, 2110S-OA/CTS monthly staff vacancy and separation reports, and 2181-OA/CTS budgets, The FMS is also used to enter key elements of financial data that are abstracted from contract documents and from Job Corps contract vouchers. Data entry procedures can be found on the JCDC website and in training and orientation materials that have been published by JCDC. The FMS is a secure IT system, with access being controlled by user names and passwords.

d. Vouchering.

The great majority of OA/CTS contractors receive payment from DOL on the basis of hard-copy vouchers and back-up sheets that are submitted to DOL/Job Corps on a semi-monthly schedule. (A small number of governmental and non-profit contractors are eligible to be paid via electronic draw-downs.) Some data items from vouchers must be abstracted and entered into the Job Corps FMS.

C. COST CATEGORY DEFINITIONS

1. Overall Structure of Categories

Because it is not unusual for individual contracts to provide for both OA and CTS functions, the 2110-OA/CTS Cost Report has been designed to report both activities. However, the data on OA and CTS are fully segregated on this reporting instrument. The cost category structures for OA and CTS are parallel, and the cost category labeling and definitions are much the same.

2. Subcontract Expense

The costs of subcontracts issued by OA/CTS contractors are classified differently depending on the characteristics of the subcontract. For purposes of Job Corps cost classification, subcontracts fall into two different and mutually exclusive categories: Staffing Subcontract; and Non-Staffing Subcontract. Following are definitions and criteria for determining the category that applies to a particular subcontract, along with the cost allocation policies that apply to that category.

a. Staffing Subcontract.

This category applies to any subcontract that provides one or more staff persons who are employed to perform duties under the OA/CTS contract on a full-time basis or any subcontract that provides a number of part-time staff persons who are employed to perform duties under the OA/CTS contract and whose scheduled hours of work in connection with these duties collectively represent one or more

full-time positions (FTPs). The cost allocation policies that apply to subcontracts in this category are as follows:

- Subcontractor Personnel Expense. The cost of compensation (salaries/wages and benefits) which the subcontractor pays to its staff who work at the center shall be allocated to the OA Personnel Expense category and/or the CTS Personnel Expense category, as appropriate.
- Other Direct Subcontractor Expense. The direct costs of the subcontractor that are for non-personnel items shall be reported in the appropriate non-personnel line item(s).
- Subcontractor Indirect Expense (Overhead/G&A). The subcontractor's overhead and G&A expense shall be reported on Line 8 (OA and/or CTS as appropriate) – Other Operating Expense. Do NOT report these costs on Line 5 – which is used exclusively to report the prime contractor's Overhead/G&A expense.
- Subcontractor Fee. If the terms of the prime contract expressly designate the subcontract as a MAJOR STAFFING SUBCONTRACT and require that the subcontractor fee be paid from a fee pool that is shared with the prime contractor, then subcontractor fee expense shall be reported on Lines 6 and 7 (OA and/or CTS, as appropriate), combined with fees that are received by the prime contractor. If the terms of the prime contract DO NOT require such fee pooling for the subcontract in question, then subcontractor fee shall be reported on Line 8 (OA and/or CTS as appropriate) – Other Operating Expense.
- Reference to Contractor's Proposal. In some cases, expenses might not be currently detailed on the subcontractor's invoice because the service is being provided at a fixed price or fixed unit price (e.g., meals served, billable labor hours). In these types of cases, adequate detail can usually be obtained from the subcontractor's proposal as a means to formulate the required break out of total expense into the line items identified above. If detail is not provided in the proposal, then supplementary information should be obtained from the subcontractor.

b. Non-Staffing Subcontract.

This category applies to any subcontract that does not qualify as a Staffing Subcontract. Non-staffing subcontracts include those that are solely for the procurement of supplies, equipment, commodities, IT/technical support services, medial outreach services, other intermittent services, and so forth. The costs of a Non-Staffing subcontract are most often allocated to a single budget line item within the OA and/or CTS categories. For example, the entire costs of a media outreach subcontract would be assigned to Line 4 – Media Advertising Expense.

3. Personnel Expenses

This term is used in this appendix to refer to all salaries, wages, and all other associated personnel costs borne by the employer such as performance bonuses, earned leave upon termination, retirement contributions, Social Security taxes, life insurance premiums, health insurance premiums, worker's compensation insurance, etc. All direct employees of the contract as well as employees of Staffing Subcontractors (as defined in the preceding section) are to be included.

4. Allocation of Split Duties

If an employee works in more than one area, such as part time in OA 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 OA and CTS, time records must be maintained to allocate costs.

5. Treatment of Money Received

When third-party money is received by an OA and/or CTS contractor, it is most often a reimbursement or refund of cost previously incurred. Such reimbursements and refunds are recorded as reductions (credits) in the appropriate expense accounts in order to reflect true 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. In some cases, money received by the contractor cannot be credited as a reduction to a specific expense account. In these cases, the money received will be classified as net income to the contract within Line 8 – Other Operating Expense (OA and/or CTS, as appropriate).

6. Cost Category Definitions

OA and CTS expense are segregated and reported separately on the 2110-OA/CTS cost report. However, both OA and CTS use parallel cost categories. Following are definitions for the categories that are used to categorize both OA 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.

a. 2110-OA/CTS, Page 1

<u>Line 1 - Personnel Expense</u>. The cost of personnel compensation (salary, benefits, bonuses) that is directly charged to the contract. Examples of positions typically covered include:

<u>OA Staff</u>

Manager/Supervision (of OA Coordinators and ACs)
Outreach/Admissions Coordinator
Admissions Counselor
Administrative/Secretarial/Clerical (assigned to support OA 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 2 - 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 3 - Facilities Expense. This category includes all types of facility expense, including those 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.)

Note: If the OA and/or CTS facility expense being reported are incurred under the umbrella of a center operations contract and if the facility related expenses of the OA and/or CTS activities cannot be directly determined (via separate utilities metering, separate facility leases, etc.), the facility costs should be allocated pro-rata based on number of full-time equivalent (FTE) staff assigned to each function (Center Operations, OA, CTS).

Line 4 - 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 instead.

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 5 - Indirect Administrative Expense. This line 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 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, Section F, column (b).

Note Concerning Indirect Cost Base: It is DOL's preference that the base that is used to compute indirect costs consist NOT of total direct cost (TDC) but instead be comprised of a narrower base that is limited to Total OA/CTS Operating Expense net of indirect cost and fee. This would also exclude Equipment and GSA Vehicle Rental expense from the base. In effect, the recommended base for determining Line 5 Indirect Costs consists of the combined amounts for Lines 1, 2, 3, 4 and 8. This is to ensure consistency with the practices that are normally in force with respect to center operations contracts and to avoid indirect costs amounts that are skewed due to the tendency for "cost spikes or lumpiness" in pass-through allocations for equipment/furniture purchases. Contractors are expected to use this narrower base, if at all possible, in the indirect cost proposals that they submit to their cognizant agency (which is

most often DOL). Exceptions will be allowed if it is not feasible for a contractor to utilize this narrower base due to the demands of its parent company or establishment of a TDC base in an indirect cost agreement that has already been finalized with a cognizant agency other than DOL.

Lines 6 and 7 - Contractors Base and Incentive Fees. If any of the below guidance on the treatment of fee is in conflict with the particular terms of the contract, the contractual terms shall prevail. The below guidance is intended to describe the standard vouchering and reporting practices for the fee arrangement that is now in use for OA/CTS contracts, which provides for both base fees and incentive fees. Line 6 is used to report the cost of Base Fees earned per contractual terms. Line 7 is used to report the cost of provisional and earned Incentive Fees.

Line 6 - Base Fee. For each contract year, the cost of a contractor's Base Fee will be an equal monthly proration of the Base Fee stated or reflected in the contract for that contract year. If the contractor's fee consists solely of Fixed Fee, then fee cost should be reported on Line 6 only, and the monthly costs should be calculated in the same manner as for Base Fee.

Line 7 - Incentive 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 two to four 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. DOL staff are expected to complete the reconciliation of provisional fee to final amount earned and notify the contractor within three months after the completed contract year. 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 and the Fee amounts stipulated for the first contract year (which is exactly one calendar year in duration):

Base Fee	$22,500
Provisional Incentive Fee	$7,500
Total	$30,000

- In the first contract year, the monthly costs equal $30,000 divided by 12 months, yielding a monthly expense of $2,500. Total fee costs and billings in Year 1 are $30,000, consisting of $22,5000 base fee and $7,500 provisional incentive fee.
- In the first two months of the second contract year, the monthly fee costs and billings continue at $2,500. However, in the third month, the contractor is officially notified, via contract modification, that the final incentive fee earned, based on achievements in the first contract year is $8,500. The notification specifies that the final amount earned is $1,000 above the provisional amount billed and that the contractor should include the $1,000 fee increase on its very next voucher and should reflect the $1,000 of additional fee expense on line 7 of its very next cost report. This adjustment process also includes a revised 2181-OACTS budget, increasing the line 7 incentive fee amount by $1,000 for the current (second) contract year. The incentive fee expense reported in the third month of the second contract year would therefore be $3,500, or $1,000 above the provisional level of $2,500. Thereafter, monthly fee expense and billings would return to the provisional level of $2,500 for the duration of the second contract year.
- Note concerning liquidated damages: Liquidated damages assessments affect fee. Please refer to the later section that addresses liquidated damages.

Line 8-Other Operating Expense. Includes all operating costs associated with the OA or CTS functions that are not assignable to any of the above expense categories or to the GSA Vehicle Rental and Equipment expense categories. Other Operating Expense includes such items as:

Office Materials and Supplies. General office supplies, such as paper, pencils, paper clips, rubber bands, and ink cartridges.

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 IT 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 contract 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 facsimile or 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 9 - Total OA or CTS Operating Expense. Total of Lines 1 through 8.

Line 10 – Equipment/Furniture Expense. Includes costs for purchase of NON-EXPENDABLE PERSONAL PROPERTY that meets the definitional criteria contained in the Job Corps Asset Management Handbook, PRH Appendix 5??.

Line 11 - GSA Vehicles Rental. Includes GSA monthly/daily charges and charges for damage to vehicles. This category does not include GSA mileage charges, which instead should be assigned to Line 2, staff travel and training.

Line 12 – Total OA or CTS Expense. This is the sum of amounts in Lines 9, 10, and 11.

b. 2110-OA/CTS, Page 2

Lines 1a , 1b, 1c – OA Expense . These lines provide a highly summarized representation of the OA expense detail provided in Page 1, Section H. The OA expense totals on Page 1, Section H, Line 12 are broken out into two subcategories that are commonly used in the estimated cost clauses of OA contracts. These subcategories consist of:

Line 1a, OA-Reimbursable: This subcategory incorporates all OA line items on Page 1 except for line items 6 and 7, which are used for fee. The reimbursable line items therefore consist of Lines 1 - 5, 8, 10, and 11.

Line 1b, OA-Fee: This subcategory totals the amounts on OA Lines 6 and 7, on Page 1.

Line 1c, Total OA Expense. This line item totals the amounts on Lines 1a and 1b. The amounts on Line 1c will also equal the Line 12 OA total on Page 1.

Note: This expense category equates to C1-Outreach/Admissions in the internal DOL AAPP/FOP financial management system.

Lines 2a , 2b, 2c – CTS Expense . These lines provide a highly summarized representation of the CTS expense detail provided in Page 1, Section I. The CTS expense totals on Page 1, Section I, Line 12 are broken out into two subcategories that are commonly used in the estimated cost clauses of CTS contracts. These subcategories consist of:

Line 1a, CTS-Reimbursable: This subcategory incorporates all CTS line items on Page 1 except for line items 6 and 7, which are used for fee. The reimbursable line items therefore consist of Lines 1 - 5, 8, 10, and 11.

Line 1b, CTS-Fee: This subcategory totals the amounts on CTS Lines 6 and 7, on Page 1.

Line 1c, Total CTS Expense. This line item totals the amounts on Lines 2a and 2b. The amounts on Line 2c will also equal the Line 12 CTS total on Page 1. **Note**: This expense category equates to C2-Career Transition Services in the internal DOL AAPP/FOP financial management system.

Line 3-Student Transportation/Meal Allowances. This line item is used in stand-alone OA/CTS contracts only. If the OA/CTS services have been included under an umbrella center operations contract, the Student Transportation/Meal Expense are to be reported and entered in the center's overall 2110 and not in the subsidiary 2110-OACTS. Otherwise, for stand-alone OA/CTS contracts, this Line 3 on page 2 should include the costs of government-furnished inter-city travel (including prescribed meal allowances), such as travel associated with new enrollee arrival or travel home upon separation.

Note: This expense category equates to D-Transportation in the internal DOL AAPP/FOP financial management system.

Line 4 - Other Expense (Non-OA/CTS). This line item is used in stand-alone OA/CTS contracts only. If the OA/CTS services have been included under an umbrella center operations contract, the Non-Standard Expenses are to be reported and entered in the center's overall 2110 and not in the subsidiary 2110-OACTS. Otherwise, for stand-alone OA/CTS contracts, this Line 4 on page 2 should be used only if non-OA/CTS expenses have been specifically funded in the OA/CTS contract.

Note: This expense category equates to S-Support in the internal DOL AAPP/FOP financial management system.

D. JOB CORPS OA/CTS FINANCIAL REPORT (2110-OA/CTS)

1. Purpose

The Job Corps Outreach/Admissions & Career Transition Services Financial Report, 2110-OA/CTS, is used by contractors whose contracts provide for OA and/or CTS functions. This includes both stand-alone OA/CTS contracts and center contracts that

have been funded to provide OA 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, with a sharp focus on the current contract year.

2. Originators

These reports are prepared and submitted by organizations that have a DOL contract to furnish Job Corps OA and/or CTS services.

3. Time Frames

a. Contract Years.

It is a required practice to segment the performance period of an OA/CTS contract into "contract years". It is desirable that each contract year have a duration of one full calendar year (365 days or 366 days, depending on leap year).

- A Contract Year May Not Exceed One Full Calendar Year. The technical parameters of the JDCD-FMS system do not allow any contract year to have a duration that exceeds one full calendar year.

- A Contract Year May Be of Lesser Duration. JCDC-FMS does permit a contract year to be of lesser duration than a full calendar year. This is to accommodate certain exigencies. A typical example of this would be a unilateral contract extension (usually of about four months' duration) that is issued to provide continuity of operations after the final option year contained in the original contract. In this situation, the extension should be treated as a new contract year.

  Note: If it becomes necessary to issue further contract extensions, these extensions should be incorporated into the contract year that was established via the original extension, provided that the total new contract year duration does not exceed a full calendar year.

b. Reporting Periods.

The reports will display line-item costs for the:

- Current month.
- Cumulative costs incurred to date during the current contract year (year 1, 2, 3, 4, 5, 6, or 7, whichever is in effect at the time); and
- Cumulative costs incurred to date from the inception of the contract (i.e., from the first day of the contract performance period).

The 2110-OA/CTS report normally displays data 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 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, 2011, and ends March 14, 2012. In March 2011, 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 2012, two reports must be submitted.

- The first report will cover the period March 1 through March 14, 2012, and the period ending date would be reported as March 14, 2012. 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 will constitute the initial report of the new contract year and in the "current month" columns, will report expense during the period of March15 through March 31.

4. Reporting After Contract Expiration

When a contract expires, it is of course necessary to submit a fully detailed 2110-OACTS with a report period ending date that coincides with the contract expiration date. Thereafter, the monthly reporting requirement for the contract continues until all undelivered commitments and unvouchered accounts payable are liquidated. It is necessary to continue to submit 2110-OACTS reports until financial activity under the contract has ceased. However, such post-expiration 2110-OACTS 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" in block C1 on page 1 of the 2110-OACTS. 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-PENDING CLOSEOUT" in block C1 on page 1 of the 2110-OACTS. If there are adjustments to costs that need to be

reported when the contractor submits its formal closeout package to DOL, a final 2110-OACTS report must be submitted in FMS to reflect any changes to costs. This report should be marked "FINAL/CLOSEOUT" in block C1 on page 1 of the 2110-OACTS; and the date entered in block C on page 1 of the 2110-OACTS should be on or a few days before the submittal date of the contractor's closeout package.

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 purchases are made or when 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, nor vouchered. Earned leave that is paid when an employee terminates will be reported as personnel expense when paid and will be vouchered at that time.

6. Error Corrections

A corrected report for a given month may be submitted, but only if the report for the following month has not yet been submitted. Otherwise, any adjustments made to correct erroneous information on past reports (contract to date adjustments) **will be reflected in the current month's expenses;** and the adjustment must be explained in the Variance Exceptions/Comments section. 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. Preparing and Submitting the 2110-OA/CTS Report.

Contractors submit their 2110 reports using DOL's web-based Job Corps Financial Management System (JC-FMS) that is administered by the Job Corps Data Center (JCDC). The JC-FMS has been designed in a way that minimizes the volume of data that must be entered each month and which ensures consistency and accuracy in internal mathematical operations that are present in the report. Contractors may obtain detailed guidance and training on FMS procedures for entering and submitting 2110 reports from JCDC representatives.

With respect to time-frames for the submittal of monthly 2110 reports, contractors must prepare and submit them into FMS by no later than the 20th of the month following the reported month.

8. Descriptions and Definitions of 2110-OA/CTS Data Items.

Detailed instructions and guidance for entering 2110-OA/CTS data into FMS is available from JCDC sources. The following discussion is not intended to supply instructions for

entry of 2110-OACTS data, but is intended to provide detailed definitions and descriptions of the information that appears on a submitted 2110-OA/CTS report when it is viewed in its printable output form.

2110-OA/CTS Page 1

A. Contract Scope. If the report is for OA and/or CTS expense that is funded under a center contract, this is the name of the center. If the report is for a stand-alone OA and/or CTS contract, this is the geographic area covered by the contract.

B. Contractor Name. This is the name of the contractor.

C. Report Period End Date (Month, Day,Year). This is 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 which end on any day other than the last day of the month, as discussed in the previous section on time frame.

D. Contract Number. This is the DOL identification number of the contract for which data is being reported.

E. Latest Contract Modification Number. This is the number of the latest contract modification signed by the Contracting Officer that was effective during the reported period.

F. Contract Duration. These are the inclusive dates of the contract performance period, consisting of the contract inception/effective date and the current contract expiration date.

G. Contract Period-Current Contract Year. These are the inclusive dates of the current contract year, consisting of the beginning date and the ending date of the current contract year.

H. OA Expense (Section H contains data if the contract is funded for OA services). Approved Budget No. This is the number of the latest approved budget submission, ETA 2181-OA.

I. CTS Expense (Section I contains data if the contract is funded for CTS services).

> Approved Budget No. This is the number of the latest approved budget submission, ETA 2181-CTS.

H and I Columnar Instructions. Following are descriptions and definitions for entries in 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). This column displays the actual net expenses for the current month for each expense category.

Budget for this Contract Year (b). This column displays 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 will be used since no other budget is available.

Planned-CYTD, Prorata (c). The amount entered will be the current year's straight-line budget through the end of the reported month (i.e., Contract Year to Date/CYTD). These amounts are prorated by a factor that is calculated as follows: Days From Start Of Contract Year Through End Of Report Period divided by Days In Full Contract Year.

Actual Expense-CYTD (d). This column displays the actual net expense that has accumulated since the beginning of the current contract year.

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), the variance is in brackets (negative variance).

Variance Threshold (f). This column displays the variance thresholds that, if exceeded (plus or minus), require the center operator to enter narrative explanations and corrective action plans that will appear starting on page 5 of the 2110 report. The variance threshold amounts are calculated in accordance with the formulas discussed in the earlier section on Display and Evaluation of Variances.

Cumulative Expense From Inception (g). For each expense category this is the actual net expense that has accumulated since the very beginning of the contract.

J. Signature Of Authorized Contractor Representative. This block shows the name of authorized contractor representative who is submitting the 2110 to DOL via the FMS. The signature line is reserved for use when the necessary e-signature technology can be applied.

2110-OA/CTS Page 2

Page 2 is fully completed for stand-alone OA and/or CTS contracts. However, for center contracts that have OA and/or CTS funding, partial information will appear in Sections E and F, and no information will appear in Section G (Voucher Data). The omitted data for center operations contracts appears instead on pages 3 and 4 of the 2110 report that is prepared for the umbrella center operations contract.

A. Contract Scope. Same as Page 1, Block A.

B. Contractor Name. Same as Page 1, Block B.
C. Period End Date. Same as Page 1, Block C.
D. Contract Number. Same as Page 1, Block D.

E. Net Contract Actual Expense-All Categories. Following are descriptions and definitions for entries in columns (a) through (d) in Section E.

> **Note:** In Section E, expense categories 3 (Student Transportation) and 4 (Other Expense /Non OA/CTS) are left blank if the 2110-OA/CTS report applies to OA/CTS activities funded under an umbrella center operations contract.

Expense Categories Column. See the Cost Category Section of this appendix for definitions. Please note that Line 1c and Line 2c are carry forwards of the Line 12 OA and CTS totals entries on page 1.

Current Month (a). This column displays the actual net expenses for the current month for each expense category.

Contract Year to Date (b). This column displays the actual net expense that has accumulated since the beginning of the current year.

Cumulative Through Prior Year (c). This column displays the Cumulative Costs From Inception (d) reported through 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, this column displays 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 displayed on Line 05.

F. CONTRACTOR OBLIGATIONS. This section reports the status of contractor obligations for the full contract period to date, in relationship to contract funding (also referred to as “funds available”) and value (also referred to as “estimated cost”). This information is supplied, as applicable for OA expense, CTS expense, Student Transportation Expense, and any Other Non-OA/CTS expenses that are funded in the contract.

Please note that, in Section F, expense Categories 3 (Student Transportation) and 4 (Other Expense /Non OA/CTS) are left blank in those 2110-OA/CTS reports that are prepared for OA/CTS activities funded in an umbrella center operations contract.

Following are descriptions and definitions for entries in columns (a) through (i) in this Section F:

Vouchered Reimbursable Expenses (a). The amounts in column (a), for each applicable expense category represent 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). The amounts in column (b), for each applicable expense category represent 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.
- 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 Section E.

Unvouchered Accounts Payable (c). The amounts in column (c), for each applicable expense category represent the current total of all accruals as per the discussion of accrual reporting contained in a previous section.

Undelivered Commitments (d). The amounts in column (d), for each applicable expense category represent 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 report subcontracts or 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 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.

> **Note:** It is particularly important that the total obligations (and constituent parts) be reported accurately in the 2110-OACTS data submitted upon contract expiration. This is so in view of the normal DOL practice to remove excess funding from an expired contract based on the difference of Actual Funding minus Reported Contractor Obligations. At the same time, DOL procurement officials are cautioned to avoid the unnecessary administrative burdens that often result from hasty de-obligation of unvouchered funds which will later be needed to cover a contractor's unvouchered reimbursable expenses and payables and its undelivered commitments.

Total Contract Funding (f). The amounts in column (f), for each applicable expense category represent 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). These percentages are calculated by dividing the Total Contract Obligations, column (e), by Total Contract Funding, column (f).

Contract Value (h). The amounts in column (h), for each applicable expense category, represent 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). These percentages are calculated by dividing Total Obligations, column (e), by Contract Value, column (h).

Percent Contract Completed (i). The percentage figure in the cell below Line 04 is provided as a basis of comparison with the percentages of contractor obligations versus contract value. The percentage value in this cell is calculated by dividing the number of days from the inception date of contract through report period end date by the number of days from the start date of the contract through the current expiration date of the contract.

G. VOUCHER DATA. This section is to be completed only for stand-alone OA and/or CTS contracts. This section reports information that identifies any discrepancies between certain data on the 2110-OA/CTS report and data appearing on the voucher submitted by the contractor for the end of the same period being reported on the 2110-OA/CTS. In the title box of this section G, the contractor's identifying number of the voucher submitted for the end of the reported period is supplied, along with the contractor's signature date on that voucher.

Cumulative Vouchered Under This Contract (Line 1). The amount on Line 1 represents the contract to date total amount that has been vouchered as of the voucher identified above.

Difference With Reimbursable Expense (Line 2). The amount on Line 2 represents any difference between the amount entered in Line 1 in this section, and the amount entered in column (a), Line 4, of Section F.

Explanations. Any differences reported on Line 2 must be explained in the space provided.

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 OA and/or CTS expense and (b) data contained in the 2110 report. Following are descriptions and definitions of data appearing in this Section H:

Line 1 – Cumulative Cost Thru Prior Year. For OA expense, this is the same amount shown for OA in Section E, column (c). For CTS expense, this is the same amount shown for CTS in Section E, column (c).

Line 2 – Annual Budget for Current Year. These are the OA and CTS totals from page 1 that are contained in column (b).

Line 3 – Implied Contract Value. These amounts are calculated as the sum of entries in preceding Lines 1 and 2. In the framework of data contained in the 2110-OACTS, these are the expected cumulative OA and CTS expenditures through the current contract expiration date.

Line 4 – Contract Value per Latest Mod. This is the total current estimated cost for OA expense and CTS expense as stated in the contract Estimated Cost clause for the full contract period as per the latest contract modification.

Line 5 – Variance (Line 3 less Line 4). This is the variance between the official contract estimated costs for OA 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-OA/CTS budgets for the current contract year or by seeking a contract modification from DOL 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 Year through the end date of the report period divided by the number of days in the contract year and expressed as a percentage.

OA Goals and Performance:

- Contract Year Arrival Goal. This is the contractual goal for arrivals this contract year.
- Actual Arrivals to Date. This is the number of arrivals achieved in this contract year through the end of the reporting period. This is also expressed as a percent of the annual goal.

CTS Workload – Planned/Actual

- Contract Year Plan – New Assignees. For both graduates and former enrollees, this is 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. This is 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. This is also expressed as percentages of the annual assignee workloads.

2110-OA/CTS, Page 3

A. Contract Scope. Same as Page 1, Block A.
B. Contractor Name. Same as Page 1, Block B.
C. Period Ending (Date). Same as Page 1, Block C.
D. Contract No. Same as Page 1, Block D.

E. VARIANCE EXCEPTIONS/CONCERNS.

This section automatically identifies each Line Item on Page 1 where actual expense differs from planned expense by a significant margin (referred to as the variance threshold). Other reportable anomalies from Page 2 are also automatically identified. For each Page 1 Line Item Variance or other anomaly that is listed, there is a block that shows the dollar amount of the variance / anomaly, along with blocks in which preparers of the 2110-OACTS report are required to supply both reasons for and the resolutions of these variances and anomalies. The following guidance and advice is provided to those who formulate the reason and resolution statements:

Reasons. The Reason Block is used to explain the cause of the variance or anomaly and its present and future impact on contract costs and program performance. The reasons for many variances and anomalies cannot be determined solely by finance staff. Input should normally be sought from appropriate program managers. The discussion of the reasons for a variance should be brief, but clearly stated so that they can be understood by a reviewer not aware of specific conditions that have affected contract performance.

Resolutions. The Resolutions Block is used to briefly explain the action that has been taken or is planned to be taken to correct or resolve the variance or anomaly. Preparers are advised that simple repetition of resolution statements from month to month suggest that the planned actions are either ineffective, inappropriate, or are not being implemented. If no action is possible, it should be so noted and explained.

E. CONTRACTOR VOUCHERING CONSIDERATIONS

If any of the below guidance on vouchering is in conflict with the particular terms of a center contract, the contractual terms shall prevail. The below guidance is intended to describe the standard vouchering practices now in use for center operations contracts and should be followed to the extent not contradicted by specific contractual terms.

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 OA and/or CTS contracts:

1. Basic Parameters.

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 contractor has paid or has begun processing documents for payment.

2. Frequency of Vouchering.

Contractors may normally submit vouchers no more than twice a month. The first voucher will cover the first of the month through the 15th; and the second voucher will cover the 16th through the end of the month. The amounts reported as Vouchered Reimbursable Expense on page 2 of the 2110-OA/CTS must agree with the month-end vouchers.

3. Special Considerations.

The following considerations also apply to vouchering by OA/CTS contractors:

- The amount vouchered may not exceed the funds available in the contract. Due to this particular restriction on vouchering by contractors, it is important that DOL staff and officials prepare incremental contract funding actions in a timely and accurate manner.

- 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.
- Base/Fixed Fee and Incentive Fee is vouchered and expensed as explained in the earlier description of Lines No. 6 and 7.
- 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.
- Vouchers may continue to be submitted after expiration of the contract as circumstances warrant (late billings submitted to and paid by contractor, adjustments for incentive fees, and so forth). Post-expiration vouchers that are submitted prior to formal contract closeout (which cannot occur until final indirect cost rates have been determined) should be marked: INTERIM FINAL PENDING CLOSEOUT.

4. Formats and Information Required.

- Contractors will submit, to the Regional Office only, an original plus two (2) copies of the voucher claiming reimbursement for provisional payment.
- The voucher will be prepared on SF 1034.
- Month-end vouchers must reconcile exactly to the 2110-OACTS report which is submitted for that month.
- The voucher must be accompanied by a backup sheet to substantiate certain data.
- Provided as Exhibit 503-1 is a sample of a completed voucher, SF 1034, including instructions for its preparation. Exhibit 503-2 provides an example of the required back-up sheet.

5. Advance Payment Arrangements.

Some contractors are eligible to receive advance payments. Those who elect advance payments will receive them in the form of draw-downs from the Health and Human Services Payments Management System (HHS-PMS). Instructions for draw-downs will be provided from the Regional Office.

F. LIQUIDATED DAMAGES

1. Assessment Amounts.

As a means to promote program integrity and to ensure that Job Corps students receive the services for which DOL expends public funds, DOL shall assess contractors for liquidated damages for misreporting of student achievement data. The amount of the

assessment for each instance of verified misreporting of OA/CTS related accomplishments will be based on the following schedule:

- Invalid Placement Credit: $750 for each instance.

2. JFAS-AAPP/FOP Considerations.

The cognizant Regional Office is responsible for promptly notifying the National Office to enter a liquidated damages assessment in the JFAS-AAPP/FOP system as a planned estimated cost reduction.

3. Contract Modification.

The cognizant DOL Contracting Officer is responsible for promptly preparing a contract modification that reduces the fee contained in the estimated cost clause by the amount of the liquidated damages assessment.

4. Recovery From Contractor Fee.

DOL will recover liquidated damages assessments through reductions in contractor fee. Upon receiving a fully executed contract modification that contains an assessment for liquidated damages, a contractor shall:

- Post the liquidated damages amount as a negative expense in the Fee line item in its Current Year Center Operations budget so that it is reflected in the very next 2110-OACTS cost report due from the contractor. If the contract has Fixed Fee only, the negative expense (credit) is posted in the Base/Fixed Fee line. If the contract has Base Fee and Incentive Fee, the negative expense (credit) is posted in the Incentive Fee line item.

- Duly incorporate the negative fee expense (credit) into the very next invoice that is submitted by the contractor for reimbursement of costs under the contract.

  Note Concerning Repayment for Lost or Damaged Government Property: This same mechanism for re-payment via fee reduction may be employed by DOL to obtain reimbursement from a contractor for Government property that the contractor causes to be lost or damaged, or is deemed liable for loss or damage.

5. Data Correction.

The cognizant Regional Office is responsible for promptly notifying the National Office of Job Corps and the Job Corps Data Center to remove invalid Placement) credits from the Outcome Management System(s) (OMS). 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.

6. Good Faith Errors.

Contracting Officers, after consulting with appropriate DOL Job Corps officials, are permitted to exercise discretion and not assess liquidated damages in cases where it appears that the data misreporting is most likely due to good faith error. Another mitigating circumstance might be cases where data was erroneously recorded but the student outcome was likely achieved.

Contracting Officers may also, after consulting with appropriate DOL Job Corps officials, exercise discretion and not assess liquidated damages in cases where liability for government property has been determined and where good faith error occurred.

7. If Fraud is Suspected.

When a DOL official or staff member becomes aware of apparent fraud by a center operator or others, the matter should be reported or disposed of using established channels and procedures.

G. JOB CORPS OA and CTS BUDGETS (2181-OA, 2181-CTS)

1. Scope

This section applies only to the treatment of OA and CTS costs. This applies to stand-alone OA/CTS contracts and also includes OA/CTS funds that have been added to center operations contracts.

2. Purpose

This section provides instructions for the development and presentation of line-item budgets of OA 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 this section 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 OA and CTS costs that are summarized in the estimated cost clause of the contract.

3. Overview of Requirements

a. Formats and Method of Preparation and Submittal.

The 2181 is prepared and submitted via entry of data in the JCDC-FMS and used to display approved or proposed line item budgets for:

- The Current Contract Year.
- The Next contract year, if any remains.
- Base-Year Three, if the contract is in the first year of a 3-year base period.

b. Time Frames

OA/CTS contracts normally last five to seven years, with the final three or four years being option years that are primarily contingent on the demonstration of satisfactory contractor performance.

- Contracts with Two-Year Base Periods. 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, what had been the Next Year budget in Year 1 becomes the "Current" budget for Year 2. At that time, it is required that a new Next Year budget be prepared for contract Year 3. This pattern is maintained for the life of the contract.

- Contracts with Three-Year Base Periods. The requirements are essentially the same as for contracts with two-year base periods, except during the first contract year. During the first contract year (and only during the first contract year), it is necessary to maintain an additional 2181 covering the 3rd contract year (which is referred to as base-year three).

c. Current Year Line-Item Budgets

An approved line-item budget (2181-OA 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 is used in the 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 and Base Year 3 Estimates.

Next Year Estimates. Form is 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 workload); (2) to

accurately calculate the impact of such changes on the budget for the next contract year; and (3) to revise the form 2181 line-item budget for the next contract year accordingly.

Base Year 3 Estimates. This requirement applies only to contracts that have three base years. While a contract with three base years is in its first contract year, it will be necessary to maintain a "Base Year 3" line item budget. This is to help identify any situations where a change in the estimated cost of the contract needs to be considered as a result of ongoing changes that occur in the first contract year. There is no need to maintain a "Base Year 3" line item budget after the end of the first contract year. When the second contract year begins, the "Base Year 3" budget becomes the "Next Year" budget.

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 OA and/or CTS within the estimated cost clause of the contract. If a contract modification is issued that changes (up or down) the total OA and/or CTS cost, a revised set of 2181's (current year plus next contract year and base year 3, if applicable) should be prepared and approved as soon as possible after issuance of a contract modification. Conversely, if the Regional Office approves a change in the 2181 that affects the cumulative amount of center operating costs, then a contract modification to revise the estimated cost clause is also needed. The key point made in this section is that the financial data in form 2181 and the data in the estimated cost clause should be kept in agreement. If these documents come into disagreement, steps should be taken to resolve the discrepancy and put them back into agreement.

f. AAPP/FOP

The acronym AAPP/FOP stands for Annual Advance Procurement Plan/Financial Operating Plan and refers to the previously described JFAS system of the DOL-Office of Job Corps that is used 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 included in a formal contract modification. As indicated in an earlier section, OA/CTS contractors are entitled to receive or be given access to copies of their respective JFAS data reports and should thus be able to determine whether a proposed contract budget change will likely first require a funding approval within the AAPP/FOP.

g. Underrun Rollovers.

At the end of a contract year, if a net cost underrun is reported, DOL **may** approve the contractor's retention of some or all of the underrun amount by rolling it over and adding it to the operating budget for the next contract year. Rollovers will normally be limited to an amount equating to 5% of the annual operating budget for the year just ended or $100,000, whichever is less. This underrun-rollover process is intended to provide contractors with a reasonable measure of flexibility in the timing of purchases and expenditures, to provide resources for payment of staff bonuses earned on the basis of good performance in the just-ended contract year, and to avoid wasteful administrative effort that might result from a rigid requirement for DOL to recover all underrun amounts, regardless of immateriality. Following are general limitations and ground rules for underrun rollovers:

(1) The Job Corps National Director, in consideration of overall budgetary conditions, may reduce the rollover limits stated in the preceding subsections, even to the extent of eliminating all rollovers. Such reductions in rollover limits will be promulgated in writing in the form of a Job Corps Information Notice.

(2) With respect to treatment of rollovers in the JFAS-AAPP/FOP system, there are default mechanisms that automatically provide for the approval of the maximum roll over amount that is consistent with current limitations and requirements.

(3) DOL may consider and approve individual exceptions to the above rollover limits if warranted by special circumstances, such as contractor errors of material dimensions being made in year-end 2110-OA/CTS reports. If a contractor believes that a year-end rollover should be approved in a higher than normal amount, it should prepare and submit a request and justification to its cognizant regional office that can be endorsed and forwarded to the Job Corps National Office for consideration and response. If approved, this request will result in the processing of appropriate AAPP/FOP changes. DOL will strive to address and resolve such requests within two weeks of receipt.

(4) Any portion of a contract year-end underrun that is not approved for rollover will be returned to DOL via contract modification that implements a net reduction in the estimated cost of the contract.

h. Treatment of Overruns.

If a net cost overrun is reported a the end of a contract year and contract performance continues into a new contract year, the JFAS-AAPP/FOP system

contains default mechanisms that provide an automatic offset to the overrun via a reduction in the AAPP-approved operating budget for the following contract year. These are internal transactions that have zero net impact on the AAPP-approved estimated cost of the contract. If a contractor believes that a year-end overrun should be instead resolved or covered through a funding increase (to avoid harmful spending reductions in following contract year), it should prepare and submit a request for budget adjustment. For procedural guidance, refer to the later section that is captioned: Requesting a Budget Adjustment.

> **Note:** Contractors are reminded to be aware of and to comply with any contract clauses that require them to provide DOL with timely, formal notification of pending or actual overruns. Failure to comply with such contract clauses may compromise a contractor's ability to obtain reimbursement for expenses that are in excess of those provided for in the estimated cost clause or funds available clause of the contract.

4. When Submittals Are Needed

a. Initial Submittals-Contract Year 1

Using the JCDC-FMS, the contractor must submit initial 2181 budgets within 10 days after the effective date of the contract. The initial submittal must include a form 2181 (for OA and/or CTS, as appropriate) for the first year and another for the second year of the contract. If the new contract contains a third base year, then a "base year 3" 2181 is also required to be submitted. Unless extensive follow-up or National Office authorizations are required, the Regional Office should normally approve the initial 2181 budgets within two weeks after submittal by 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. 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 timeframes 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 becomes the "next year". The contractor's proposed new 2181 budgets should be submitted into the JCDC-FMS 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. As part of this process, the proposed new 2181's must address and reconcile the variances between actual and budgeted expense that

existed at the end of the preceding 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. 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 OA 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 prepared and submitted using JCDC-FMS 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 incorporated into the estimated cost of the contract via contract modification.

Regional Offices should respond promptly to contractor' requests for midyear budget revisions. Unless extensive follow-up is required, the Regional Office should resolve these requests within two 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. Requesting Funding/Budget Adjustments.

Following are basic steps and requirements for preparing and submitting a request for an adjustment in contractually approved budgets or funding.

a. When is a Formal Request for a Funding/Budget Adjustment Needed?

A formal request should be prepared and submitted when a contractor believes that a funding/budget adjustment is required in order to maintain the effectiveness

of the OA/CTS services AND when such an adjustment will involve a net change in one or more of the major cost categories: C1-Outreach and Admissions; C2-Career Transition Services; D-Student Transportation; or S-Support.

b. A Word of Caution.

Contractors are discouraged from submitting Requests for Funding/Budget Adjustments except in the most urgent and compelling cases. The DOL expectation is that contractors should maintain staffing and deliver services in a satisfactory manner within the contractually agreed budgets and funding levels. It is also the case that DOL's contingency reserves are rarely abundant and strictly controlled.

c. Format.

There are no rigid requirements for formatting a Request for Funding/Budget Adjustment. It is recommended that the request be in the form of a brief explanatory statement along with whatever exhibits or tables are appropriate. Electronic "softcopy" is preferred over hardcopy.

d. Content.

There are no rigid requirements or specifications concerning the content of a Request for Funding/Budget Adjustment. The level of detail depends on the complexity of the situation. Elaborate presentations are not required, but a concisely stated explanation and justification for the change in funding is required, along with appropriate back-up in the form of pricing data and computations. Requests also should indicate which major categories of expense would be affected. In cases where the increase is of an ongoing nature, it is imperative that the request specify the effective date of the change, the net change in the current contract year and the change amount that will be needed in the next contract year.

e. Submitting A Request.

OA/CTS contractors should, via email, submit Requests for Funding/Budget Adjustment to the Director of the Job Corps Regional Office that is responsible for their contract as well as to their Regional Project Manager. It is recommended that this email and its attachments also be "cc'd" to the Budget Team Leader within the National Office Division of Budget and Acquisition Support. These types of requests may be submitted at any time. Contractors should strive to submit these types of requests as soon as possible after the need for a funding adjustment becomes evident.

f. Turn-Around Time.

The Office of Job Corps will strive to provide the contractor with a substantive response to its request within two weeks of submittal, depending on the complexity and/or policy implications of the issues that need to be addressed.

6. Submittal Procedures and Requirements

Contractors submit their 2181 budgets using DOL's web-based Job Corps Financial Management System (JC-FMS) that is administered by the Job Corps Data Center (JCDC). The JC-FMS has been designed in a way that minimizes the volume of data that must be entered for the 2181, and ensures consistency and accuracy in internal mathematical operations that present in the budget. Contractors may obtain detailed guidance concerning FMS procedures for entering and submitting 2181s by referring to the FMS Technical Guide that available from the JCDC/FMS website.

7. Descriptions and Definitions of 2181 Data Items

The following provides definitions and descriptions of the information that appears on a submitted form 2181 when it is viewed in its printable output form. Form 2181-OA 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. In some instances, as discussed previously, a "BASE YEAR 3" 2181 is also required. Following are brief descriptions of the elements of information entered on the form 2181.

Heading Information

Contract Scope. If the budget is for an OA and/or CTS expense that is funded under a center contract, this is the name of the center. If the budget is for a stand-alone OA and/or CTS contract, this is the geographic area covered by the contract.

Contract No. This is the number of the contract for which data is being reported.

Contractor Name. This is the name of the contractor organization as registered in the JCDC-FMS. The expectation is that this name will match that which appears on the formal center contract documents.

Budget Number. The initial pair of 2181's for the first and second contract years (and possibly the third contract year) 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. This is the number of the contract year for which the form 2181 has been prepared.

Ending. This is the ending date of the contract year (mm/dd/yyyy) that is identified in the Contract Year Number block.

Budget Information

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 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 display 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 – 9: OA and CTS Expenses Subcategories. See earlier section of this Appendix for definitions of cost categories.

Line 10: Total OA or CTS Expense. Totals of Lines 1 through 9.

Note: Lines 13 and 14 are intended to reconcile to the Estimated Cost Clause in the contract. When the contract is in its final base year or in an option year, these lines will normally appear only in the 2181 for the current contract year. However, if the contract is still within its base period, but in a contract year that is prior to the final year of the base period, these lines will appear in the 2181 that applies to the final year of the base period – which will be either the form 2181 for the Next Year or the form 2181 for Base Year 3, whichever is appropriate.

Line 13: Prior Year Cumulative. This line displays the actual or budgeted cost through the immediately preceding contract year.

Line14: Implied Contract Value: This line displays the cumulative budgeted expense through the end of the contract year and consists of the actual or budgeted cost through the end of the preceding contract year and the budgeted cost of the contract year for which this 2181 applies. This represents the contract value that is implied in the 2181 data.

Line15: Reconciliation to Current Estimated Cost:

The information on these rows is intended to reveal whether and to what extent there is disagreement between the form 2181 line item budgets and the official estimated cost of the contract, with respect to center operations expense. This information includes:

Line 15a: Current Estimated Cost of Contract: This is the current estimated cost of the contract for either OA and/or CTS expense per financial information entered into JCDC-FMS that has been abstracted from the original contract and its subsequent modifications.

Line 15b: Per Mod Number: This is the most recent contract modification number for which information has been entered into JCDC-FMS.

Line 15c: Implied Change (14 – 15a): This is the dollar difference between the implied estimated cost of the contract per the 2181 and the official estimated cost of the contract per the most recent contract modification. If the result is not zero, then there is disagreement between the contract and the 2181. If disagreement exists, the reasons for the disagreement should be researched and identified and appropriate corrective action taken.

> **NOTE:** When a contract is still within its base period, the data on line 15a – 15c will appear only on the 2181 that applies to the final year of the base period. Depending on the number of years in the base period and the number of the current contract year, this could be the 2181 for the CURRENT CONTRACT YEAR, THE NEXT CONTRACT YEAR, or BASE YEAR 3.

Contractor Submittal Block

This block shows the name of authorized contractor representative who is submitting a proposed new 2181 to the Contracting Officer and the date submitted. The signature line is reserved for use when the necessary e-signature technology is applied.

Regional Office Approval Block

This block shows the name of authorized DOL representative who has approved the new 2181 and the date of that approval. The signature line is reserved for use when the necessary e-signature technology is applied.

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

ADMINISTRATION AND MANAGEMENT OF JOB CORPS CONTRACTOR-HELD GOVERNMENT-FURNISHED PROPERTY

APPENDIX 505

ADMINISTRATION AND MANAGEMENT OF JOB CORPS CONTRACTOR-HELD GOVERNMENT-FURNISHED PROPERTY

1. General Administration

a. Property funded, leased, or owned by DOL/Job Corps and furnished to Job Corps contractors is contractor-held government-furnished property. Government-furnished property (GFP) is administered by the Job Corps National Office, with assistance from the Job Corps Regional Offices, and is managed on location by Job Corps contractors. Appropriate stewardship of government property is a contractual requirement. A National Property Officer for Job Corps is assigned by the Job Corps Administrator to direct and manage the Job Corps GFP Administration Program in accordance with all applicable rules, regulations, and policies.

b. Rules and regulations pertaining to administration of contractor-held GFP are included in the Code of Federal Regulations (CFR), Federal Management Regulations (FMR), the Federal Acquisition Regulation (FAR), and other regulations, including those established by the General Services Administration (GSA). Policies within the Job Corps GFP Administration Program align with those of its parent agency and with the Department of Labor with regard to contractor-held GFP[1]. DOL/Job Corps contractors are bound by contract to adhere to applicable regulations and policies for management and stewardship of government property.

c. Rules and regulations pertaining to contractor-held GFP differ from government property in other categories. Property in other categories includes, for example, that which is assigned to federal offices, and property that is held by grantees. Job Corps currently administers the largest volume of contractor-held GFP within the Department of Labor.

d. Job Corps' Electronic Property Management System (EPMS) and Fleet Tracking Management System (FTMS) are managed by the Job Corps Data Center (JCDC), and help to support the Job Corps GFP Property Administration Program. Because of the high volume of contractor-held inventory, volume of activity, and unique rules associated with contractor-held GFP, the GFP Administration Program (along with the Job Corps EPMS and FTMS) is managed separately from the property and fleet tracking systems established at the Department (DOL) level. However, the Job Corps EPMS and FTMS provide information for various reports to the Department and to other federal agencies as needed.

[1] Variances resulting from Job Corps updates are noted.

e. The National Office of Job Corps is responsible for providing information to the Department for inclusion in accounting and reporting systems as required.

f. Where requirements or procedures are not included in this policy, PRH Chapter 5, Administration and Management, and the ETA 359 Property Management Handbook (August 2003) will be consulted. With some variances as noted herein, Chapters VIII (Closeout Procedures) and IX (Motor Vehicles) of the ETA 359 shall be incorporated in whole into this policy, along with all example forms included in the ETA 359 appendices.

g. Contractors are encouraged to review the use of Voluntary Consensus Standards for property management as established by the National Institute of Standards and Technology (NIST), and to make determinations for adopting such standards, as practicable, and wherever such determinations do not directly or indirectly conflict with this policy. (See GSA Bulletin FMR B-18 http://www.gsa.gov/graphics/ogp/bulletinb-18.doc for additional information.)

h. Job Corps has not implemented an exchange/sale program for personal property. Therefore, except as otherwise provided in this policy, the sale or exchange of GFP is expressly prohibited.

2. Categories of Contractor-Held GFP in Job Corps:

a. *Movable Durable Property (MDP).* Training equipment, furniture, and vehicles are good examples of MDP in Job Corps. MDP includes property that historically has been referred to as "Personal Property." **MDP is not**:

- real estate property (including buildings, lands, plumbing and fixed appliances like refrigerators, washing machines, etc.)
- expendable (such as food, paper supplies, and other items that generally are used up or are expected to be used up to meet their purpose, or lose their identity in contract performance)

b. Unless otherwise stated, where the term "property" appears in this policy, it shall be construed as MDP that is furnished or funded by the government to contractors for dedicated contract use.

c. *Sensitive and Non-Sensitive MDP*

MDP is categorized in Job Corps as sensitive or non-sensitive. For Job Corps' purposes, sensitive property is property that is at high risk for loss. All sensitive property in Job Corps must be reported into the EPMS. Non-sensitive property also must be reported if it meets or exceeds the dollar threshold for reporting established by Job Corps (see Section 9, Dollar Thresholds).

d. *Fleet*

(1) Fleet vehicles in Job Corps are mobile vehicles that are:

- leased (usually from GSA)
- rented (for a special purpose; for instance, a bucket truck for a specific on-site use)
- owned (purchased outright by the government, or acquired by transfer or donation)

(2) Fleet vehicles are considered MDP but are reported in the Job Corps Fleet Tracking Management System (FTMS) rather than in the EPMS.

(3) Vehicles used exclusively as student training aids in Automotive Career Technical Programs are not considered fleet but are considered to be training equipment and, therefore, are reported in the EPMS.

3. Reporting and Accountability

a. Effective July 1, 2010, all non-expendable property with an original purchase cost of $3,000 or higher shall be reported in the Job Corps EPMS[2]. In addition, all sensitive property, regardless of original purchase cost, shall be reported. (See Section 9 for examples of sensitive property.)

b. All fleet vehicles are considered reportable property. Because of their special category and requirements, fleet vehicles are reported separately from other property. This includes both GSA-leased and non-GSA-leased vehicles (but excludes vehicles used as training equipment in Automotive Career Technical Training programs).

c. Property acquired via incoming transfer or donation shall be subject to the same reporting and accountability requirements as property that is purchased and leased.

d. All property established by Job Corps to be reportable must be entered into the EPMS or FTMS within three days following arrival on site. All property (including leased or rented items) will be entered into the system with required identifying information, including location designation. Reportable items must remain on the contractor's inventory within the EPMS and/or FTMS until such time as removed following final disposition or transfer from the contract. Entries for final disposition or transfer from the contract are not made by contractors but are completed by authorized federal staff at the Regional Office. Transfers and final dispositions must be approved in advance by the region or the National Office prior to EPMS or FTMS adjustment.

[2] This is a variance from the ETA 359 Property Management Handbook (August 2003).

e. Job Corps contractors will establish an internal accountability system for all expendable and non-expendable property. Reportable property, as established by Job Corps in this policy, must be reported in Job Corps' EPMS. Contractors *may use* the EPMS to conduct inventory management for other non-expendable inventory. Accountability systems for expendable and non-expendable property shall be described in writing in the Contractor's Property Management Plan (see below) and are subject, at all times, to review and inspection by the government.

f. Job Corps contractors must comply with the provisions of this policy, and establish and submit a Contractor's Property Management Plan (CPMP) annually for review and approval by the appropriate Regional Office. CPMPs are due to Regional Offices, attention Regional Property Officer, by October 1 of each year. Regions will review and approve CPMPs by December 1 for implementation annually by January 1. Deficiencies in the CPMPs will be identified by the regions, communicated to contractors, and adequately and timely addressed. The government's assumption of risk may be revoked where a contractor's Property Management Plan is not approved, or where identified deficiencies have not been sufficiently addressed by the contractor. Copies of the regionally approved CPMP will be held in the offices of the Center Director, Property Manager, and Fleet Manager, or other managers of the contractor, as appropriate, and will remain available on-site for inspection by the government.

g. The CPMP will include the following elements for all government-furnished property held by the contractor, and its subcontractors, where the use of government-furnished property exists:

(1) System and procedures used to account for reportable property using a "cradle to grave" approach, from authorized purchase requests (PRLs), to receipt of property, to assignment, use, protection, and disposition

(2) System and procedures used to account for non-reportable property (including expendable inventory)

(3) System and procedures used to account for and report fleet vehicles

(4) Management and security measures established to protect and preserve property, including fleet; ensure integrity of purpose; and control and monitor use

(5) Systems and procedures used to ensure that environmentally friendly practices are implemented for property and fleet use, maintenance, and disposition

(6) Training provided to center management and staff for appropriate use, security, transfer, and disposition of property

(7) Actions taken in instances of waste, fraud, misuse, or abuse of property

(8) Actions taken in instances of theft or otherwise missing property

(9) Names and titles of key personnel included in the contractor's property management system

(10) Specific actions taken to ensure subcontractor implementation into the contractor's property management system

(11) A basic summary report that reflects, for the prior fiscal year (10/1 through 9/30), (a) all ETA 3-96 Reports of Missing or Damaged Property submitted for the contract, and subsequent determinations by federal officials; and (b) a report of the total number of property items that were moved into disposition, with a breakdown reflecting how many of those items were "reportable" property items vs. "non-reportable" items, and disposition type, to include: redistribution (contractor-to-contractor transfer), GSA transfer, donation, recycling, or disposal

(12) Continuous improvement and quality assurance systems

h. Identification and labeling of property are key accountability elements (see Contractor Requirements).

i. Quarterly inventories conducted by the contractor, property assessments and surveys conducted by federal (or federally designated) officials, and annual inventory certifications, are key accountability elements (see Contractor Requirements).

4. Support Elements

a. Administration and Management. The Job Corps National Office establishes the GFP Administration Program for contractor-held property, sets policy, provides guidance, and interprets rules and regulations, as appropriate. Job Corps Regional Offices implement policy, oversee, and monitor property actions in their regions. For GSA-leased fleet vehicles, the General Services Administration provides specific guidelines and requirements for use and for reporting in addition to those set by this policy.

b. Technology Systems and Reporting. Both the EPMS and FTMS are Web-based applications that are accessible through the Job Corps CITRIX system. The Job Corps Data Center provides training and technical assistance to system users on all Job Corps CITRIX applications.

c. Training and Technical Assistance. On-demand and Web-based training is provided to Job Corps personnel with key responsibility for management of property. All federal Project Managers/COTRs, Regional Property Officers (RPOs), and other individuals as assigned by Regional Directors or the National Property Officer must complete training as directed. Additional technical assistance is made available as appropriate by the Job Corps National Office, Job Corps Regional Offices, and the General Services Administration (GSA).

d. Surveys and Assessments. Job Corps contractors will perform surveys of property on an ongoing basis. They also will perform assessments of their property management program quarterly, at the time of internal 100% inventory audits conducted by the contractor. Regional Project Managers and/or Regional Property Officers will conduct desk- and on-site monitoring of contractors' property programs, as appropriate.

e. Forms and Templates. Forms and templates to document and support property actions are contained in the ETA 359 Property Management Handbook (August 2003) appendices. Where possible, property actions will be documented electronically, and where paper copy is used, forms and templates will be made available on the EPMS and/or FTMS for download and printing. Property forms may be updated, changed, or eliminated as goals to optimize electronic tools, improve efficiency, and reduce paperwork are met.

f. Continual Improvement. The Job Corps National Office conducts periodic review of policies and procedures for the administration of contractor-held GFP in Job Corps. Suggestions and concerns may be forwarded to the Office of Job Corps, U.S. Department of Labor, Employment and Training Administration, 200 Constitution Ave., NW, Washington, DC 20210, Attention: National Property Officer.

5. General Roles and Responsibilities

a. Acronyms for Key Personnel. For purposes of the remaining sections of this policy, references to the Contractor's On-Site Property Manager will appear as "CPM." References to the Contractor's On-Site Fleet Manager will appear as "CFM." References to the federal Regional Property Officer will appear as "RPO." References to the federal National Property Officer will appear as "NPO." References to the federal Contracting Officer will appear as "CO."

b. An effective system for managing Job Corps contractor-held property necessarily includes adherence to the following organizational roles and responsibilities. Detailed duty descriptions are included in Section 7.

(1) Contractor - On-Site: including Center Director, Administrative Manager, CPM, CFM, property custodians, and appropriate IT system users. It is expected that these personnel will be familiar with the guidance contained

in this policy and with resources that are available if further information is needed. Contractors must ensure that all on-site personnel understand appropriate uses of government property, implement its requirements, take all prescribed and reasonable measures to protect and preserve property, and that appropriate training is undertaken at each level;

(2) Contractor – Corporate: including upper management with oversight responsibility for contract performance. Corporate managers must ensure adherence to this policy and ensure that the approved CPMP is responsibly implemented, monitored, and included in regular corporate management reviews, with corrective actions established;

(3) Job Corps Regional (Federal) Officers: particularly Project Managers/COTRs and Regional Property Officers (RPOs), who provide approvals for specific actions/requests, review and approve CPMPs, enter EPMS adjustments, and provide guidance to contractors;

(4) Job Corps National (Federal) Officials: particularly the NPO designated by the Job Corps Administrator, and the National Job Corps Data Center. The NPO establishes Job Corps' program for administration of contractor-held GFP, in conjunction with DOL, GSA, and other agencies, and works with the Job Corps Regional Offices and contractors to implement and fulfill the goals of the program. The Job Corps Data Center develops and maintains reporting systems for property and fleet, generates reports as requested by National or Regional Offices, and provides training and technical assistance for users of the EPMS and FTMS;

(5) Property Support Contractors: serving as directed by the Job Corps National or Regional Offices, with limited delegated authority to conduct property reviews and transactions on behalf of the government, and to provide general technical assistance; and

(6) Federal Contracting Officers (COs): who incorporate Job Corps property policy into DOL/Job Corps contracts, provide formal authorization for contractors to use official government supply sources, and who determine and communicate the extent of contractor liability in cases where relief has not been granted for missing or damaged property.

6. Contractor Requirements

a. Cognizance and Demonstration of Responsible Stewardship. Job Corps contractors will be cognizant of and maintain knowledge of policies and procedures pertaining to government-furnished property for Job Corps contracts, and will ensure that appropriate management practices are actively in place to establish an effective and responsible system that demonstrates good stewardship of public resources and taxpayer dollars.

b. Compliance. Contractors will comply with all provisions of this policy and all federal guidelines as outlined in the CFR, FMR, FAR, and Job Corps' Policy and Requirements Handbook (PRH). For fleet vehicles, contractors also will comply with terms of use and guidelines established by GSA. Contractors will establish and implement procedures to control the use of government property in a way that protects, preserves, and maintains the property in good operating condition, and must ensure that all government property is used only for the purposes contractually set forth.

c. Property Management Plan. Contractors will develop and implement an approved Contractor Property Management Plan (CPMP) that describes effective on-site property management elements, as designated in Section 3 of this policy.

d. Communications. Contractors must inform the appropriate federal Project Manager of property requirements in the early stages of project preparation, and provide updated information as needed. Property actions involving purchases, acquisitions, transfers, donations, disposals, and other significant actions must be communicated to the federal Project Manager in advance for approval. For fleet vehicles, requests to add, exchange, or remove vehicles from a location require the advance approval of the federal Project Manager as well as the NPO. Federal Project Managers also must be informed when a new GSA vehicle arrives on center, either as a replacement for a vehicle as part of GSA's replacement cycle, or as a new addition to the fleet. Similarly, federal Project Managers also must be informed when GSA reclaims a fleet vehicle. The contractor also will inform the federal Project Manager and RPO promptly with regard to changes in contract Property or Fleet personnel.

e. Duty Designation. Contractors must designate an employee as the on-site CPM, who must become familiar with the provisions of this policy and serve as the point of contact for property-related actions, communications, directions, and questions from site personnel. Contractors also must designate location custodians who will assume day-to-day charge of property assigned to their areas and under their immediate supervision. This may include instructional, residential, recreation, maintenance, security, administrative, and other staff throughout various operational locations. The CPM will ensure that location custodians conduct recordkeeping and maintain records for property assigned to their respective areas, and will hold regular meetings (at least quarterly) with location custodians to review and discuss the status and disposition of property. Contractor property meetings will include center administration, CPM, CFM, and location custodians. Records of meetings will be maintained as part of the CPMP, and will remain available for inspection by federal officials at all times.

f. Training. Contractors must ensure that employees with designated responsibility for property management, fleet management, and custodianship receive appropriate information and training, to include this policy, Web-based training,

and face-to-face training as appropriate; clearly are made aware of their responsibilities; and can demonstrate competence related to their property-related duties.

g. Recordkeeping. Contractors will retain and secure property and fleet records for inspection by the government during the contract performance period. Property records will be maintained by the CPM, except as otherwise stated in this policy, and will include completed forms to document receipt, maintenance, movement, modification, and disposition of property; records of quarterly inventories; property meetings; reports of missing and damaged property; staff training; and related support documentation. CFMs will maintain records similarly, as adapted to fleet and fleet reporting systems. Copies of annual property certifications will be maintained by the Center Director or Administrative Manager. Following contract closeouts/transitions, all property records will be preserved and retained on site for a period of six years and three months after final payment to the contractor. Property records subject to dispute or audit beyond this period of time must be retained through resolution and are subject to rules established by CFR Title 41.

h. Inventory Requirements. Contractors are required to perform (a) a 100 percent-inventory certification of all reportable property on an annual basis, and (b) three 100 percent quarterly inventories of all non-expendable property assigned to the contract. Annual certification packages must be completed by the last month of each contract year (for example, contracts with contract year performance periods of September 1 through August 31 must be completed by August 31, for each contract year), or when requested by the National Property Officer. The annual certification process is intended, in large part, to validate a Master Property Inventory List annually. During the quarterly and annual inventory process, items that are identified as damaged, destroyed, or missing will enter the disposition process and be reported to federal officials as outlined in this policy. Annual inventories are conducted by contractors during the last month of each contract year, are reconciled and certified by a corporate official, and submitted in full to the federal Project Manager/COTR, along with a summary memorandum. The summary memorandum will include a total number of items certified and will present and discuss any outstanding reconciliation issues. Failure to submit, or submission of incomplete or inaccurate annual property certifications, will be addressed by the Contracting Officer and reflected on contractor performance reports.

i. Identification. All GFP in Job Corps will be permanently marked at time of receipt by the contractor as “PROPERTY OF U.S. DEPT OF LABOR.” Where permanent marking is not possible, semi-permanent markings or labels will be affixed in conspicuous locations on the surface of the property so that they are clearly visible. This applies to all non-expendable property. Reportable property must be bar-coded using the established bar-coding system, wherever feasible. Extra care will be taken to ensure that property unable to host bar-code labeling is

accounted for and reported. Property not belonging to the government, such as some Student Government Association or Labor Union/NTC property, should be marked as such, be easily distinguishable from government property, and should not be bar-coded. Rented and leased property will not be permanently marked; however, secured labels will be affixed to the item, reading, "Assigned to U.S. Department of Labor." CPMs, CFMs, and location custodians will inspect property regularly, and at least quarterly, to ensure that GFP is identified, labeled, and bar-coded as required.

j. Procedures. Contractors will:

(1) Conduct quarterly and annual inventories and recordkeeping, as described above. Prepare an annual CPMP and submit to the federal Project Manager by October 1 for review, approval, and implementation by January 1.

(2) Enter all required information for reportable property in the Job Corps EPMS. An item code is required at the time of initial reporting. Item codes help to ensure the proper identification of an item, particularly those that are non-serialized, and help to reduce guesswork during physical inventories. Item codes are obtained from a drop-down selection menu contained in the EPMS database.[3] Obtain user authorization and access from the JCDC. Direct technical EPMS system questions to the JCDC Help Desk; direct questions related to policies and procedures to the RPO.

(3) Enter all required fleet data in the FTMS, at least monthly. Fleet reporting must occur by the 25th of each month for the prior month.[4] Obtain user authorization and access from the JCDC. Direct technical FTMS system questions to the JCDC Help Desk; direct questions related to policies and procedures to the federal Project Manager.

(4) Receive and subdivide property for the contract into logical units specified by Location Codes within the EPMS, and assign a Property Custodian to each location. (All facility areas on center will have an assigned Property Custodian.)

(5) Maintain a historical file containing records of property procurement, acquisitions, transfers (incoming, outgoing, and internal), modification/cannibalization, missing/damaged property, repairs, dispositions, donation, recycling, abandonment, and destruction.

(6) Identify and report missing, damaged, or destroyed government property using the Report of Survey/Inventory Adjustment Report (Form ETA 3-

[3] Item codes have been updated and streamlined in the Job Corps EPMS (as of July 2010). Item codes will thus vary from those shown in the ETA 359 Property Management Handbook (August 2003).
[4] This timeline has been updated to allow time for receipt by contractors of monthly GSA statements; these statements contain data required for FTMS reporting.

96), and forward to the Regional Office. All contract staff shall be trained on the requirement to report missing or damaged property immediately to senior management. Reports to law enforcement officials will occur at the time it is discovered that property is missing. Efforts to report, locate, and recover missing property will be documented and maintained with the contractor's property records and will be submitted concurrently with a completed ETA 3-96 to the federal Project Manager within 30 days of identification of loss. Items below the $3,000 EPMS reporting threshold may be listed together, if loss is identified at the same time, and reported on a single ETA 3-96. Items at or above the $3,000 reporting threshold will be reported separately and should not be listed together. Loss of items valued above the reporting threshold shall be reported immediately, upon identification of loss, by e-mail to the Regional Project Manager and RPO, to be followed within 30 days by the ETA 3-96 report along with supporting documentation. The submission of an ETA 3-96 form to the Job Corps Regional Office automatically requests relief of liability; however, submission of the ETA 3-96 does not automatically grant relief to the contractor and should not be assumed.[5]

(7) Receive prior written approval from the federal Project Manager of both the sending and receiving centers for all transfers of property requested from one contract to another. Items that are listed in the Marketplace (Redistribution) section of the EPMS, and are picked up by another contract, will be documented via a fully executed SF-122 Transfer Order – Excess Personal Property. Note that block 14 in this instance does not receive GSA approval, but DOL approval by the appropriate PM (who may delegate signature authority to the Regional Property Officer). **Under no circumstances will property be moved from one contract to another without prior written approval and signature of the appropriate federal staff,** and timely adjustment to EPMS inventories.

(8) Conduct transfer or movement of property within the same contract (and at the same site of operation) through use of a Property Transfer Request, which is a hand receipt, **and maintain hand receipts with the records of the receiving custodian.** Hand receipts should include the description of the property, serial number (if serialized), old location code, new location code, signature and date of sending custodian, and signature and date of receiving custodian. Copies of all hand receipts must be provided to the CPM at time of transfer. If the property location transfer is expected to exceed 30 days, the CPM must forward copies of hand receipts to the RPO as part of the contractor's quarterly submission package, for location adjustments in the EPMS.

[5] The preceding paragraph contains Job Corps procedural updates that may vary from the ETA 359 Property Management Handbook (August 2003).

(9) Conduct physical modification or cannibalization of property **only as authorized in advance in writing by the federal Project Manager and RPO**, and only where such action constitutes the best available option. CPMs will ensure that items are not "stripped for parts" without advance approval from the Regional Office. Complete records of cannibalized items will be maintained with the appropriate authorizing document(s).

(10) Keep documentation for property transactions up to date, including those requiring approval of the federal Project Manager, and send routine actions at least quarterly to the Regional Office for review and processing.[6] Regional officials will review and approve transaction requests as appropriate, and process within 30 days (see Job Requirements for Property Administration – Regional Staff). Non-routine or high-priority actions will be forwarded and processed based on an agreed-upon timeline between the contractor and the Regional Office.

(11) Maintain a suspense file with records of pending transactions (i.e., pending ETA 3-96 reports/requests; pending disposition requests, etc.). Contractors will follow up with federal Project Managers monthly to finalize outstanding or pending transactions. Transactions pending beyond 90 days in the regions must be communicated by either the RPO or the contractor to the NPO.

(12) Provide for the appropriate and timely disposition of excess property (see Attachment 1, Disposition of Excess Property).

(13) Coordinate with the federal Project Manager, and with GSA, as directed, to conduct leased-vehicle acquisition, utilization, and maintenance in accordance with this policy and with GSA guidelines. Requests for additions, removals, or exchanges of GSA-leased vehicles, or for vehicle maintenance outside of GSA-authorized guidelines or service locations, will be sent to the federal Project Manager for review and approval, subject to final approval by the National Office. Except as otherwise noted herein, contractors and federal staff will follow the ETA 359 Property Management Handbook (August 2003), Chapter IX, Motor Vehicles, for policies and procedures regarding Job Corps fleet vehicles.

(14) Ensure that a Property Requirements List (PRL) is completed by the contractor and submitted to the federal Project Manager for approval, for all property that the contractor wishes to procure with government (contract) funds, as follows:

[6] This represents a Job Corps procedural variance over the ETA 359 Property Management Handbook (August 2003), Section 3e(3), which requires contractors to forward supporting documentation for all property-related transactions within 10 days.

(a) Items with a unit cost of $200 or above require the advance review and approval of the federal project manager/COTR prior to purchase. **Advance PRLs** will be submitted to the federal project manager/COTR as needed by the contractor.
(b) Items with a unit cost of under $200 do not require advance review and approval of the federal project manager/COTR prior to purchase. These PRLs may be executed for purchase by the contractor. However, copies of all **internal PRLs** will be submitted quarterly to the federal project manager/COTR along with the quarterly property report for review at the discretion of federal officials.

The PRL format must be consistent and numbered by the contractor in strict numerical sequence. PRL numbers must be easily identified on each page, should the PRL exceed one page or contain attachments. All PRLs shall be readily accounted for and available for review on-site at the request of federal officials. Each PRL must contain the following elements:

- Next sequentially assigned PRL number
- Clear description of the item intended for purchase
- Purpose of item
- Department and location where the item will be assigned
- Unit cost
- Suggested vendor name and location
- Date of purchase (for internal PRLs), or
- Expected purchase date (for advance PRLs)
- Requestor's name
- Date of request
- Date received and name of receiver (noted for each item immediately upon receipt)

PRLs are maintained in the on-site purchasing office, matched with shipping and receiving documents upon arrival of goods, and are subject to inspection as part of center assessments, survey, and reviews.

Note that requirements for PRLs are separate from requirements for EPMS reporting. Although PRLs are an important part of property accountability, the PRL process has no bearing on what property is reported in the EPMS.

(15) Ensure that government excess is the first source of supply for obtaining property and equipment, whenever feasible, and that government supply sources are used when they are available and cost effective. Typically, these are GSA supply sources. A Letter of Authority will be received by the contractor from the CO or federal Project Manager/COTR, authorizing the contractor to use government supply sources during the performance

period. Contractors must possess a Letter of Authority to obtain an AAC code (Activity Address Code) and a GSAXcess User ID and password, in order to access GSA supply sources. AAC codes are contract-specific and are assigned by GSA through the Job Corps Regional Office (usually the RPO); they also may be facilitated through the Job Corps National Office. The GSAXcess User ID is specific to individuals, assigned for DOL/Job Corps contractors by GSA through a designated official at the Department of Labor in Washington, D.C. **A valid AAC code must be established in advance and as part of an application for a GSAXcess user ID.**

(16) Strictly control the use of GSAxcess. Contractors must inform the RPO when an employee applies to become authorized to screen for or list government property and when authorized individuals have terminated from the contract**.** Such notices shall be included in the contractor's quarterly Property Report to the region.

(17) Ensure that a Property Custodian is designated by the Center Director for each facility area, performs regular audits of property inventory under their stewardship, as appropriate, and immediately reports missing or damaged property to senior management.

(18) Submit a Property Report quarterly to the RPO, to include:

(a) Results of quarterly 100% inventory (for prior quarter)
(b) Reports of missing or damaged property (ETA 3-96 forms, with supporting documentation)
(c) Copies of hand receipts (for permanent location changes)
(d) Other requests (i.e., SF-120s, 122s, etc.) for approval by the Regional Office
(e) Notes from quarterly property meetings
(f) List of key personnel (with duties for property or fleet, noting any removals or additions)
(g). Training certificates or documentation of completion
(h) GSA Activity Address Code (AAC) for the current contract
(i) List of existing GSA system users (User IDs), noting removals and additions
(j) Highlights, problems, and concerns

(19) Ensure that contract closeout procedures are followed as outlined in the ETA 359 Property Management Handbook (August 2003) policy. Incoming and outgoing contractors will initiate a side-by-side, 100% physical inventory as soon as possible following notice of award. The outgoing contractor will complete a full reconciliation of all property, including all missing or damaged property (by forwarding a completed ETA 3-96 form to the federal Project Manager/COTR not less than 15 days prior to contract end/changeover), and will present a reconciled

property inventory of all expendable and non-expendable property, certified by a corporate official, at time of contract end/ changeover. [7]

7. Duty Requirements for Property Administration

a. Center/Contractor Property Managers

Each Job Corps contractor will appoint a Property Manager (CPM) who is a member of the contractor's operational management team, and has primary responsibility for ensuring that GFP is appropriately identified, used, maintained, protected, accounted for, and reported as required. The CPM will ensure that the procedural requirements of this policy and subsequent updates are implemented; the contractor has established and implemented an approved CPMP; reporting occurs in the EPMS and FTMS as required; documentation is executed and maintained as directed by this policy and by federal regulation; routine quarterly and annual 100% inventories are conducted for all GFP (expendable and non-expendable); location and area inventories are conducted as needed (e.g., following incidences of damage or theft); records are maintained and protected; incidences of loss, damage, destruction, and theft are identified, reported, documented, and processed as prescribed; excess property is identified and entered into disposition status expediently; repair logs are maintained; modification/cannibalization of property occurs only in rare instances of best available option and as approved in advance by the region; Property Custodians are assigned by the Center Director and lists of Property Custodians remain up-to-date; quarterly Property Meetings are held and documented as outlined in this policy; GSA systems are utilized as required and to the maximum extent possible; quarterly submissions, as designated in this policy, are sent to the region; training is provided to center staff, particularly to Property Custodians, to ensure the appropriate use and protection of property; coordination occurs with on-site administrators, fleet, IT, safety and security managers, location custodians, and others as appropriate, to ensure that the requirements of this policy and compliance with federal regulations are fulfilled, and that integrity of use occurs for all property.

b. Regional Staff

(1) Each Job Corps region will appoint a federal Regional Property Officer (RPO) to oversee property requirements and activities by Job Corps contractors within the region. The RPO will work with and provide assistance to the federal Project Managers/COTRs in order to review and approve CPMPs; initiate and process Regional Boards of Survey (see Section 8, Contractor Liability); review and approve excess property, transfers, donations, modifications, and disposal of property; and adjust contractor EPMS inventory records, as needed. RPOs provide coordination with contractors in their regions to ensure that substantial

[7] Some variance with ETA 359 Property Management Handbook (August 2003).

stores of excess property are moved forward for disposition in a timely manner; a list of CPMs and CFMs is maintained and kept current for all contracts within the region; communication and training for CPMs and CFMs occurs as needed; GSA Activity Address Codes (AACs) are obtained by Job Corps contractors; GSAxcess User IDs are obtained by contractors, and contractors understand GSA systems that support purchase, acquisition, excess, donation, and disposal; property-related questions by centers and federal staff within the region are answered; regional participation occurs with regard to development of new policies and procedures initiated by the Job Corps NPO or Job Corps Administrator; and that communication occurs with the Regional Director, Regional Project Managers/COTRs, and other staff as needed, with regard to significant property-related matters. RPOs also are responsible for ensuring that each contract-operated center within the region reports fleet data monthly as required into the FTMS.

(2) Federal Project Managers/COTRs hold primary responsibility for oversight of contractor-held GFP assigned to their contracts. They maintain the same property-related authorities as Regional Property Officers; however, Project Managers will consult with RPOs whenever possible when conducting property-related actions and reviews. Disputes will be brought to Regional Directors for determination. Federal Project Managers will conduct inspections and surveys of contractor-held GFP as appropriate, to include on-site and remote spot checks, desk monitoring, EPMS and documentation auditing, and other such assessments as needed. Federal Project Managers/COTRs issue, at the direction of the CO, Letters of Authority authorizing contractors to use government supply sources during the performance period, and conduct review of property actions proposed and documented by the contractor, and provide approval (as appropriate). Federal Project Managers shall maintain copies of communications to contractors regarding liability (or relief thereof) in the contract file. Federal Project Managers will ensure that both outgoing and incoming contractors are informed with regard to required procedures prior to contract end/changeover, and will receive and review final property reconciliations and reports of missing/damaged property not later than 15 days prior to the scheduled end/changeover date, for review. The federal Project Manager/COTR will monitor joint inventory efforts between incoming and outgoing contractors during the contract transition period, and ensure that a certified final inventory (signed and certified by an officer of the company) is submitted at time of contract end/changeover.

(3) Regional Directors maintain the same property-related authorities as RPOs and Project Managers; however, Regional Directors hold authority to resolve property matters within the region. Regional Directors are encouraged to consult with the NPO and the CO with regard to property-

related matters where property cost is $3,000 and above, and in cases that are atypical, unusual, or appear to require guidance beyond this policy.

c. Job Corps National Property Officer

The Job Corps National Property Officer (NPO) develops policies, procedures, communications, and training pertaining to Job Corps' Property Administration Program as outlined herein; coordinates with GSA and other federal agencies to ensure that Job Corps is in compliance with existing regulations and requirements; remains informed on systems, support, and new and emerging policies and regulations that may affect the administration of contractor-held GFP in Job Corps; coordinates with Department and National Office officials to ensure that Job Corps' Property Program operates in alignment with DOL, agency, and other National Office requirements; interprets regulations, orders, policies, and other guidance and provides decisions pertaining to significant property matters; issues procedural waivers as appropriate; provides guidance to COTRs and RPOs for actions and duties related to property administration; reviews and makes determinations pertaining to contractor liability and/or replacement of property following regional review, as designated in this policy, and forwards determinations of contractor liability to the appropriate CO for approval; establishes workgroups to address elements of administration and oversight of contractor-held GFP; writes policies and directives for approval by the National Director; holds conference calls and trainings with regional and contractor staff as needed; provides reports and information as required to the National Director and other Department officials; inspects property activities of Project Managers/COTRs, RPOs, and other staff as appropriate; and retains authority to inspect contractor compliance with Job Corps property policies.

d. National Job Corps Data Center

Develops and maintains Job Corps' Electronic Property Management System (EPMS) and Job Corps' Fleet Tracking Management System (FTMS); provides technical assistance for EPMS and FTMS users; provides routine and ad hoc reports to the National Office and other federal officials as needed; provides input on development of policies and procedures for contractor-held GFP; and issues guidance as appropriate and in conjunction with the NPO regarding IT equipment utilization.

e. Contracting Officers

(1) At the time at new contract award, the assigned CO issues (or directs the COTR to issue) a Letter of Authority to the contractor, to include provisions for the use of government supply sources. The Letter of Authority specifies the contract number and performance period along with other information. A Letter of Authority typically is needed by a contractor in order to obtain a GSA Activity Address Code (AAC). A

copy of the Letter of Authority will be maintained by the federal Project Manager/COTR, and will be furnished to the National Office or to GSA upon request.

(2) COs will make final determinations for findings of contractor liability, following Regional and National Office reviews. COs will inform the contractor in writing of findings and required actions, or may request that the Regional Director or COTR issue such communications. RPOs will monitor the status of National Office recommendations and CO decisions regarding contractor liability for replacement of property or reimbursement of costs, and will monitor contractor compliance accordingly (see below, Contractor Liability).

8. Contractor Liability

a. Contractors are responsible for the appropriate use, care, protection, and disposition of government property, and for compliance with this policy and applicable federal regulations. The CPMP is central to establishing an effective on-site property management system, a key consideration during determinations of accountability and liability. Contractors are required to inform the federal Project Manager, in writing, of instances of missing, damaged, destroyed, or stolen property, and contractors may be held liable where appropriate controls or management systems were not being followed. All instances of missing, damaged, destroyed, or stolen property will be reported by the contractor to the region. The appropriate Job Corps Regional Office will receive and review reports of all instances of missing, damaged, or destroyed property and will determine whether relief of accountability is to be granted for inventory that is under the established $3,000 threshold. Items at or above the $3,000 threshold will receive a formal Board of Survey at the Regional Office, and results will be forwarded to the NPO along with recommendations.

Where the Job Corps NPO finds that contractor liability is indicated and relief of accountability should not be granted, in whole or in part, he or she will work with the designated CO to establish amount of liability and mechanisms to reimburse the government so that the contract is made whole. The CO will make and issue final determinations and provide notice to the contractor, or may request that the Regional Director or COTR provide such communication in accordance with the CO's final determination.[8]

b. The preferred method for reimbursement, where a determination of liability has been issued by the Contracting Officer, is **replacement of property –** for both function and cost. Replacement costs will be assumed by the contractor from non-contract funds and will be reflected in corporate accounting records, subject to inspection by government officials. In such instances**,** contractors will replace

[8] This is a variance between Job Corps updated property administration policy and the ETA 359 Property Management Handbook (August 2003).

the property for function – in the same area on center where the loss occurred – at or close to the original purchase cost of the missing/damaged item. Only in instances where this is not feasible (for example, following contract closeout), will a check payment from the contractor for amount of liability be forwarded to the federal Project Manager/COTR. All such checks will be made payable to the U.S. Department of Labor. Upon receipt, the federal Project Manager will provide copies to the RPO and the CO to provide documentation for closeout of the pending payment, and to authorize adjustment to the contract's EPMS records. The Regional Office will then forward the contractor's original check to the NPO, along with an explanation of payment.

c. Where missing/damaged property is reported during contract closeout, the outgoing contractor will be notified of either Job Corps' or the CO's findings, in accordance with this policy, for relief of accountability. Notice of findings/final determinations will be provided to the contractor within 30 days under normal circumstances. Such requests for relief of accountability will follow the same procedures as outlined in this policy for all missing or damaged GFP. Job Corps does not grant automatic relief of accountability in instances where more than 30 days have passed to notify contractors of liability decisions. The CO holds final authority to apply discretion, relative to the circumstances, regarding a reasonable and appropriate time frame for notice to a contractor.[9]

d. Non-capitalized GFP generally is not depreciated for purposes of determining contractor liability. Conversely, capitalized property generally is depreciated for purposes of determining contractor liability. The CO may make determinations regarding depreciation at the time of his or her review, if liability is indicated.

9. Dollar Thresholds

a. **The dollar threshold for reporting of contractor-held GFP in Job Corps' Electronic Property Management System (EPMS) is $3,000.00, except for sensitive property**. All sensitive property as outlined in this policy will be reported in the EPMS. Non-sensitive property below an original purchase cost of $3,000 is not required to be reported in the EPMS. Job Corps contractors ***may*** use the EPMS as an inventory system to assist in managing all non-expendable GFP, but it is not required.

b. **There is no dollar threshold for sensitive property.** All sensitive property must be reported in the EPMS. Sensitive property includes electronics, computers, printers, telecommunications devices, video and audio devices (including DVD players), flat screens and monitors, and items that are serialized. Sensitive property also includes power tools (including powered handtools), tool kits, and specialty tools and equipment used by Career Technical Training programs or by

[9] This is a variance between Job Corps updated property administration policy and the ETA 359 Property Management Handbook (August 2003).

center operations and maintenance. When in doubt, contractors may contact the appropriate RPO for additional guidance.

c. The following property is **not** considered sensitive property in Job Corps: landline telephone systems and phone sets, handheld calculators, and cell phones. However, cell phone replacements will **not** be funded from contract funds.

d. **The dollar threshold for contractor reporting of missing, damaged, destroyed, or stolen property is $0.00**. All property that is found to be missing, damaged, destroyed, or stolen must be reported by the contractor to the federal Project Manager/COTR by way of the ETA Form 3-96, and with all supporting documentation/reports as prescribed in this policy.

e. **The dollar threshold for Job Corps NPO review of Boards of Survey and contractor liability is $3,000.00**. The Regional Office will review all instances of property loss under $3,000.00, and where the region finds that relief should be granted, the federal Project Manager/COTR will directly communicate that finding to the contractor and maintain such communications in the contract file. Instances of loss $3,000.00 or above will be forwarded to the NPO along with the results of the Regional Board of Survey, for review and action as described herein.

Related appendices include:

Appendix 505a, Disposition of Excess Property in Job Corps (Procedures).

Appendix 505b, Property Custodian's Request to Designate Excess Property.

APPENDIX 505a

ADMINISTRATION AND MANAGEMENT OF JOB CORPS CONTRACTOR-HELD GOVERNMENT-FURNISHED PROPERTY:

Disposition of Excess Government-Furnished Property

Disposition of Excess Government-Furnished Property - Job Corps Contractors

1. Introduction

a. Contractor-held excess property is Government-Furnished Property (GFP) that is considered no longer of use to the contract. This can be surplus property, property that is old or obsolete, property that is damaged, property that is unsafe, or property that is otherwise serving no effective useful purpose on the contract. There are strict rules around how to handle excess GFP, and laws and regulations pertaining to handling of certain items during disposal (for example, electronics). Authorized actions for excess property must be approved in advance by the federal Project Manager/COTR. Such actions include transfers (internal and external), donations, cannibalization (in rare instances), and disposal. Except for sale of scrap materiel to bona fide recycling companies, as outlined in this policy, there is no sale of property or exchange/sale program in Job Corps, and no sale or exchange of property is authorized outside of sales by the government through GSA. Each of the authorized pathways for disposition of property is described below. This guidance cannot contain all available information pertaining to authorized disposition of property.

b. Job Corps CPMs must become familiar with the procedures that support the disposition of excess GFP; it is a substantial part of the job and requires attention to detail. The CPM always should consult with the federal Project Manager or RPO when in doubt or when clarity is needed.

2. Requirements

a. Contractors will follow the steps given under Section 3 below (Process) for disposition of GFP. Circumstances not addressed in this policy will be brought to the attention of the Regional or National Property Officer.

b. Contractors will submit a written report as part of the annual CPMP, which reflects the number of property items that were authorized for disposition for the prior fiscal year (October 1 through September 30), with a breakdown of disposition type (i.e., Transfer/Redistribution [contractor-to-contractor within the Job Corps system]; Transfer/GSA [external transfer]; Donation, Recycling [including any monies received by Recycling companies and directed to Student Government Association environmental initiatives], and Disposal).

c. Acquisition of GFP by private individuals is expressly prohibited, regardless of the disposition status of the property. Evidence of such activity will establish a basis for legal action/investigation. Contractor managers will ensure that this restriction is included in training for all employees.

3. Process

a. Property considered no longer of use to the contract must first be deemed *excess* by the CPM, as appropriate. Property custodians will inform the CPM of property that they feel should be categorized as Excess, using a Report to CPM of Excess Property (Appendix 505b). The CPM will review the information and condition of the item and confirm (or reassign) a condition code, and initial the form. Where equipment is re-assigned internally (for re-use within the contract), an Internal Transfer of Property/Hand Receipt will be completed. Where equipment is not re-assigned internally, the CPM will note on the report that the item(s) has moved into disposition, initial and date the form, and affix an adhesive label to the item in a conspicuous location that contains the Disposition Condition Code. <u>This establishes the entry of that item into disposition status</u>. Items moved into disposition status will be reported on an SF-120 and forwarded to the region with the quarterly property submission, for regional review and approval.

b. Condition Code Designations and Descriptions

1	Excellent Condition	Property in new or unused condition, which can be used immediately without modifications or repairs.
4	Usable Condition	Property that shows some wear, but can be used without significant repair.
7	Repairable Condition	Property that is unusable in its current condition, but can be economically repaired.
X	Salvage Condition	Property that has value in excess of its basic Materiel content, but repair or rehabilitation is impractical or uneconomical.
S	Scrap Condition	Property that has no value above its basic Material content.

c. All property that has been deemed as excess by the contractor, regardless of condition, must be approved by both the CPM and the Center Director. All SF-120 Reports of Excess Property must contain the signature of both the CPM and the Center Director prior to being forwarded to federal officials for final approval.

d. Contractors should note that as a general rule, <u>computers that are taken offline or replaced should not be reused on center</u>. Doing so often creates system glitches and technical problems on the Job Corps network. Guidance for how to handle old computers (or computers that have been replaced) appears at the end of this section.

e. "Sighting" of Property Generally Rescinded

In the past, contractor-held GFP that was requested to be moved into Excess status in Job Corps was required to be "sighted" by a federal representative (or authorized designee). This standard requirement, although it helped to control unauthorized disposition of some property, brought unintended consequences. First, it caused long-term buildup of surplus and excess property on Job Corps centers. Second, it did not, in itself, provide the internal controls that would effectively assist contractors in ensuring that only federally authorized actions took place with regard to those items.

With the issuance of this updated policy, the requirement for federal representatives to conduct an in-person visual inspection (or "sighting") of the proposed excess property is generally rescinded[1]. However, the federal Project Manager/COTR, RPO, or the NPO retains the authority to require that the property submitted for excess by the contractor be held for visual inspection (by a federal representative) prior to approving the property as excess. All approvals shall be made on a case-by-case basis at the federal regional or national level. In most cases, the contractor will request property to become excessed by using the SF-120, Report of Excess Property, and this form will be reviewed by the federal Project Manager and the RPO. The region may request photographs and additional supporting information as part of its review, and may disallow some or all of the items requested for excess or disposition on a single SF-120.

f. SF-120s – Report of Excess Property

All items reported by the contractor as excess property must be submitted on an SF-120 for review and clearance by the appropriate federal official (Regional Project Manager or RPO). **This includes all non-expendable items, not just items that are reported in the EPMS.** For example, a set of chairs that are not reported in the EPMS must still be reported on an SF-120 when the contractor is requesting that they be excessed and moved into disposition. Items contained in the EPMS inventory will be reported on a separate SF-120 from those that are not.

g. SF-122 and SF-123 – Transfer Order/Excess/Surplus Property

Transfers of items from one contract to another, or outside of the contract (to GSA or State Agencies for Surplus Property), are requested and approved by using the SF-122 or the SF-123 form. The requested transfer actions must be approved by the assigned federal Project Manager or the RPO, for both the sending contract and the receiving contract, as appropriate. The SF-122 form is used for intra-agency transfers (for Job Corps contract-to-contract property); the SF-123 is used to list property with GSA for transfer or sale. If the item is transferred to GSA, GSA may generate an automated transfer form, which will be printed by the CPM, a copy of which will be sent by the contractor to the region as part of its quarterly property report. Otherwise, all completed SF-122s and SF-123s (original forms) will be forwarded to the RPO as part of the quarterly report.

[1] This update represents a variance over the ETA 359 Property management Handbook (August 2003)

Copies of the completed forms will be maintained with the contractor's on-site property records and remain available for inspection by government officials.

h. Disposition Pathways (Non-Computerized Equipment)

Disposition Pathways vary according to property type and condition code. Computerized equipment should follow the guidance provided below (Section i). For all other property/equipment:

(1) Condition Code 1 – Excellent. This property is in new or unused condition and can be used immediately without modifications or repairs. Once federal approval has been obtained via the SF-120 process, this equipment should be moved by the contractor within the EPMS listing into "Redistribution" status, for listing on the EPMS Marketplace for 21 days, to make it available for other contractors. (Computers generally are not eligible for Redistribution in Job Corps; see below guidance for Computerized Equipment [Section i].)

(a) If the property is wanted by another contractor, the SF-122, Transfer Order Excess Personal Property, will be completed by the holding contractor (CPM), and forwarded to the federal Project Manager for approval/signature, who will forward to the receiving Project Manager for approval/signature.

(b) Following a period of 21 calendar days under Redistribution status, if no interest has been expressed by another contractor, the property must be listed with GSA via GSAxcess for a period of 21 days or with the local SASP (www.gsa.gov/SASP). If no activity has been generated as a result of the above actions, the property is then eligible for donation.

(c) <u>Donations</u>: Donations may be made to state and local governments; public libraries; public schools; nonprofit organizations whose primary mission is training or education (e.g., Head Start programs); and, where none of the above entities are able to receive the equipment, to other bona fide nonprofit organizations. (Note that religious organizations are not eligible.) Donations will be documented with the following information: printout of the EPMS list that shows the property, line by line, to be donated (where applicable); the approved SF-120 Report of Excess Property; and a completed Certificate of Abandonment or Destruction (the "Donate to Public Body" option will be marked). At time of donation, recipients

must initial and date each inventory item shown on the EPMS listing (to document receipt of each item); and note "RECEIVED," date, **taxpayer identification number of the organization**, and name and signature of the individual who is receiving the item(s) for the organization. The CPM will make a notation to the SF-120 "DONATED," date, name of organization to which the equipment was donated, and provide his or her name and signature. The CPM and Center Director will witness the donation and provide attestation on the lower half of the Certificate of Abandonment or Destruction form. The contractor will maintain original documentation in the on-site property records; copies will be forwarded to the federal Project Manager as part of the quarterly property report. The federal Project Manager will review the documentation and approve inventory adjustments by the region, as appropriate.

(2) **Condition Code 4 – Usable**. This property shows some wear, but can be used without significant repair. This property will follow the same procedures as those shown for Condition Code 1.

(3) **Condition Code 7 – Repairable**. This property is unusable in its current condition but can be economically repaired. Such equipment should follow the same procedures for Condition Code 1, however, may also follow the procedures for Salvage or Scrap if the property is not transferred internally via the EPMS Marketplace (Redistribution), or via GSA or the local SASP, or if no suitable donation entity (as outlined above) can receive the equipment after reasonable attempts have been made and documented.

(4) **Condition Code X – Salvage**. This property has value in excess of its basic materiel content, but repair or rehabilitation is impractical or uneconomical. This property may not be listed for internal redistribution. It should be listed with GSA via GSAxcess or the local SASP may be contacted (www.gsa.gov/SASP) to pick up the item(s). If, after documenting those efforts and after a reasonable period the property has not been transferred or picked up, it should be recycled wherever possible, or as a last resort, disposed of.

(a) Recycling. Property to be recycled must be obtained by a bona fide, licensed recycler/scrap dealer. Pick up of items for recycling will be documented with the following: printout of the EPMS or other inventory listing that shows the property (line by line) to be recycled or scrapped, where applicable; the approved SF-120 Report of Excess

Property; and a completed Certificate of Abandonment or Destruction. The "Scrap Dealer" option will be marked. At time of pickup, dealers must initial and date each inventory item shown on the inventory listing (to document receipt of each item); and note "RECEIVED," date, **taxpayer identification number of the organization**, and name and signature of the individual who is receiving the item(s) for the organization. The CPM will make a notation to the SF-120 as either "RECYCLED," or "SCRAPPED," date, name of company receiving the property, the dollar amount of monies received from the company as a price paid to the contractor for materiel, if any, and CPM's name and signature. The CPM and Center Director will witness the dealer pickup and provide attestation on the lower half of the Certificate of Abandonment or Destruction form. The contractor will maintain original documentation in the on-site property records; copies will be forwarded to the federal Project Manager as part of the quarterly property report. The federal Project Manager will review the documentation and approve inventory adjustments by the region, as appropriate. Any monies received as a result of sale of scrap will be directed to the Student Government Association's environmental initiatives fund (see Section i[ii] for additional guidance).

(5) **Condition Code S – Scrap.** Items in this category may go directly into a pathway for Recycling, as noted above, wherever possible. **The disposal of GFP will occur only as a last resort**, after all other potential pathways for disposition have been exhausted. Disposal will follow the same procedures as those for recycling, except that the Certificate of Abandonment or Destruction will be marked "Abandoned in Place," and in the explanation section, method of disposal should be noted (e.g., for pickup by waste management company, taken to landfill, etc.) In this instance, there will be no signature of a receiving organization or business; however, the Certificate of Abandonment or Destruction must still be witnessed by both the CPM and the Center Director.

(a) Acquisition of GFP in any disposition status, including Salvage or Scrap, by private individuals is expressly prohibited, and evidence of such activity will establish a basis for legal investigation.

(b) Electronic Equipment. The disposal of electronic equipment **must** follow federal, state, and local laws and regulations, and its handling must be documented. Only waste management companies licensed to handle electronic equipment may receive and dispose of such

equipment. For additional assistance in disposal of electronic equipment, contact local city or county Public Works offices. You also may visit *http://www.epa.gov/wastes/conserve/materials/ecycling/donate.htm* for additional resources.

i. Disposition Pathways (Computerized Equipment)

(1) Computers should be organized separately as working or non-working, physically identified as such, and stored and protected in a designated area away from operating computers. An SF-120 (Report of Excess Property) will be completed, with federal authorization signature (usually the federal Project Manager), for all excessed computer equipment. A single SF-120 may be completed for all computer equipment excessed at a single point in time and will include all standard identifying information (e.g., description of item, serial number [as available], etc.).

(2) Excess computers (whether working or not) are not eligible for redeployment on center or redistribution via EPMS Redistribution/Marketplace, and should not be listed for internal transfer within Job Corps.

(3) Working computer equipment that is identified for donation must be physically identified as "Pending Donation."

(4) Prior to donation or disposition, hard drives of computerized equipment will first be sanitized and all student records and/or personally identifiable information (PII) will be removed in accordance with Job Corps policy. A DL-155 form must be completed at the time of sanitization and maintained with the contractor's property records.

(5) Actions for donations of working computers to an authorized donation site are initiated. Contractors should first attempt to identify an authorized Computer for Learning (CFL) donation site wherever practicable (http://computersforlearning.gov). Once an authorized donation organization is identified, a Certificate of Abandonment & Destruction will be completed. Donation recipients must initial the SF-120 for each item received, and provide a notation on the Certificate of Abandonment & Destruction indicating "RECEIVED," organization name, signature, and date.

(6) A copy of the approved SF-120, along with the DL-155, EPMS listing that identifies the items donated, and a completed Certificate of Abandonment & Destruction will be forwarded to the RPO for review and subsequent removal of donated items from the EPMS listing.

(7) Where CFL donation is not available, usable equipment should be listed with GSA (via GSAxcess) for external transfer or sale, or the local State Agency for Surplus Property (SASP) should be contacted (www.gsa.gov/SASP)/

(8) Where GSA is unable to transfer or sell property or where the local SASP has been unable to pick up the property within a reasonable period of time, other donation organizations may be considered. These include local/state governments, libraries, and nonprofit organizations with an educational mission such as Head Start. Such donations shall only be made to legal nonprofit organizations with tax ID numbers. Note that donations to religious organizations are prohibited. All procedures described above for donation of property must be followed in every instance.

(9) Where equipment is not donated, or transferred via GSA or the local SASP, CPMs may contact their local city or county Public Works offices for assistance, and may also visit UNICOR (see item K below), or visit http://www.epa.gov/wastes/conserve/materials/ecycling/donate.htm for additional resources. Computer equipment and electronics must follow specific environmental regulations for recycling or disposal. Contractors will ensure that any waste disposal companies used for disposing of computers and electronic equipment can demonstrate that they are licensed to handle electronics waste recycling or disposal and are in compliance with existing federal, state, and local environmental regulations. The same procedures apply for recycling of computers and electronics as those outlined above for donation, except that the "Scrap Dealer" box will be checked on the Certificate of Abandonment or Destruction.

(10) UNICOR is a federally supported organization with a major focus on the recycling of computers, electronics, and other materials. In certain U.S. areas, UNICOR will pick up recyclables, including computers and other equipment, where there is a sufficient amount of material (usually 15 or more computers; however, other equipment may be added to increase the size of the UNICOR pickup). UNICOR operates major donation warehouses where items may be dropped off in Atlanta, GA; Miami, FL; Inglewood, CO; Sheridan, OR; and Landover, MD. The same procedures for donation will apply, as specified above, for all UNICOR donations. UNICOR offers information and customer assistance by phone and online. Visit http://www.unicor.gov/recycling for more information.

(11) Funds received as a result of scrap sales will be directed to the Student Government Account (SGA) and recorded as a credit to the SGA Environmental Initiatives fund. The date of the credit to the SGA account will be within three business days of the date of sale and pickup of items. The SGA will use the funds in this account to support environmental projects and initiatives on center, and will conduct such activities in accordance with established SGA procedures.

(12) Failure by the contractor to obtain, maintain, and produce records that support required procedures at the request of the government could result in findings of liability assessed against the contractor.

APPENDIX 505b

Property Custodian's Request to Designate Excess Property (Job Corps Contractor-Held GFP)

Administration and Management of
Job Corps Contractor-Held GFP

Property Custodian's Request to Designate Excess Property (Job Corps Contractor-Held GFP)

TO: _____, Contract Property Manager (CPM)

FROM: _____, Property Custodian Name

DATE: _____ LOCATION: _____

The below-listed property is reported as excess property and suggested condition code shown. CPMs will inspect all property reported by the Property Custodian to confirm condition and usability.

CPMs: See Job Corps Property Policy – Disposition of Excess Property in Job Corps (for Contractor-Held GFP) for specific procedures.

Item	Description	Serial # (or "N/A")	Condition Code*	CPM Initials	Reassigned/Location	Moved into Disposition	CPM Initials	Date

*Condition Code Key:
1 = Excellent Condition (in new or used condition, which can be used immediately without modifications or repairs)
2 = Usable Condition (shows some wear, but can be used without significant repair)
7 = Repairable Condition (is unusable in its current condition but can be economically repaired)
X = Salvage Condition (has value in excess of its basic materiel content but repair is impractical or uneconomical)
S = Scrap Condition (has no value above its basic materiel content)

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

APPENDIX 509

FINANCIAL MANAGEMENT FOR CCCs

APPENDIX 509
JOB CORPS CCC FINANCIAL MANAGEMENT
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A. INTRODUCTION

1. Scope

Appendix 509 contains instructions and requirements for budgeting and reporting the costs of operating Job Corps centers that are administered by federal conservation agencies. This Appendix is applicable only to federally operated centers (contractor-operated centers should refer to Appendix 502). Federally administered Job Corps centers are referred to as "CCCs," which stands for: Civilian Conservation Centers. The federal agencies that administer the CCCs are referred to as "CCC agencies."

The requirements of this Appendix cover: (i) the reporting of the actual costs of 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. This Appendix is not intended to supersede DOL guidance and instructions that are contained in the annual "budget formulation package" that is issued to the CCC agencies prior to the start of each Program year. If any budget formulation instructions appear to be in conflict with the requirements of this Appendix, the budget formulation instructions shall prevail.

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 a comparison between planned (budgeted) versus actual expenses.
- The reliable identification of variances from budget that may require corrective action.
- The ratification of appropriate adjustments in current 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

CCC budgets are formulated annually in a cycle that coincides with the July 1 through June 30, which is referred to as the Program Year. Several months prior to the start of a program year, the DOL-Job Corps National Office issues budget/planning instructions to the CCC 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 CCC that is approved at the outset of the program year. This approved budget, often referred to as the Program Operating Plan, provides the basis for fund transfers to the CCC agencies throughout the program year.

3. Reporting of Actual Expenses

CCCs are required to report expenses on a quarterly basis. The reports are prepared using Form 2110F CCC Financial Report and Form 2110HQ CCC National Roll-up Report. These two reports have been designed to display line item data for expense in the current quarter along with cumulative expense incurred since the beginning of the current program year.

4. Comparing Actual Versus Planned Expense

With respect to Center Operations Expense, the financial reports for CCC's require a comparison of actual expenses versus planned expenses. The comparison of actual versus planned expense at CCCs is in the context of the line item budget that is in place for center operating expenses during the current program year. CCC agencies may elect to make these comparisons through either one of two methods.

The first method is for the CCC agency to break out the budget for the entire current year into an internal quarter-by-quarter 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 to supply 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 quarter via a simple straight-line proration of the approved budget for the entire current year. The proration of planned expenses **is 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

For center operating expense, the cost reports for CCCs will identify budgetary variances by individual cost category on a program year to date basis. A line item variance is simply the difference between planned program year to date cost and the actual program year to date cost.

For individual line items, 1-29, an explanation is required if the variance is 5% or more (plus or minus) of the line item amount budgeted for the entire program year. However, no explanation is required if the dollar amount of the variance for an individual line item

represents less than 0.1% of the total center operations budget (line 30) for the entire program year. To illustrate: if the program year budget for a particular line item is $100,000, the first alternative variance threshold is $100,000 x 5.0% = $5,000. If the total Center Operations budget for the program year is $8,000,000, the second alternative variance threshold is $8,000,000 x 0.1% = $8,000. Since $8,000 is the larger of the two dollar amounts, then $8,000 is used as the variance threshold for the budget line item in question instead of $5,000.

An explanation is further required whenever the current program year to date total Actual Expense for Center Operations exceeds the Planned Total Expense by an amount equating to 1% of the total budget for the current program year.

Please note that the thresholds for explaining variances are determined as a percentage of the full year's budget amount. This might appear 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 program year. This permits CCC agencies 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) 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 approved budget in order to adjust for unforeseen cost or program changes.

6. Formal Budget Revisions

After the initial program year budget for a CCC has been approved by DOL, it is generally appropriate to accomplish a formal revision to the 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 gross misallocation 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.

Detailed procedures and requirements for developing, submitting, and approving formal budget revisions are addressed in a later section of this Appendix. These procedures have been crafted to ensure consistency with the relevant provisions of the Interagency Agreements that are in place between DOL and the CCC agencies.

7. Related Financial Management Systems

The requirements and procedures of this Appendix have been designed in way that is intended to ensure or promote consistency of data across different aspects of CCC financial management: DOL/Job Corps allocation of funds for CCCs; detailed operational budgeting; quarterly cost reporting; and interagency fund transfers to cover CCC and CCC-related costs.

a. Job Corps Fund Allocation System (JFAS).

JFAS is a web-based in-house IT application that is used by DOL/Job Corps to control the allocation of funds to all Job Corps program activities, including those conducted at CCC's. It is DOL policy to share various types of JFAS reports and documents with its center operators, including CCC agencies. The JFAS reports and data sheets that are available to contractors include: the Budget Worksheet, Program Operating Plan Detail Report, FOP Allocations Report, and the Budget Authority Transfer Requirements Report. These reports will help CCC agencies to identify discrepancies and pending issues that require follow-up action.

Pending the development of an IT application that will provide CCC agencies with direct access to their respective JFAS reports and documents, the Job Corps National Office, or the center's Regional project manager, may provide CCC agencies with copies of these reports (which are normally available in PDF format) on a routine scheduled basis or upon request of the CCC agency.

b. Job Corps Financial Management System (FMS)

CCC agencies fulfill most of their financial reporting and operational budgeting responsibilities using the Job Corps FMS, which is a web-based IT application administered by the Job Corps Data Center (JCDC). The FMS is used by CCC agencies to prepare and submit quarterly 2110F cost reports, 2110HQ cost reports, and 2110S monthly staff vacancy and separation reports. At some point in the future, the FMS will also be used to enter annual program operating plans/ budgets. Data entry procedures can be found on the JCDC website and in training and orientation materials that have been published by JCDC. The FMS is a secure IT system, with access being controlled by user names and passwords.

c. Interagency Fund Transfers.

DOL provides CCC agencies with Job Corps funds through interagency non-expenditure fund transfers that are processed through the Treasury Department. Such transfers are

routinely accomplished on a quarterly basis, but special, ad-hoc interim transfers are made when circumstances so require. The amounts transferred by DOL are formulated using data that is aggregated from the JFAS system.

C. COST CATEGORIES

1. Overall Structure of Categories

The cost categories that are used on center cost reports and budgets are structured as follows:

a. Center Operations Expenses

This category includes staff salaries and benefits, supplies, materials, utilities, fuel, food and all other day-to-day operational expenses that are incurred at a Job Corps center. For CCC budgeting and reporting purposes, Center Operations Expenses are subdivided into Direct Expense and Program Direction Expense.

- Direct Center Operations Expense. These are expenses that are incurred directly at or on behalf of an individual CCC. Direct center operations expense is subdivided into 29 different line items, two of which are reserved for possible later use. These line items are separately displayed on page 2 of the 2110F report. The types of expenses covered in the various line items are defined and described in detail in a later section.

- Program Direction. This expense category refers to the general administrative and overhead costs of the CCC agency that are incurred to supervise and support its CCCs. Examples of program direction expense might include financial management support, personnel support, procurement support, and executive direction. These costs are normally incurred at district, regional, and/or national office levels within the CCC agency. In each program year's budget, DOL provides funding to CCC agencies for these costs in an amount that equals 6 percent of the total of direct CCC costs approved by DOL for that program year, but excluding Construction/Rehab funds. CCC agencies report actual program direction expense on a national roll-up basis only.

  In the quarterly 2110F output reports that are generated by the Job Corps FMS (which are based on data supplied by a CCC agency), the total Program Direction expense that is reported at the national level is prorated among the individual CCCs based on a each CCC's student slot level. This proration of Program Direction Expense to individual CCCs is done to ensure comparability of CCC cost data with the costs being reported at contractor-operated Job Corps centers.

  Transfer-of-Station Fund. An allocation of program direction funds equivalent to 0.25% of all initial center operation (A) funding at the inception of each program year will be established for the agency to use in filling center director vacancies.

This allocation will be transferred to the agency headquarters and expensed on the headquarters quarterly 2110F. TOS costs are not to be transferred to or expensed on individual center 2110Fs.

The 0.25% allocation of program direction funds will be for TOS only, and the agency is responsible for administering and managing this fund. Once these funds are expended, no additional funding may be used for TOS, unless a supplemental request for funding is received and approved by DOL. Using the 3rd quarter 2110F as a guide, DOL and USDA will work together to determine if all TOS funding will be used by the end of the program year; and if excess funds remain, that amount of funding authority will be taken back/withheld in the final PY transfer.

b. Center Capital Expenses

This expense group consists of the following four major expense categories:

- Construction, Rehabilitation, and Acquisition (CRA);
- Capital Equipment;
- GSA Vehicle Rental; and
- Career Technical Skills Training (CTST) Materials.

These four categories are separately displayed on cost reports and in the program operating plans.

c. Student Transportation Expense

This cost category refers to Job Corps-paid expenses for inter-city transportation of new enrollees and students.

d. Outreach and Admissions (OA) Expense

This cost category applies only when a CCC's program operating plan expressly includes funding for the provision of activities for the outreach and admission of new students. When a CCC's program operating plan does contain Outreach/Admissions funding, supplementary cost reports and budgets must be prepared.

e. Career Transition Services (CTS) Expense

This cost category applies only when a CCC's program operating plan expressly includes funding for the provision of career transition services to graduates and former enrollees. When a CCC's program operating plan does contain Career Transition funding, supplementary cost reports and budgets must be prepared.

f. Other Expense Categories Not Preprinted on the Forms

Blank lines are provided in the reporting formats for writing in other non-standard categories that might be included in a program operating plan.

2. Contract Expense

The costs of contracts issued by CCC agencies are classified differently depending on the characteristics of the contract. For purposes of Job Corps cost classification, contracts fall into two different and mutually exclusive categories: Staffing Contract; and Non-Staffing Contract. Following are definitions and criteria for determining the category that applies to a particular contract, along with the cost allocation policies that apply to that category.

a. Staffing Contract.

This category applies to any contract or subcontract that provides one or more staff persons who are employed at the center on a full-time basis or any contract or subcontract that provides a number of part-time staff persons who are employed at the center and whose scheduled hours of work at the center collectively represent one or more full-time positions (FTPs). The cost allocation policies that apply to contracts in this category are as follows:

Contractor Personnel Expense. The cost of compensation (salaries/wages and benefits) which the contractor pays to its staff who work at the center shall be allocated to the appropriate functional or programmatic line item as a personnel expense (e.g., Line 01 Academic Personnel, Line 03 Career Technical Training Personnel, and so forth.)

Other Direct Contractor Expense. The direct costs of the contractor that are for non-personnel items shall be reported in the appropriate functional or programmatic line item as an “Other” cost (e.g., Line 02 Other Academic Expense, Line 04 Other Career Technical Training Expense, and so forth.

Contractor Indirect Expense (Overhead/G&A). The contractor’s overhead and G&A expense shall be reported on Line 16 – Other Administrative Expense.

Contractor Fee. Contractor fee shall be allocated to the appropriate functional or programmatic line item as a non-personnel cost (e.g., Line 02 Other Academic Expense, Line 04 Other Career Technical Training Expense, and so forth).

In some cases, expenses might not be currently detailed on the contractor's invoice because the service is being provided at a fixed price or fixed unit price (e.g., meals served, billable labor hours). In these types of cases, adequate detail can usually be obtained from the contractor's proposal as a means to formulate the required break out of total expense into the line items identified above. If detail is not provided in the proposal, then supplementary information should be obtained from the subcontractor.

b. Non-Staffing Contract.

This category applies to any contract or subcontract that does not qualify as a Staffing Contract. In addition to subcontracts that are solely for the procurement of supplies, equipment, commodities, and so forth, the Non-Staffing category also typically applies to:

- Contracts for facility repairs or renovations.
- Contracts for intermittent services such as trash collection and pest control.
- Contracts with individual medical practitioners working less than full-time at the center.

The costs of a Non-Staffing Contract will normally be allocated to a single budget line item -- for example, the entire costs of a trash collection contract 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 contractor and subcontractor employees who perform ongoing functions at the center, which might otherwise be performed by CCC agency staff, are to be included. However, the cost of contractor 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 Career Technical 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.

With regard to managerial positions (which may generally be defined as those that involve supervision of supervisors), those which oversee three or more different departments or programmatic functions should normally be treated as executive positions whose costs should be allocated to Line 15 – Administrative Personnel. This guidance is not a hard and fast rule, however; and circumstances may exist that justify the formulation of a salary allocation plan for this type of position.

With regard to front-line supervisors who function as team leaders and who supervise or coach diverse groups of practitioners (such as academic instructors, career technical training instructors, counselors, and so forth), it is recommended that salary allocation plans be formulated which break out the personnel costs into as many line items as are appropriate.

4. Treatment of Money Received

When money is received by a CCC, 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 CCC 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 career technical training costs.
- Prompt payment discounts, cash rebates and refunds are credited as a savings to the account to which the product or service was originally charged.

5. Cost Category Definitions

Following are definitions for the cost categories that are used in the 2110F CCC cost reports and in the line-item CCC budgets/program operating plans. The categories are discussed in the same order as they appear on the 2110F. 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, agencies 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.

a. 2110F, Page 2:

Note Regarding Personnel Expense: for purposes of reporting actual expense on a quarterly basis, the costs of federal personnel and non-federal personnel are combined together. In contrast, the annual CCC budget formulation process requires that each line item of personnel expense (Lines 1, 3, 5, 9, 11, 13, 15, 18, and 20) be broken out for pricing purposes between personnel costs of federal staff versus personnel cost of contractor staff.

<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

<u>Instructors</u>

Academic Instructor
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

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 discussion concerning treatment of prepaid items in later section on accrual reporting.

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–Career Technical Personnel Expense

Includes the cost of all personnel whose primary duties are in the career technical training programs, including positions such as those listed below:

Managers
Training Program Director
Career Technical Program Manager
Works Program Officer

Instructors
Career Technical Instructors
Career Technical Instructor Substitutes
Career Exploration Instructor

Support Staff
CTTST Coordinator
Work-Based Learning Coordinator
ACT Coordinator
Career Technical Testing Coordinator
Sec/Clerical assigned to Career Technical department

Line 04-Other Career Technical Expenses

This category consists of all non-personnel expenses that are immediately related to a center's Career Technical training programs, including the types of expense listed below.

Career Technical Materials and Supplies. Includes the cost of all materials and supplies (i.e., books, workbooks, testing materials) used in conducting Career Technical 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.

Career Technical Services. Includes the cost of contractual services acquired for student Career Technical training, including repair and maintenance of Career Technical equipment.

Career Technical Tuition. Includes the cost of tuition for off-center Career Technical instruction. If the tuition is prepaid, please see discussion concerning treatment of prepaid items in later section on accrual reporting.

Career Technical Rentals. Includes the cost of facilities and equipment (but not motor vehicles) rented for Career Technical training under the appropriate category.

Other. Includes other expenses that should be assigned to the Career Technical training operating expense category but which do not match any of the above examples.

Line 05–Career Success Personnel Expense

Includes the cost of all personnel whose primary duties are in career success standards and related 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
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 Career Success Expense

This category consists of all non-personnel expenses that are immediately related to a center's Career Success Program or related social skills training, including the types of expense listed below.

Career Success Materials and Supplies. Includes the cost of supplies and materials used in the counseling program, the dormitory supervision program, and any other career success or social skills development program. Also includes the cost of student incentive programs, including any that focus on academic or career technical 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 1 or 2).

Career Success Services. Includes the cost of contractual services acquired to implement social skills development programs and activities.

Career Success 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, Career Technical, 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.

Career Technical Clothing. Cost of student special clothing such as work clothes, Career Technical 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 is not included as a specific, separate line item in the CCC program operating plan.

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.

Contracted Food Services. Includes the cost of all services other than the cost of food and personnel in a contracted operation.

Note: The cost of food in a contracted 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 Career Technical training sites.

Student Lodging Expense. Includes the cost of student lodging expense while on center-sponsored trips, (i.e., academic, Career Technical, 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 when OA or CTS is not included as a specific, separate line item in the CCC program operating plan.

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 Career Technical 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–Career Preparation and Career Transition Readiness Personnel Expense

Includes the cost of personnel whose primary duties are in the area of career preparation and career transition readiness, including positions such as those listed below.

Managers
CP and/or CTR Director or Manager

Practitioners
CP Instructor
CP Leader
CP Coordinator / Specialist
CTR Coordinator / Specialist

Support Staff
Sec/Clerical assigned to above areas

Line 14-Other CP/CTR Expense.

This category consists of all non-personnel expenses that are immediately related to CP/CTR services that are available for students who have children, including the types of expense listed below.

CP/CTR Materials and Supplies. Includes the cost of all materials and supplies (i.e., books, workbooks, testing materials) used in conducting CP/CTR 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.

CP/CTR Services. Includes the cost of contractual services acquired for student CP/CTR services including repair and maintenance of CP/CTR equipment.

CP/CTR Tuition. Includes the cost of tuition for off center CP/CTR instruction. If the tuition is prepaid, please see discussion concerning treatment of prepaid items in later section on accrual reporting.

CP/CTR Rentals. Includes the cost of facilities and equipment (but not motor vehicles) rented for CP/CTR services.

Other. Includes other expenses that should be assigned to the CP/CTR operating expense category but which do not match any of the above examples.

Line 15–Administrative 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 Administrative 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 Career Technical 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-Other Career Technical Training Expense.

Office Services. Includes the cost of contractual services required for center administration, such as the cost of contracted 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.

Note: Legal expenses relating to personnel matters or actions brought by employees against the CCC agency are considered indirect administrative expenses (i.e., program direction expense).

Accounting Services. Includes the cost of contracted accounting services acquired for the CCC.

> **Note:** The costs of financial audits of CCCs are considered to be program direction 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. The title "consultant" does not necessarily indicate that the cost of retaining such an expert should be reported on this line. For example, 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.

Contract Overhead/G&A Expense. This includes contractor overhead and G&A expense as discussed in a previous section.

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.

Expenses not to be included are as follows:

- Incoming freight charges should not 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.

- Phase-out or Closing 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-Reserved for Later Use.

This line had previously been used for program direction expense, which will now be reported at the Agency level.

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-Career Technical 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.

Contracted 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 incurred by the CCC agency for communications services used by its CCCs, 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 voice and data transmission service used by a CCC, along with incoming collect long distance calls.

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 utilities and fuel consumed by the center, such as the types of expense listed below.

- Natural Gas
- Electricity
- Coal
- Heating oil
- Propane
- Water
- Sewage
- Cable TV
- Other (as determined by the center)

Note: Fuel for vehicles is not reported here, but on Line 26-Motor Vehicle Operating Expense.

Line 24-Facility Lease Expense

Includes costs for leasing CCC facilities where the CCC agency is the lessee or where DOL is the lessee, but funds have been in a CCC's program operating plan and payment is made by the CCC agency. 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 the cost of authorized or required liability insurance that is carried by CCC agency, including:

- Automobile Insurance (liability and property damage)
- Employee Liability Insurance
- Other Required Insurance

Note: CCC agencies are generally self-insured. These types of costs should not be incurred unless expressly approved and funded by DOL in a CCC's program operating plan**.**

Line 26-Motor Vehicle Operating Expense

Includes:

- Mileage-based costs (such as those shown on a GSA or other Detailed Billing Register
- Fuel costs.
- Commercial Vehicle Rental
- Operation, Maintenance, and Repair of CCC Owned Vehicles

Note: The following types of vehicle rentals are not reported here, but elsewhere as indicated:

- Operation, maintenance, and repair cost of construction equipment for CTTST projects. These costs will be charged to Line 35 CTTST.
- Rental of vehicles of staff while on travel assignments is charged to Line 27-Staff Travel and Training.
- Monthly rental charges and charges for damage to rental vehicles will be reported on page 3, Vehicles Rental/Amortization.

- At CCCs, fixed ownership rate charges are also reported on page 3, Vehicle Rental/Amortization.
- 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 CCC staff. The types of expenses to be included are listed below.

Training Related Travel. Includes CCC staff transportation, per diem cost, and miscellaneous expenses for training purposes. This account is used whether training is provided by the CCC, the CCC agency, 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 CCC staff to another CCC or to a contract center, all travel expenses will be charged to the CCC/center receiving the training or assistance and expensed to that CCC/center's staff travel and training account.

Non-Training Related Travel. Includes the cost of CCC staff for transportation, per diem, and miscellaneous expenses for work assignments other than those related to staff training.

Note: All travel expense incurred by CCC staff for participation in CCC agency reviews of other CCCs will be charged as a program direction expense since they are performing agency-level oversight functions. Costs incurred by CCC staff for providing technical assistance to other CCCs will be charged as discussed above.

Transfer-of-Station Costs. Associated with filling the center director position at one of the 28 Job Corps centers operated by USDA's Forest Service, including and limited to: one (1) pre-arrival trip to new duty station for house-hunting in accordance with GSA regulations, movement of household goods, transportation of employee and family to new duty station, allowance for temporary quarters (per diem) in accordance with GSA regulations, and incidental expenses associated with a transfer-of-station.

Staff Training and Tuition. Includes the cost of tuition and fees for staff training that the CCC has determined is beneficial for the CCC 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-Reserved.

This line is reserved for later use and is presently left blank.

Line 29-FECA

This line is used to report cost of Federal Employees' Compensation Act (FECA) charges that are paid by the CCC 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 CCC. These charges are normally paid two years in arrears. Therefore, the exact amount of the payments due from a CCC agency in a given program year are known before that program year begins.

Line 30-Subtotal of Direct Expense

On the 2110F cost reports, Line 30 is used to display the total of direct center operating costs, Lines 01 through 29above.

Line 31-Program Direction Expense (Allocated). This is the CCC's share of the CCC agency's program direction expense. Although CCC agencies report program direction expense on an agency totals basis, the Job Corps FMS automatically allocates this total amount among of the agency's CCCs. The amount shown for a CCC represents a pro-rata allocation based on planned slot/SY levels.

Line 32-Total Center Operations Expense

On the 2110F cost reports, Line 32 is used to display the total of direct center operations expense plus program direction expense.

> **Note to Regions**: Total center operating expense equates to cost code A-Center Operations in the internal DOL AAPP/FOP financial management system.

b. 2110F, Page 3:

Line 1-Center Operations Expense

The Page 2 amounts for direct expense, program direction expense and total center operations expense are carried forward to lines 1a, 1b, and 1c, respectively.

Line 2-Equipment/Furniture

Includes costs for purchase of NON-EXPENDABLE PERSONAL PROPERTY that meets the definitional criteria contained in the Job Corps Asset Management Appendix.

Note to Regions: This expense category equates to cost code B2-Eqpt in the internal DOL AAPP/FOP financial management system**.**

Line 3-Vehicle Rental/Amortization

Includes GSA or other monthly/daily charges and charges for damage to vehicles. Also at CCCs, includes fixed ownership rate charges for vehicles used by the center. This category does **not include** 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 4-CTST 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 CTST project. Only projects on the approved CTST plan may be performed with CTST funds.

Note to Regions: This expense category equates to B4-CTTST Materials in the internal DOL AAPP/FOP financial management system.

Line 5-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 6-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 CCC program operating plan.

Note to Regions: This expense category equates to C1-Outreach, Admissions in the internal DOL AAPP/FOP financial management system.

Line 7-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 CCC program operating plan.

> **Note to Regions**: This expense category equates to C2-Career Transition Services in the internal DOL AAPP/FOP financial management system**.**

Lines 8, 9-Non-Standard Expense Categories

On page 3 of the 2110F two lines are left blank in order for the CCC agency to write in any other, additional categories of expense. Expenses should be charged to a "write-in" category only if specifically funded in the program operating plan.
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.

Line 10-Subtotal of Operating Funds

This line is used to report the subtotal of the previous expense categories (Lines 1 – 9), which are those that are covered from the annual Job Corps appropriations for operating funds.

Line 11-Facility Construction/Rehab/Acquisition

This line is limited to funds that are provided from the Job Corps CRA (Facility Construction, Rehabilitation and Acquisition) appropriation. Moreover, all CRA funds that are made available to a CCC or CCC agency must be reported in this expense category.

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 CCCs, construction and rehabilitation work is to be performed only on the basis of: (i) identified projects for which specific construction/rehab funding has been approved for the CCC's program operating plan; or emergency repairs that are authorized per guidelines contained in PRH Chapter 5, Part 10. Separate records should be maintained on the individual construction/rehab projects that have been approved in the CCC program operating plan.

The construction and rehabilitation account **does not** refer to:

- Career Technical Skills Training Activities, funded as CTST 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 DOL 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.

D. JOB CORPS CENTER FINANCIAL REPORTS FOR CCC'S

1. Purpose

The Job Corps Conservation Center Financial Report (2110F) is used by CCC agencies to report financial activity for individual CCC's. This report tracks expense on a detailed line-item basis and provides for the comparison of actual versus planned expense in order to identify the existence of potential problem areas.

A second type of report is also required (2110HQ). This format is designed to report expense in the Program Direction category as well as agency roll-ups of expense reported at individual CCCs. The 2110HQ also reports other key indicators of financial activity at the agency level, such as DOL fund transfers, amounts obligated, and amounts paid.

2. Originators

These reports are prepared and submitted to DOL by the federal agencies (referred to as CCC agencies) that operate Job Corps centers.

3. Time Frames

CCCs are required to report quarterly based on a cycle that coincides with the Job Corps program year. This is the same time frame that is used by DOL and the CCC agencies to

budget for Job Corps expense. The 2110F and 2110HQ provide for quarterly reporting of financial activity, primarily on a PYTD (Program Year to Date) basis. When a new program year begins on the following July 1st, the cycle starts anew. The quarterly reporting periods are as follows:

Quarter 1: July 1 – September 30 (3 months)
Quarter 2: July 1 – December 31 (6 months)
Quarter 3: July 1 – March 31 (9 months)
Quarter 4: July 1 – June 30 (12 months)

4. Accrual Reporting

Costs reported on the "2110F" **should be on an 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, vehicle charges, utility costs, contract costs, and communication 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. However, please note the following:

- CCCs are permitted to expense inventory when received.
- **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.
- For items that are prepaid, such as tuition for students to attend off-center instruction, the costs reported at the end of each quarter should be a proration of the full pre-paid amount until the time period covered by the pre-payment has been completed.
- All Job Corps expense incurred during the reporting period should be properly reflected in the 2110F and 2110HQ, **including any expense that is being paid from an expired appropriation.** It is expected that the great preponderance of reported expense will be paid from current appropriations. However, it is not unusual for an incidental amount of expense to be paid from funds that were duly obligated at an earlier time under an appropriation that has since transitioned into "expired" status and which is so designated in the current program year. The reporting of such expense will generally not be taken as a reason to modify the approved budget that in place for the current program year.

5. Error Corrections

With regard to reports submitted for program year quarters 1 – 3, a corrected report for a given quarter may be submitted, but only if the report for the following quarter has not yet been submitted. Otherwise, any adjustments made to correct erroneous information on past reports for quarters 1 – 3, **will be reflected in the current quarter's expenses**.

With regard to reports that are submitted for the final quarter of a program year (the 4th quarter ending June 30th), CCC agencies may submit a revised 4th quarter report until the end of the succeeding program year.

6. Preparing and Submitting the 2110F and 2110HQ Reports

Each quarter, a separate 2110F report is needed for each CCC and a 2110HQ report is needed for each CCC agency. CCC agencies submit their 2110F and 2110HQ reports using DOL's web-based Job Corps Financial Management System (JC-FMS) that is administered by the Job Corps Data Center (JCDC). The JC-FMS has been designed in a way that minimizes the volume data that must be entered each month and which ensures consistency and accuracy in all internal mathematical operations that are present in the report. CCC agency staff may obtain detailed guidance and training on FMS procedures for entering and submitting 2110F and 2110HQ reports from JCDC representatives.

The due dates for CCC agency submittal of the quarterly reports are as follows:

Quarter 1: Submit on or before October 20
Quarter 2: Submit on or before January 20
Quarter 3: Submit on or before April 20
Quarter 4: Submit on or before July 20

7. Descriptions and Definitions of 2110F Data Items.

Detailed instructions and guidance for entering 2110F data into FMS are available from JCDC sources. The following discussion is not intended to supply instructions for entry of 2110F data, but is intended to provide detailed definitions and descriptions of the information that appears on a submitted 2110F report when it is viewed in its printable output form.

a. 2110F Page 1

A. Center Name. This is the name used to identify the CCC for which the report has been submitted. Center names are spelled out fully. Abbreviations are not used. The words "Job Corps Center" are not used as part of the center name. The center name appears at the top of each page of the 2110F report.

B. Agency Name. This is the name of the federal agency that operates the CCC. The agency name appears at the top of each succeeding page of the 2110F report.

C. Report Period Ending. This is quarter for which the report is being prepared. The report period ending date appears at the top of each succeeding page of the 2110F report.

D. Status. This is the status of the report in terms of "Submitted" versus "Pending".

E. Student Years (SY's) Produced, Program Year to Date (PYTD)

1. Current Quarter Planned Average OBS. This is the planned average OBS for the quarter being reported according to information stored in and imported from the JCDC-SSR (JCDC-Student Strength Report) database.

2. Current Quarter Actual Average OBS. This is the average number of students on-board during the quarter according to information stored in and imported automatically from the JCDC-SSR database.

3. Capacity Percent Current Quarter. This is the current quarter actual OBS as a percent of planned average OBS. This is calculated as the value in E2 divided by the value in E1.

4. Planned SY, PYTD. This is the planned number of Student Years for the program year through the current reporting period (PYTD) according to information stored in and imported from the JCDC-SSR database. This reflects the average planned slot capacity during the PYTD period, which is then adjusted (by number of days in PYTD / 365 days) to yield Planned PYTD SYs.

5. Actual SY, PYTD. This is the actual Student Years produced during the PYTD period according to information stored in and imported from the JCDC-SSR database. This reflects the average actual on-board strength during the PYTD period, which is then adjusted (number of days in PYTD / 365 days) to yield Actual PYTD SYs.

6. Capacity Percent, PYTD. This is the Program Year to Date actual student service years produced compared to plan. This is calculated as the value in E5 divided by the value in E4.

7. Slot Capacity @ End of Quarter. This is the planned slot capacity on the final day of the report period according to information contained in the JCDC-SSR database.

F. Student Year Cost.

1. Planned for PYTD. This is the planned cost PYTD from 2110F page 2, Line 32, column (c), divided by planned SY PYTD as displayed in item E4 above.

2. Actual Cost/SY, PYTD. This is the actual cost PYTD from 2110F page 2, Line 32, column (d), divided by actual SY PYTD as displayed in item E5 above.

G. Expected Underrun if OBS is Less than 98.0%.

Note: Data is shown in this block only if the value in item E6 is less than 98.0%.

1. Expected Savings per SY Not Delivered. Item F1 (Planned Cost per SY) x 15%.

2. SY Shortfall, Program Year to Date. Item E4 (Planned SY, PYTD) minus Item E5 (Actual SY, PYTD).

3. Minimum Underrun Expected. ItemG1 x item G2.

4. Reported Variance. This is the PYTD center operations cost variance reported on page 2, Line 30, column (e). An underrun will be positive. An overrun will be negative.

5. Underrun Deficit. If item G3 is less than item G4, this data cell is left blank. Otherwise, this data cell displays the value of item G3 minus item G4. The amount in item E5 is that portion of the expected underrun that has not been obtained. This will require the CCC agency to supply an explanation in the Variance Exceptions and Concerns section on page 4 of the 2110F.

H. Signature of Authorized Agency Representative.

1. This block shows the signature of authorized CCC agency representative who is submitting the 2110F to DOL via the FMS. The signature line is reserved for use when the necessary e-signature technology can be applied. The date block shows the date when the report was formally submitted into JCDC-FMS.

2. Name and Title. This block shows the name and title of the authorized CCC agency representative.

b. 2110F Page 2

A. Center Name. Same as page 1.
B. Agency Name. Same as page 1.
C. Period Ending (Date). Same as page 1.
D. Status. Same as page 1.

E. Basis for Planned Expense, PYTD (Prorated versus Custom Detail Budget). This indicates whether the CCC agency has elected to report Planned Expense-CYTD in column (c) as either (i) straight line pro-rations of the program operating plan amounts for the full program year; or (ii) in amounts that are taken from a quarter by quarter Custom Detail budget which considers seasonal cost fluctuations in certain line items.

F. Net Center Operations Expense. Following are descriptions and definitions for entries in columns (a) through (e).

Cost Categories Column. See the Cost Category Section of this Appendix for definitions.

Current Quarter Actual (a). This column displays the actual expenses for the current quarter for each expense category.

Full Program Year Budget (b). This column displays the budgeted amount for the entire program year for each expense category as shown on the latest approved program operating plan.

Planned Expense PYTD (c). This column displays the amount of expense for each expense category which has been planned (budgeted) to accumulate from the start of the current program year through the end of the reporting period. The CCC agency has an option whether to: (i) have the system report planned expense-PYTD automatically via straight line pro-ration of the program operating plan; or a custom detail budget as discussed in section E above. The option may not be changed during a program year.

- Prorated from Program Operating Plan. The amount reported will be the current year's straight-line budget through the end of the reported quarter. These amounts are prorated by a factor that is calculated as follows: Days from Start of Program Year through End of Report Period divided by Days in Full Program Year.

- Custom Detail Budget. The amount will be the current year's cumulative quarterly budget through the end of the current quarter as per the custom detail amounts entered earlier in the JCDC-FMS by the CCC agency.

Actual Expense PYTD (d). This column displays actual expense that has accumulated since the beginning of the current program year.

Variance (e). This is the difference between PYTD planned expenses versus PYTD actual expense, computed as column (c) less column (d). If the actual expense exceeds the budget (an overrun) the variance will be in brackets (negative variance).

Variance Threshold (f). This column displays the variance thresholds that, if exceeded (plus or minus), require the CCC agency to enter narrative explanations and corrective action plans that will appear starting on page 4 of the 2110F report. The variance threshold amounts are calculated in accordance with the formulas discussed in the earlier section on Display and Evaluation of Variances.

Subtotal of Direct Expense, Lines 1 - 29 (Line 30). Line 30 displays the sum of the values in Lines 1 through 29. This represents the totals for direct center-level expense at the CCC in the Center Operations cost category.

Program Direction Expense – Allocated (Line 31). This is the CCC's share of the CCC agency's program direction expense. Although CCC agencies report program

direction expense on an agency totals basis, the Job Corps FMS automatically allocates this total amount among of the agency's CCCs. The amount shown for a CCC represents a pro-rata allocation based on planned slot/SY levels.

Total Center Operations Expense – Lines 30+31 (Line 32). Line 32 shows the total of amounts in Lines 30 and 31. Within the Center Operations cost category, this represents the total of both direct and indirect (i.e., Program Direction) costs that are allocable to the CCC.

c. 2110F Page 3

A. Center Name. Same as page 1.
B. Agency Name. Same as page 1.
C. Period End Date. Same as page 1.
D. Status. Same as page 1.

Separate Display for Operating Funds Versus CRA Funds. The differences between Operating (non-CRA) funds and CRA (Construction/Rehab/Acquisition) funds are such that it is useful to provide separate arrays of finance-related management information for each of these two broad categories. The main difference is that Operating funds are available for obligation only during the current program year while CRA funds are available for obligation over the course of three program years. It is also the case that the key tracking indicator for Operating funds is EXPENSE while the key tracking indicator for CRA funds is OBLIGATION. Operating funds are applied to support the day to day costs for staffing, consumables, utilities and other ongoing expense. In contrast, CRA funds are applied to contracts and purchases that are needed for major repairs and upgrades to CCC buildings and grounds.

E. Status of Operating (Non-CRA) Funds.

Following are descriptions and definitions for amounts appearing in columns (a) through (f) in Section E:

Categories of Expense. See the Cost Category Section of this Appendix for definitions.

Budget for Program Year (a). This column displays the budgeted amount for the entire program year for each expense category as shown on the latest approved program operating plan for the current program year.

Current Quarter Expense (b). This column displays the actual net expense in the current quarter for each expense category.

Program Year to Date Expense (columns c – f). These three columns display CCC expense that is incurred in the current program year. The data displayed in each column is as follows:

Expense Paid (or Being Paid) from Current Funds (d). This column displays actual net expense that has accumulated since the beginning of the current program year and which has been paid or will be paid from current/active (non-expired) funds.

Expense Paid (or Being Paid) from Expired Funds (e). This column displays actual net expense that has accumulated since the beginning of the current program year which has been paid or will be paid from expired funds. It is expected that the great preponderance of reported expense will be paid from current appropriations. However, it is not unusual for an incidental amount of expense to be paid from funds that were duly obligated at an earlier time under an appropriation that has since transitioned into "expired" status and is so designated in the current program year.

Total PYTD Expense (e). This column displays the sum of amounts in columns (c) and (d).

Total PYTD Expense as % of PY Budget (f). This column expresses the Total PYTD expense in column (e) as a percentage of the Program Year Budget amount in column (a).

F. Status of CRA) Funds.

Following are descriptions and definitions for amounts appearing in columns (a) through (d) in Section F:

Status Indicators. This column contains row headings (labels) for the indicators of financial status that are being reported in this section. The row headings refer to the following:

1. Transfers Budgeted by DOL. This heading refers CRA funds that DOL has included in its current budget/program operating plan. Amounts are displayed only for current/active appropriations and not for open but expired appropriations.

2. Actual Transfers EOP. This heading refers to CRA funds that have actually been transferred to and received by the CCC agency.

3. Balance of Transfers Due (Line 1 – 2). This heading refers to the amount of funds that DOL will transfer at a later time during the current Program Year.

4. Cumulative Obligations EOP. This heading refers to the total amount of obligations that have been made as of the end of the reporting period.

5. Cumulative Obligations through Prior Program Year. This heading refers to the total amount of obligations that had been made as of the end of the preceding Program Year.

6. Budgeted for Obligation This PY (Line 1 – 5). This heading refers to the amount of DOL-approved funding that is or will be available for the CCC Agency to obligate in the current Program Year.

7. Net Obligations this PY (Line 4 – 5). This heading refers to the portion of total obligations that have occurred during the current Program Year.

8. Unobligated Balance EOP (Line 6 – 7). This heading refers to the amount that is or will be available for additional obligations during the current Program Year.

9. Net Obligations this Quarter. This heading refers to the amount of funds obligated during the quarter being reported. This amount is determined by the taking the cumulative obligations reported at the end of the current quarter and netting out the cumulative obligations that were reported at the end of the preceding quarter.

Accounts Expiring this Program Year (column a). This column is used to report the status of CRA funds that will expire at the end of the current Program Year. This is the category of funds that has the greatest risk of lapsing. Efforts should be taken to ensure that these funds are fully and properly obligated for approved CRA projects before the end of the current Program Year. As a general rule that is intended to minimize the risk of lapsing CRA resources, accounts that expire earlier should be utilized ahead of accounts that expire later.

Accounts Expiring Next Program Year (column b). This column is used to report the status of CRA funds that will expire at the end of the Program Year that follows the current Program Year.

Accounts Expiring in a Later Program Year (column c). This column is used to report the status of CRA funds that will not expire until sometime after the next Program Year. Funds that are reported under this column are usually available for obligation for one additional year beyond the next Program Year. However, instances have occurred in which CRA funds in particular accounts have been granted extended availability per language in appropriations legislation.

Total of Current Accounts (a+b+c). This column is used to display the totals of amounts in columns a through c,

d. 2110F Page 4

A. Center Name. Same as page 1.
B. Agency Name. Same as page 1.
C. Period End Date. Same as page 1.
D. Status. Same as page 1.
E. Variance Reasons/Solutions.

This section automatically identifies each Line Item on Page 2 where actual expense differs from planned expense by a significant margin (referred to as the variance threshold). Other reportable anomalies from Pages 1 and 2 are also automatically identified. For each Page 2 Line Item Variance or other anomaly that is listed, there is a block that shows the dollar amount of the variance / anomaly, along with blocks in which preparers of the 2110F report are required to supply both reasons for and the resolutions of these variances and anomalies. The following guidance and advice is provided to those who formulate the reason and resolution statements:

Reasons. The Reason Block is used to explain the cause of the variance or anomaly and its present and future impact on CCC costs and program performance. It is often the case that the reasons for variances cannot be determined solely by the finance department of the CCC. Input should normally be sought from appropriate program managers. The discussion of the reasons for a variance or anomaly should be brief, but clearly stated so that they can be understood by a reviewer not aware of specific conditions at the center.

Resolutions. The Resolutions Block is used to briefly explain the action that has been taken or is planned to be taken to correct or resolve the variance or anomaly. Preparers are advised that simple repetition of resolution statements from month to month to month suggest that the planned actions are either ineffective, inappropriate or not being implemented. If no action is possible, it should be so noted and explained.

8. Descriptions and Definitions of 2110HQ Data Items.

Detailed instructions and guidance for entering 2110HQ data into FMS is available from JCDC sources. The following discussion is not intended to supply instructions for entry of 2110HQ data, but is intended to provide detailed definitions and descriptions of the information that appears on a submitted 2110HQ report when it is viewed in its printable output form.

a. 2110HQ Page 1

A. Agency Name. This is the name of the federal agency name that has been registered in the JCDC-FMS. The agency name appears at the top of each succeeding page of the 2110F report.

B. Quarter End Date. This is end date of the quarter for which the report is being prepared. The report period ending date appears at the top of both pages of the 2110HQ report.

C. Quarter Number. This is number of the quarter (1, 2, 3, or 4) for which the report is being prepared. The quarter number appears at the top of both pages of the 2110HQ report.

D. Status. This is the status of the report in terms of "Submitted" versus "Pending".

E. Expense in All Categories.

Section E in the 2110HQ is patterned exactly after Section E on page 3 of the 2110F report. The information in this section of the 2110HQ report consists of agency-wide roll-ups of the expense data reported for agency's CCCs.

Categories of Expense. See the Cost Category Section of this Appendix for definitions.

Budget for Program Year (a). On an agency-wide basis, this column displays the budgeted amount for the entire program year for each expense category as shown on the latest approved program operating plan for the current program year.

Current Quarter Expense (b). On an agency-wide basis, this column displays the actual net expense in the current quarter for each expense category.

Program Year to Date Expense (columns c – f). These three columns display agency-wide expense that is incurred in the current program year. The data displayed in each column is as follows:

Expense Paid (or Being Paid) from Current Funds (d). This column displays actual net expense that has accumulated since the beginning of the current program year which has been or will be paid from current/active (non-expired) funds.

Expense Paid (or Being Paid) from Expired Funds (e). This column displays actual net expense that has accumulated since the beginning of the current program year which has been or will be paid from expired funds. It is expected that the great preponderance of reported expense will be paid from current appropriations. However, it is not unusual for a small portion of expense to be paid from funds that were duly obligated at an earlier time under an appropriation that is designated as "expired" in the current program year.

Total PYTD Expense (e). This column displays the sum of amounts in columns (c) and (d).

Total PYTD Expense as % of PY Budget (f). This column expresses the Total PYTD expense in column (e) as a percentage of the Program Year Budget amount in column (a).

F. Net Obligation of Current/Active Funds in Current PY (PYTD).

Section F in the 2110HQ is used to report obligations of current/active funds on an agency-wide basis. The term "current/active funds" refers to funds from Job Corps appropriations that are available to obligate during the current program year.

Categories of Expense. See the Cost Category Section of this Appendix for basic definitions. Please note that Facility Construction/Rehab/Acquisition (CRA) funds need to be broken out in terms of:

a. Funds that will expire at the end of the current program year.
b. Funds that will expire at the end of the next program year.
c. Funds that will expire in a later program year.

Please note that the DOL-approved budget/program operating plan that is issued to a CCC agency reports the cumulative amounts that have been approved for transfer to the CCC agency using the same break-out described above. However, in the 2110HQ report, the amounts shown in the PY Budget column (a) consist of the cumulatives approved for transfer less the amounts actually obligated prior to the start of the current program year. This is to ensure that the current PY budget column accurately reflects the amounts available for obligation during the current program year.

This same feature is not needed for the non-CRA accounts due to the fact that current non-CRA funds are not made available for obligation prior to the start of the current program year.

Budget for Program Year (a). The amounts in this column are the same as those that appear in Section E. The only difference is the break-out of CRA funds described in the preceding discussion of expense categories.

PYTD Obligations (b). On an agency-wide basis, this column displays the CCC agency's net obligations that have occurred from the start of the current PY through the end date of the quarter being reported.

PYTD Obligations as % of PY Budget (c). This column expresses the Total PYTD obligations in column (b) as a percentage of the Program Year Budget amount in column (a).

G. Net Outlays in Current PY (PYTD).

Section G in the 2110HQ is used to report net outlays of Job Corps funds that have occurred during the current program year.

Categories of Expense. See the Cost Category Section of this Appendix for basic definitions.

From Current/Active Funds (d). This column reports net outlays from current/active accounts that have occurred during the current program year.

From Expired Funds (e). This column reports net outlays from expired accounts that have occurred during the current program year.

Total (f). This column reports the total of amounts in columns (d) and (e).

b. 2110HQ Page 2

A. Agency Name. Same as page 1.
B. Quarter End Date. Same as page 1.
C. Quarter Number. Same as page 1.
D. Status. Same as page 1.

F. Status of Job Corps Operations Funds Received by Agency - Cumulative.
G. Status of Job Corps Construction/Rehab Funds Received by Agency - Cumulative.

These sections summarize the status of all Job Corps funds that have been transferred to the CCC Agency and which are still considered to be "open" accounts. These open accounts include both "current" accounts and "expired" accounts. After an account has been "closed", which normally occurs after an account/appropriation has been in "expired" status for five full years, there is no need for the CCC agency to provide DOL with any further information about that account. If the required information proves difficult to obtain from internal CCC agency financial systems, it is the case that most of the required information in Sections F and G can be abstracted from quarterly SF133s that CCC financial staff prepare and submit to OMB.

Section F is used to provide information on Job Corps Operating funds. Section G is used to show the status of Job Corps CRA funds. Each of these two sections provide for subtotals to be displayed for "current" accounts/appropriations versus "expired" accounts/appropriations.

Following are descriptions/definitions for amounts appearing in columns (a) through (g)

Treasury Appropriation Fund Symbol/TAFS (a). This column displays the TAFS that has been assigned to each account/appropriation, including the numerals that designate the period of availability for obligation.

Appropriation Expiration Date (b). For each TAFS that is listed, the expiration date of the appropriation must be provided. For Job Corps accounts/appropriations, this date will normally fall on a June 30th.

Amount Transferred (c). This column is used to display the cumulative amount of funds in each account/appropriation that has been transferred to the CCC agency. This amount might not be available to abstract from the SF133 for the quarter being reported, but should be readily available from CCC agency financial records. Contact DOL Job Corps financial staff if assistance is needed to locate this information.

Amount Obligated (d). This column is used to display the cumulative amount of obligations charged to each account/appropriation. One possible way to develop this number is to take the cumulative amount transferred per column c and then net out the current unobligated balance being reported in the SF133 for that quarter. In other words, the amount in this column may be regarded as the column (c) amount less then column (f) amount.

Obligations As % of Transfers (e). This is simply the amount in column (d) divided by the amount in column (c).

Unobligated Balance/End of Period (f). This is the unobligated remainder from the total amount that has been transferred per column (c). This unobligated remainder may normally be abstracted from the SF133 that is prepared for the current quarter.

Unpaid Obligations/End of Period (g). This is the subtotal of the obligated amount reflected in column (d) that has not yet been paid out as of the end date of the quarter being reported. This number may normally be abstracted from the SF133 that is prepared for the current quarter.

E. DOL FUND TRANSFERS

It is the policy of DOL to ensure that CCC agencies have adequate Job Corps funds available to cover all immediate obligation and outlay requirements of their CCC's and their supporting program direction activities. In implementing this policy, DOL must be mindful of the parameters that are inherent in the patterns followed by Congress in appropriating Job Corps funds and in the scheduling for apportionments by OMB.

Within these parameters, DOL will strive to observe the following schedule for making fund transfers to each CCC agency in the framework of the agency's aggregated program operating plan:

1. Incremental Transfers.

Funds in the expense categories listed below will be transferred in quarterly increments. The amounts of each quarterly transfer will be intended to bring the cumulative transfer amount up to the percentages of the full PY program operating plan as indicated. Except as noted for the 4th quarter transfer, DOL will process the transfers to occur as early as possible in the quarter. Provided that adequate funds have been apportioned to DOL by OMB, the quarterly cumulative target levels are as follows: (i) 1st quarter – 35%; (ii) 2nd quarter – 60%; (iii) 3rd quarter – 90%; (iv) 4th quarter – 100%.

The initial fourth quarter transfer will only provide 95% of funds to the CCC's until Low OBS take-back is calculated (for a discussion of Low OBS take-back, see page X). Once the take-back is determined, the remaining 5% of funds will be transferred to the agencies, less the take-back amount.

- Center Operations Expense (Including Program Direction).
- Outreach/Admissions.
- Career Transition Services.

2. Full Transfers.

Funds in the expense categories listed below will be transferred in full as soon as possible after being approved and incorporated into the program operating plan. This will normally be done on a monthly update basis.

- Equipment and Furniture
- Vehicle Rental/Amortization
- Career Technical Skills Training Materials
- Student Transportation
- Support Activities.
- Facility Construction/Rehab/Acquisition (CRA). DOL will strive to make CRA transfers exclusively from "Advance" appropriations in order to minimize CCC agency accounting and financial reporting burdens. DOL will also strive to use the most recent CRA advance appropriation that is available at the time of the transfer in order to provide the CCC agency with adequate lead times to obligate the funds to construction and related contracts.

F. CCC PROGRAM OPERATING PLANS

1. Purpose / Definitions.

The term "Program Operating Plan" refers to the budget that has been agreed to by DOL and the CCC agency to support the Job Corps facilities and operations that will be administered by the CCC agency during a program year. A center-level program operating plan is formulated for each CCC as well as for the CCC-agency's general and administrative functions (referred to as "program direction" activities).

For individual CCCs, program operating plans include annual budgeted amounts for the major expense categories. Center operations expense is further broken out into the line items described in a previous section. In those line items that relate to personnel costs, a further break out is provided in terms of federal personnel versus non-federal personnel. Outreach/Admissions and Career Transition Services funds, if present, are broken out into personnel (federal versus non-federal) and other costs.

Program operating plans are intended to provide the CCC agency with a reliable framework in which to allocate and manage resources for provision of staffing, supplies, and services that are needed for the effective operation of a Job Corps CCC.

2. DOL's IT Infrastructure.

Program operating plans for CCCs are maintained in DOL's Job Corps Fund Allocation System (JFAS) and are thus integrated into the DOL database containing the Job Corps Advance Annual Procurement / Financial Operating Plan. JFAS is used not only to maintain the approved CCC program operating plans, it is also used to provide IT support for the development of initial program operating plans prior to the start of each program year.

3. Formulation of Initial Program Operating Plans.

a. Annual Budget Call.

The development of the initial program operating plans that are in place at the start of a program year is launched many weeks before the program year begins. This process is initiated by DOL through issuance of a Budget Call Memo / Package to each CCC agency. The memo contains a discussion of overall fiscal considerations and policies for the upcoming program year, such as allowance levels for scheduled federal pay raises and allowances for to accommodate the effects of anticipated cost inflation in the Nation's economy .

The budget call normally contains overall dollar targets in each major expense category for each CCC agency. Also included in the Budget Call Package are a number of technical exhibits that provide guidance and specifications for the CCC agencies to follow in the preparation of their proposed program operating plans and its required back-up information (e.g., staffing tables, pricing data for supplies and materials, etc).

b. Schedule for Program Operating Plan Development.

The normal schedule for the development of the initial program operating plans is as follows:

- 20 Weeks before PY Start (on or around February 15): DOL issues budget call memo / package to CCC agencies (copies furnished to DOL regional offices).
- 13 Weeks Before PY Start (on or around April 1): CCC agencies submit proposed program operating plans and back-up materials to DOL National Office, and appropriate Regional Office
- 11 Weeks before PY Start (on or around April 15): DOL Regional Offices provide any comments to DOL National Office.
- 6 Weeks before PY Start (on or around May 15): Discussion / negotiations are completed and approved initial program operating plans are issued by DOL.
- Start of New PY (July 1 or first available date apportionment becomes available): DOL initiates 1st quarter fund transfers to the CCC agencies

4. Requesting Mid-Year Funding/Budget Adjustments/Movement of Funds

First note that this section applies to operating (non-CRA) funds only. During the course of a program year, the program operating plan of a CCC might require adjustment or revision for a variety of reasons, such as: funding for special programmatic initiatives, replacement

of fire-damaged supplies and materials, and so forth. In some cases, these adjustments are initiated by DOL (e.g., funding for special initiatives). In most cases, however, proposals for mid-year funding adjustments originate within CCC agencies.

CCC agencies are discouraged from submitting Requests for Funding/Budget Adjustments except in the most urgent and compelling cases. The DOL expectation is that CCC agencies should maintain staffing and deliver services in a satisfactory manner within the resource levels provided in the initial program operating plans that are put in place at the start of each program year. It is also the case that DOL's contingency reserves are rarely abundant.

This section describes the basic steps and requirements that a CCC agency should follow when preparing and submitting a request for a mid-year adjustment in its program operating plan. Please note that this section is concerned only with funding of operating expenses. The term Operating Expense can be defined as all categories of Job Corps expense other than Construction/Rehab – which has its own congressional appropriation. The major expense categories that are considered Operating Expense include: A-Center Operations; B2-Equipment; B3-GSA Vehicle Rental; B4-CTST Materials; C1-Outreach and Admissions; C2-Career Transition Services; D-Student Transportation; and S-Support. With respect to Construction/Rehab funding requests, basic procedures and requirements are found in PRH Chapter 5, Section 5.10 (Facility Improvements), Requirement 4 (Emergency Repairs and Requirements).

a. When Is a Request for a Mid-Year Funding/Budget Adjustment Needed?

A request should be prepared and submitted when a CCC agency believes that a funding/budget adjustment is required in order to maintain the effectiveness of a CCC **AND** that such an adjustment cannot be accomplished via unilateral internal budget realignments that are within the parameters described in the DOL/CCC Interagency Agreement.

b. Format.

The only requirement for a Budget Adjustment or Movement of Funds request is the use of the Movement of Funds spreadsheet (Attachment x). This spreadsheet was developed by DOL, at the request of the USDA, to formalize the process for Movement of Funds as described in the current Interagency Agreement. The Bureau of Reclamation is not required to use the attachment, but is encouraged to do so. It is recommended that the request be accompanied by brief explanatory statement along with whatever additional exhibits or tables are appropriate. Electronic "soft-copy" is required.

c. Content.

There are no rigid requirements or specifications concerning the content of a Request for Funding/Budget Adjustment. The level of detail depends on the complexity of the situation. Elaborate presentations are not required, but a briefly stated justification for the change in funding, along with appropriate back-up in the form of pricing data and

computations. The request should also indicate which major categories of operating expense would be affected. In cases where the increase is of an ongoing nature, it is imperative that the request specify the effective date of the change, the net change amount in the current program year and the change amount that will be needed in the next program year.

d. Submitting a Request.

CCC agencies should, via email, submit Requests for Funding/Budget Adjustment to the Job Corps National Office (to the attention of the budget team), with a courtesy copy being sent to the DOL Job Corps Regional Office that is responsible for monitoring the CCC which is the subject of the request. These types of requests may be submitted at any time. As a general rule, CCC agencies should strive to submit these types of requests as soon as possible after the need for a funding adjustment becomes evident.

e. Turn-Around Time.

The Office of Job Corps will strive to provide the CCC agency with a substantive response to its request within two weeks of submittal, depending on the complexity and/or policy implications of the issues that need to be addressed.

5. Under-Runs Due to Low On-Board Strength (OBS).

CCC agencies 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 CCC's center operations budget.

In any program year when the CCC operates at less than 98% of planned capacity, the CCC agency will be expected to generate an appropriate cost under-run as a result of reduced spending for OBS-sensitive items. The amount of the expected under-run is computed as follows: numerical shortfall in Student Service Years (SY's) during the program year x the budgeted cost per SY (i.e., annual center operations budget/planned SY's) x 15% = anticipated under-run. Anticipated low-OBS under-run data appears automatically on each quarter's 2110F cost report if capacity utilization is running less than 98.0% on a program-year-to-date (PYTD) basis.

Based on a CCC's cost report for the quarter ending March 31st, DOL will make an appropriate reduction in the program operating plan of any CCC which has a PYTD capacity utilization of less than 98.0%. This reduction will be based on the under-production of student years (SY's) that has occurred during the first 9 months of the program year. The amount of the reduction will be the same as the "Minimum Expected Low OBS Under-Run" that is reported in the March 31st quarterly cost report.

6. Program Year-End Return Transfers.

If, during the final quarter of a program year, a CCC agency determines that it will not be able to obligate some portion of the Job Corps funds that have been transferred from DOL, the CCC agency should make arrangements to transfer the funds back to DOL so that funds arrive back to DOL on or before June 1. This will allow DOL to obligate the funds for allowable purposes prior to the end of the program year.

If the funds in question were originally provided for equipment/furniture acquisition, the purchase of CTST materials, facility construction/rehab projects, or similar items that are not of an ongoing, operational nature, DOL will strive to restore these funds to the CCC agency through appropriate compensating budget increases in the CCC agency's program operating plan for the following program year. In order to assure the restoration of these funds, the return fund transfer to DOL must be accomplished by no later than June 1st in the expiring program year.

7. Formats and Content.

Detailed instructions and specific formats will be provided in each year's budget call package that is issued to CCC Agencies by DOL. If DOL intends to introduce material changes in the requirements or formats that have been used in the past, it will, if practicable, share the proposed changes with the CCC Agencies for review and comment beforehand.

APPENDIX 510

MONTHLY STAFFING REPORTS

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A. CENTER STAFF VACANCY AND SEPARATION REPORT

1. Purpose.

The Job Corps Monthly Center Staff Vacancy & Separation Report, ETA 2110S, is used by operators of Job Corps centers (contractors and CCC agencies) to report staff vacancy and separation data. This data is used by DOL to create management information that is used to monitor trends in staff vacancies and staff turnover that require attention and possible corrective action.

2. Originators.

Job Corps center operators complete this report for each center for which they are currently responsible. Where there is more than one operator at a particular Job Corps center, each with specific center responsibilities and a separate contract or funding agreement with Job Corps, each operator 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 or funding agreement (e.g., satellite center versus main center) if requested by the DOL-Job Corps Regional or National Office.

3. Time Frames.

Reports will display information for the entire reported calendar month. The reports are due from center operators by the 20th day of the following month. For example, the report for June is due on July 20th.

4. Submittal Procedures.

Contractors and CCC agencies submit the 2110S using DOL's web-based Job Corps Financial Management System (JC-FMS) that is administered by the Job Corps Data Center (JCDC). The JC-FMS has been designed in a way that minimizes the volume of data that must be entered for the 2110S and which ensures consistency and accuracy in all internal mathematical operations that are present in the 2110S output reports. Contractors and CCC agencies may obtain detailed guidance concerning FMS procedures for entering and submitting the 2110S by referring to the FMS Technical Guide that is available from the JCDC/FMS website.

5. JCDC-FMS Output Reports

Contractors, CCC agencies, and DOL staff are able to generate useful 2110S-based output reports from JCDC-FMS, including a 12-month roll-up report that tracks a center's vacancies and turnover rates for the prior twelve month period, and which compares the center's data alongside national averages.

6. 2110S Data Descriptions and Definitions

Detailed instructions and guidance for entering 2110S data into FMS is available from the JCDC FMS Technical Guide. The following discussion provides definitions and descriptions of the information that appears on a submitted 2110S report when it is viewed in its basic printable output form.

Center Name. This is the name used to identify the Job Corps center being reported. If the report applies to a major component rather than an entire center, the component name will appear after the center name, e.g., "Pine Top-Utopia Satellite."

Current Center Operator. This is the name of the operator organization (contractor or CCC agency) as registered in the JCDC-FMS.

Report for Month Ending. This is the last day of the calendar month for which the report has been prepared.

Total Center Slot Capacity. This is the official planned slot capacity of the center as of the last day of the month reported, according to information stored in the JCDC-SSR (JCDC-Student Strength Report database). This is further broken out in terms of:

Residential Slots vs. Non-residential slots; and
Off-Center Training Slots vs. On-Center Slots
(in FTSE-full time student equivalents)

Columns.

Position Categories. To determine which positions/job titles are to be reported in which personnel categories, please refer to the appropriate financial management appendix (502 for contract center operators and 509 for CCC agencies) and refer to the sections that describe center operations expense categories.

Notes:

- Staff funded in expense categories other than Center Operations, (e.g., O/A or CTS) are not to be included in the "center" version of this report.

- Career Technical Training instructors furnished via NTCs (National Training Contractors) are reported separately on the line so labeled.

FTE Positions Authorized. This column displays 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 CCC's) who perform ongoing functions at the center, which might otherwise be performed by direct employees of the center operator.

Notes:

- The term FTE refers to 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.

- Substitute positions are not included in the count of Authorized Staff.

- If an employee works in more than one area such as part-time in academics and part-time in career technical training, or a secretary is assigned to two departments, the FTE will be allocated to the appropriate category as explained in the sections contained in the financial management appendices concerning "Allocation of Split Duties."

On Board (End of Month). This is 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 Training Contract staff, and subcontractor employees (or contractor employees at CCC's) who perform ongoing functions at the center, which might otherwise be performed by direct employees of the center operator. 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). This is the number of vacancies at the end of the month for each category and center total. It is calculated by subtracting "On Board" from "FTE Positions Authorized."

Separations This Month. This is the number of FTE represented by staff persons who were separated from employment at the center for any reason (transfer to another center, resignation, retirement, fired for cause, etc.) during the month being reported. Staff members who transfer from one job to another at the center are not counted. If it has been discovered that a staff member was separated in the prior month but not counted on that month's report, that separation will be counted on the current month's report.

B. OA/CTS STAFF VACANCY AND SEPARATION REPORT

1. Purpose.

The Job Corps Monthly OA/CTS Staff Vacancy & Separation Report, "ETA 2110S-OA/CTS," is used by DOL-funded providers of OA and/or CTS services (contractors ro CCC agencies) to report staff vacancy and separation data. This data is used by DOL to create management information that is used to monitor trends in staff vacancies and staff turnover that require attention and possible corrective action.

2. Originators.

DOL-funded providers of OA and/or CTS services complete this report for each of their DOL contracts or funding agreements that are currently in place. If the provider is a CCC agency, separate reports are required for each CCC that is being funded for these services. This report must also be submitted by center contractors whose contracts are expressly funded for the provision of OA and/or CTS services.

3. Time Frames.

Reports will display information for the entire reported calendar month. The reports are due from OA/CTS contractors by the 20th day of the following month. For example, the report for June is due on July 20th.

4. Submittal Procedures.

OA/CTS providers submit the 2110S-OACTS using DOL's web-based Job Corps Financial Management System (JC-FMS) that is administered by the Job Corps Data Center (JCDC). The JC-FMS has been designed in a way that minimizes the volume of data that must be entered for the 2110S and which ensures consistency and accuracy in all internal mathematical operations that are present in the 2110S-OACTS output report. Contractors may obtain detailed guidance concerning FMS procedures for entering and submitting the 2110S-OACTS by referring to the FMS Technical Guide that is available from the JCDC/FMS website

5. JCDC-FMS Output Reports.

OA/CTS providers and DOL staff are able to generate useful output reports from JCDC-FMS, including a 12-month roll-up report that tracks a provider's vacancies and turnover rates for the prior twelve month period, and which compares the provider's data alongside national averages.

6. 2110S-OACTS Data Descriptions and Definitions.

Detailed instructions and guidance for entering 2110S-OACTS data into FMS is available from the JCDC FMS Technical Guide. The following discussion provides definitions and descriptions of the information that appears on a submitted 2110S report when it is viewed in its basic printable output form.

Contract Name and Scope: This identifies the services being provided (OA and/or CTS) and the geographic coverage of the contract or funding agreement.

Contractor. This is the name of the OA/CTS provider organization as registered in the JCDC-FMS.

Report for Month-Ending. This is the last day of the calendar month for which the report has been prepared.

Columns.

Position Categories. To determine which positions/job titles are to be reported in which personnel categories, please refer to the appropriate financial management appendix (503 for contract center operators and 509 for CCC agencies) and refer to the sections that describe and define the OA and CTS expense categories. Staff funded in expense categories other than O/A or CTS (e.g., staff funded under a center operations budget) are not to be reflected in these reports.

FTE Positions Authorized. This column displays the current number of funded FTE authorized in each category. This will include all direct employees of the provider as well as subcontractor employees (or contractor employees at CCC's) who perform ongoing functions which might otherwise be performed by direct employees of the provider.

Notes:

- The term FTE refers to “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.

- If an employee works in more than one area, such as part-time in OA and part-time in CTS, the FTE will be allocated to the appropriate category as explained in the sections contained in the financial management appendices concerning "Allocation of Split Duties.”

On-Board (End of Month). This is the number of FTE staff on board in each category at the end of the current month. This will include all direct provider employees and subcontractor employees (or contractor employees at CCC's) who

perform ongoing functions which might otherwise be performed by direct employees of the provider. 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). This is the number of vacancies at the end of the month for each category and center total. It is calculated by subtracting "On Board" from "FTE Positions Authorized."

Separations This Month. This is the number of FTE represented by staff persons who were separated from employment under the OA/CTS contract or funding agreement for any reason (transfer to another contract, resignation, retirement, fired for cause, etc.) during the month being reported. Staff members who transfer from one job to another that is funded under the same contract or funding agreement are not counted. If it has been discovered that a staff member was separated in the prior month but not counted on that month's report, that separation will be counted on the current month's report.

POLICY AND REQUIREMENTS HANDBOOK

CHAPTER 6:

ADMINISTRATIVE SUPPORT

November 16, 2011

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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 one 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 three 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 website).

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 unless an accommodation for a class schedule adjustment is approved for a student with a disability.

   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 or report within three hours after the student's scheduled training day start time. Report the AWOL within three 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 three 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 five times the amount of the allotment. Students may contribute $5 or $10 initially, and then increase the amount to $15, if they choose, after a minimum of 57 paid days in the Job Corps program.

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. Accommodation Record
5. Copy of official General Educational Development (GED) certificate or if not available, passing scores, or high school diploma (HSD) earned while in Job Corps including 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
6. Notice of separation from CIS
7. Original Training Achievement Record (TAR)
8. Tests of Adult Basic Education (TABE) – Answer Sheets (when the TABE is not administered online) or the Student Testing System (STS) Testing Tickets
9. 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 five 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 three years, at which time it 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) and Appendix 607 (Transmission, Storage, and Confidentiality of Medical, Health, and Disability-Related 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 recordkeeping 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.

c. If student is receiving or has received medical services, including mental health, oral health, and TEAP, the transferring center will provide a legible or typed summary note on student's current status, medication, and treatment compliance

at least two weeks prior to student arrival. The student health record must arrive at the time of student arrival.

R3. Enrollment Extensions

Centers shall:

a. Grant extensions of up to one additional calendar year of enrollment (not to exceed three 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 two-year enrollment limit for up to six 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 that includes at a minimum:

1. Updating all student accomplishments in CIS, including attainment of General Educational Development (GED) and/or career technical 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 two 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 and approved by the Regional Director that the student has achieved as much benefit from the Job Corps program as his or her abilities will allow. See Appendix 608 (Maximum Benefits Separation).

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 six consecutive training days, or 12 non-consecutive training days in a six-month period. The effective date of separation is at three hours after the student's scheduled training day start time on the seventh 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 six consecutive training days or 12 non-consecutive training days in a six-month period, reports on the seventh or 13th day (as applicable) within three 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 (including medical, mental health, oral health, alcohol, or drug abuse conditions) 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 one 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 one 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 recordkeeping 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 that 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. Food and Nutrition

Centers shall provide food services to students, to include:

a. Meal service

1. Provide three meals per day, except on holidays and weekends, when two meals are acceptable. In lieu of the third meal, healthy snacks shall be available to students on weekends and holidays.

2. No more than 14 hours shall elapse between meal services.

3. Meals shall be planned using a minimum of a 28-day cycle cafeteria menu.

4. Meal service shall be consistent with schedules for work-based learning, off-center activities, late arrivals, etc.

b. Food options

1. Students shall receive a minimum of two choices of meat or non-meat protein sources at both lunch and supper.

2. Students shall receive a minimum of the following daily:

(a) Five choices of fresh or frozen vegetables and/or fruits.

(b) Four servings of grain products.

(c) Low-fat and/or fat-free milk and dairy alternatives and water shall be available at all meals.

3. Centers shall offer meals and food items that meet the dietary needs and desires of a diverse population, including ethnic, vegetarian, and low-fat alternatives.

c. Nutrition

1. Meals shall reflect the definition of a “Healthy Diet” as described in The Dietary Guidelines for Americans. Meals shall:

(a) Emphasize fruits, vegetables, whole grains, fat-free or low-fat milk and milk products, and dairy alternatives.

(b) Include lean meats, poultry, fish, beans, eggs, and nuts.

(c) Be low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.

2. Portion sizes shall reflect recommendations set forth in The Dietary Guidelines for Americans.

3. Foods of Minimal Nutritional Value (FMNV) as defined in Appendix B of 7 CFR Part 210 may be available to students in the cafeteria on a limited basis. Students may be given the option to purchase FMNV through vending machines or student store.

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. Guidelines for providing reasonable accommodation are outlined in Appendix 605 and on the Job Corps Disability website.

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

[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

related requirements, in detail. 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.

R3. Bullying and Sexual Harassment Training

Centers shall provide students regular proactive education on bullying, 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 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

the positive actions, such as reasonable accommodations, that must be provided to applicants and students with actual, current disabilities.

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 two 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, 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. Any assistance with voter registration must be conducted with nonpartisan entities free from party affiliation, bias, or designation, e.g., the League of Women Voters, MTV's Rock the Vote, etc.

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 five days after the fire is controlled.

e. Works no longer than a total of three 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 cannot 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 inspection 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	All females age $\geq$ 21 years (unless documented Pap smear results within 24 months before arrival on center) Within 14 days after arrival Students under age 21 years only require pelvic/speculum exam for clinical indications such as pelvic pain, vaginitis, menstrual disorders, pregnancy, etc.

[6] Center physician may choose to continue screening for syphilis on entry if there is a significant prevalence in the center population.

Entrance Laboratory Testing Requirements—Females Only	Required Time Frame
Chlamydia Testing (endocervical or urine)	All females; perform on urine if age < 21 years Within 48 hours after arrival (or at time of pelvic exam if age ≥ 21 years)
Gonorrhea Testing (endocervical or urine)	All females; perform on urine if age < 21 years Within 48 hours after arrival (or at time of pelvic exam if age ≥ 21 years)

d. Immunizations

Centers shall immunize students for the following as directed by the 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 website). 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 six 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, as described below:

a. The general emphasis of the oral health and wellness program shall be on early detection, diagnosis of oral health problems, basic oral health care, dental hygiene, and prevention/education (e.g., oral hygiene instructions, caries risk assessments, the relationship between oral health and employability, oral health and wellness plans).

b. A cursory oral inspection shall be completed within 48 hours after arrival on center as part of the cursory health evaluation, unless the mandatory oral examination is performed within seven days after arrival on center. Serious oral health conditions must be referred to the center dentist as soon as possible.

c. A mandatory oral examination, including bitewing x-rays, priority classification, and treatment plan, shall be completed and recorded on the SF 603 and SF 603A by the center dentist before the student's 75th day on center. The x-ray images should be securely stored as part of the student's health record.

d. Basic oral health care shall be provided based on the priority classification system, with treatment comprising a minimum of 50 percent of services rendered by the center dentist. Students may decline nonemergent oral health care.

e. Job Corps shall not pay for student orthodontics. Applicants with orthodontic appliances must furnish:

1. Proof of orthodontic care visits during previous three months consistent with orthodontic treatment plan.

2. Proof that a treatment plan is in place for continued care.

3. A signed agreement that the cost of continued treatment and transportation related to treatment will be borne by the student, parent, or legal guardian.

4. A signed agreement by the applicant (parent/guardian of a minor) that he or she will remain compliant with orthodontic care and schedule all orthodontic

appointments such that he or she will not exceed authorized leave limits for elective dental treatment.

R3. Mental Health and Wellness Program

Centers shall provide basic mental health services, as described below:

a. The mental health and wellness program will be conducted by licensed mental health professionals involved in direct clinical services, staff development, consultation, and overall direction of the program.

b. The general emphasis of the mental health and wellness program must be on prevention, early detection, identification of mental health problems, and helping students overcome barriers to employability. The program utilizes an Employee Assistance Program (EAP) approach that includes short-term counseling with an employability focus, referral to center support groups, and crisis intervention (such as emotional reaction to HIV testing, rape, suicidal behavior, death, or other serious loss). It is important to note that short-term counseling is defined as six sessions or less for manageable conditions with periodic mental health checks as needed.

c. Consultation with departments addressing center-wide issues such as staff morale, violence prevention, and promoting a positive center environment.

d. A written referral/feedback system shall be established and documented in the student health record for both on- and off-center treatment, including medication management.

e. In the event of a mental health emergency, the Center 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 center physician or Center 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.

f. Students who are a danger to self or others must be supervised continuously until the disposition of their case is resolved. Disposition should be as soon as possible.

g. Students stabilized on psychotropic medication shall be managed on center if assessed as otherwise eligible by the Center Mental Health Consultant and center physician, with advice of a consulting psychiatrist, if appropriate.

h. Information exchange shall occur through regular case conferences with the Center Mental Health Consultant, counseling, and other appropriate staff based on individual student needs.

i. Any student separating from Job Corps who has a mental health problem shall be provided with a referral for support services in his or her home community.

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 six 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, 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. (Students who tested positive on entry, but tested negative at the end of the initial 45-day probationary period, are not eligible for suspicion intervention services and will be separated under the ZT policy for a positive suspicion test.)

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.

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 one year of the organized sports activity can fulfill this requirement, at the discretion of the center physician. After one 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 a minimum of 25 feet, or as required by state law, 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.

f. Minors who use tobacco products shall be referred to the TUPP.

g. All services provided should be documented in the student health record.

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:

a. Test students for HIV infection under the following circumstances:

1. As part of the cursory medical examination (see Section 6.10, R1.c).

2. If a student exhibits signs and/or symptoms of a possible AIDS-related condition.

3. Upon reasonable suspicion of student exposure to HIV.

4. When student is diagnosed with a newly contracted sexually transmitted disease.

5. When student is discovered to be pregnant.

6. Upon student request and after physician consultation.

b. Submit specimens for HIV testing to the nationally contracted laboratory. Centers shall not be reimbursed for HIV tests performed at other than the nationally contracted lab.

c. Provide pre-test counseling, in accordance with state laws, to all students regarding the HIV test.

1. Counsel each student about the test and its implications and document in the health record that the student received the HIV pre-test counseling and signed the "HIV Testing Information Sheet" in Exhibit 6-12.

2. Student refusal (see Section 6.10, R1, b1).

3. Testing waiver (see Section 6.12, R7, Waiver of Medical Care).

d. Provide post-test counseling, in accordance with state laws, to all students regarding HIV test results.

1. **HIV Negative Students.** Individually inform and counsel (e.g., measures to prevent HIV infection/transmission) all students with a negative HIV test result within 14 calendar days after receipt of test results.

2. **HIV Indeterminate Students.** Individually inform and counsel all students with an indeterminate HIV test result within five calendar days after receipt of test results. A student who has an indeterminate test result shall be retested at three-month intervals until a conclusive test result (i.e., negative or positive) is obtained. If a conclusive result is not obtained within six months, no further testing is required.

3. **HIV Positive Students.**

a. **Inform and Counsel.** Individually inform and counsel all students with a positive HIV test result, preferably within 24 hours, but not later than five calendar days, after receipt of the written positive result. The Center Mental Health Consultant must be in attendance to assist in informing and counseling.

b. **Contact Notification.** HIV positive students must be instructed in how to notify their sexual contacts and intravenous drug contacts that they may have been exposed to HIV infection and to refer them for counseling and testing.

The center physician or designee shall report the student's HIV infection to the state and/or local health department, which will be responsible for contact notification both on and off center.

4. **Students Off Center.** If a student is not on center (e.g., AWOL, on leave) when his or her positive or indeterminate test result is received by the center, the Center Director or designee must make every attempt to contact and inform the student of his or her result. The health department at the student's location shall be used to assist with the task of informing students who are no longer on center.

5. Document post-test informing and counseling activities in the student's health record, including attempts to contact students not on center (d.4 above).

e. Ensure that students who test positive for HIV infection are engaged in an interactive process to determine if an accommodation plan is needed (see center reasonable accommodation policy/process or national reasonable accommodation guidelines for specific requirements of accommodation process).

f. Ensure that students who test positive for HIV infection are engaged in case management for chronic illness on center.

g. Provide all students with information on HIV infection, including transmission and prevention (see Section 3.17, R1, and Section 6.12, R10).

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 with a center-wide focus to provide individualized and coordinated services to all students with disabilities. At a minimum the center will:

a. Appoint Disability Coordinators (DCs) to oversee the program.

1. The Health and Wellness Manager (or a health staff designee) and Academic Manager (or an academic staff designee) will function as co-disability coordinators to oversee the program. Additional DCs may be appointed.

2. The roles and responsibilities of each of the DCs will be defined in an SOP.

b. Accurately collect and submit all required disability data in CIS (see the JCDC website for training).

c. Develop a process for applicants/students to request and receive reasonable accommodation (see Job Corps Reasonable Accommodation Guidelines and Appendix 605). This process must be outlined in an SOP.

d. Develop a process for the review of applicant files. This process must be outlined in an SOP.

e. Develop a referral process for students suspected of having a learning or other disability.

f. Develop and maintain partnerships with outside agencies and programs that will assist the center in serving students with disabilities. The Business and Community Liaison staff and other appropriate staff should be involved in this process.

g. Develop a written Accessibility Plan to improve the programmatic accessibility (e.g., communication options such as audio tapes, large print, etc.; center's public materials contain a statement that reflects a commitment to providing reasonable accommodations for all of their programs, etc.) and physical accessibility (e.g., ramps, elevators, adjustable work stations, restrooms, etc.) of the center with priorities and next steps. This plan shall be updated at least annually and include updates of progress toward previously identified goals.

Additional guidance and tools for meeting all disability program requirements are available on the Job Corps Disability website.

R8. Healthy Eating and Active Lifestyles

Centers shall provide students with an environment that supports healthy eating and active lifestyles, and provide students with education and experiences that promote lifelong health and physical well-being. At a minimum, this program shall include the following components:

a. Planning

1. Establish a Healthy Eating and Active Lifestyles Committee to oversee and coordinate this program. At a minimum, this committee shall include the Health and Wellness Manager, Food Services Manager/Supervisor, Recreation Supervisor or Specialist, TEAP Specialist, Residential Manager, and student representative.

2. Incorporate student interests and preferences when planning activities.

3. Demonstrate collaboration between various departments on center.

b. Environment

1. Provide a variety of fitness activities open to all students, as outlined in Section 3.18, R2.

2. Provide healthy eating selections and limit non-nutritious eating selections, as outlined in Section 6.7, R1.

c. Education and counseling

1. Provide educational activities and materials to all students that support regular physical activity, nutrition, and achieving a healthy weight, as outlined in Section 3.17.

2. Provide individualized weight management programming and/or counseling. Student participation in this program is highly recommended.

3. Incorporate motivational interviewing and goal setting at student's level of readiness for change.

d. Assessment

1. Document, monitor, and assess program.

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 or subcontract with medical, dental, 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 Programs (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** two 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 two 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 Programs (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 and consent is received from the National Office. 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 oral 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 staff.

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. If the center physician estimates that the student will be able to return to the center within 180 days, a medical separation with reinstatement rights (MSWR) will be given. If the student's condition cannot be stabilized in 180 days, a regular medical separation will be given and the student may reapply in one year.

d. Health and social service referrals are provided for all separated students.

e. For medical separation with reinstatement rights (MSWR), students are contacted monthly by the Health and Wellness Manager to assess progress and plan their return to Job Corps within the 180 days allowed.

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 and Infection Control

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).

c. Biologically monitor the function of autoclaves and maintain a log of spore test results.

d. Follow infection control measures as mandated by state and federal law.

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 current 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 Improvement

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 and Wellness Center Annual Program Description

b. Health Services Utilization Report

c. 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 dependent 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	Non-Resident OCT/ACT	For non-resident 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 Section 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 waver 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	• 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
				break set by the National Office of Job Corps. 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 student's 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. • Illness with symptoms of H1N1 influenza, including fever, chills, sore throat, coughing, and muscle pain.	• 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 with the exception of H1N1 influenza symptoms. Students exhibiting H1N1 influenza symptoms do not require third-party verification for use of this leave category. • 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
			Illness with Symptoms of H1N1 influenza		
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

PAY STATUS	DUTY STATUS	CIS Leave Type	CIS Leave Reason	USES	CRITERIA/LIMITATIONS
					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 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	Un-subpoenaed court appearances	For authorized absences due to: • Un-subpoenaed 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 RO 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 non-residential 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

PAY STATUS	DUTY STATUS	CIS Leave Type	CIS Leave Reason	USES	CRITERIA/LIMITATIONS
					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. • 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 / # of days $5 / N/A $10 / N/A $5-$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 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, including review of SF-93 Report of Medical History and completion of SF-88 Report of Medical Exam
   - Routine laboratory studies that can be done on center, e.g., hemoglobin or hematocrit, urine dipstick, pregnancy testing
   - Required laboratory studies that can be sent to the nationally contracted laboratory, e.g., urine drug screening, HIV and Chlamydia testing
   - 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 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, diabetes, normal pregnancy, etc.
   - When students need a prescription, 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 separated with reinstatement rights and a referral to OWCP.

B. Oral Health

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 including x-rays within 75 days
2. Treatment, to include:
   - Dental procedures to treat oral disease and correct oral health conditions that may represent employability barriers (e.g., restorations, extraction of pathological teeth, root canal therapy on anterior and other strategic teeth, replacement of missing upper anterior teeth, nonsurgical periodontal care)
   - Referral to off-center facilities as necessary for emergency or selective specialized care
3. Oral disease prevention/education, to include:
   - Oral prophylaxis (teeth cleaning)
   - Periodontal disease prevention and caries management through risk assessments and education
   - Oral health promotion activities
   - An emphasis on employability

C. Mental Health

1. Assessment and possible diagnosis, to include:
   - Review of Social Intake Form (SIF) or intake assessment performed by counseling staff of students who indicate mental health history, current mental health problems, or who request to see the center mental health consultant within 1 week of arrival
   - Mental health assessment with recommendations for manageable conditions on center
   - Mental health assessments with recommendations for behavior requiring emergency off-center care
   - Direct threat assessments with recommendations for students who are a safety risk to themselves or others
   - Determine when MSWR or health separations are appropriate and should be recommended for students with mental health conditions
2. Treatment, to include:
   - Short-term counseling, defined as no more than 6 sessions with mental health checks as needed, with a focus on retention and behaviors that represent employability barriers
   - Collaboration with center physician and health and wellness staff on

psychotropic medication monitoring

- Psycho-educational groups as needed in collaboration with counseling (e.g., adjustment skills, relaxation training, anger management, sleep hygiene, etc.)
- Crisis intervention as needed
- Referral to off-center mental health professionals or agencies for ongoing treatment and/or specialized services.

3. Mental Health prevention/education, to include:
   - Organizational consultation to the center director
   - Consultation to center departments
   - Staff development trainings
   - Center-wide mental health prevention and promotion activities
   - Emphasis on employability
4. Consultation and counseling support for TEAP
   - Regular consulting meeting with TEAP specialist to assist with overall program planning and implementation
   - Counseling of students along with TEAP for students with co-occurring disorders
   - Help determine when MSWR or medical separations are appropriate for students with alcohol and other drugs of abuse conditions

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.

   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 perform authorized duties under health care guidelines and as allowed by the state practice act. 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.

6. Mental Health Professional: 5 hours/100 students/week is the minimum required level of mental health coverage by a qualified licensed mental health professional. Of the minimum required coverage per week, 50 percent must be used for a combination of the following activities: weekly consultation to staff, annual trainings, disability program support, or TEAP support. Except for emergencies or consults by a psychiatrist, all mental health clinical services defined as “basic health care” in the PRH must be provided on center by the center mental health consultant (CMHC) and/or designated graduate student for centers with graduate training programs.

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	5	10	15	20	25	30	35	40	45	50	55	60
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	5	65	70	75	80	85	90	95	100	105	110	115
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 <u>and</u> 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.

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 infection 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 antibodies) or "indeterminate" (neither positive nor negative) even though that person actually carries the virus in his/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 certain illnesses. If you are infected with the virus, you can receive treatment to help prevent or delay the illnesses that can occur with AIDS. It may also help you to make personal decisions if you know that you have HIV infection and could infect 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.

Acknowledgement of receipt of information:

Student Signature: _____ Date: _____

RIGHT TO USE PHOTOGRAPHIC LIKENESS OR MOVING IMAGES RELEASE FORM FOR ADULT STUDENTS

I, _____, grant to the Job Corps Program of the United States Department of Labor, the right to use and publish photographic likenesses or pictures of me or moving images captured by a video camera or other means. I may be included in the photographic likenesses, pictures, or moving images in whole or in part, in conjunction with my own name, or reproductions thereof, made through any medium, including the Internet, for the purpose of advertising in promotion of the Job Corps Program.

I waive any right that I may have to inspect or approve the finished product or the advertising or other copy, or the use of the portraits, photographic likenesses of pictures, or moving images of me.

I release the Job Corps Program and the United States Department of Labor, and all persons acting under the direct permission or authority of the Job Corps Director from any liability that may arise out of the use of the portraits, photographic likenesses, or moving images if used for the purpose of advertising in promotion of the Job Corps Program.

Dated: _____, 20__

WITNESS: _____

_____
Student Signature

_____
Name Printed

_____
Job Corps Center

_____
Class/Department

Identifier (color of shirt, etc.):

_____

_____

ACKNOWLEDGMENT

I have read this document and it was fully explained to me by a Job Corps representative.

WITNESS: _____

_____
Student Signature

RIGHT TO USE PHOTOGRAPHIC LIKENESS OR MOVING IMAGES RELEASE FORM FOR MINORS

I, _____(name of parent), as _____ (father or mother or guardian) of _____ (name of student), a minor, grant to the Job Corps Program of the United States Department of Labor, the right to use and publish photographic likenesses or pictures of _____ (name of student) or moving images captured by a video camera or other means. I understand that my child may be included in photographic likenesses, pictures, or moving images in whole or in part, in conjunction with his or her own name, or reproductions thereof, made through any medium, including Internet, for the purpose of advertising in promotion of the Job Corps Program.

I waive any right that I may have to inspect or approve the finished product or the advertising or other copy, or the use of the portraits, photographic likenesses or pictures, or moving images of my child.

I release the Job Corps Program and the United States Department of Labor, and all persons acting under the direct permission or authority of the Job Corps Director from any liability that may arise out of the use of the portraits, photographic likenesses, or moving images if used for the purpose of advertising in promotion of the Job Corps Program.

Dated: _____, 20__

WITNESS: _____

_____
Parent Signature

_____
Name Printed

_____
Student Name

_____
Job Corps Center

_____
Class/Department

Identifier (color of shirt, etc.):

_____

_____

ACKNOWLEDGMENT

I have read this document and it was fully explained to me by a Job Corps representative.

WITNESS: _____

_____
Parent Signature

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 or Moving Images

a. OA/CTS contractors and centers shall ensure that photos or moving images of Job Corps students are taken, used on 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 or Moving Images release (as shown in Exhibit 6-13 for adult students, and Exhibit 6-14 for minors).

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

RESERVED

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

PROCESS FOR AN APPLICANT OR STUDENT WITH A DISABILITY TO REQUEST REASONABLE ACCOMMODATION TO PARTICIPATE IN THE JOB CORPS PROGRAM

BACKGROUND

What are reasonable accommodations? Reasonable accommodations are any changes to the environment or in the way things are customarily done, that give a person with a disability an opportunity to participate in the application process, job, program or activity that is equal to the opportunity given to similarly situated people without disabilities. Although many people with disabilities can (and do) apply for and participate in the Job Corps program without any reasonable accommodations, barriers do exist that keep other potential applicants or students with disabilities from applying or participating, and that could be overcome with some form of accommodation. Reasonable accommodation may involve providing an appropriate service or product; modifying or adjusting a job, work/academic environment, policy, program, or procedure; or any other action that removes those barriers for the person with a disability.

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

[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.

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
- HIV disease (symptomatic or asymptomatic)
- Cerebral palsy
- Epilepsy
- Muscular dystrophy
- Multiple sclerosis
- Cancer
- Diabetes
- Emotional illness
- Tuberculosis
- 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

[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.

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
- *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/he can perform the activity
- *Duration (length of time)* for which she/he can perform the activity

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

[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.

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/she is not currently using drugs. An applicant who indicates current/past casual drug use cannot be required to provide documentation that he/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

[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.

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.

POLICY

A qualified applicant or student with a disability is entitled to request and receive reasonable accommodation to participate in the Job Corps program at any time during the admissions process or enrollment. Each center is required to have a reasonable accommodation SOP. The SOP should describe the center's process for ensuring applicants/students with disabilities who may need accommodation are engaged in an interactive process to consider/determine the functional limitations resulting from their disability and the potential accommodations that would allow them to participate in the Job Corps program. The center Disability Coordinator(s) (DCs) should ensure that an accommodation SOP is in place and should coordinate the center's reasonable accommodation process.

The reasonable accommodation process will have some variations depending on when the accommodations are requested, either during admissions or after enrollment. The center's SOP and process should include both of these situations and the following components: Request, Documentation, Reviewing a Request, Evaluating a Request, Denying a Request, Developing an Accommodation Plan, Notification, Determining Accommodation Effectiveness, and Recordkeeping.

PROCESS

a. *Request*—A reasonable accommodation request can be communicated in any form (e.g., oral, written, sign language); however; the request must be documented on the Reasonable Accommodation Request Form (included in this Appendix). This form cannot be changed and must be used to document the request.

   The AC will inform each applicant of his/her right to request reasonable accommodation and then review the request form with the applicant. If the applicant wants to request accommodation, the request form should be completed. The AC may assist with its completion of the request form as necessary. If the applicant does not want to request accommodation, the AC should inform the applicant about his/her right to request reasonable accommodation at any point during the admissions process or during enrollment in the program. If the request is made after enrollment, the DC will go through the form with the student, and may assist with its completion, as necessary

All requests for reasonable accommodation to participate in the program will be reviewed at the center level (center of assignment). The review process should be an interactive process between the center, applicant (and parent/guardian, when appropriate), and, in some cases, outside service providers.

The DC will be notified (and forwarded the request/documentation) when an applicant file contains an accommodation request or information indicating a disability is likely. If a student is requesting accommodation, the request is either made directly to or forwarded to the DC.

- **Applicant to Participate in Program**—If a request is made using the Reasonable Accommodation Request Form or information provided by the applicant (e.g., IEP) indicates that the applicant may be an individual with a disability who may need reasonable accommodation to participate in Job Corps; the DC must engage the applicant in an interactive process (even if the applicant did not request accommodation) to determine if or what accommodations are appropriate.
- **Student to Participate in Program**—Applicants are not required to request accommodation during the admissions process and once enrolled in the program may request accommodation at any time. A student may complete the request form and/or make an accommodation request to any staff person. All requests should be referred to the DC.

b. *Documentation*—If an applicant makes a reasonable accommodation request, the AC may ask the applicant for reasonable documentation about his/her disability and functional limitations. The DC will gather this information if the request is made after enrollment. Only the documentation that is needed to establish that (1) a person has a disability, and (2) the disability necessitates a reasonable accommodation may be requested. It is important to obtain this type of information since the accommodation needs of an individual with a disability will depend on his/her functional capacities and limitations rather than his/her diagnosis. The applicant/student may be provided assistance to obtain the appropriate documentation to support the request.

The documentation about the disability and the functional limitations should come from an appropriate health care or rehabilitation professional (e.g., physicians, psychiatrists, psychologists, nurses, physical therapists, occupational therapists, speech therapists, vocational rehabilitation specialists). In addition, if the applicant has received a past accommodation, the associated documentation should be obtained (e.g., Individualized Education Program (IEP) or 504 Plan from the school system). See the reasonable accommodation section of the Job Corps Disability website for examples of possible types of documentation for specific disabilities

All documentation should be reviewed to ensure the accommodation requested is supported by the documentation provided. If an applicant/student 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.

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/he refuses to provide the reasonable documentation requested by the center, then she or he is not entitled to reasonable accommodation. If an applicant/student suspects that he/she may have a disability that has not been diagnosed and is unable to pay for an evaluation, the AC or DC should provide the applicant/student with referral information.

c. *Reviewing Request*

- **Simple Accommodation Request**—If the accommodation request is straightforward and does not involve significant expense, the review can be an informal meeting (phone or face-to-face) between the DC (and/or co-DC) and the applicant/student (and parents, service providers, if applicable). Agreed upon accommodations can be determined at this meeting and approved by the DC.
- **Complex Accommodation Request with Reasonable Accommodation Team (RAT)**—If the request involves complex accommodation issues and/or significant expense, a reasonable accommodation team meeting may be required. Participants will vary depending on the nature of the request, but must always include the DC (chairperson) and applicant/student and his/her parents (if the applicant/student is a minor or requests his/her parents attend the meeting). Other possible members may include:
    - Academic manager
    - Center mental health consultant
    - Career technical manager
    - Student's career counselor
    - Representatives of center departments directly impacted by the accommodation request
    - Community social service agency if the applicant/student is receiving benefits in the community

  The team will then determine:

    - If Job Corps can provide the requested accommodation or an alternate accommodation that is equally effective.
    - The center staff responsible for ensuring the accommodation is made and the date by which the accommodation will be in place. Accommodations for applicants should be in place by the scheduled arrival date of the applicant.
    - The amount and type of contribution to be obtained from other sources toward the purchase or acquisition of the requested accommodation.

If appropriate accommodations can be developed/agreed to at this meeting, an accommodation plan can be developed. If additional information is needed or research into specific accommodations is necessary, the DC or appropriate staff should stay in contact with the applicant/student until a plan can be developed.

For more information on reviewing a request and the RAT meeting process see the reasonable accommodation guidelines section of the Job Corps Disability website.

d. *Evaluating a Request*—There are many grey areas in the interpretation of what constitutes a reasonable accommodation; therefore, Job Corps has no specific list of accommodations that will or will not be provided. Each request for accommodation should be evaluated individually and a determination made regarding whether it is reasonable. When evaluating a request for reasonable accommodation, the following questions should be considered:

- The type of accommodation requested.
- The net cost of the accommodation; taking into consideration the availability of tax credits, deductions, or outside funding.
- The overall financial resources of the Center, Center operator, contractor, outreach and admissions agency, or placement agency; any parent companies of any of these entities; and Job Corps as a whole:
    - Does the center have the funds to provide the accommodation? Often, an individual with a disability can be accommodated with little or no financial expenditure. For example, the individual may already have the required accommodation, or the accommodation requires a no-cost change in a policy, program, or procedure (e.g., extended time for testing).
    - Can the Regional or National Office provide funding or identify other resources that may provide funding? Centers are responsible for any costs associated with providing reasonable accommodation to students with disabilities. Usually accommodations can be provided at little or no cost to the center (e.g., extended time for testing). In rare cases a high cost accommodation (e.g., sign language interpreter) may be needed. In these cases, if the center is not able to fund the accommodation or locate a funding source in the community, a request can be made through the appropriate Regional Office for National Office funding assistance. The Reasonable Accommodation Funding Request Form (included in the Appendix) must be used to request National Office funding. Additional guidance for completing this form is available from the Regional Disability Coordinators.
- Can other agencies/organizations provide or contribute to the cost of providing the accommodation?
- Will it allow the individual applicant to participate in and benefit from the Job Corps program?
- Could the requested accommodation benefit other persons with disabilities?

- Will the requested accommodation affect the daily operation of the center, prevent or reduce the benefit other students receive from the program, or affect the ability of staff to do their job?
- Job Corps is required to make every effort to accommodate a person with a disability at the appropriate center in accordance with the assignment procedures in PRH 1. However, if this assignment is not sensible, the applicant should be assigned to a center that offers comparable training and is able to accommodate their particular needs.

If granting a requested accommodation would pose an *undue hardship* or *fundamental alteration to the program*, Job Corps is not obligated to provide it. Undue hardship means that providing the accommodation would be unduly costly or extensive when considered in light of the factors mentioned above. Fundamental alteration means that providing the accommodation would alter the nature or operation of the program based on the factors mentioned above. In cases where the center determines that providing the accommodation would be an undue hardship or fundamental alteration, the center must take any other action that would not result in such a hardship or alteration, but would allow the applicant to participate in the program.

<u>An applicant cannot be denied admission based solely on the need to provide reasonable accommodation.</u>

e. *Denying a Request*—No accommodation can be denied at the center level. If the center feels providing the accommodation would be an undue hardship or a fundamental alteration to the nature or operation of the program and no alternate accommodation can be agreed upon, the decision must be forwarded to the Regional Director (RD) for a final decision.

Before sending a recommendation for denial to the region, center staff should review the following statements to determine if the reasonable accommodation process was completed.

- The center held an interactive RAT meeting which included the applicant/student.
- The interactive process is well documented.
- The RAT considered specific accommodations.
- If appropriate, the center contacted the Job Accommodation Network (JAN), and documented the date, name of the JAN staff person who assisted, and JAN's accommodation recommendations.
- The reason for the recommendation for denial is clearly documented and is because providing the accommodation would be an undue hardship or a fundamental alteration to program.
- The center offered another solution that would permit the applicant/student to participate in the program to the greatest extent possible. The applicant's/student's decision to decline this offer is documented.

- If the recommendation for denial is based on undue hardship due to cost, the Regional and National Offices were contacted to determine if assistance could be provided.
- The review of the request was completed within a reasonable amount of time.

If all steps were taken, the center should submit all documentation/notes/forms related to the request to the region for a final decision.

The Regional Director will make a determination after consultation with regional health consultants, other appropriate staff, and the National Office (i.e., National Health Staff) as to whether there is an obligation to grant the accommodation request.

If the Regional Director determines that the accommodation should be granted, the accommodation will be provided. If the Regional Director determines that there is no obligation to grant the accommodation, the applicant/student will be provided a written statement from the Regional Office that includes the reason for the denial and why no other accommodation is possible.

The center will make every effort to respond to the request in a timely manner and will inform the applicant/student if the request is being sent to the region for review or delayed for any other reason. Centers should complete the review of an accommodation request within 30 days of the arrival of the applicant's file on center. When this is not possible, the DC should document the reason.

f. *Developing an Accommodation Plan*—After accommodation determinations have been made, the DC will enter the accommodation plan into CIS, print it out and have the applicant/student sign it. A copy of the plan must be provided to the applicant/student and the original should be maintained in the student's accommodation file.

g. *Notification*—The DC should email staff weekly a list of students with new or updated plans available in the CIS accommodation screen. Copies of these emails should be maintained by the DC(s). Managers are responsible for ensuring that approved accommodations are implemented in their areas of supervision.

h. *Determining Accommodation Effectiveness*—As the student participates in the program, new needs may be identified or accommodation adjustments may be required. The effectiveness of a student's accommodation should be evaluated as part of student performance panels on a regular basis throughout his/her enrollment in Job Corps (at least every 60 days). Forms and additional guidance for supporting this process are available on Job Corps Disability website.

Note: Staff should not wait for a performance panel review to request a modification of an existing plan if a need for a change has been identified.

i. *Recordkeeping*—A separate accommodation file (similar to the student's health record) should be maintained for each student receiving accommodation. All originals relating to

the reasonable accommodation request should be located in this file. Appropriate staff should have access to the information and medical records should be stored separately (in student's health record). The Job Corps Disability website has suggested content and layout for an accommodation file. All suggested contents may not be required for each accommodation file. If a different layout is preferred, it should be consistent for all accommodation files.

After an accommodation decision has been made, a copy of the Reasonable Accommodation Form will be maintained in the student's accommodation file. The original will be maintained in the student's personnel file.

CONFIDENTIALITY

Information regarding disability and prior accommodation will be discussed during the process. To maintain confidentiality, documentation is made available on a need-to-know basis only and participants in the process should not discuss information about the request outside of the process. Those responsible for implementing the accommodation will be informed of the accommodation and the reasons for it only to the extent necessary to ensure effective implementation of the accommodation.

For more detailed information, tools/forms, tips, and resources to support the center reasonable accommodation process, see the reasonable accommodation section of the Job Corps Disability website.

JOB CORPS REASONABLE ACCOMMODATION REQUEST FORM

If you are a person with a disability, you may request accommodations (changes in the way things are done, or other types of help) to assist you in successfully participating in the Job Corps program. If you ever,

- Had an IEP or 504 plan in school
- Had special education support
- Had extra supports or pullout classes in school
- Were given extra time to complete assignments or tests in school
- Got help in a resource room in high school
- Were allowed extra time to get to and from class
- Received any adjustments to the scheduled school day for appointments or because of side effects of medication
- Were/are a client of Vocational Rehabilitation or a related program
- Receive Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI)

you **may** be qualified to receive reasonable accommodation.

If you are worried about talking about your disability, it is important to understand that Job Corps upholds strict policies on confidentiality which means this information will only be shared with those who need to know. The main reason for you telling us about your disability is so you can get the support you need to participate effectively/successfully while enrolled in the Job Corps program.

Students with disabilities attend all the same classes and participate in all of the same programs as students without disabilities. In high school, you may have gone to a separate resource room for instruction if you received special education services. In Job Corps you will attend the same classes as all other students.

Depending on your disability and the type of accommodation you are asking for, we may ask you to provide documentation about your disability and how it affects you so we can determine your need for reasonable accommodation. Each center has a Disability Coordinator who can assist you with the accommodation process.

If you indicate that you would like accommodations, would like to discuss accommodations with the center disability coordinator or provide information indicating that accommodations may be necessary, the center disability coordinator will contact you to talk about the need for accommodation.

You are not required to have an accommodation plan. Should you choose to have an accommodation plan, you will work jointly with the center Disability Coordinator to develop one. If we cannot provide you with an accommodation you have asked for because it is unreasonable, we will explain why, and we will offer you at least one alternative accommodation.

Your Admission's Counselor or the Center Disability Coordinator (if you are requesting accommodation after arrival on center) will guide you through completion of this form.

SECTION A–APPLICANT/STUDENT

Name:	
Address:	
Contact Information (include all phone numbers and e-mail addresses):	

☐ I would like to request accommodations to participate in the Job Corps program. **Please list the accommodations requested:**

-
-
-

☐ I think I may need an accommodation, but I am not sure what I will need. I would like to talk directly with the center disability coordinator about my accommodation needs.

Applicant/Student Signature **Date**

Parent/Guardian Signature **Date**

The Admission's Counselor should forward the center this form and related documentation in the sealed envelope containing health/disability information.

SECTION B–DISABILITY COORDINATOR

I have met with the applicant/student ☐ by telephone ☐ in person to discuss his/her accommodation needs.

At this time the applicant/student

☐ has an accommodation plan.

☐ does not wish to receive accommodations. The applicant/student has been informed that he/she may request reasonable accommodation at any time.

☐ and the center cannot agree to an accommodation plan. Alternative accommodations have been offered and rejected and all documentation related to the accommodation process is being sent to the Regional Office for review. This documentation includes information on the accommodation requested, alternate offered and reasoning, and reason for applicant rejection of alternate accommodation.

_____

Disability Coordinator Signature **Date**

SECTION C–APPLICANT/STUDENT

I have met with the Disability Coordinator to discuss my accommodation needs. At this time

☐ we have agreed to an accommodation plan.

☐ I do not wish to receive accommodations. I understand that I may request reasonable accommodation at any time.

☐ we cannot agree to an accommodation plan and I do not accept the alternative accommodations offered. I understand all documentation related to my accommodation process is being sent to the Regional Office for review.

_____

Applicant/Student Signature **Date**

_____

Parent/Guardian Signature **Date**

The original of the document should be stored in the student's personnel file. If the applicant has an accommodation plan, a copy should be stored in the accommodation file.

JOB CORPS REASONABLE ACCOMMODATION FUNDING REQUEST FORM

Centers are responsible for any costs associated with providing reasonable accommodation to an applicant or student with a disability. If a center cannot fund an accommodation or locate a funding source in the community, a request can be made through the appropriate Regional Office for National Office funding assistance for high cost accommodations (those greater than $5,000).

All requests for funding assistance should be made as part of the accommodation process; funding requests for accommodations already provided will not be considered. National Office funding for medications and personal use items is not available. This form can only be used to request funding assistance for an individual applicant or student; no requests that contain multiple students on the same form will be considered.

Please complete the appropriate section of the following form. All requests should be expedited so as not to unreasonably delay entry or provision of accommodation to the applicant/student. If you need assistance with the form, or would like to see a sample completed form, contact your Regional Disability Coordinator.

A. CENTER DISABILITY COORDINATOR	
This section of the form should be completed and sent to your Regional Disability Coordinator within 7 days of the applicant's or student's reasonable accommodation team meeting.	
Center Disability Coordinator:	Position:
Phone:	E-mail:
Applicant/Student Name:	Date(s) Met with Applicant/Student to Discuss Accommodation(s):
Describe the nature of the applicant's/student's disability/functional limitation.	

In the space below list each accommodation that funding is being requested for and provide the estimated cost for each accommodation (budget may be attached). Please indicate if the accommodation has a one-time cost (e.g., software, equipment) or an ongoing cost (e.g., sign language interpreter) for which additional funding may be needed.

Accommodation:	Estimated Cost:	One-time Cost/Ongoing Annual Cost:
	Total Estimated Cost:	

List other possible funding sources consulted along with their contact information. If any funding is being provided by these sources, please list amount.	
How will this/these accommodations remove or minimize the barriers presented by the applicant's/student's functional limitation(s)?	
Were any alternate accommodations considered? If yes, list and describe why not chosen.	
If you are requesting funding for a sign language interpreter, have you reviewed the deaf/hard of hearing guidance available on the Job Corps Disability website, including the guidance on interpreting services? □ Yes □ No	
List any other accommodations that are being or will be provided.	
Disability Coordinator Signature:	Center Director Signature:
Date Forwarded to Regional Disability Coordinator:	
B. REGIONAL DISABILITY COORDINATOR	
*Please review the center's request. If the center section of the form is not complete or inadequate information has been provided, please contact the Center Disability Coordinator to resolve these concerns. If the center section of the form is complete and adequate information has been provided**, please complete this section of the form and send it to the regional office program/project manager within 7 days of receipt from the center**.*	
Regional Disability Coordinator:	E-mail:
Phone:	Date Request Received:
Date Request Reviewed:	Date Forwarded to Regional Office:
Regional Disability Coordinator Signature:	
C. REGIONAL OFFICE	
Please review the center's request and send to: *National Health Staff* *Department of Labor* *Office of Job Corps* *200 Constitution Ave., NW, RM. N-4507* *Washington, DC 20210*	

This request should be reviewed and sent to the National Office within 5 days of receipt from the regional disability coordinator.	
Program/Project Manager:	Phone:
E-mail:	Date Request Received:
Date Request Reviewed:	Program/Project Manager Signature:
Regional Director Signature:	Date Forwarded to National Office:
D. NATIONAL OFFICE-NATIONAL HEALTH STAFF	
This request should be reviewed and forwarded to the National Director within 5 days of receipt of this request from the Regional Office.	
National Office Health Staff Person:	Position:
Phone:	E-mail:
Date Request Received:	Date Request Reviewed:
Date Request Forwarded to National Director:	
E. NATIONAL OFFICE INFORMATION-NATIONAL DIRECTOR	
Indicate approval or disapproval of funding for this request below and sign. If the request is approved, forward to Budget Office. If the request is disapproved, forward to the National Office staff person you designate to make the notification.	
Disposition: ☐ Approve ☐ Disapprove	
Amount Approved (if different from original request, please explain):	Disposition Date:
National Director Signature:	
F. NATIONAL OFFICE-FINAL DISPOSITION	
If funding is approved a staff person from the Health and Wellness Unit will notify the Center Director and Regional Office Program/Project Manager. If the request is disapproved, the designated National Office staff person will notify the Center Director and Regional Office Program/Project Manager. The Regional Disability Coordinator should also receive a copy of the final response. All requests should be maintained in a secure file.	
National Office Staff Making Notification:	Position:
Phone:	E-mail:

Date Final Disposition Received:	Date Center/Region Notified:
National Office Staff Signature:	

APPENDIX 606

COMMUNICATING WITH PERSONS WITH DISABILITIES

These requirements are separate from accommodation requirements. Your obligation to communicate effectively with people with disabilities – whether those people are students, staff, applicants for admission or employment, parents, guardians, or members of the public – is *separate from* your obligation to provide reasonable accommodations for qualified people with disabilities.

The Workforce Investment Act (WIA) nondiscrimination regulations, which apply to Job Corps, distinguish between these two obligations, for a very simple reason: without clear, accurate, effective communication, any encounter between a person with a disability and a program from which he or she is seeking services, such as Job Corps, will be *literally* *meaningless*.

Therefore, when a person with a disability that affects his or her ability to communicate approaches Job Corps, the first thing you should do is find out how to communicate as effectively with that person as you do with people without disabilities.

It is important to understand that under the law, the burden is on Job Corps to provide the auxiliary aids and services (communication aids) that are needed for equally effective communication with a particular person with a disability. This means that you *cannot* and *must not* require the person with a disability to supply, or pay for his or her own interpreter, communication device, or whatever else is necessary for clear communication between him or her and Job Corps.

Furthermore, in deciding what type of aid or service is appropriate and necessary in order for you to communicate equally effectively with a particular person with a disability, the law requires you to "give primary consideration to" the requests of that person. Why? Because:

- He or she is the best source of information about his or her own needs.
- Not everyone who appears to have "the same" disability, or type of disability, is able to use and understand the same communication method. For example, while some people with hearing impairments understand American Sign Language, others communicate in Signed English, while still others do not understand sign language at all, and need a different communication method such as CART transcription.

Although Job Corps is not necessarily required to provide the precise communication aid requested by a person with a disability when an *equally effective*, less costly alternative is available, the law places on you the clear obligation to provide some method of communication that is effective for *that particular person* with a disability. This essentially means that you must engage in an interactive process with the person with a disability, similar to the process required for reasonable accommodations (see Appendix 605), to find out what communication method(s) the person can genuinely understand. This process itself, of course, requires you to communicate effectively with the person with a disability.

APPENDIX 607

TRANSMISSION, STORAGE, AND CONFIDENTIALITY OF MEDICAL, HEALTH, AND DISABILITY-RELATED INFORMATION

Any medical, health, or disability-related information about a particular person – whether that person is an applicant to Job Corps, an enrollee, an employee, an applicant for employment, or anyone else – must be treated with extreme care. Federal law requires that all such information be treated as strictly confidential, and that it be transmitted and stored in a way that ensures confidentiality.

This appendix explains the rules for transmission, storage, and confidentiality of medical and disability-related information in Job Corps.

What information is disability-related?
This category is broader than you might think. It includes *any* information that *indicates* (even if it doesn't explicitly state) that a particular person has a disability. For example, the fact that a particular applicant or student has an Individual Education Plan, or had one at some point during their education, means that he or she has a learning disability. Therefore, that fact is "disability-related information" that must be treated as confidential.

The category "disability-related information" is not limited to hard-copy or electronic records. It also includes discussions about the fact that a particular individual has a disability, or about specific details (such as a person's physical or behavioral symptoms, use of particular devices or equipment, or types of treatment) that indicate that he or she has a disability. Of course, some of the latter types of details will also fall under the category of medical information, and must be kept confidential as well.

Confidentiality: The General Rule is Do Not Tell
The federal disability nondiscrimination laws that apply to Job Corps list specific categories of persons who are allowed to obtain medical (including health) or disability-related information about a particular individual. This means that unless you know that a given person falls into one of the specified categories, you must assume that the person is not entitled to medical or disability-related information about someone else; in other words, your default setting must be "don't tell."

Who may be informed either about the fact that a particular individual has a disability, or about specific details related to a disability or medical/health condition?
Only people in the following categories, and only when they **need to know** ("need to know" is interpreted narrowly):

- *Admissions counselors* who:
  - Need to know whether they will need to provide one or more accommodations, or communication aids, for an applicant and/or his or her parent or guardian during the admissions process
  - Need to know whether an applicant is entitled to a waiver of the upper age limit for admission because he or she has a disability

- Must make a decision about an applicant's financial eligibility based on his or her status as a family of one

➢ *Instructors, residential staff, other center staff* – **only** those who **need to know** about:
  - An accommodation the person will be provided
  - Necessary restrictions on a person's duties, activities, diet

➢ *First aid and safety personnel* – **only if:**
  - The condition might require emergency treatment
  - The participant might need special assistance in an emergency evacuation

➢ *Administrative staff* of the center, center operator, Regional or National Office, or DOL (or other operating federal agency) who are doing monitoring or data validation

➢ *Government officials* investigating compliance with requirements related to nondiscrimination and/or equal opportunity

➢ *Health and wellness staff* who are examining or treating a particular person

➢ *Others* – only on a **need-to-know** basis (interpreted narrowly)

Knowledge Versus Access

The categories of persons who are permitted to have access to a particular individual's underlying medical, health, or disability-related documents are still more limited: even among those who may be informed either about the fact that an individual has a disability, or about specific details related to a disability or medical condition. Very few people will genuinely need to see or use those documents.

Examples:

- Access to medical documentation that a participant is entitled to status as a family of one, or waiver of the upper age limit, should be limited to staff members who need to document the basis for such decisions.
- First aid personnel may need access to underlying documentation related to a person's medical condition in an emergency.
- Administrators or health and wellness staff who are considering whether a request for a reasonable accommodation should be granted may need to review documentation that is submitted in support of the request. In these cases, however, you should think about removing personally identifiable information from the documents. This approach has the advantage not only of protecting confidentiality, but also of helping ensure that the decision-makers base their determination solely on the facts of a particular case.
- Instructors, residential staff, or other center staff who are working with, or providing accommodations for, a particular person will rarely, if ever, need to see the person's medical records or other documents that demonstrate that he or she has a disability.

Storage of Records that Contain Medical or Disability-Related Information

Federal disability nondiscrimination laws that apply to the Job Corps program require that any documents or other records that contain medical or disability-related information about a particular individual must be kept in files (either hard-copy or electronic) that are separate from all other information about the individual. Medical and disability-related information should be collected on separate forms and placed in the files reserved for medical and disability-related information. If a center, center operator, or staff member wants a document to be kept in a student's general file or an employee's personnel file, and that document happens to contain

some medical or disability-related information, the medical or disability-related information must simply be removed from the document before it is put in the general or personnel file.

The files that contain medical and disability-related information must be stored in a way that satisfies the strict confidentiality and access requirements described above. In the majority of cases (particularly where hard copies of records are used), satisfying those requirements will mean that all medical- and disability-related records as a group must be stored separate from all other student, applicant, or employee files – in a separate drawer, file cabinet, or storage room, or on a separate server.

Regardless of whether the medical/health/disability files are maintained in electronic or hard-copy form, access to these files must be limited to the categories of persons listed in the "Knowledge Versus Access" section above. Hard copies of files must be kept locked, and access to the key or combination must be furnished only to authorized persons. Electronic files must be protected via passwords or other similar methods.

The requirement of separate storage makes sense when considered in the light of the laws requiring strict confidentiality of medical and disability-related information. The confidentiality requirements that apply to most information about a particular individual are less strict than the requirements that apply to medical and disability-related information. Therefore, while a number of different categories of outreach and admission/career transition services, center, or operator staffers may be permitted access to general information about a particular individual, a much narrower group is legally authorized to have access to the medical and disability-related records about that same individual. The most logical way to impose stricter limitations on access to the latter records is to store them separately. The alternative would be to drastically limit the categories of people who have access to the individual's entire file, in order to protect the medical, health, and disability-related information the file contains. Then, only the categories of persons listed in the "Knowledge Versus Access" section above would be able to use, or even look at, the file.

Transmission of Medical, Health, and Disability-Related Information

When student, applicant, or employee records are being transmitted, the requirements described above still apply. Any and all records that are medical-, health-, or disability-related, or that contain any of those types of information, must be kept separate from other records about the individual. If hard copies are being transmitted, put medical, health, and disability-related information in a separate file, and place that file in a sealed envelope that is clearly marked as containing such information. You may want to consider using numbers, rather than names, on the outside of such envelopes to identify whose records they contain.

Staff members who receive or sort files about individuals – for example, center records department staff who handle applicant and student files – **must not open** any envelopes containing medical, health, or disability-related information, unless the specific staff member is in one of the categories of authorized persons that are listed in the "Knowledge Versus Access" section above. Instead, those envelopes must be transferred to persons who are legally authorized to have access to such information. In the case of applicant files that arrive on center from an outreach and admissions contractor, for example, the sealed envelopes should be sent to

the health and wellness manager or other person designated to conduct the initial direct threat review and clinical care review.

Oral Transmission

Keep in mind that the confidentiality of medical, health, and disability-related information must be maintained when the information is being transmitted orally – in other words, when it is being discussed aloud. This means that you must be sure that all such discussions take place in private locations where unauthorized persons cannot overhear the conversation, either voluntarily or involuntarily. Cubicles, for example, are inappropriate places to confer about medical or disability-related matters, or even to mention such information, unless the discussion is conducted in such a way that it is impossible for anyone who overhears to identify the person whose information is being discussed.

APPENDIX 608

MAXIMUM BENEFIT SEPARATION

A maximum benefit separation recommendation means that a 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. This type of separation should occur rarely and only be used for those students who have stagnated in their progression despite being appropriately supported.

The request for a maximum benefit separation must be submitted to the Regional Office for review and must be accompanied by supporting documentation. The center must demonstrate the following:

1. What specifically are the areas in which the student is not progressing (e.g., TABE, class work, career technical skill requirements, etc.)?

2. What efforts have been made to assist the student in progressing within academics and/or career technical (e.g., strategies, etc.)?

Next, the center must complete its responses to the checklist on page 2 (Attachment A), complete the summary statement on page 3 (Attachment B), and attach all relevant, supporting documentation, as indicated.

ATTACHMENT A
Recommendation for Maximum Benefit Termination Considerations Checklist
(Please complete the checklist below and attach the center's supporting documentation to it.)

Student Name: **Student ID:**

Yes	No	N/A	Considerations	Discussion
☐	☐	☐	Has the student's progress stagnated in the Job Corps program?	
☐	☐	☐	If this is a student with a disability, • Has the center's disability coordinator been included in the review of student data?	
☐	☐	☐	• Is the student receiving accommodations? If the student is not receiving accommodations, why not (e.g., student turned down offered accommodations, IDT not held, etc.)?	
☐	☐	☐	• Has the IDT conducted and documented meetings every 45-60 days to discuss the student's progress and/or the need for possible alternate or additional accommodations?	
☐	☐	☐	• If the existing accommodations were not successful, were any changes to the student's accommodations or needs modified based upon recommendation of the IDT? *(If further review is needed, visit or call the Job Accommodation Network (JAN) and/or your regional disability consultant.)	
☐	☐	☐	• If modifications to the accommodation plan were made, did they help the student progress?	
☐	☐	☐	• Is this a student with a cognitive disability who has a TABE waiver?	
☐	☐	☐	• Is this a student suspected of having a disability?	
☐	☐	☐	• Has the center explored any potential opportunities to get the student assessed? If not, why not?	

Student Name: **Student ID:**

Yes	No	N/A	Considerations	Discussion
☐	☐	☐	• Were a variety of instructional and learning strategies used to help the student progress?	
			• Have you included the following required documents with your request?	
☐	☐	☐	• Attachments A and B	
☐	☐	☐	• IDT meeting minutes, if a student with a disability receiving accommodations	
☐	☐	☐	• Accommodation plan, if a student with a disability receiving accommodations	
☐	☐	☐	• TABE history	
☐	☐	☐	• Academic and career technical progress/status (e.g., copies of diplomas, TARs, transcript, etc.)	

*The Job Accommodation Network (JAN) is a service provided by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP). JAN represents the most comprehensive resource for job accommodations available. Visit the JAN site at http://www.jan.wvu.edu/.

ATTACHMENT B
Recommendation for Maximum Benefit Separation Summary Statement

Please summarize why the center is requesting a maximum benefits separation for this student. Describe the efforts used to assist this student to progress (e.g., strategies used, supports provided, etc.).

Student Name: **Student ID:**

Appendix 609
Individualized Assessment of Possible Direct Threat

Purpose
To provide additional information and guidance on the direct-threat assessment process currently outlined in PRH Chapter 1, Section 1.4, R3. This supersedes information in Program Instruction 07-16.

Background
Job Corps requires, as a qualification standard, that an applicant or a student not pose a direct threat to the health or safety of himself/herself or others, including students and staff. Like any qualification standard, this requirement must apply to all applicants and students, not just to those with disabilities. If, however, an individual poses a direct threat as a result of a disability, Job Corps must determine whether a reasonable accommodation would either eliminate the risk or reduce it to an acceptable level.

This document provides Job Corps health and wellness staff, including Trainee Employee and Assistance Program (TEAP) specialists, with guidance designed to help them properly and lawfully assess an individual applicant's or student's ability to safely participate in the Job Corps program.

If the assessor determines that the individual poses a direct threat and the threat results from a disability, the assessor must consider whether any accommodations or modifications would reduce the risk, and list any suggested accommodations or modifications. Please note that the assessor must not consider whether, in his/her view, a particular accommodation or modification is "reasonable;" that determination must be made by the Center Director or his/her designee, on the basis of a number of specific factors that are required by law.

Instructions
The attached form may be used to conduct an individualized assessment of an applicant's or student's possible direct threat to self or others.

Federal disability nondiscrimination laws define a "direct threat" as **a significant risk of substantial harm to the health and safety of the individual or others that cannot be eliminated or reduced by reasonable accommodation or modification.** A "significant risk" means a high, not a slight, probability; a speculative or remote risk is insufficient.

Determining whether an individual poses a significant risk of substantial harm to himself/herself or others must be made on a case-by-case basis. Job Corps should identify the specific risk posed by the disability. For individuals with psychiatric disabilities, Job Corps must identify the specific behavior of the individual that would pose the direct threat. Federal disability nondiscrimination laws make clear that an individual does not pose a direct threat simply because he or she has a history of psychiatric disability, or is currently receiving treatment for a psychiatric disability.

When evaluating whether an individual with a disability or medical condition poses a direct threat, please keep in mind that there are special rules governing when disability-related inquiries, i.e., questions which are likely to elicit information about a disability can be made.

- In the context of evaluating an applicant for Job Corps, a direct-threat assessment may be done whenever Job Corps believes that a known or apparent disability or medical condition poses a direct threat to the health or safety of the individual or others. This typically will occur: (1) *after* the applicant has received conditional assignment to a Job Corps center and has completed the questions on the 6-53 Health Questionnaire; *and* (2) after specific, objective, factual information about that particular conditionally enrolled applicant is gathered that is medically related to any "yes" responses given to the questions in sections 8 or 9 of the questionnaire; *if* (3) the initial review of this specific, objective, factual information supports a reasonable belief that the conditionally enrolled applicant may have a medical condition or disability that poses a significant risk of substantial harm to the health or safety of the individual or others, i.e., direct threat. If all of these criteria are satisfied, the health and wellness manager will forward the applicant's information to the appropriate licensed health provider employed by the center for a detailed direct-threat assessment.

- In the case of a current student, a direct-threat assessment may be conducted if there is a reasonable belief, based on objective evidence, that the student may have a medical condition or disability that poses a "direct threat" as defined above.

Who May Conduct the Assessment?

The clinical assessment of risk, and degree of potential harm that may be caused by the individual's medical condition, mental health status, or the severity of the disability, fall under the Health and Wellness department on each center. As such, these clinical assessments are to be carried out by qualified, licensed/certified health providers only. Those providers employed by Job Corps include nurses, physicians, center mental health consultants, dentists, and TEAP specialists. This group, therefore, has a significant role to play in determining whether, in a given Job Corps setting, a particular individual's medical condition or disability poses a significant risk of substantial harm to the health or safety of himself/herself or others. Medical health conditions that may pose a direct threat shall be assessed by nurses and/or physicians; mental health conditions shall be assessed by mental health consultants; oral health conditions should be assessed by dentists; and conditions related to substance use shall be assessed by TEAP specialists. In some cases, it may be necessary to consult an outside specialist with expertise in the particular medical condition or disability and its effects.

Basis for the Assessment

The determination that an individual has a medical condition or disability that poses a "direct threat" must be based on an individualized assessment of the individual's present ability to safely participate in the Job Corps program. This assessment must be made by a licensed health provider, based on a reasonable medical judgment that relies on the most current medical knowledge and the best available objective evidence. Before conducting a direct-threat assessment, the assessor may need to educate himself/herself about the current state of medical

knowledge, and about the specific facts of the particular individual's medical history and/or the circumstances in which he or she has been or will be placed in the Job Corps program.

As noted above, the assessment must focus on the current medical condition or disability of the specific individual named on the form. The determination cannot be based on generalizations about the medical condition or disability; the assessor must identify the specific risk that is posed by the medical condition or disability of the named individual in the applicable Job Corps context. Additionally, the harm must be serious and likely to occur, not remote and speculative. Subjective perceptions, irrational fears, patronizing attitudes, and stereotypes have no place in the assessment process.

Factors to be Considered

In determining whether an individual has a medical condition or disability that poses a direct threat, the assessor must consider four specific factors: duration of the risk, nature and severity of the potential harm, likelihood that the potential harm will occur, and imminence of the potential harm.

If the assessor considers these four factors and determines that a direct threat is posed by the medical condition or disability, he/she must consider whether the risk can be eliminated or reduced to an acceptable level by reasonable accommodation or modification.

Relevant factors in making the direct threat assessment (including the consideration of whether the risk may be lessened or eliminated) may include:

- Input from the individual with the medical condition or disability.
- The medical history of the individual, including his or her experience in previous situations similar to those he or she would encounter in the program.
- Opinions of medical doctors, rehabilitation counselors, or therapists who have expertise in the condition involved and/or direct knowledge of the individual.

Under federal disability nondiscrimination laws, the burden is on Job Corps to prove that a particular individual has a medical condition or disability that poses a direct threat. This means that if the objective, factual evidence is equivocal, or is insufficient to prove that the participation of that specific individual would pose a direct threat, the assessor must assume that no direct threat exists.

The four factors for determining direct threat are described below.

1. **Nature and severity of the risk.** In the professional judgment of the assessor:

    a. What *kind of harm* is potentially posed by this individual's medical condition or disability? List the specific information on which the judgment is based.

b. What is the *seriousness of the potential harm* in this particular case (e.g., death, incapacitation, serious injury, minor injury/emotional distress)? List the specific information on which the judgment is based.

2. **Duration of the risk.** In the professional judgment of the assessor, how long will the risk last? List the specific information on which the judgment is based.

3. **Likelihood that the potential harm will occur.** In the professional judgment of the assessor, is the likelihood that potential harm will occur high, moderate, or low? List the specific information on which the judgment is based.

4. **Imminence of the potential harm.** In the professional judgment of the assessor, how soon is the harm likely to occur? List the specific information on which the judgment is based.

Taking all four of these factors into consideration, the assessor should determine whether the applicant's or student's condition poses a significant risk of substantial harm.

Accommodations or Modifications

If the individual is a person with a disability, the center's Reasonable Accommodation Committee (RAC) must convene and consider accommodations and/or modifications that the individual may need. Once the accommodations and/or modifications have been identified, the qualified licensed professional who conducted the original assessment must review the previous findings to each of the factors giving consideration to the identified accommodations to determine whether or not the accommodations and/or modifications eliminate the threat or reduce it to below the level of threat.

If it is determined that the accommodations and/or modifications will remove the barriers to enrollment, then the RAC must forward the list of identified accommodations and/or modifications to the Center Director for a "reasonableness" and/or undue hardship determination (see below). If the accommodations and/or modifications identified would not eliminate the threat or sufficiently reduce it to below the level of threat, then the RAC (inclusive of the licensed professional) must indicate which accommodations and/or modifications would be insufficient and explain why.

Examples of Accommodation/Modification Consideration for Direct Threat

- Schedule adjustments to allow the student to attend necessary off-center appointments.
- Shortened training day or later start to the training day to adjust for medication side-effects.

If the RAC (inclusive of the licensed professional) cannot identify any appropriate accommodations to eliminate or reduce the level of threat, then the RAC must document the process that was taken to identify the accommodations and/or modifications (i.e., called Job Accommodation Network, reviewed individual's previous IEPs, etc.). Every effort should be

made to identify appropriate accommodations and/or modifications, and RACs are encouraged to use identified resources (e.g., Job Accommodation Network) to assist them, as appropriate.

Example of Language

- "The Reasonable Accommodation Committee (RAC) contacted JAN and reviewed the individual's previous IEPs and could not identify any accommodation or modifications that would eliminate the risk or reduce it to an acceptable level without treatment or intervention for improving applicant's impulse control and reduction of harm behaviors first."

Center Director Reasonableness Determination
If the individual is a person with a disability and accommodations or modifications that could either eliminate the risk or reduce it to an acceptable level have been listed by the center's RAC, the Center Director is responsible for making a determination as to whether such accommodations or modifications would be "reasonable" or pose an undue hardship. The RAC may assist the Center Director as needed in gathering the necessary data to make this determination. Guidance on how to make this determination is available in the "Evaluating a Request" and "Denying a Request" sections of the Job Corps Reasonable Accommodation Guidelines available on the Job Corps Disability Website.

For more information on direct threat, see the Equal Employment Opportunity Commission (EEOC) Enforcement Guidance on the Americans with Disabilities Act and Psychiatric Disabilities (http://www.eeoc.gov/policy/docs/psych.html).

FORM FOR INDIVIDUALIZED ASSESSMENT OF POSSIBLE DIRECT THREAT

Applicant's or Student's Name: _____
Date of Review: _____
Interview conducted by: telephone _____ in person _____ videoconference_____

In determining whether, in your professional judgment, the individual named above has a medical condition or disability that poses a direct threat, consider the following and respond accordingly.

Factors to be considered in determining whether a "significant risk of substantial harm" exists include: (1) duration of the risk, (2) nature and severity of the potential harm, (3) likelihood that the potential harm will occur, and (4) imminence of the potential harm.

Under the law, the burden is on Job Corps to prove that a specific individual poses a direct threat. Therefore, if the objective, factual information about the specific individual named above is equivocal, or is insufficient to *prove* that a direct threat exists, you must assume that the individual's disability or medical condition does not pose a direct threat.

If you determine that a "significant risk of substantial harm" exists, consider whether any accommodations or modifications would reduce the risk, and list any suggested accommodations or modifications. Do not consider whether, in your view, a particular accommodation or modification is "reasonable." That determination must be made by the Center Director or his/her designees.

1. What factors triggered review of the individual's file for possible direct threat?

2. What is the nature and severity of the potential harm?

    a. What kind of harm is potentially posed by this individual's medical condition or disability?

    b. What is the seriousness of the potential harm in this particular case (e.g., death, incapacitation, serious injury, minor injury/emotional distress)?

3. What is the duration of the risk (i.e., how long will the risk last)?

4. What is the likelihood that the potential harm will occur (i.e., high, moderate, or low)?

5. What is the imminence of the potential harm (i.e., how soon is the harm likely to occur)?

6. Based on the factors above, does the named individual have a medical condition or disability that poses a significant risk of substantial harm to the safety of himself/herself or of others if he or she participates, or continues to participate, in Job Corps?

   _____ In my professional judgment, the individual's participation poses a direct threat.

   _____ In my professional judgment, the individual's participation does not pose a direct threat.

7. List below any accommodations or modifications that could either eliminate the risk or reduce it to an acceptable level. Note: Accommodations or modifications are not things that treat the impairment; they are things that will help the individual participate in the program. The determination whether such accommodations or modifications would be "reasonable" or pose an undue hardship will be made by the Center Director.

   -
   -
   -

   _____ After review of the factors considering the accommodations/modifications listed above, the threat **can** be eliminated or reduced to a level below direct threat.

   _____ After review of the factors considering the accommodations/modifications listed above, the threat **cannot** be eliminated or reduced to a level below direct threat.

Center Director Only

8. If accommodations or modifications are listed in #7 above, you are responsible for making a determination as to whether such accommodations or modifications would be "reasonable" or pose an undue hardship. Document your determination in the space provided. Attach additional sheet or information if necessary.

_____

Printed or Typed Name and Title of Licensed Health Provider Completing Form

_____

Signature of Licensed Health Provider Completing Form Date

_____

Signature of Center Director Completing Reasonableness Review Date

APPENDIX 610
HEALTH-CARE NEEDS ASSESSMENT

Purpose
To provide additional information and guidance on the health care-needs assessment process currently outlined in PRH Chapter 1, Section 1.4, R3.

Background
Based on a review of previous applications, Job Corps has learned that the majority of applicants' treatment and/or monitoring needs can be met, but there may be situations in which a particular applicant's needs are beyond what the Job Corps' Health and Wellness program can provide as defined as basic health care in PRH Exhibit 6-4: Job Corps Basic Health-Care Responsibilities. Current disability data indicate that the majority of our applicants with medical, mental health, oral health, and substance abuse conditions have stable health, and require only routine and episodic health-care interventions with accommodations. However, a small percentage of applicants may have complex, newly diagnosed, persistent or recurring medical, mental health, oral health, and/or substance abuse health-care issues that require services and/or care management beyond Job Corps' basic health care as determined Job Corps Health and Wellness staff.

This document provides guidance to Job Corps Health and Wellness staff on how to determine whether Job Corps can meet the medical, mental health, oral health, and/or substance abuse treatment/monitoring needs of a particular applicant.

This determination is derived in part by a review of the ETA 6-53 Health Questionnaire.

The ETA 6-53 Health Questionnaire serves three main purposes:

1. Determine the health-care needs of the applicant, and assist in the assessment of whether Job Corps can meet those needs;

2. Alert center staff to the potential need for evaluation of direct threat to self or others; and

3. Obtain consent for required routine medical assessments and/or consent to receive basic health-care services

If the individual is one with a disability, the center's Reasonable Accommodation Committee (RAC) must convene and consider accommodations and/or modifications that the individual may need. Once the accommodations and/or modifications have been identified, the licensed professional who conducted the original assessment must review the previous findings, giving consideration to the identified accommodations to determine whether or not the accommodations and/or modifications can remove the barriers to enrollment due to health-care needs.

Instructions
The attached form may be used to conduct an individualized assessment of an applicant's health-care needs.

Who May Conduct the Assessment?
The clinical assessment of health-care needs caused by the individual's medical condition or disability fall under the Health and Wellness department on each center. As such, these clinical assessments are to be carried out by qualified, licensed/certified health providers only. Those providers employed or subcontracted by Job Corps include nurses, physicians, center mental health consultants (CMHCs), dentists, and Trainee Employee Assistance Program (TEAP) specialists. This group, therefore, has a significant role to play in determining whether, in a given Job Corps setting, a particular individual's health-care needs can be managed within the scope of Job Corps basic health services. Medical health conditions should be assessed by nurses and/or physicians; mental health conditions should be assessed by mental-health consultants; oral health conditions should be assessed by dentists; and conditions related to substance use should be assessed by TEAP specialists. In some cases, it may be necessary to consult an outside specialist with expertise in the particular medical condition, or disability and its effects.

Indicators that a review is needed

1. Within the past 6 months, two or more emergency room visits, or one or more hospitalizations for medical, mental health, oral health, and/or substance abuse reasons.

2. New diagnosis or recurrence of medical, mental health, extensive untreated oral health, and/or substance abuse condition that would require frequent medication adjustments, significant health resources and/or substantial change to the training day (e.g., daily dialysis, only able to attend Job Corps 3 hours per day, hourly medication or behavioral monitoring, daily assistance with activities of daily living, long-term weekly on-center therapy provided by the CMHC, complex full-mouth reconstruction/rehabilitation).

3. Failure to follow previous treatment recommendations by licensed health providers that have adversely affected the applicant's health, behavior, and/or adaptive functioning, and now requires significant health-care management. (Note: Some students are non-adherent and experience adverse consequences, but may still benefit from enrollment. Examples might include substance abuse relapse, poor diabetic control, poor asthma control, etc.)

4. Applicant has followed treatment recommendations by licensed health providers with no improvement in applicant's health, behavior, and/or adaptive functioning which continue to place applicant in need of significant health-care management.

5. Applicant's condition or behavior has not been successfully managed in a similar academic, work, or group environment in the past year.

6. Applicant is in treatment for a condition that is not in the scope of Job Corps Basic Health-Care Responsibilities (e.g., orthodontic braces for malocclusion).

Elements of the Review Process

The review should, at a minimum, be comprised of the following elements:

1. A review of specific condition(s) identified on ETA 6-53, or self-disclosed by applicant;

2. Review of health documentation in the file;

3. Request additional recent health information, to determine applicant needs, if appropriate and medically necessary. Collaborate with OA counselor.

    - If the 6-53 indicates a health condition and there is no supporting information included and no note from the OA counselor indicating their attempt to secure information, contact the OA counselor to gather information.

    - If the 6-53 indicates a health condition and there is supporting information or a note from the OA counselor indicating they could not secure the information and the center wants additional information, the center will need to request that information from the applicant, provider, or facility.

    - If a center wants additional tests or evaluations from the applicant and this information is necessary to make an enrollment decision, the center may request the applicant obtain these if they have insurance and/or access to a facility that can provide the testing or evaluations at a rate the applicant can afford. The center will need to work with the applicant and OA counselor to identify specific resources. If applicant cannot afford to obtain additional tests or evaluations, or has not provided the additional health information requested within a reasonable amount of time, the center must make its best recommendation based on the information available.

    - In cases where a minor is involved, the center should collaborate with the OA counselor to get parent/guardian permission for health information.

4. Documented communication with treating provider, if possible, and is required if there are conflicting recommendations between the center health consultant and the treating provider. If unable to contact treating provider, all attempts need to be clearly documented. This should be included on Appendix 610 Form.

5. Interview with the applicant, either face to face, videoconferencing, or via telephone. Documentation of the interview process should be included on Appendix 610 Form. If unable to contact applicant, all attempts need to be clearly documented including collaboration with OA counselor.

6. If condition rises to a level of a disability or in the case of direct threat, then refer to the RAC for consideration of accommodations and/or modifications for discussion with applicant. **See Appendix 605 for definition of a disability.**

7. Consider if accommodations and/or modifications would remove the barriers to enrollment, and make condition manageable at Job Corps as defined by basic health services in PRH Exhibit 6-4.

Decision Tree (based on file review, treating-provider information if available, interview with applicant, and reasonable accommodations, if appropriate)

1. **Those health-care needs deemed manageable at Job Corps as defined by basic health-care services in PRH Exhibit 6-4, but may require community support services to be in place on entry due to special-care needs (e.g., on-going community mental health treatment, specialized provider, etc.) to ensure continuity of care.**

    - Center health provider works with Health and Wellness Manager (HWM) and applicant to arrange, or at least identify, community supports prior to entry.

    - On entry, student meets with center health provider for examination or additional assessment, and care management plan is developed.

    - If condition rises to the level of a disability, refer to RAC.

    - If community support is not available near the requested center, the center should do the following:

        - Contact the treating provider and discuss applicant's needs to see if less frequent treatment or monitoring can be arranged. For example, instead of monthly sessions with the psychiatrist, suggest that treatment be every 3 months, and allow the applicant to go home for a follow-up.

        - If center is unable to make arrangements, the applicant may be considered for center closer to home where health support and insurance coverage is available. Documentation of efforts to arrange for less frequent treatment in home state and to secure community support near requested center should be included in the file (i.e., name of organizations/facilities and specific individual contacted). **File is forwarded to Regional Office for final determination.**

    - For applicants wearing orthodontic braces, applicant furnishes proof of suitable period of compliance with current treatment plan; a treatment plan is in place for continued care; a signed agreement that the cost of continued treatment and transportation related to treatment will be borne by the student, parent, or legal guardian; and a signed agreement that he/she will remain compliant with the care

plan, and schedule appointments such that he/she will not exceed authorized leave limits for elective treatment.

2. **Health-care needs exceed basic health care as defined in PRH Exhibit 6-4.**

   - Applicant has health condition with current symptoms at a level that will interfere with successful participation in the program at this time. Deny entry, and refer to other appropriate program/provider.

If center recommendation is for denial or referral to a different center, the file must be forwarded to the Regional Office for final decision.

Accommodations or Modifications
If the individual is a person with a disability, the center's reasonable RAC must convene and consider accommodations and/or modifications that the individual may need. Once the accommodations and/or modifications have been identified, the qualified licensed professional who conducted the original assessment must review the previous findings giving consideration to the identified accommodations to determine whether or not the accommodations and/or modifications can remove the barriers to enrollment due to health care needs.

Center Director Reasonableness Determination
If the individual is a person with a disability and accommodations or modifications that could remove the barriers to enrollment due to health-care needs have been listed by the center's RAC, the Center Director is responsible for making a determination as to whether such accommodations or modifications would be "reasonable" or pose an undue hardship and if so, she/he will then recommend denial of the accommodation to the Regional Office using the Accommodation Recommendation for Denial and Justification Analysis/Documentation Form found on the Job Corps Disability website. The final determination is made by the Regional Office. The RAC may assist the Center Director as needed in gathering the necessary data to make this determination. Guidance on how to make this determination is available in the "Evaluating a Request" and "Denying a Request" sections of the Job Corps Reasonable Accommodation Guidelines available on the Job Corps Disability website.

FORM FOR INDIVIDUALIZED HEALTH CARE NEEDS ASSESSMENT

Applicant's Name: _____ **Date of Review:** _____

Interview conducted by:[1] ☐ Telephone ☐ In person ☐ Videoconference

In determining whether, in your professional judgment, the above named individual's health-care needs are beyond what the Job Corps' Health and Wellness program can provide as defined as basic health care in PRH Exhibit 6-4: Job Corps Basic Health-Care Responsibilities, consider the following and respond accordingly.

If you determine that the individual's health-care needs are beyond Job Corps basic health-care responsibilities and their condition rises to a level of a disability consider whether any accommodations or modifications would remove the barrier to enrollment and list any suggested accommodations or modifications. Do not consider whether, in your view, a particular accommodation or modification is "reasonable." That determination must be made by the Center Director or his/her designees.

1. What factors triggered review of the individual's file for a health-care needs assessment?
[Please mark all that apply]

- ☐ Within the past 6 months, two or more emergency room visits or one or more hospitalizations for medical, mental health, oral health, and/or substance abuse reasons.
- ☐ New diagnosis or recurrence of medical, mental health, extensive untreated oral health, and/or substance abuse condition that would require frequent medication adjustments, significant health resources and/or substantial change to the training day (e.g., daily dialysis, only able to attend Job Corps 3 hours per day, hourly medication or behavioral monitoring, daily assistance with activities of daily living, long-term weekly on-center therapy provided by the Center Mental Health Consultant, complex full-mouth reconstruction/rehabilitation).
- ☐ Failure to follow previous treatment recommendations by licensed health providers that have adversely affected the applicant's health, behavior, and/or adaptive functioning, and now requires significant health-care management. (Note: Some students are non-adherent and experience adverse consequences but may still benefit from enrollment. Examples might include substance abuse relapse, poor diabetic control, poor asthma control, etc.)
- ☐ Applicant has followed treatment recommendations by licensed health providers with no improvement in applicant's health, behavior, and/or adaptive functioning which continue to place applicant in need of significant health-care management.
- ☐ Applicant's condition or behavior has not been successfully managed in a similar academic, work, or group environment in the past year.
- ☐ Applicant is in treatment for a condition that is not in the scope of Job Corps Basic Health-Care Responsibilities (e.g., orthodontic braces for malocclusion).

[1] If this form is completed online you will need to place your cursor on the checkbox, double-click, and then choose "checked." If you need to edit your choice follow the same procedures and choose "Not checked."

2. What is the applicant's history and present functioning to support statement of health-care needs? (*Include information from 6-53, file review, Chronic Care Management Plan (CCMP) Provider Form, and interview with applicant*)

ETA 6-53

Applicant File Review Summary

CCMP Provider Form (Does provider recommend applicant to enter Job Corps? ☐ Yes ☐ No)

Applicant Interview Summary

3. What are the health-care management needs of the applicant that are barriers to enrollment at this time?

- ☐ Frequency and length of treatment
- ☐ Hourly monitoring required
- ☐ Therapeutic milieu required
- ☐ Complex behavior-management system beyond Job Corps current system
- ☐ Daily assistance with activities of daily living
- ☐ Severe medication side effects
- ☐ Medical needs requiring specialized treatment
- ☐ Complex full mouth reconstruction/rehabilitation
- ☐ Out-of-state insurance impacting access to required and necessary health care
- ☐ Other (specify) _____

Brief Narrative: _____

4. Based on your review above, does the named individual have health-care needs beyond what the Job Corps' Health and Wellness program can provide as defined as basic health care in PRH Exhibit 6-4: Job Corps Basic Health-Care Responsibilities? *[Please mark one below.]*

☐ In my professional judgment, health-care needs are manageable at Job Corps as defined by basic health-care services in PRH Exhibit 6-4, but require community support services to be in place on entry due to special care needs (e.g., on-going community mental health treatment, specialized provider, etc.) to ensure continuity of care. Community support services are available near center. **If this box is checked, STOP FORM HERE and FILE REMAINS ON CENTER. If condition rises to a level of a disability, refer to RAC on center and applicant given start date.**

☐ In my professional judgment, health care needs are manageable at Job Corps as defined by basic health care services in PRH Exhibit 6-4, but require community support services which are not available near center. Documentation of efforts to arrange for less-frequent treatment in home state and/or to secure community support near center included in the file (i.e., name of organizations/facilities and specific individual contacted). Applicant should be considered for center closer to home where health support and insurance coverage is available. **File is forwarded to Regional Office for final determination.**

☐ In my professional judgment, health-care needs are not manageable at Job Corps as defined by basic health-care services in PRH Exhibit 6-4. Applicant has health condition with current symptoms at a level that will interfere with successful participation in the program at this time. Deny entry and refer to other appropriate program/provider. **File is forwarded to Regional Office for final determination.**

5. If condition rises to the level of a disability convene with the RAC along with the applicant, and list below any accommodations or modifications discussed with the applicant that could either remove or reduce the barriers to enrollment. Note: Accommodations or modifications are not things that treat the impairment; they are things that will help the individual participate in the program. The determination whether such accommodations or modifications would be "reasonable" or pose an undue hardship will be made by the Center Director. See Program Instruction 08-26 "Reasonable Accommodation and Case Management."

_____

_____

_____

☐ After review of assessment considering the accommodations/modifications listed above, the barriers to enrollment **can** be eliminated or sufficiently reduced to allow for the applicant's health-care needs to be managed at Job Corps.

☐ After review of assessment considering the accommodations/modifications listed above, the barriers to enrollment **cannot** be eliminated or sufficiently reduced to allow for the applicant's health-care needs to be managed at Job Corps.

Center Director Only

6. If there is a recommendation for an applicant to be enrolled with the accommodations or modifications listed in Question #5 which you believe are not reasonable and/or pose an undue hardship, you are responsible for making that determination using the Accommodation Recommendation for Denial and Justification Analysis Documentation Form found on the Job Corps Disability website, and provide to the Regional Office. The final determination is made by the Regional Office.

Please attach the completed Accommodation Recommendation for Denial and Justification Analysis/Documentation Form.

_____

Printed or Typed Name and Title of Licensed Health Provider Completing Form

_____

Signature of Licensed Health Provider Completing Form Date

_____

Signature of Center Director Completing Reasonableness Review Date

Members of File Review Team

_____ _____

_____ Date

_____

Members of RAC Team

_____ _____

_____ Date

_____

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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